



PART 5: COOKING AND PRESERVATION TASK LIST

This is the list of tasks for Part Five. Cooking + Preservation Check them off as you complete them.

- ⁵⁻¹ Exploring Ingredients + Dishes
- 5-2 🔲 Picking Your Plate!
- 5-3 Analyzing Cooking Tools + Techniques
- 5-4 Exploring Preservation Techniques
- 5-5 Collecting Cooking + Preservation Oral Histories
- 5-6 Analyzing Cooking + Preservation Survey Data
- 5-7 Debriefing Cooking + Preservation

In this part, your team will focus on researching and experimenting with processing, cooking, and preserving various foods to meet local and global needs. You will also research diverse local and global cooking and preservation techniques, tools, and recipes.



ASKS









Exploring Ingredients and Recipes

Welcome to Part 5: Cooking and Preservation, and Task 5-1. In Part 4 you learned more about how food is accessed and stored in your community. In Part 5, the team will look closer at what different people do with food after they have accessed it. The team will begin by learning more about how various ingredients are used and eaten in many different ways across the world

Objective









In this task, the team will examine, compare, and contrast dishes that include five ingredients from different food groups that are found around the globe: cheese, coconut, egg, tomato, and rice. Then the team will collect recipes in your community that use some or all of these ingredients.

In this task, the team will be focusing on the following questions from the question map:

- What are different local and global cooking tools and techniques?
- How do local and global ingredients and recipes compare to meet dietary needs?
- 1. Go to the Task 5-1 folder and get the Matching/Sorting Recipe Book, Matching/Sorting Activity instructions, and Recipe Organizer.



- 2. Play the Matching/Sorting Activity according to the instructions in the task folder. If students would like a larger view of the food images display the Exploring Ingredients and Recipes Matching Game Pictures file.
- 3. Use the Recipe Organizer to collect information on local dishes in your community that use one or more of the five ingredients: tomato, coconut, rice, cheese, and egg.
- 4. Compare and contrast the different recipes and dishes in your community to the dishes in the Matching/Sorting Activity.
- 5. Discuss how information about your local dishes could be useful when thinking about the problem question, How do we ensure good nutrition for all?

Hooray! You completed Task 5-1. Check it off the task list. Go to Task 5-2!



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Picking Your Plate!

In Task 5-1, you learned about a variety of dishes from around the world and in your community. Every day, people in different places are making decisions about what they put on their plate. In Part 3 the team also learned about the different recommendations and food groups you can put on your plate to meet daily nutritional requirements. It is helpful to start thinking about all of these things as you access, cook, and build your meals throughout the day in your home or community.

Objective



various budgets.

In this task, the team will be focusing on the following questions from the question map:

- How do local and global ingredients and recipes compare to meet dietary needs?
- What are different food and diets people eat to meet their daily needs?
- What are the different nutritional guidelines and how are they used locally and globally?
- 1. Go to the Task 5-2 folder and get the Pick Your Plate! Data Table.
- 2. Access the Pick Your Plate! game at https://ssec.si.edu/pick-your-plate.
- 3. The data table has two trials for each country in the game. Use the data table during game play to collect the results of trial one for each country in the game.
- 4. After all teams have completed trial one for each country, stop for discussion and analysis.
 - Based on the data you collected during trial one, what changes would you • make during trial two to get a higher medal in the game?
- Play trial two of each country. Compare and contrast your results among 5. teams.
- Discuss how the Pick Your Plate! game could be useful when thinking about 6. the problem question, How do we ensure good nutrition for all?



Analyzing the Cooking Tools and Methods Data

In Task 5-1 and Task 5-2, the team learned about different recipes and dishes people eat around the world and in your community to meet their dietary needs. To cook many of these dishes, a variety of tools and techniques are needed. Understanding different cooking tools and techniques from around the world could help the team when thinking about how to prepare dishes in your community in new or different ways.



5-3











- What are different local and global cooking tools and techniques?
- 1. Go to the Task 5-3 folder and get the Analyzing Cooking Tools and Methods data table and the recipe organizer. The recipe organizer from this task should be added to the recipe organizer you completed in Task 5-1.



- 2. As a team, look at each of the photos in the Analyzing Cooking Tools and Methods data table. Complete the Explain It column for each item.
- 3. As a team, share different features or aspects of each item, what it could be, how it could be used in cooking or eating, and what other things it could be used for.
- 4. Complete the recipe organizer for the dishes you selected in Task 5-1. Include information about the type of energy used, cooking tools, instructions to use the tools, and utensils commonly used to eat the dish.
- 5. Discuss how information about the tools and methods used to cook local dishes could be useful when thinking about the problem question, How do we ensure good nutrition for all?

Hooray! You completed Task 5-3. Check it off the task list. Go to Task 5-4!

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Exploring Preservation Techniques

Throughout your research, the team has learned about many different recipes and dishes people eat around the world and in your community to meet their dietary needs. Many of these dishes require fresh foods that can only be stored and eaten for a short period of time before they spoil. Throughout history, humans have developed many different techniques around the world to keep food for longer periods of time. You may have heard of pickling, canning, drying, or making jams or jellies. These are all cooking techniques that can preserve food for longer periods of time. Cooking techniques that preserve food for extended times can help support a healthy diet when fresh foods may not be accessible in your community. Food preservation can also reduce the chance the fresh food will spoil before you can eat it, reducing food waste. Learning about and using a variety of different preservation techniques could help the team when thinking about actions to address local food issues in your community.







- What are different local and global food preservation techniques?
- 1. Access the Put It Up! methods at https://nchfp.uga.edu/putitup.html
- 2. Select one or more of the food preservation methods from step 4 and try it.
- 3. Go to the Task 5-4 folder and get the Preservation recipe organizer.
- Using resources or people and partners in your community, identify a local recipe that people use to preserve food for longer periods of time.
- 5. Complete the Preservation recipe organizer about the technique.
- 6. Include information about any special tools, instructions to use the tools, ingredients, and instructions to preserve the food.
- 7. Discuss how information about food preservation techniques could be useful when thinking about the problem question, **How do we ensure good nutrition for all?**



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Collecting Cooking and Preservation Oral Histories

In Tasks 2-5, 3-6, and 4-6, the team collected oral histories about connections between food and your community's culture, identities, and histories. It is helpful to document and collect data from a variety of perspectives so you can become aware of these types of connections in the community. This will be particularly useful when you develop your community action and communication plan in Part 7.



