

Title: The Story of Callaloo

Grade: 4th - 8th grade	Date of Delivery:
Unit: Story of your Food	Time: 45min

Unit overview and background information:

This series of lessons investigates the histories of a collection of foods and crops fundamental to the American South. Each lesson will focus on the people instrumental in historically growing or preparing this food, and the impact that they and their cuisine has had on our modern culture. Using images, videos, and prior knowledge, students will be asked to consider the skills, rights, and experiences of these people. Through these lessons, we aim to deepen our students' relationships with these foods and for them to better realize that the story of these foods is intertwined with their own.

The Urban Assembly SEL Competencies

- Students demonstrate an awareness of cultural issues and a respect for human dignity and differences. (3C)

Learning For Justice Social Justice Standards:

- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Lesson Objectives:

- Build empathy and respect for another culture by preparing a recipe inspired by a traditional Caribbean recipe though modified to fit our climate.
- Conclude whether we are appropriating or appreciating culture by preparing a traditional Caribbean recipe that is adapted to our climate.

Key Academic and Culinary Vocabulary

Cultural Appropriation - the use of objects or elements of a non-dominant culture in a way that reinforces stereotypes or contributes to oppression and doesn't respect their original meaning or give credit to their source. It also includes the unauthorized use of parts of their culture (their dress, dance, etc.) without permission.

Key Preparation/Materials:

- Speaker and phone or computer to play music
- [Reggae music for background](#)
- Ingredients for [Callaloo](#)
 - Have the bacon precooked to avoid dangerous hot grease
- Pre-made rice & peas (optional)
- Bowls, utensils, napkins
- Stoves, large pots, serving spoon, towel, utensils, cutting boards, knives

Lesson Flow:

Driving Question: How do we honor other cultures without appropriating?

Lesson Intro - Engagement/Inquiry: (5 min)

(As students arrive and get settled, have Caribbean music playing in the classroom.)

Today we are cooking and sharing a meal together. Before we begin, we first want to acknowledge that the recipe we are using today comes from the Caribbean. What are some countries in the Caribbean? Pass out the maps of North America and the Caribbean. Help students find where they live and where the Caribbean is.

Since we don't live in the Caribbean, and therefore don't have all the same crops, we will make a substitution in the ingredients influenced by our region and climate. In a little bit, we will talk about if making substitutions in a recipe like this is appropriate or not.

Body - Exploration: (15min)

Spectrum Question

At Halloween we dress as all sorts of creatures and characters. Would it be okay to wear the costume pictured here? (Show image of Native American in a traditional headdress)
Students will answer by placing themselves on the spectrum from yes to no.

Timed Pair Share

Turn to a shoulder partner and explain your answer.

Wearing this costume is an example of cultural appropriation. That means that the person in this costume is using elements of a non-dominant culture in a way that reinforces stereotypes or contributes to oppression and doesn't respect their original meaning or give credit to their source.

What are some examples of cultural appropriation that you have experienced?

Here is another example (if needed)

Spectrum Question

If you make a shrimp po'boy between 2 slices of bread, can you call it a po'boy?
Students will answer by placing themselves on the spectrum from yes to no.

Thank you for your thoughts and reflections. Whenever we cook in the garden we must be conscious of the history of the dish we are preparing and honor the people and culture that brought us that dish. We often prepare dishes that have come from other non-dominant cultures, but we do so in appreciation of these cultures that have impacted our lives.

The dish we are preparing today is called Callaloo (What's it called?) and is a Caribbean version of greens which includes chili peppers and bacon. In the US what greens do we usually grow?

The leaves traditionally used in callaloo are a type of amaranth. We have some types of amaranth that grow here but we usually consider them a weed or an ornamental flower (hold up an example if possible). Why do you think they use this leaf?

Today, as a leafy green, we are using the leaves of the sweet potato vine, because that is what we are growing in this season in our climate.

People have been moving all around the world for thousands of years. As they migrate they bring their culture with them. The culture of the Caribbean has been very influential on New Orleans. Sometimes people call New Orleans the northernmost city in the Caribbean!

Cooking - (15min)

As always, the class that came before you prepared your food and we ask that you help pay it forward to the next class by cooking for them.

Assign food prep jobs to pairs of students, following the recipe below.

Leave the pot of callaloo on a low heat off to the side, and call all students back to the circle.

Closing Discussion - (10min)

Serve callaloo and rice & peas.

Spectrum Question

Are we appreciating or appropriating callaloo by using sweet potato leaves instead of amaranth?
Students will answer by placing themselves on the spectrum from appreciating to appropriating..

