

# **INTEGRATING FOOD STUDIES INTO THE WIT & WISDOM**

## **MODULE ONE SIXTH GRADE CURRICULUM**

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### **Introduction**

- **Context and Environment:**

- Maree Garnett Farring is an elementary/middle school in Baltimore City. Farring is located in the Brooklyn neighborhood of south Baltimore. Currently, Farring serves 743 students and it is considered a Title 1 school. Every public school in Baltimore City receives an effectiveness review. The effectiveness review looks at highly effective instruction, talented people, vision & engagement, and strategic leadership. Farring's effectiveness review, which was administered in the 2017-2018 school year reflects that the school is still developing teachers planning and delivering highly effective instruction. The school is effective in hiring talented people, setting a vision of the school that is safe and supportive, and having strong strategic leadership that establishes growth goals. Farring has many partnerships, such as the UMBC Math Project and Urban Teachers.
- Outside of the school, the Brooklyn neighborhood experiences issues with drugs, sex trafficking, sex work, crime, and limited opportunities for jobs. By using data from the Baltimore City Neighborhood Health Profile (The data continues Brooklyn, Hawkins Point, and Curtis Bay because those areas are small), it becomes apparent that many of the households are female and single-headed. In addition, the median income is \$35,862, and the percentage of households that made an annual income of up to \$24,999 was 34.1%. Nevertheless, Brooklyn is a pretty diverse area with Whites, Blacks, Asians, and Latinos all living in the same area. There are programs, such as Hon Honey, which help women who have experienced incarceration, sex work, or sex trafficking to receive a job. Lastly, there are partnerships with Masonville Education Center, which provides the community with a living classroom and the Boys & Girls Club provides programming for youth.

- **Planning Process:**

- The process of planning the three-day lesson plan began by reading the novel, "Say Yes to Pears: Food Literacy in and Beyond the English Classroom" written by Brent Peters and Joseph Franzen. The book sparked my interest in integrating food literacy inside the middle-school classroom because the book integrated food into a high-school classroom. After learning about food literacy, I took a dive into academic books that discussed food geography and the history of the black

food movement. These books consisted of, "Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C." written by Ashante M. Reese. Monica White's novel, "Freedom Farmers: Agricultural Resistance and the Black Freedom Movement" and "Farming While Black" by Leah Penniman. These three novels set the historical framework for food studies and they helped solidify the implementation of food studies in a Baltimore City Public School where the school's population is 33% African American, 33% White, and 33% Latinx. The concepts of determination, collaboration, community, and perseverance that were presented in the novels can be translated to the students, so they can understand how their voices and ideas can affect their environment.

- **Curriculum Requirements:**

- o Module One, Lesson 6

- Reading: RL.6.1, RL.6.3

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- Writing: W.6.2, W.6.4, W.6.9.a

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

- Language: L.6.4.a, L.6.6

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

- o Module One, Lesson 7

- Reading: RL.6.1, RL.6.9, RI.6.1, RI.6.9

- Writing: W.6.2.a, W.6.2.b, W.6.2.c

- Language: L.4.3.a, L.6.3.a
- o Module One, Lesson 8
  - Reading: RL.6.1, RL.6.4
  - Writing: W.6.2.c, W.6.2.f, W.6.10
  - Language: L.6.5.a, L.6.4.a
- I explicitly wrote out the curriculum requirement for lesson six to showcase all that students will be working on during the unit. The other two lessons have very similar or the same requirements, therefore, I choose not to write them out to prevent repetition.

Week of September 23-26

|                                                                           | Day 1: Lesson Six                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Day 2: Lesson Seven                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Day 3: Lesson Eight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b><u>English Language Arts</u></b><br/><b><u>Sixth Grades</u></b></p> | <p><u>Objective:</u> Students will analyze the effects that the Kentucky Flood had on food access during the Great Depression by creating a food map.</p> <p>-----</p> <p><u>Original Lesson:</u> The original lesson required the students to read an article about the Kentucky Flood and engage in small group discussions about the hardships that people faced during the flood. The focus of the lesson was hardships, such as limited access to food, jobs, or homes. In the end, students were to use their knowledge of the Kentucky Flood to help contextualize the experience that the character Bud was experiencing in Bud, not Buddy.</p> <p>-----</p> <p><u>Implement Food Studies:</u><br/>The class period is 90 minutes.<br/><b>Beginning (First 30 Minutes)</b></p> <ul style="list-style-type: none"> <li>• For the first thirty minutes, the students would be engaging with the food map. For example, students would be asked to write</li> </ul> | <p><u>Objective:</u> Students will examine the life of Americans in Hooverville by discussing in small groups how the sense of community was developed by Americans eating meals together and living in similar conditions.</p> <p>-----</p> <p><u>Original Lesson:</u> The original lesson required the students to read an article titled, "Life in a Hooverville". They had to write four paragraphs about the living conditions in Hooverville to practice writing a ToSEEC (Topic Statement, Evidence, Elaboration, Conclusion)</p> <p>-----</p> <p><u>Implement Food Studies:</u><br/>The class period is 90 minutes.<br/><b>Beginning (First 30 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Students will pull out their food map and be asked the question, "How can our food map be turned into a narrative?"</li> <li>• I would ask students if they have read a narrative and then provide a ten-minute mini-lesson on narratives and narrative writing.</li> </ul> | <p><u>Objective:</u> Students will interpret the use of similes and metaphors in Bud, not Buddy to analyze how food is integrated and essential to our understanding of the world.</p> <p>-----</p> <p><u>Original Lesson:</u> The original lesson focused on students analyzing similes and metaphors to help better their understanding of characters in the text. Students were to respond to text-dependent questions to analyze how the figurative language reveals something about Bud's changing character</p> <p>-----</p> <p><u>Implement Food Studies:</u><br/>The class period is 90 minutes.<br/><b>Beginning (First 30 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Students will be engaged in a mini-lesson about simile, metaphor, and figurative language. I will use an example of figurative language that deals with food, "Zi'sean's custom shoes are selling like hotcakes". Students will</li> </ul> |