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In this task, the team will continue to interview people in the community to collect oral histories about cooking and food preservation. Remember that oral history refers both to the method of documenting an oral testimony and to the product of that process. In this task, the team will be focusing on the following questions from the question map:

- What are the connections between culture, identities, histories, and food in a community?
- What evidence could we collect to help define food- and nutrition-related problems in our community?
- 1. Go to the Task 5-5 folder and get the list of interview questions, interview tips, and safety tips to use when conducting interviews in the community.



Pre-Interview

- 1. Read through the list of interview questions.
- 2. Make a list of people in your community you could interview. Think about interviewing the same people from Tasks 2-5, 3-6, and 4-6, or the people you collected food journals from in Task 3-2. Consider:
 - Family
 - Friends
 - Neighbors
- 3. Identify any equipment the team could use to record audio or video of interviews.
- 4. Practice interviewing other team members, taking notes, and using





audio/video recording equipment (if available).

5. Read through the pre-interview tips to keep in mind in the task folder.

<u>Interview</u>

- 1. Read through the interview tips to keep in mind in the task folder.
- 2. Set up and conduct the interviews.

Post-Interview

- 1. Compile all notes and any audio/video recordings from the interviews.
- 2. Analyze the notes and recordings.
 - Describe what you noticed in the interviews.
 - What are some interesting stories or information in the responses?
 - Identify any foods or stories that you were unfamiliar with.
 - Identify any foods or stories that you were familiar with.
 - Which questions did most people in the community have similar responses to?
 - Which questions did people in the community have different responses to?
- Discuss how these oral history interviews could be useful when thinking about the question, What are the connections between culture, identities, histories, and food in a community?
- 4. Discuss how these oral history interviews could be useful when thinking about the problem question, **How do we ensure good nutrition for all?**



Use the field safety tips in the safety documents on Learning Lab before going out into the community to survey or interview people. Be polite, never go alone, and always be aware of your surroundings.



5-6

Analyzing the Cooking and Preservation Survey Data

In Tasks 1-3, 2-2, 3-7, and 4-7 the team collected survey data from the team and the community about what people think about food and nutrition.



In this task, the team will focus on analyzing the survey results of Part 5 of the survey. This analysis will help the team better understand the following questions from the question map:

- What do people in our local community think and know about food and nutrition?
- What are effective ways to share and communicate our action plan with the local community?
- 1. Go to the Task 5-6 folder and get the survey analysis instructions and questions.
- 2. Gather all of the surveys completed in Task 1-3 and Task 2-2.
- 3. In this task, the team will only look over part 5 of the survey: Cooking and Preservation.
- 4. As a team, determine how to compile the answers to part 5 for all of the surveys collected in Task 1-3 and Task 2-2. You will want to analyze the compiled data for all surveys. Develop your own method for compiling the data for part 5, or use one of the methods in the instructions.
- 5. Create some graphs about this compiled data. Be creative!
- 6. Use the graphs and compiled data to answer these questions:
 - What interesting patterns do you see in the data from the survey questions in part 5?
 - Which questions did most people agree about?
 - Which questions did people have different responses for?





As you may have noticed, the survey is broken into the same parts as this research guide. Analyze only the results from that part of the survey while working on that Part of the guide to make the analysis more manageable.

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- 7. Discuss how this survey evidence could be useful when thinking about the question, What do people in our local community think and know about food and nutrition?
- 8. Discuss how this survey evidence could be useful when thinking about the question, **What are effective ways to share and communicate our action plan with the local community?**
- 9. Discuss how this survey evidence could be useful when thinking about the problem question, **How do we ensure good nutrition for all?**
- Select two or three questions from these survey questions, write a claim, and provide the supporting evidence for the claim based on the question and the data evidence collected.
 For example:
 - Pickling is a common preservation technique in our community.
 - Many people in our community are not comfortable with the tools and techniques to cook food.
- 11. What evidence supports your claims? As a team, share some claims you created and the evidence that supports each claim, using this data.

Hooray! You completed Task 5-6. Check it off the task list. Go to Task 5-7!

Debriefing Cooking and Preservation

This is the last task of Part 5: Cooking and Preservation.



In this task, the team will debrief Part 5: Cooking and Preservation. This is good to do before you move on to the next part. The objective is to think about and discuss helpful information that was gathered during that part before moving on.

Remember the team norms.

- Recognize the benefits of listening to a range of different perspectives and viewpoints.
- Be open to new ideas and perspectives that challenge your own.
- Be willing to cooperate with others to change things for the better.

Remember to use your meaningful conversation starters as needed throughout this discussion.

- lagree with____because . . .
- I disagree with_____because . . .
- I'd like to go back to what_____said about . . .
- I'd like to add . . .
- I noticed that . . .
- Another example is . . .

Remember when you are making claims from evidence to use the following sentences.

- I think this claim is best supported because . . .
- I do not think this claim is best supported because . . .
- I think this piece of evidence supports this claim because . . .
- I do not think this piece of evidence supports this claim because . . .

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1. Go to the Task 5-7 folder to get the Debriefing the Cooking and Preservation Data instructions.



- 2. Follow the instructions in the task folder to complete the six sections of the debrief.
 - Research Site Map Analysis
 - Community Partners
 - Perspectives
 - Identity
 - Question Map Analysis
 - Problem Question

Hooray! You completed Task 5-7 and Part 5. Check it off the task list.

Congratulations! You have completed **Part 5** of your research. Give yourself a pat on the back.

Continue to Part 6: Food Security.

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Task 5-1. Exploring Ingredients and Recipes: Recipe Matching/Sorting Activity

Using the recipe book, try one or both of the following activities.

Matching Activity

- 1. Print out enough copies of the Task 5-1 Matching/Sorting Recipe Book to distribute them to teams or individuals.
- 2. The book is broken into five sections, with five color-coded recipes in each. Each color represents a different main ingredient for a dish: **yellow** is cheese, **blue** is coconut, **green** is egg, **red** is tomato, and **purple** is rice.
- 3. Make sure each section has five different color-coded recipes. The recipes for this task are jumbled up for the matching activity.
- 4. The goal of the activity is to figure out which food photos, descriptions, and cultural notes go together within each of the five sections.
- 5. Use the blank data sheet to record your results.
- 6. Reference the Matching/Sorting Recipe Book Key as needed.

