

INQUIRY DESIGN MODEL



Compelling Question

How can food be a source of cultural joy, pride, expression, resilience, and honor?

Standards and Practices

Social Studies

2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.

4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.

5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.

5. G. MM. 1 Analyze how cultural, economic, and environmental factors encouraged and restricted the movement of people, ideas, and goods to and within the United States.

5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.

5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspectives they represent.

English Language Arts

SL 6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

W 8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Culinary

EE5 Identify strategies to bridge cultural/generational differences and use differing perspectives to increase the overall quality of work

OD4 Create menu layout and design

OE2 Demonstrate a variety of cooking methods, e.g., roasting, baking, broiling, smoking, grilling, sautéing, frying, deep-frying, braising, stewing, poaching, steaming, convection, microwaving

OH1 Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions

Staging the Question

Show a [slideshow](#) with pictures of well-known African American foods, like gumbo, macaroni and cheese, cornbread, collard greens, rice, fried chicken, and sweet potato pie.

Read this scenario to the class:

"Think about a family gathering where food is a big part of the celebration: Thanksgiving, Hanukkah, or 4th of July. Every dish on the table has a story and maybe a recipe passed down in your family or a dish that reminds you of their strength and history. What stories do you think these dishes could tell? How might they connect to the people and their history?"

Show a clip from one of the following episodes of *Tasting History*.

<https://www.youtube.com/watch?v=enx8buKYnMw>

https://www.youtube.com/watch?v=ff_gUzdED4

<https://www.youtube.com/watch?v=GuJwQLYY3eg>

Have students share through writing or discussion, what they might be able to learn by studying the origins, history, and traditions of food.

Summative Performance Task

Students will create a multimedia Google Earth project to explain how African American food traditions reflect the history, resilience, strength, and cultural evolution of African peoples in the Americas.

Extension

Using Google Earth:

- **Add Pins:** Choose significant locations like Brong Ahafo Region (Ghana), Goree Island and Senegal Valley (Senegal), Charleston or Columbia (South Carolina), New Orleans (Louisiana), and Appalachia, Louisville, and Lexington (Kentucky).
- **Customize Pins:** Write descriptions explaining each location's cultural and historical significance, connecting it to African American cuisine.

- **Multimedia:** Embed images, videos, and audio clips, such as maps of trade routes, photos of traditional dishes, or recordings of someone demonstrating how to prepare a traditional dish.
- **Draw Routes:** Use lines to trace the transatlantic trade routes and polygons to highlight regions influenced by African cuisine.

Taking Informed Action

Understand: Provide students with primary resources about the history of the transatlantic slave trade, including how African foods were brought or smuggled to the Americas by enslaved people or slave owners, and how enslaved people in the United States adapted these foods.

Assess: Using the pins and routes in your Google Earth project, have students assess the significance of specific foods by considering the following questions:

- How did enslaved Africans and their descendants use food to preserve their cultural identity?
- What role did these food traditions play in building community and resilience during difficult times?
- How have these food traditions evolved and spread to different regions (Appalachia (KY), Harlem, Chicago)?

Act: Students will use their new knowledge and Google Earth project as a tool for advocacy in their school or community.

Supporting Question 1

What were the roots of African food traditions?

Formative Performance Task

To introduce students to the roots of African food traditions, consider starting with a video that provides an engaging overview of traditional African cuisines and their historical significance.

One such resource is the video titled "Senegal's Connection to Southern Cuisine" into the culinary practices across the African continent.

Activity Steps:

1. **Watch the Video:** [Senegal's Connection to Southern Cuisine](#)
Begin the lesson by watching the video together as a class. Encourage students to take notes on key points, such as staple ingredients, cooking methods, and cultural practices mentioned.
2. **Class Discussion:**
After viewing, ask students to comment on these questions:
 - What are some common staple foods in African cuisines?
 - How do traditional cooking methods reflect the resources and environments of different African regions?

- In what ways do these food traditions contribute to cultural identity and community?

Supporting Question 2

How did the food traditions of African nations spread during the slave trade & colonial period?

Formative Performance Task

Part 1: Introduction Activity – The Journey of African Foods

1. **Read:**

Have students popcorn read the below article on the transatlantic slave trade, focusing on the movement of people, culture, and food.

- [“TransAtlantic Food Migration: The African Culinary Influence on the Cuisine of the Americas”](#)
- Emphasize crops like yams, okra, black-eyed peas, millet, and rice.

2. **Class Discussion:**

- What stood out to you about the role of food in the slave trade?
- Why do you think these foods became so widespread?

