

## Multicultural Cooking

**WebQuest Description:** This WebQuest is part of the Multicultural Foods Unit and is designed to guide students as they research a country and the culture of its people. It is a guide to direct a research process to aid in understanding Multicultural diversity that will promote social responsibility. Students will also plan and budget for the preparation and presentation of one or two dishes from the country of their choice.

**Grade Level:** 9-12

**Curriculum:** Business / Economics

**Keywords:** culture, customs and traditions, eating habits, nutrition, food preparation,

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## Introduction

You have been sent a ticket for a six week visit to a foreign country. Before you board the plane for your departure you must research the country in depth. You must study the culture, customs, traditions, celebrations, economics and the history of the country's food. You will also plan one or two dishes that you will prepare and present to your class at the end of the Multicultural Foods unit from the country you chose. In your plan, you will consider nutritional value, cost and availability of the ingredients for your recipes. Good luck with your research and HAVE FUN!

## Tasks

Getting ready for your visit to the foreign country you chose! Your task will be to research a country and its culture in depth, gaining knowledge of their systems of living that will ease your integration on your visit. You will review The Canada Food Guide to assist you in choosing recipes to help plan healthy eating. You are expected to save all your research findings for compilation and a final presentation to the class. All your work will be graded so explore as many aspects of your country and its culture as is possible. \*\*\*To save your Canada Food Guide Quiz, copy and paste your answered quiz to a word document, title it 'CANADA FOOD GUIDE', be sure to include your name, then print it out and hand it in. \*\*\*Save your Research and your Planning/Budget worksheet attachments to the computer under 'My Documents' with 'YOUR NAME, NAME OF COUNTRY'. Periodically you will be asked to print some of your research findings to be handed in. Have Fun....Your Destination Awaits!

## Process

Before beginning your research journey you will be assigned to a group of four students that will choose a country to research from a list provided (each group will research a different country). First Step: Go to <http://www.teachnutrition.org/default.aspx?SectionId=234> to do a practice review of your knowledge of the Canada Food Guide to healthy eating. This is to help guide healthy meal planning. Step Two: Plan how your group will proceed with researching your chosen country. This will assist your group in becoming an authority on the country and its culture. To achieve this you will decide how you would like to approach your research. (i.e. you may have each group member research all topics; you may divide topics among the group and then share and compile your findings; or you may come up with your own research plan - be sure to discuss this plan with your teacher before proceeding). Step Three: You will compile a recipe book with a minimum of twelve dishes that are specific to your country. Step Four: As a group, you will decide on how you are going to present your research findings to your class (i.e. posters, power point, skit, other art or technologies or an idea of your own). Step Five: Finally, you will choose two of these recipes that you will plan (budget), in preparation of creating and serving to the class in the culminating stage of the Multicultural unit. You will have 7 days to work on this project in class. You will then have one double block for class presentations and another double block to share your dishes.\*\*\*Remember to copy and paste your Canada Food Guide Review into a word document in order to save. Print the document and hand it in. Some topics and questions to address that will help you succeed in your project:1. What is a people's 'culture'? 2. What factors helped you select this country for your quest?3. Where is your country's global location? (include a map) 4. What are the typical foods of the country your group is researching? Are these foods typical to their daily diet or are they more specific to holidays and celebrations?5. Are there environmental influences on types of available food in this country? (i.e. climate, geology, global position). Explain.6. What are the four food groups in Canada's Food Guide? Does the country you chose have a Food Guide? Compare the foods from your selected country to how they fit with Canada's Food Guide.7. What are common customs and traditions of the country/culture you have chosen? (consider special celebrations, salutations, costumes etc.)8. Describe and explain specific symbols and or colours that represent your culture.9. How will your group present your findings?10. Look at the history of the foods you have chosen to represent your country and explain similarities and differences that are common or familiar to the history of food in Canada. Here is a list of websites to explore as you gather information for your Quest:[http://www.cp-pc.ca/english/http://www.lifebytes.gov.uk/eating/eat\\_health.html](http://www.cp-pc.ca/english/http://www.lifebytes.gov.uk/eating/eat_health.html)<http://www.mnsu.edu/emuseum/cultural/foods/culture.html>[http://www.s-emma.org/info/http://www.kidlink.org/KIDPROJ/MCC/http://www.countryreports.org/http://www.food-links.com/http://www.globalgourmet.com/destinations/http://www.foodnetwork.com/food/ck\\_global\\_cuisine/0,1971,FOOD\\_9811,00.htm](http://www.s-emma.org/info/http://www.kidlink.org/KIDPROJ/MCC/http://www.countryreports.org/http://www.food-links.com/http://www.globalgourmet.com/destinations/http://www.foodnetwork.com/food/ck_global_cuisine/0,1971,FOOD_9811,00.htm)<https://www.cia.gov/library/publications/the-world-factbook/index.html>[http://www.theodora.com/wfb/abc\\_world\\_fact\\_book.html#CURRENT](http://www.theodora.com/wfb/abc_world_fact_book.html#CURRENT)<http://lcweb2.loc.gov/frd/cs/http://flagspot.net/flagspot.net/http://www.ethnologue.com/web.asphhttp://www.theodora.com/flags/flags.html><http://www.countryreports.org/anthems/nationalanthems.aspx><http://www.cuisinenet.com/glossary/contents.html>

## Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Task/Process	The task /process is incomplete and/or it is apparent that little effort went into performing the task.	At least 2 areas of the task/process are not addressed. The team plan demonstrated a moderate level of thought.	At least 1 area of the task/process is not addressed. The team plan demonstrated a great deal of thought.	All areas of the task/process are addressed and handled with a high degree of sophistication. The team plan demonstrated a great deal of thought.	%10
Research Findings	1 - 3 relevant findings on the country, the culture and the people. No rationale for research presented. No customs identified relating to foods of the culture. No Food Guide comparison.	3 - 5 relevant findings on the country, the culture and the people. Rationale for research presented is unclear. Customs relating to foods of the culture are identified. No Food Guide comparison.	5 - 7 relevant findings on the country, the culture and the people. Clearly stated rationale for research presented. Customs relating to foods of the culture are identified. Food Guide comparison.	7+ relevant findings on the country, the culture and the people. Clearly stated rationale for research presented. Customs relating to foods of the culture are identified. Detailed Food Guide comparison.	%10
Recipe Plan and Budget	Recipes chosen have little or no relevance to the country or culture. No list of ingredients. No planning or budgeting is evident.	Recipes chosen have minimal relevance to the country or culture. Incomplete list of ingredients. Minimal planning and budgeting is evident, (budget exceeded)	Recipes are relevant to identified culture. Complete list of ingredients. Partial planning and budgeting is evident, (Within budget).	Recipes are relevant to identified culture. Complete detailed list of ingredients. Thorough planning and budgeting is evident, (Well within budget provided). List of available source(s) for ingredients.	%10
Group Cooperation and Presentation	The final product is not the result of a collaborative effort. The group showed no evidence of collaboration.	The team had problems working together and staying on task. Little collaboration occurred.	The team worked well together, but could have utilized each other's skills to a better degree.	It is evident that a mutual effort and cohesive unit created the final product.	%10
Total Score					%40

## Conclusion

Congratulations! You have completed your task and you are now ready to depart for the country you have chosen to experience first hand the country, the people and the culture!  
[http://www.canadianheritage.gc.ca/progs/multi/index\\_e.cfm](http://www.canadianheritage.gc.ca/progs/multi/index_e.cfm) to explore Multiculturalism initiatives in Canada and see where our future is directed.  
 How do these initiatives encourage acceptance and tolerance for all cultures? What steps can you as an individual take to promote acceptance and tolerance for all people and their cultures?  
 Now ,how about discovering varied aspects of people and culture by trying some Multicultural games just for fun!  
<http://wilderdom.com/games/MulticulturalExperientialActivities.html> &nbsp;Enjoy Your Cultural Visit!

## Teacher Page

Focus: Exploring and experiencing culture to develop Multicultural understanding. Objective/Goal: In keeping with the guiding principles of the BC IRP that: - Learning requires the active participation of the student - People learn in a variety of ways and at different rates - Learning is both an individual and a group process and being guided by the curriculum organizer Social, Economic, and Cultural Influences, students will asses global issues related to food production and consumption. They will identify and analyze related environmental issues on Food. They will also compare Food, preparation methods, eating practices, and table etiquette of various cultures in Canada and around the world.  
 It is expected that, through research students will identify:- factors that influence food choices - eating customs and etiquette  
 Students will also: - select recipes to plan and budget for enabling them to practice food preparation from around the world.  
 \*\*\*This WebQuest is suitable for grades 9 -12 Foods and can also be an integrated part of Social Studies grades 8 - 11.  
 Time: This WebQuest will take a minimum of 5 days (an additional 2 days will be needed for presentation and food preparation).  
 Resources:  
<http://www.bced.gov.bc.ca/irp/irp.htm>  
<http://www.mamkschools.org/hommocks/class/hc/reagan/Culture%20Quest.htm>  
[http://findarticles.com/p/articles/mi\\_qa4009/is\\_200401/ai\\_n9395733](http://findarticles.com/p/articles/mi_qa4009/is_200401/ai_n9395733) &nbsp;Credits: To all other websites used in creating this WebQuest that are listed

throughout this Quest. &nbsp;

**Standards**

**Credits**

**Other**