Sorting Activity

- 1. Print out enough copies of the 25 dishes in the Task 5-1 Matching/Sorting Recipe Book for each group.
- 2. Cut out each photo, description, and cultural note. There should be 75 squares in each set.

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- 3. Mix up the squares and hand an entire set to each group.
- 4. Have students match each correct food photo, description, and cultural note from the set.
- 5. Use the blank data sheet to record your results.
- 6. Reference the Matching/Sorting Recipe Book Key as needed.





Matching/Sorting Recipe Book

FOOD PHOTO	DESCRIPTION	CULTURAL NOTE
	Dolmas are typically small items made of fillings such as rice, onions, meat, and spices either wrapped in leaves or stuffed in vegetables, such as tomatoes or onions. Meat dolmas are usually served warm. Rice-based dolmas are typically served cold with a garlic-yogurt sauce.	B1 A traditional Malaysian dish commonly eaten for breakfast. It is often considered Malaysia's national dish, and its name comes from the Malay for "richly flavored rice."
Malaysia		
Senegal	Shahi paneer consists of cubes of paneer—a fresh, semi-firm Indian cheese—in a spiced creamy tomato sauce. It is commonly eaten with rice or a flatbread such as naan or roti.	G1 A typical breakfast dish in Japan. This dish is a typical side found in bento boxes. Although it is a traditional dish, the common form of this dish today wasn't popular until the late 19th century because of the price of sugar and mirin, which are needed to keep the egg soft.
Jenegal India	Tamagoyaki is a type of omelet created using multiple layers of egg that are cooked in a rectangular pan to form a thick cake-like roll.	R1 A common dish in the Mediterranean, including, the Balkans, South Caucasus, Central Asia, India, and the Middle East. Making this dish is a central culinary practice in the Republic of Azerbaijan. While the origin of this dish is unclear, its existence has been traced as far back as the 17th century.





	Nasi lemak consists of rice steamed in coconut milk with fragrant pandan leaves. It is served with many additions, such as hard-boiled eggs, fried anchovies, and sambal chili sauce. It is traditionally served wrapped in a banana leaf.	Y1 A dish from the northern part of India. It was first eaten by leaders of the Mughal Empire, a Muslim empire that came to India from the region of Persia in the Middle East. The word <i>shahi</i> means "royal" in Urdu, the language commonly used by Mughal rulers.
Japan		Commonly served at <i>langars</i> , which are large vegetarian community kitchens in Sikh temples where people of all religions and backgrounds are invited to eat for free.
Greece, Slovenia, Croatia, Bosnia and Hercegovina, Montenegro, Serbia, Romania, Kosovo, Albania, Macedonia, Bulgaria, Georgia, Armenia, Azerbaijan, Turkey	Thieboudienne typically includes fish, rice, and tomato sauce. It is also usually made with onions, carrots, cabbage—all common ingredients in the country. In Senegal, the rice is traditionally broken rice.	P1 A traditional dish from Senegal. The fish, often referred to as guedj, is salted and dried. Legend has it that a woman in the 19th century, Penda Mbaye, created the dish as it is served today. The idea to mash up cherry tomatoes earned her fame from the palaces of Saint Louis.







FOOD PHOTO	DESCRIPTION	CULTURAL NOTE
France	Lamington is made by dipping a square piece of sponge cake in melted chocolate and coating it with dried coconut.	Y2 A traditional Eastern European dish commonly eaten in Russia, Ukraine, and Poland. This dish is traditionally eaten during the Jewish holiday of Shavuot. In Judaism, Shavuot commemorates the day that God gave the Torah—a Jewish religious text—to the Jewish people on Mount Sinai. During Shavuot, it is customary for Jewish families to eat dairy foods such as cheese.
Australia	Soufflé uses egg yolks and beaten egg whites to create a fluffy, puffed-up, pastry-like dish that can be either sweet or savory.	R2 A staple dish in Catalan cuisine, which originates from the region of Catalonia in eastern Spain. This dish can be traced back to the 16th century in Spain, but didn't become popular until the 18th century. It was created as a way to soften bread that was getting too dry.
Spain	Num banh chok is made with rice noodles and often includes a fish sauce, vegetables, and herbs such as mint and basil.	G2 A traditional French baked dish. The name of this dish is derived from a form of the French verb <i>souffler</i> , which means "to puff or inflate, breath, blow." The earliest account of this dish was in the mid 1700s. It is associated with the French chef Vincent La Chapelle, who cooked for earls and princes.







Russia, Ukraine, Poland	Pa amb tomàquet is made of toasted bread that is rubbed with tomato and drizzled with olive oil.	B2 A traditional Australian dessert. Though there is debate, it was said to be made by accident by the French chef of Lord Lamington to feed some unexpected guests at the Old Government House. Chef Gallard is said to have had a French Tahitian wife, which is what apparently inspired adding coconut to the leftover sponge cake.
Cambodia	Cheese blintzes consist of a thin crepe or pancake wrapped around a filling of sweetened cheese. It is then gently pan- fried in butter.	P2 A Cambodian breakfast meal or afternoon snack. It is named for the rice noodles that are in the dish. A legend tells of Thun Chey, who was exiled to China and had to make this famous dish to survive. He was thrown into prison and sent back to Cambodia after being rude to the emperor. It was apparently Thun Chey who gave the Chinese the idea to make noodles, suggesting that noodles were invented in Cambodia.







FOOD PHOTO	DESCRIPTION	CULTURAL NOTE
Italy	Run down is a fish stew with a thick coconut milk base, often made with mackerel, tomato, and onion.	R3 A traditional Guatemalan dish that developed from the cuisine of the ancient Maya civilization. The dish was declared a cultural heritage in 2007 by the Guatemala Ministry of Culture and Sports. The turkey found in this dish is still killed in a traditional Mayan way, keeping the culture alive. The dish is often served at celebrations.
United States	Kak'ik is a spicy turkey soup that is made using tomato, cilantro, chilies, and a bright red spice called achiote.	G3 An American breakfast dish first popularized in New York City in the United States. Because it a dish with simple ingredients, its origin is not entirely clear. However, it is said to have been created in the 1800s by Charles Ranhofer, chef at New York City's Delmonico's restaurant, for a regular customer who wanted something different for lunch one day.
Guatemala	Eggs benedict traditionally consists of an English muffin is topped with ham, a poached egg, and Hollandaise (egg yolk and butter) sauce.	Y3 A dish from the French-speaking Canadian province of Quebec. It was invented in the late 1950s in Quebec, but its exact origin remains disputed. One TV poll put this dish on a list of Canada's Greatest Inventions, and it is considered by many to be Canada's national dish.