Part 2: Research Activity – Mapping African Food Traditions

1. **Group Research:**

Divide students into small groups and assign each group one of the following food items:

- Okra
- Black-eyed peas
- Yams
- Rice
- Peanuts

2. Each group researches:

- **Origin:** Where in Africa the food was traditionally grown or used.
- **Spread:** How it was introduced to Europe, the Americas, or other parts of the world.
- **Adaptation:** How it changed in new environments, including cooking methods, flavors, or uses.

3. **Primary Sources:**

Have students find excerpts or recipes from historical documents or archives. For example:

- Slave narratives discussing food preparation.
- Historical cookbooks showing the adaptation of African ingredients in Europe and the Americas.

Part 3: Create – A Food Timeline & Recipe Adaptation

1. **Interactive Timeline:**

Each group creates a digital or physical timeline tracing their food item's journey from Africa to its current global uses. Timelines should include:

- Maps showing the food's movement.
- Key historical events (e.g., introduction of okra to the Americas).
- Cultural significance in different regions.

2. **Recipe Adaptation Challenge:**

Each group finds a modern recipe for their food item (e.g., gumbo, hoppin' john, or peanut stew) and compares it to an African-inspired version.

- Highlight differences in ingredients and preparation methods.
- Present their findings as a "recipe card" with fun facts about the dish.

Part 4: Culminating Gallery Walk

1. **Virtual or Physical Exhibit:**

Groups display their timelines, recipe cards, and any visuals (maps, pictures, etc.) in a gallery-style setup. Students explore each exhibit and take notes on similarities and differences.

2. **Reflection:**

Students write a short paragraph answering:

- How did African food traditions influence global cuisine?
- Why is it important to recognize the African roots of these foods?

Supporting Question 3

What are the foundations of African food traditions including the staples that were the basis of recipes for Africans before the transatlantic slave trade?

Formative Performance Task

Explore the foundations of African food traditions, including staple foods, spices, and cooking methods, before the transatlantic slave trade. They will collaborate to create a virtual African Market and analyze regional similarities and differences.

Step 1: Assign Regions

Divide the class into **four regional groups:**

1. **West Africa**
2. **East Africa**

3. **Central Africa**
4. **North Africa**

Each group will research the food traditions of their assigned region, focusing on:

- **Staple foods** (e.g., millet, sorghum, yams, rice, cassava)
- **Spices and herbs** (e.g., ginger, tamarind, cloves)
- **Cooking methods** (e.g., steaming, roasting, pounding)
- **Cultural significance** of food

Step 2: Create a Virtual Market Stall

Each group will use **Google Slides** to design their market stall, making it look like a vibrant food market. Their slides should include:

1. **Images:** Pictures of staple foods, spices, and cooking tools.
2. **Descriptions:** Detailed explanations of the foods and their uses.
3. **Maps:** A map highlighting their region and the availability of certain staples.
4. **Recipes:** Create or adapt a traditional recipe using their staple foods.

Example Elements for Slides:

- A slide showcasing "West African Jollof Rice" with an explanation of its origins and key ingredients like rice, tomatoes, and peppers.
- A slide for "North African Tagine" with images of the dish and the spices used (cinnamon, turmeric, cumin).

Virtual Market Template for Slides:

[Virtual Market Template](#)

Step 3: Virtual Market Exploration

After all groups complete their slides:

1. Share the **Virtual Market** with the class.
2. Students will "visit" each stall, reviewing the slides for all regions.
3. As they explore, they will complete the **Cyber Sandwich Worksheet**, analyzing the similarities and differences across the regions.

Cyber Sandwich Worksheet Template:

[Cyber Sandwich Worksheet](#)

Step 4: Group Discussion

Once students finish their exploration and worksheet:

- Discuss as a class:
 - What staple foods were shared across regions?
 - What unique foods or spices were found in specific regions?
 - How do these food traditions reflect the environment and culture of each region?
- Reflect on how these food traditions influenced African American cooking in later eras.