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|  | <p>food in the middle of their paper, and then silently write about experiences or words that come to mind when thinking about food. They would engage in independent writing for five minutes and then they would share what they wrote with the person next to them for five minutes. After that, students will discuss in the whole group about food experiences (Did anyone write down a specific memory? How did food bring you all together?) We will discuss as a whole group for ten minutes.</p> <ul style="list-style-type: none"> <li>• The last ten minutes, students will view the image of the Kentucky Flood with a food lens</li> </ul> <p><b>Middle (Second 30 Minutes)</b></p> <ul style="list-style-type: none"> <li>• After students will analyze the Kentucky Flood, I will ask them, "How does food play a role in the Kentucky Flood", "How does food play a role in the Great Depression" and "How does food play a role with our character Bud"? Students</li> </ul> | <ul style="list-style-type: none"> <li>• After that, students will use their food map and create a narrative. Specifically, they are able to pick an experience or a food and writing about a memory. Students are able to write the narrative or record their narrative</li> </ul> <p><b>Middle (Second 30 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Students will use their understanding of food narrative and connect that to the reading of "Life in Hooverville". While they are reading, they are to be thinking about how food brought people together in Hooverville and in Bud, not Buddy</li> <li>• Students will discuss with peers and write in their notebooks about similar or differences</li> </ul> <p><b>End (Last 30 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Students will use their food narrative and the article "Life in Hooverville" to complete their second paragraph in the ToSEEC. Students need to include an aspect about food and how it either brought people together or if it did not bring people together. Students need to include</li> </ul> | <p>then go on a gallery walk around the classroom and respond to metaphors and similes on large post-it notes. Students will respond to the post-it notes with "What does the use of the metaphor/simile do to the sentence?" and "What does this tell us about food in our English language?"</p> <ul style="list-style-type: none"> <li>• Five students will be at different sticky notes and they will read aloud what their classmates wrote on the sticky notes</li> </ul> <p><b>Middle (Second 30 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Using the knowledge from the gallery walk, students will use their text, Bud, not Buddy to find examples of similes and metaphors. Students must find one metaphor or simile that relates to food (i.e: Lefty is saying Bud is going to be called a peanut-head again unless he does something about it. If he has surgery, that would change. Undergo has to do with doing something).</li> </ul> <p><b>End (Last 30 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Students will finish their</li> </ul> |
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|  | <p>will engage with those questions by answering them in pairs. The last question will require text evidence from the novel.</p> <p><b>End (Last 30 Minutes)</b></p> <ul style="list-style-type: none"> <li>Students will use their food map and the answers to the three text-dependent questions to write the first paragraphs of their ToSEEC paragraph using evidence. Students are still required to talk about the Kentucky Flood and hardships, but specifically the hardship of limited food. Students are able to add a personal story from their food map to strengthen their writing.</li> </ul> | <p>evidence from Bud, not Buddy into the paragraph.</p> | <p>ToSEEC paragraph by writing the conclusion and introduction. They are able to add to their elaboration or evidence with the new information.</p> |
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## References/Work Cited

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Kentucky Flood Photo

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- 2.

## Handout 7A: Experiment with Elaboration in a ToSEEC Paragraph

**Directions:** Complete the graphic organizer for the given topic statement, adding elaboration for the provided evidence and a concluding statement.

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| <b>Topic Statement:</b><br>The Hoovervilles of the Great Depression showed that working together yields positive outcomes.                                                                                                 |                     |
| <b>Evidence:</b><br><br>Bud and Bugs were welcome to eat the stew in the Hooverville "but [they] all pitch in [there]" so "[they did] the cleanup after everyone's had their fill" (69).<br><br><b>Citation:</b> (69)      | <b>Elaboration:</b> |
| <b>Evidence:</b><br><br>The Hooverville in St. Louis "was funded by private donations" and was "one of the country's largest and longest-standing Hoovervilles" ("Hoovervilles").<br><br><b>Citation:</b> ("Hoovervilles") | <b>Elaboration:</b> |
| <b>Concluding Statement:</b>                                                                                                                                                                                               |                     |