Jamaica, Tobago	Poutine is made of French fries—deep- fried sliced potatoes—topped with fresh cheese curds and brown gravy.	P3 A southern Italian dish. <i>Arancia</i> means "orange" in Italian, which is what this dish resembles (arancini are the plural). The first versions of this dish were sweet, with ricotta cheese, sugar, and milk. The introduction of tomatoes to the area changed the recipe into the savory dish it is today.
	Arancini are large rice balls the size of oranges. One traditional version is perfectly round and filled with a mix of red sauce, meat, mozzarella cheese, and peas. Another traditional version is <i>al burro,</i> meaning "with butter," which is pear-shaped and filled with mozzarella, prosciutto (a kind of ham), and grated cheese.	B3 A traditional dish eaten on the Caribbean islands of Jamaica and Tobago. Limited goods were available on the island of Jamaica, and the dish was created using what was available at the time.
Canada		







FOOD PHOTO	DESCRIPTION	CULTURAL NOTE
Peru	Horchata de arroz is a rice milk beverage, with the common variation in Mexico and Guatemala made with rice, cinnamon, and often vanilla.	B4 A popular baked Brazilian dessert. The name of this dish comes from the sub-Saharan Bantu language. The word means "gestures, posture, or the humorous characteristics of teenagers."
Mexico, Guatemala, Puerto Rico, Ecuador Spain, Nigeria, Mali	Quindim is made from sugar, egg yolks, and ground dried coconut, baked into a round, intensely yellow, shiny custard.	G4 A classic Hawaiian dish eaten for breakfast, lunch, or dinner. The dish was created after World War II in the town of Hilo, Hawaii. The dish was created to cater to teenagers who hung out at a local diner and who wanted something filling yet affordable. One of the teens, whom the dish was named after, was nicknamed Loco, meaning "crazy."



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	Dulce de membrillo is a thick jelly made of quince—a tart, yellow, pear-like fruit. It is commonly eaten in sandwiches or as a snack with soft cheese.	P4 There are many variations of this rice drink. This rice drink has its origins in Africa. In Spain and Africa, the drink is sometimes made with tiger nuts instead of almonds and is often referred to as horchata de chufa or kunnu aya.
Argentina, Chile, Uruguay, Mexico, Spain, Portugal	Lomo saltado usually includes strips of sirloin (or other beef steak), onions, tomatoes, French fries, and a side of rice.	Y4 Commonly eaten in Spanish-speaking countries, including Argentina, Chile, Uruguay, Spain, and Mexico. A recipe for this dish appears in a Roman cookbook, <i>Apicius</i> , leaving many to believe it has been around since the late 4th or early 5th century.
Brazil	Loco moco consists of white sticky rice, a hamburger patty, and a fried egg, which are all topped with in brown gravy.	R4 A traditional Peruvian dish. This dish originated as part of a chifa tradition, which is a mix of Chinese and Peruvian culture.







FOOD PHOTO	DESCRIPTION	CULTURAL NOTE
Egypt, Lebanon, Jordan	Hertzoggies are small cup- shaped tarts or cookies filled with apricot jam and topped with a baked coconut meringue.	R5 A popular Middle Eastern and North African breakfast dish, this is commonly eaten in Tunisia, Algeria, Morocco, Libya, Israel, Yemen, and many other countries. The name of this dish roughly means "all mixed up," which is exactly what it is. The recipe has become so popular because it requires only one pan to make.
Tanzania	Shakshuka consists of eggs poached right in a tomato and vegetable sauce, and is commonly eaten with bread such as pita.	B5 A popular South African dessert named for Prime Minister J.B.M. Hertzog, who was a big fan of the treat. They were originally created by the Cape Malay ethnic group in South Africa to show support for Hertzog, after he promised to give equal rights to the "colored" community. However, when he failed to keep his promise, the Cape Malay people made the desserts with unflattering beige icing to shame him.
Sweden, Finland, Norway, Denmark, Iceland, Faroe Islands	Qatayef is a form of deep- fried crescent-shaped dumpling commonly filled with akkawi cheese—a soft brined cheese with a very mild salty flavor. It is sometimes made using sweetened ricotta cheese and nuts, and served with a warm sugar syrup.	G5 A popular street food eaten in Tanzania. This dish is typically served with a type of salad. Because it takes all morning to prepare the potatoes for the recipe, it is usually not eaten until later in the day.







	Chipsi mayai involves cutting and deep-frying potato wedges, which are then cooked with eggs to form a French fry omelet.	P5 This is a dish traditionally served during Scandinavian holidays such as Christmas and winter solstice. Before rice was introduced to the region, it was made with barley or grits.
South Africa Funisia, Algeria, Morocco, Libya, Israel, Yemen	Riisipuuro is a creamy dish made with rice, whole milk, nutmeg, cinnamon, sugar, and salt. It can be served cold or warm, with fruit, butter, or salt.	Y5 An Arab dessert commonly eaten in Egypt, Lebanon, Jordan, and other parts of the Middle East. It is traditionally eaten during the month-long festival of Ramadan, which is celebrated by Muslims around the world. During Ramadan, followers of Islam do not eat or drink during daylight hours—a type of fasting.