Step 5: Google Map Pins

	<p>For the summative task, students will use the information from this activity to create pins on a collaborative Google Map, highlighting key foods and spices from each region.</p> <p>Each pin should include:</p> <ol style="list-style-type: none"> 1. A short description of the food/spice. 2. Its cultural or historical significance. 3. A recipe or cooking method associated with it. <p>Example Pin:</p> <ul style="list-style-type: none"> ● Location: West Africa ● Food: Millet ● Description: A staple grain in West Africa, used in porridges and flatbreads. ● Recipe: Include instructions for a traditional millet-based dish like "Toh."
	<p>Remediation:</p> <p>To adjust this lesson for middle school students or elementary students, you can provide students with a list of websites or resources they can use to find the information or assign specific foods/spices/cooking tools/methods for each student.</p> <p>If technology poses issues for students, you could have students create a physical poster to display their information.</p>

<p>Featured Sources</p>	<p><i>Wilkinson, Crystal. Praisesong for the Kitchen Ghosts. Clarkson Potter, 2024. pgs. 1-17.</i></p> <p><i>Flournoy, Angela. "In Senegal, a Return to Homegrown Rice." The New York Style Magazine, Nov. 2021.</i></p> <p><i>Harris, R. A. "The Yam's Complicated Place in American History." The Ringer, 24 Nov. 2021, www.theringer.com/2021/11/24/food/yam-sweet-potato-american-history.</i></p> <p><i>Baker, Alexandra. "How Rice Shaped the American South." BBC Travel, 7 Mar. 2021, www.bbc.com/travel/article/20210307-how-rice-shaped-the-american-south.</i></p> <p><i>Baker, Alexandra. "The Surprising Origin of Fried Chicken." BBC Travel, 12 Oct. 2020, www.bbc.com/travel/article/20201012-the-surprising-origin-of-fried-chicken.</i></p> <p><i>Edge, John T., "Faster Food." The Potlicker Papers, Penguin Books, 2018, pp. 109-127.</i></p> <p>Our Roots. "High on the Hog: How African American Cuisine Transformed America, season 1, episode 1, directed by Jon-Sesrie Goff, Netflix, 2021.</p> <p>The Rice Kingdom. "High on the Hog: How African American Cuisine Transformed America, season 1, episode 2, directed by Jon-Sesrie Goff,</p>
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Netflix, 2021.

Our Founding Chefs. "High on the Hog: How African American Cuisine Transformed America, season 1, episode 3, directed by Jon-Sesrie Goff, Netflix, 2021.

Dora Mekouar. "How Enslaved Africans Helped Invent American Cuisine." <https://www.voanews.com/a/how-enslaved-africans-helped-invent-american-cuisine-/4814817.html>

Diane Spivey. "Transatlantic Food Migration: The African Culinary Influence on the Cuisine of the Americas."

<https://www.blackpast.org/global-african-history/trans-atlantic-food-migration-the-african-culinary-influence-on-the-cuisine-of-the-americas/>

Supporting Question 4

How did the food traditions of African Nations impact American cuisine during the period of the Slave Trade and Colonial America?

Formative Performance Task

Students will create an illustrated recipe of a traditional African American dish showing how enslaved Africans adapted these dishes using available ingredients in Colonial America, leading to the creation of dishes like gumbo, Hoppin' John, or cornbread.

Step 1: Assign or Choose Recipes

The teacher can assign students a specific recipe or students can select a recipe from the following options or others they may come across in their reading:

- **Gumbo**
- **Hoppin John**
- **Cornbread**
- **Fufu**
- **Grits**
- **Rice pudding**
- **Sweet potato casserole**
- **Fried Chicken**
- **Macaroni and cheese**
- **Black eyed peas**
- **Chitlins**
- **Red beans and rice**
- **Collard greens (potlicker)**
- **Fried okra**

Students will research the history of their dish and how it was a result of the food traditions brought to America by the enslaved.

Step 2: Create a Illustrated Recipe

Using the template below, students will create an illustrated recipe that showcases both how the dish is made, but also its historical and cultural significance for African Americans & its connection to the African continent.

[Recipe Template](#)

Step 3: Google Map Pins

For the summative task, students will use the information from this activity to create **pins on a collaborative Google Map**, highlighting these recipes including their origins in the United States.

Each pin should include:

1. A short description of the recipe
2. Its cultural or historical significance
3. An image showcasing the finished recipe.

Remediation:

To adjust this lesson for middle school students or elementary students, you can provide students with [leveled texts](#) that cover the history and development of each recipe or work as a class or in groups to read about the history of the recipes and then divide students into groups to create the recipe card together.

If technology is difficult for students, they can create physical recipe cards or compile a class “cookbook” with the recipes, history, and images.

As an **extension project**, students could then follow the recipe and cook the dishes they have researched.