Exploring Ingredients and Recipes: Recipe Matching/Sorting Data Sheet

FOOD PHOTO	DESCRIPTION	CULTURAL NOTE
Malaysia		
Seneral		
Senegal		
India		
Japan Greece, Slovenia, Croatia, Bosnia		
and Hercegovina, Montenegro, Serbia, Romania, Kosovo, Albania, Macedonia, Bulgaria, Georgia,		
Armenia, Azerbaijan, Turkey		









FOOD PHOTO	DESCRIPTION	CULTURAL FACT
France		
Australia		
Spain		
Russia, Ukraine, Poland		
Cambodia		









FOOD PHOTO	DESCRIPTION	CULTURAL FACT
HE CONT		
Italy		
United States		
Guatemala		
Jamaica, Tobago		
Canada		









FOOD PHOTO	DESCRIPTION	CULTURAL FACT
Peru		
Mexico, Guatemala, Puerto Rico, Ecuador, Spain, Nigeria, Mali		
Argentina, Chile, Uruguay, Mexico,		
Spain, Portugal		
United States		
Brazil		









FOOD PHOTO	DESCRIPTION	CULTURAL FACT
Egypt, Lebanon, Jordan		
Tanzania		
Sweden, Finland, Norway,		
Denmark, Iceland, Faroe Islands		
South Africa		
Tunisia, Algeria, Morocco, Libya, Israel, Yemen		







Matching/Sorting Recipe Book Key

Dairy: Cheese, Fruit: Coconut, Protein: Egg, Vegetable: Tomato, Grain: Rice

РНОТО	DESCRIPTION	CULTURAL NOTE
Egypt, Lebanon, Jordan	Qatayef is a form of deep-fried crescent- shaped dumpling commonly filled with akkawi cheese—a soft brined cheese with a very mild salty flavor. It is sometimes made using sweetened ricotta cheese and nuts, and served with a warm sugar syrup.	An Arab dessert commonly eaten in Egypt, Lebanon, Jordan, and other parts of the Middle East. It is traditionally eaten during the month- long festival of Ramadan, which is celebrated by Muslims around the world.
		During Ramadan, followers of Islam do not eat or drink during daylight hours—a type of fasting.
India	Shahi paneer consists of cubes of paneer— a fresh, semi-firm Indian cheese—in a spiced creamy tomato sauce. It is commonly eaten with rice or a flatbread such as naan or roti.	A dish from the northern part of India. It was first eaten by leaders of the Mughal Empire, a Muslim empire that came to India from the region of Persia in the Middle East. The word <i>shahi</i> means "royal" in Urdu, the language commonly used by Mughal rulers. Commonly served at <i>langars</i> , which are large vegetarian community kitchens in Sikh temples where people of all religions
Russia, Ukraine, Poland	Cheese blintzes consist of a thin crepe or pancake wrapped around a filling of sweetened cheese. It is then gently pan- fried in butter.	and backgrounds are invited to eat for free. A traditional Eastern European dish commonly eaten in Russia, Ukraine, and Poland. This dish is traditionally eaten during the Jewish holiday of Shavuot. In Judaism, Shavuot commemorates the day that God gave the Torah—a Jewish religious text—to the Jewish people on Mount Sinai. During Shavuot, it is customary for Jewish families to eat dairy foods such as cheese.





Canada	Poutine is made of French fries—deep- fried sliced potatoes—topped with fresh cheese curds and brown gravy.	A dish from the French-speaking Canadian province of Quebec. It was invented in the late 1950s in Quebec, but its exact origin remains disputed. One TV poll put this dish on a list of Canada's Greatest Inventions, and it is considered by many to be Canada's national dish.
Argentina, Chile, Uruguay, Mexico, Spain, Portugal	Dulce de membrillo is a thick jelly made of quince—a tart, yellow, pear-like fruit. It is commonly eaten in sandwiches or as a snack with soft cheese.	Commonly eaten in Spanish-speaking countries, including Argentina, Chile, Uruguay, Spain, and Mexico. A recipe for this dish appears in a Roman cookbook, <i>Apicius</i> , leaving many to believe it has been around since the late 4th or early 5th century.
South Africa	Hertzoggies are small cup-shaped tarts or cookies filled with apricot jam and topped with a baked coconut meringue.	A popular South African dessert named for Prime Minister J.B.M. Hertzog, who was a big fan of the treat. They were originally created by the Cape Malay ethnic group in South Africa to show support for Hertzog, after he promised to give equal rights to the "colored" community. However, when he failed to keep his promise, the Cape Malay people made the desserts with unflattering beige icing to shame him.
Malaysia	Nasi lemak consists of rice steamed in coconut milk with fragrant pandan leaves. It is served with many additions, such as hard-boiled eggs, fried anchovies, and sambal chili sauce. It is traditionally served wrapped in a banana leaf.	A traditional Malaysian dish commonly eaten for breakfast. It is often considered Malaysia's national dish, and its name comes from the Malay for "richly flavored rice."





		1
	Lamington is made by dipping a square piece of sponge cake in melted chocolate	A traditional Australian dessert.
	and coating it with dried coconut.	
Contraction of the second		Though there is debate, it was said to be
		made by accident by the French chef of
		Lord Lamington to feed some unexpected
		guests at the Old Government House. Chef
		Gallard is said to have had a French
Australia		Tahitian wife, which is what apparently
		inspired adding coconut to the leftover
AND	Run down is a fish stew with a thick	sponge cake.
6	coconut milk base, often made with	A traditional dish eaten on the Caribbean
A Standard		
633	mackerel, tomato, and onion	islands of Jamaica and Tobago.
A MARINE .		Limited goods were available on the island
		of Jamaica, and the dish was created using
P A REFERENCE		what was available at the time.
The states of the second secon		
Jamaica, Tobago		
_		
The second second	Quindim is made from sugar, egg yolks, and	
	ground dried coconut, baked into a round,	A popular baked Brazilian dessert.
	intensely yellow, shiny custard.	
		The name of this dish comes from the sub-
		Saharan Bantu language. The word means
		"gestures, posture, or the humorous
		characteristics of teenagers."
THE PARTY OF		
Brazil		
A HIMAN	Chipsi mayai involves cutting and deep-	
ACA TA	frying potato wedges, which are then	A popular street food eaten in Tanzania.
	cooked with eggs to form a French fry omelet.	This dish is tunically conved with a type of
		This dish is typically served with a type of salad. Because it takes all morning to
		prepare the potatoes for the recipe, it is
		usually not eaten until later in the day.
		assumy not catch until later in the day.
Tanzania		