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Michael W. Twitty. “The Unbearable Taste: Early African American Foodways.”
<https://commonplace.online/article/unbearable-taste-early-african-american-foodways/>

Joseph E. Holloway, “African Crops and Slave Cuisine.”
<https://shwenshwen.com/african-crops-and-slave-cuisine/>

Sarah Wassberg. “Food History, Slavery, and Juneteenth.”
<https://www.thefoodhistorian.com/blog/food-history-slavery-and-juneteenth>

“A 19th Century Slave Diet.”
<https://www.nps.gov/bowa/learn/historyculture/upload/the-final-slave-diet-site-bulletin.pdf>

“Seeds of Survival: Plants & the Black Experience.”
<https://cornellbotanicgardens.org/wp-content/uploads/2022/08/panels.pdf>

Supporting Question 5

How did the migration of African Americans during and after the Civil War change the food landscapes of the places they left and the places they moved to?

Formative Performance Task

Explore how the migration of African Americans during and after the Civil War changed the food landscapes of the places they left and the places they moved to. They will use research and creativity to write a journal entry or letter from the perspective of someone experiencing this migration.

Step 1: Research Migration Stories

Students will investigate the migration of African Americans after the Civil War using **oral histories, archives, or articles**. Resources may include:

- Library of Congress Oral History collections
- Digital archives like the Schomburg Center for Research in Black Culture
- Books or documentaries on the Great Migration

Focus Areas:

1. **Where did they move from and to?** (e.g., from the rural South to urban cities in the North or West)
2. **What foods were common in the South?** (e.g., collard greens, cornbread, okra)
3. **What new ingredients did they find in their new homes?** (e.g., fresh produce in California, industrialized goods in Chicago)
4. **How did they adapt traditional recipes with new ingredients?**

Step 2: Create a Fictional or Historically-Based Character

Students will develop a character who is experiencing this migration. They will give their character:

- A name and background (e.g., a farmer’s wife from Georgia, a young factory worker from Mississippi).
- A destination (e.g., Chicago, Detroit, Los Angeles).
- A reason for moving (e.g., escaping hardship, seeking better

opportunities).

Step 3: Map It Out:

- Create a class migration map.
- Each student pins their character’s starting point and destination, with a note summarizing their story and the foods that traveled with them.

Step 4: Class Discussion:

- "How did migration change the food cultures of the North and West?"
- "Why is food an important way to hold on to culture when people move to new places?"

Step 5: Google Map Pins

For the summative task, students will use the information from this activity to create **pins on a collaborative Google Map**, highlighting the places where African Americans migrated to, and food influences in these places.

Each pin should include:

4. A short description of the location
5. Its cultural or historical significance and why this was a migration location
6. How food was impacted by these migrations.

Remediation:

To adjust this lesson for middle school students or elementary students, you can provide the stories for the students & provide a [reading guide](#) to help students take notes & organize their information.

Featured Sources

National Museum of African American History and Culture: Oral History.
<https://nmaahc.si.edu/explore/initiatives/oral-history>

“Slave Letters.” *Duke University Libraries.*
<https://library.duke.edu/rubenstein/research/guides/slaveletters>

“Letters of Negro Migrants of 1916-1918.”
<https://history.hanover.edu/courses/excerpts/260GMigration.html>

“Letters of the Great Migration & the Depression.” *National Postal Museum.*
<https://postalmuseum.si.edu/research-articles/letter-writing-in-america/letters-of-the-great-migration-and-the-depression>

“The African American Odyssey.” *The Library of Congress.*
<https://www.loc.gov/exhibits/african-american-odyssey/reconstruction.html>

“Primary Sources: Collections, Papers, and Diaries.” *Carnegie Mellon University*.

<https://guides.library.cmu.edu/c.php?g=215597&p=1421614>

“Black History.” *National Archives*.

<https://www.archives.gov/research/alic/reference/black-history-topical.html>

Supporting Question 6

During the Civil Rights movement, how did food serve as a means of resistance, power, and expression?

Formative Performance Task

Civil Rights Movement and the role food played in building community, resistance, and solidarity. Use your creativity to make a **podcast** about one of the topics below!

1. **Sit-In Counters:**

- Research the role sit-in counters played during the Civil Rights Movement.
- Explain what happened during these sit-ins and why they were so important.
- Include stories about the people involved and how sit-ins helped change unfair laws.

2. **The Power of the Black Kitchen:**

- Discover how African American kitchens and community meals were used to organize, plan, and build solidarity.
- Research how food supported the movement—like church women cooking for Freedom Riders or meals prepared for protestors during marches and boycotts.
- Explain how sharing food helped bring people together.

3. **Recipes of Resistance:**

- Choose a recipe like cornbread, fried chicken, or collard greens that was common at protests, meetings, or community events.
- Share the recipe and explain how food symbolized power, resistance, and community during the movement.
- Reflect on how these recipes kept people strong and united.