	Tamagoyaki is a type of omelet created	1
	using multiple layers of egg that are cooked	A typical breakfast dish in Japan.
	in a rectangular pan to form a thick cake-	
	like roll.	This dish is a typical side found in bento
		boxes. Although it is a traditional dish, the
		common form of this dish today wasn't popular until the late 19th century because
		of the price of sugar and mirin, which are
lanan		needed to keep the egg soft.
Japan		
A TELEVISION	Soufflé uses egg yolks and beaten egg	
	whites to create a fluffy, puffed-up, pastry-	A traditional French baked dish.
	like dish that can be either sweet or savory.	The name of this dish is derived from a
A STATE		form of the French verb <i>souffler</i> , which
		means "to puff or inflate, breath, blow."
		The earliest account of this dish was in the mid 1700s. It is associated with the French
France		chef Vincent La Chapelle, who cooked for
		earls and princes.
	Eggs benedict traditionally consists of an	
	English muffin is topped with ham, a	An American breakfast dish first
	poached egg, and Hollandaise (egg yolk and butter) sauce.	popularized in New York City in the United States.
		Because it a dish with simple ingredients,
		its origin is not entirely clear. However, it is
		said to have been created in the 1800s by Charles Ranhofer, chef at New York City's
United States		Delmonico's restaurant, for a regular
		customer who wanted something different
		for lunch one day.
	Loco moco consists of white sticky rice, a	A classic Hawaiian dish eaten for breakfast,
1 Para Managina	hamburger patty, and a fried egg, which are all topped with in brown gravy.	lunch, or dinner.
and the second second	an topped that it brown Browy.	
		The dish was created after World War II in
States		the town of Hilo, Hawaii. The dish was
		created to cater to teenagers who hung out at a local diner and who wanted something
		filling yet affordable. One of the teens,
United States		whom the dish was named after, was
		nicknamed Loco, meaning "crazy."





Tunisia, Algeria, Morocco, Libya, Israel, Yemen	Shakshuka consists of eggs poached right in a tomato and vegetable sauce, and is commonly eaten with bread such as pita.	A popular Middle Eastern and North African breakfast dish, this is commonly eaten in Tunisia, Algeria, Morocco, Libya, Israel, Yemen, and many other countries. The name of this dish roughly means "all mixed up," which is exactly what it is. The recipe has become so popular because it requires only one pan to make.
Greece, Slovenia, Croatia, Bosnia and Hercegovina, Montenegro, Serbia, Romania, Kosovo, Albania, Macedonia, Blugaria, Georgia, Armenia, Azerbaijan, Turkey	Dolmas are typically small items made of fillings such as rice, onions, meat, and spices either wrapped in leaves or stuffed in vegetables, such as tomatoes or onions. Meat dolmas are usually served warm. Rice-based dolmas are typically served cold with a garlic-yogurt sauce.	A common dish in the Mediterranean, including, the Balkans, South Caucasus, Central Asia, India, and the Middle East. Making this dish is a central culinary practice in the Republic of Azerbaijan. While the origin of this dish is unclear, its existence has been traced as far back as the 17th century.
Spain	Pa amb tomàquet is made of toasted bread that is rubbed with tomato and drizzled with olive oil.	A staple dish in Catalan cuisine, which originates from the region of Catalonia in eastern Spain. This dish can be traced back to the 16th century in Spain, but didn't become popular until the 18th century. It was created as a way to soften bread that was getting too dry.
Guatemala	Kak'ik is a spicy turkey soup that is made using tomato, cilantro, chilies, and a bright red spice called achiote.	A traditional Guatemalan dish that developed from the cuisine of the ancient Maya civilization. The dish was declared a cultural heritage in 2007 by the Guatemala Ministry of Culture and Sports. The turkey found in this dish is still killed in a traditional Mayan way, keeping the culture alive. The dish is often served at celebrations.





Peru	Lomo saltado usually includes strips of sirloin (or other beef steak), onions, tomatoes, French fries, and a side of rice.	A traditional Peruvian dish. This dish originated as part of a chifa tradition, which is a mix of Chinese and Peruvian culture.
Senegal	Thieboudienne typically includes fish, rice, and tomato sauce. It is also usually made with onions, carrots, cabbage—all common ingredients in the country. In Senegal, the rice is traditionally broken rice.	A traditional dish from Senegal. The fish, often referred to as <i>guedj</i> , is salted and dried. Legend has it that a woman in the 19th century, Penda Mbaye, created the dish as it is served today. The idea to mash up cherry tomatoes earned her fame from the palaces of Saint Louis.
Cambodia	Num banh chok is made with rice noodles and often includes a fish sauce, vegetables, and herbs such as mint and basil.	A Cambodian breakfast meal or afternoon snack. It is named for the rice noodles that are in the dish. A legend tells of Thun Chey, who was exiled to China and had to make this famous dish to survive. He was thrown into prison and sent back to Cambodia after being rude to the emperor. It was apparently Thun Chey who gave the Chinese the idea to make noodles, suggesting that noodles were invented in Cambodia.
Italy	Arancini are large rice balls the size of oranges. One traditional version is perfectly round and filled with a mix of red sauce, meat, mozzarella cheese, and peas. Another traditional version is <i>al burro</i> , meaning "with butter," which is pear- shaped and filled with mozzarella, prosciutto (a kind of ham), and grated cheese.	A southern Italian dish. <i>Arancia</i> means "orange" in Italian, which is what this dish resembles (arancini are the plural). The first versions of this dish were sweet, with ricotta cheese, sugar, and milk. The introduction of tomatoes to the area changed the recipe into the savory dish it is today.





	Horchata de arroz is a rice milk beverage, with the common variation in Mexico and Guatemala made with rice, cinnamon, and often vanilla.	There are many variations of this rice drink. This rice drink has its origins in Africa. In Spain and Africa, the drink is sometimes made with tiger nuts instead of almonds
Mexico, Guatemala, Puerto Rico, Ecuador, Spain, Nigeria, Mali		and is often referred to as horchata de chufa or kunnu aya .
310 F	Riisipuuro is a creamy dish made with rice,	
	whole milk, nutmeg, cinnamon, sugar, and salt. It can be served cold or warm, with fruit, butter, or salt.	This is a dish traditionally served during Scandinavian holidays such as Christmas and winter solstice.
2-3		Before rice was introduced to the region, it was made with barley or grits.
Sweden, Finland, Norway, Denmark, Iceland, Faroe Islands		









Task 5-1. Exploring Ingredients and Dishes: Recipe Organizer

Dish category (circle one): Cheese, Coconut, Egg, Tomato, Rice

Dish name:

Dish description

Cultural note

List the Ingredients needed to make your dish.
Task 5-1 Exploring Ingredients + Recipes





Use the following pictures as needed to do the Recipe Matching/Sorting Activity



Malaysia





Senegal





India





Japan





Greece, Slovenia, Croatia, Bosnia & Herzegovina, Montenegro, Serbia, Romania, Kosovo, Albania, Macedonia, Bulgaria, Georgia, Armenia, Azerbaijan, Turkey





France





Australia





Spain





Russia Ukraine Poland





Cambodia





Italy





United States (New York)





Guatemala





Jamaica Tobago





Canada





Peru





Central America Latin America Mexico Spain Western Africa





Argentina Chile Uruguay Mexico Spain Portugal





United States (Hawaii)





Brazil





Egypt Lebanon Jordan





Tanzania





Finland Sweden Norway Denmark Iceland Faroe Islands





South Africa





Tunisia Algeria Morocco Libya Israel Yemen





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FOOD!

Task 5-2. Pick Your Plate! Data Table

TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
		Morning		state o the o	
One	Australia	Midday		Qeo Do	
		Evening			

TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
		Morning		state o brance o	
Тwo		Midday		Q. D.	
		Evening			







TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
		Morning Midday		<u>ک</u> ،	
One	Benin				
		Evening			

TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
		Morning Midday		<u>ک</u> ،	
Two	Benin				
		Evening			







TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
		Morning		0 20 20	
One	Finland	Midday		2 0 1/2 0 1/2 0 1/2 0	
		Evening		8 - O o	

TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
Two	Finland	Morning Midday		20 270 270 270 270 270 270	MEDAL
		Evening		8 - · · ·	







TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
		Morning			
One	Lebanon	Midday		0 0 0 0	
		Evening			

TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
Two	Lebanon	Morning Midday			
		Evening			







TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
		Morning		D.	
One	United States of America	Midday			
		Evening			

TRIAL	COUNTRY	MEALS	TOTAL MEAL PRICE	DAILY TOTALS (FILL IN)	MEDAL
		Morning		D.	
		Midday			
One	United				
	States of America			ø So	
	America				
		Evening			











Type of Energy Used in Cooking	Explain It
	Name It. Name a feature or aspect of the object that you notice:
	Explain It. What could it be? What role or function might it serve? Why might it be there?
	Give reasons. What makes you say that? What are the clues?
	Generate alternatives . What else could it be? What makes you say that? What are the clues?

Task 5-3: Analyzing Cooking Tools and Methods Data Table




























Name It. Name a feature or aspect of the object that you notice:
Explain It. What could it be? What role or function might it serve? Why might it be there?
Give reasons. What makes you say that? What are the clues?
Generate alternatives . What else could it be? What makes you say that? What are the clues?



















Tools to Use Energy	Explain It
	Name It. Name a feature or aspect of the object that you notice: Explain It. What could it be? What role or function might it serve? Why might it be there? Give reasons. What makes you say that? What are the clues? Generate alternatives. What else could it be? What makes you say
	Generate alternatives. What else could it be? What makes you say that? What are the clues?















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FOOD!



























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Cooking Utensil	Explain It
	Name It. Name a feature or aspect of the object that you notice: Explain It. What could it be? What role or function might it serve? Why might it be there?
	Give reasons. What makes you say that? What are the clues? Generate alternatives. What else could it be? What makes you say that? What are the clues?













































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Eating Utensil	Explain It
	Name It. Name a feature or aspect of the object that you notice:
	Explain It. What could it be? What role or function might it serve? Why might it be there?
	Give reasons. What makes you say that? What are the clues?
	Generate alternatives . What else could it be? What makes you say that? What are the clues?





























Name It. Name a feature or aspect of the object that you notice:
Explain It. What could it be? What role or function might it serve? Why might it be there?
Give reasons. What makes you say that? What are the clues?
Generate alternatives . What else could it be? What makes you say that? What are the clues?



















Task 5-3. Analyzing Cooking Tools and Methods: Recipe Organizer

Complete this recipe organizer for the same dishes the team collected on the Task 5-1 recipe organizer.

Dish name:

What type of energy source would you need to cook your dish? Will it require heat or cold?

List what cooking equipment you will need to make your dish. Any special tools, pots, pans?









Write out the cooking instructions for your dish. Do you need a special oven or to prepare it in a specific way?

What eating utensils do people in your community typically use to eat this dish?









Task 5-4: Exploring Preservation Techniques: Recipe Organizer

Complete this recipe organizer about a preserved food eaten in your community, or a recipe from somewhere else that you would like to try and make yourself.

Dish Name:

Ingredients list

List what cooking tools you will need in order to make your dish. Any special tools, pots, pans, etc?









Write out the cooking instructions for your dish.

Are there other foods that you would recommend eating this dish with when it is ready to eat?





Task 5-5. Collecting Cooking and Preservation Oral Histories

Interview Questions

- 1. What types of foods or meals did you cook when you were a child?
- 2. Do you still cook the same foods you ate as a child? What has changed over time about the foods you cook? What caused those changes?
- 3. Who most commonly cooks food in your home? Why does that person most commonly do the cooking?
- 4. Where and how did you learn how to cook?
- 5. Do you use any food preservation methods, such as pickling or drying, in your home? Have you always used these methods or have they changed over time?

Pre-Interview

Practice interviewing, taking notes, and using audio/video equipment (if available).

Tips to keep in mind:

- The interview should feel like a conversation. It is okay to skip between questions or ask them differently to help the person understand the question better.
- Sometimes the best question is, "Can you tell me more?"
- If your interviewee has paused, give them time to gather their thoughts instead of rushing ahead with the next question. They might be about to say something interesting.
- If you are using equipment to record the interviews, conduct test interviews to make sure the equipment is working properly. When the audio or video is played back, is it clear and easy to hear/see?
- If you are writing down the answers to the questions, practice taking notes while someone is talking. Consider conducting interviews in groups so that more than one person can help write down answers. Then after the interview, teammates can compare their notes for accuracy and consistency.