4. **People of the Resistance:**

- Research the role of food or restaurants connected to important people of the Civil Rights Movement (e.g., Martin Luther King Jr., Rosa Parks, or Ella Baker).
- Talk about how these spaces supported the fight for equality and why they were so meaningful.

Reflection:

At the end of your podcast, have students answer these questions:

1. What did you learn about the Civil Rights Movement and the role food played?
2. Why do you think food is such a powerful way to bring people together?
3. How can we use what we learned about food and community today?

Step 3: Google Map Pins

For the summative task, students will use the information from this activity to create **pins on a collaborative Google Map**, highlighting places, people, or events related to food and resistance.

Each pin should include:

7. A short description of the person, place, or event
8. Its cultural or historical connection to food
9. An image or other type of media related to the topic.

Remediation:

To adjust this lesson for middle school students or elementary students, you can provide students with an [outline](#) for recording their podcast.

Featured Sources

Nancy Shute. "Cooking Up Change: How Food Helped Fuel the Civil Rights Movement."

<https://www.npr.org/sections/thesalt/2012/01/16/145179885/cooking-up-change-how-food-helped-fuel-the-civil-rights-movement>

Rachel Singh. "The Restaurants that Fueled the Civil Rights Movement."

<https://www.atlantahistorycenter.com/blog/the-restaurants-that-fueled-the-civil-rights-movement/>

John T. Edge. "Chapter 6 Faster Foods." *The Pottlicker Papers*. Pp.109-127

Bobby J. Smith. *Food Power Politics: The Food Story of the Mississippi Civil Rights Movement*.

Kayla Steward. "The Food that Fed the Civil Rights Movement."

<https://www.kitchenaid.com/stories/travel-and-culture/the-food-that-fed-the-civil-rights-movement.html>

Mollie Bloudoff-Indelicato. "Four Important Foods of America's Civil Rights Movement." <https://www.nationalgeographic.com/culture/article/4-important-foods-of-americas-civil-rights-movement>

"Al Roker Explores 3 Restaurants that Fed the Civil Rights Movement."

<https://www.youtube.com/watch?v=EE8vVyXh0JM>

Amethyst Ganaway. "Black Communities Have Always Used Food as a Protest." <https://www.foodandwine.com/news/black-communities-food-as->

[protest](#)

“Cooking up the Civil Rights Movement.”

<https://www.museumoffoodandculture.org/post/cooking-up-the-civil-rights-movement>

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Jordan Powers Willard. “5 Foods that Fueled the Civil Rights Movement.”

<https://www.eatthis.com/civil-rights-movement-foods/>

“Leaders in the Struggle for Civil Rights.”

<https://www.jfklibrary.org/learn/education/students/leaders-in-the-struggle-for-civil-rights>

Supporting Question 7

In what ways can food serve as a tool to teach and connect people to African American history and culture?

Formative Performance Task

Part 1: Research & Explore

Pick **one dish** from this list to learn about:

- Gumbo
- Macaroni and cheese
- Collard greens
- Rice
- Fried chicken
- Sweet potato pie

Find out:

1. **Where the dish comes from** in African heritage.
2. **How it changed** during the African American experience in the U.S., like during slavery, migration, or the Civil Rights Movement.
3. **Stories or traditions** connected to the dish in African American families or communities.
4. **Why the dish is still important today** in African American culture.

Part 2: Live Cooking Demo & Discussion

1. Cook the dish (live or record a video) and tell its historical and cultural story as you make it.

2. Share interesting facts about the dish's history while cooking.
3. After the demo, ask your classmates questions like:
 - How can food help us learn about history?
 - Why is it important to keep these traditions alive?
4. Write or talk about how cooking the dish helped you understand African American history better.

Step 3: Google Map Pins

For the summative task, students will use the information from this activity to create **pins on a collaborative Google Map**, highlighting these dishes and their importance in Black history.

Each pin should include:

10. A short description of the dish
11. Its cultural or historical significance or how it has been transformed throughout history
12. An image or other form of media highlighting the dish.

Featured Sources

Wilkinson, Crystal. Praisesong for the Kitchen Ghosts. Clarkson Potter, 2024. pgs. 1-17.

Flournoy, Angela. "In Senegal, a Return to Homegrown Rice." The New York Style Magazine, Nov. 2021.

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Our Founding Chefs. *High on the Hog: How African American Cuisine*

*Transformed America, season 1, episode 3, directed by Jon-Sesrie Goff,
Netflix, 2021.*