Interview

Tips to keep in mind:

- If possible, find a quiet, comfortable space that is free from external noise. This is especially important if you are recording these interviews.
- If you're using audio/video recording equipment, test all of the equipment before the interview.
- Make sure you have a pencil and paper to take notes.
- Introduce yourself to the interviewee and explain the research you are conducting and the purpose of the interview. Explain to the interviewee that your team is interested in learning more about the connections between food and local community culture, identities, and histories.
- At the end of the interview, thank the interviewee for participating.



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Post-Interview Analysis

- **1.** Compile all notes and recordings from the team interviews.
- 2. Read the notes or listen to/watch the recordings of the interviews.
 - Describe what you notice.
 - What are some interesting things you first notice in their responses?
 - Identify any things they discuss that you are unfamiliar with.
 - Identify any things they discuss that you are familiar with.
 - Identify any responses that are useful when thinking about the question: *What are the connections between culture, identities, histories, and food in a community?*
 - Discuss how the responses from these oral history interviews could be useful when thinking about the problem question: *How do we ensure good nutrition for all?*





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Task 5-6. Analyzing the Cooking and Preservation Survey Data

Options for Compiling Survey Data

First your must compile the answers from the community surveys to all of the questions from part 5: Cooking and Preservation. The team will look at the other parts of the survey in later tasks.

Here are some options for compiling the answers to the survey questions. But, as always, if you have a different method you prefer, do that!

Option 1

Hand out a blank survey to each person.

Go through each question and team members can raise their hands to vote for the answer they prefer. Some team members can count up the votes and others can write down the totals for the team.

Option 2

Write the questions on a board, paper, or computer where tallies can be compiled. Tally the responses and share the results.

Option 3

If you did the survey digitally or online, you should be able to see and export the results for each question.

Option 4

Create your own way of compiling survey data.

Graphing Survey Data

How could you graph parts of these survey results?

Which questions could you graph?

If you have the resources, pick some questions to graph that you think would be useful.

How would these graphs be useful when supporting claims with evidence?







Community Food Survey—Compiled Data

Use this blank survey to compile data.

Part 5. Cooking and Preservation

How often do you cook your own meals at home alone or with your family?				
1. 0 to 2 times a week	2. 3 to 5 times a week	3. 6 to 8 times a week	4. More than 8 times a	
			week	

How comfortable are you with the tools (knives, pans) and techniques (cooking over fire) to cook food?					
1. Extremely comfortable	2. Very comfortable	3. Slightly comfortable	4. Slightly uncomfortable	5. Very uncomfortable	6. Extremely uncomfortable

How comfortable are you following recipes?					
1. Extremely	2. Very	3. Comfortable	4. Slightly	5. Very	6. Unsure
comfortable	comfortable		uncomfortable	uncomfortable	

How comfortable are you with accessing information about cooking ingredients you have not used or eaten before?					
1. Extremely	2. Very	3. Comfortable	4. Slightly	5. Very	6. Unsure
comfortable	comfortable		uncomfortable	uncomfortable	

What food preservation techniques do you know about or have you done? (check all that apply)					
1. Jellying2. Drying3. Bottling4. Jugging					
5. Fermenting	6. Pickling	Other (please specify)	7. Not sure		





Task 5-7. Debriefing the Cooking and Preservation Data

Research Site Map Analysis

- 1. Look at the research site map you created in Task 2-1.
- 2. Look through all the data and evidence you have collected so far in Part 5.
- 3. Is there any data the team collected throughout Part 5 that could be added to this map? Locations of possible community partners? Locations of oral history interviews? Add this data to the map and legend!
- 4. Analyze the map. Should the boundaries of the map change to accommodate any new information collected in Part 5? Adjust as needed.
- 5. Analyze the map. Does the map provide any new information that could be useful for future research?

Community Partners

- **1.** As a team, look over the list of community partners you created in Task 2-6.
- 2. As a team, identify any community partners you could contact at this time. Which partners could help you get more information about different parts of your question map?
 - Make a plan as a team to contact and communicate with these partners.
 - Create a list of questions you would like to ask the partners.
 - E-mail, phone, or write to each partner with your questions.
 - If your team decides it is appropriate, invite the partner to meet with the team. Use your list of questions to guide your conversation and data collection.

Perspectives

- 1. Use the continuum setup from Task 1-8 (FOOD A or FOOD B both will work here) to discuss each perspective statement below.
- 2. Do this activity as individuals or in small groups. If you're working in small groups, each group sends one representative to the continuum.
- 3. Remember, pose each statement, take a minute, and let each team member or group think about their position on that statement.
- Remember, the continuum goes from one side or corner of the room to the other from "strongly agree" to "strongly disagree." Then there is "not sure" in the middle.
- Explain that relative location is also important; that is, standing closer to the strongly agree or strongly disagree side of the room means you feel very strongly about this statement. If you only agree or disagree slightly, then being closer to the midpoint is a physical way of stating how you think and feel about the issue.



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Social: Schools should teach all people in a community how to cook and preserve food.

Environmental: Cooking techniques that have high impact on the environment should be regulated by the government.

Move to a whole team discussion. Remember, team members must back up their opinions with information and other team members must listen carefully to one another.

- Can individual team members explain to the team the reasons for their position on the continuum?
- How many team members changed their position after hearing people talk during the whole team discussion?
- What led you to change your mind?
- Ask team members on both sides of the issue to identify what they believe to be the strongest arguments and reasons they heard from the *opposing* side.

Identity

- Look at your personal and team identity maps from Task 1-1 and Task 1-5. What aspects of your or your team's identity might influence your opinions on the perspective continuum?
- How might your decisions be influenced by these parts of your identity?
- Have any parts of your identity map changed?

Question Map Analysis

- 1. Look at your team question map from Task 1-10. Which questions on your map were addressed in Part 5: Cooking and Preservation?
- 2. What evidence did you collect during Part 5 that could be useful to answer any questions on the question map?
- 3. How could this evidence or information be useful to help develop an action plan to address the problem question: *How do we ensure good nutrition for all?*
- 4. Take time to rearrange, update, modify, remove, or add any questions to your question map at this time.

Problem Question

Is there anything you learned in Part 5 that would be useful when thinking about the problem question: *How do we ensure good nutrition for all?*