Timed Pair Share

Turn to a shoulder partner and explain your answer.
Share out

Gratitudes for our time together

The Edible Schoolyard New Orleans'

Callaloo

8-10 servings

Ingredients

- 3 strips bacon
- 1 small green bell pepper, diced
- 1 medium yellow onion, finely diced
- 1/4 cup minced garlic, from about 8 cloves
- 1 tsp. kosher salt, plus more to taste
- 1 tbsp. paprika
- 2 sprigs fresh thyme
- 1 Scotch bonnet or habanero chili pepper, slit open
- 1 cup water
- 1 cup coconut milk
- 3 lbs of greens
- Freshly ground black pepper, to taste



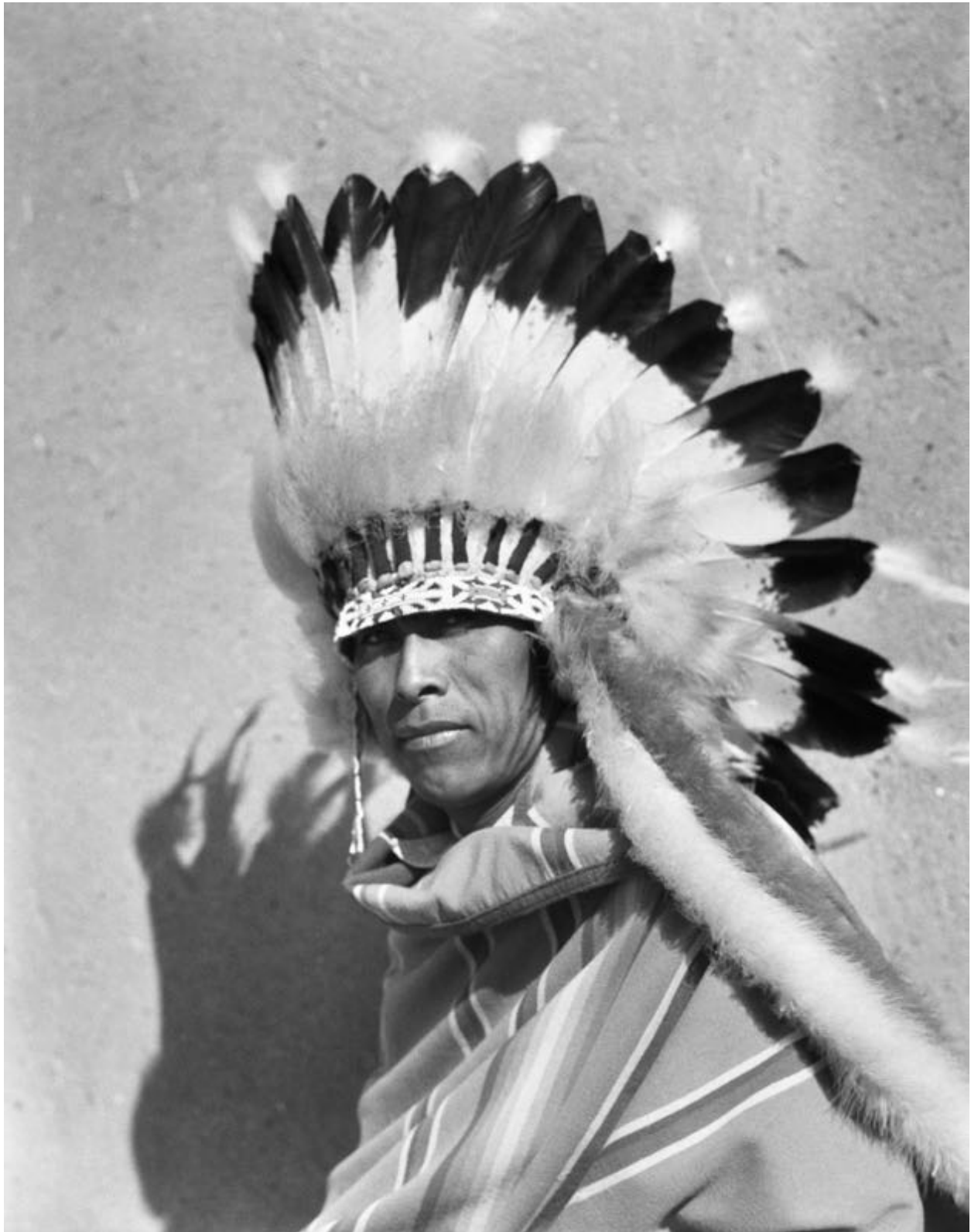
Directions

1. In a large Dutch oven or stockpot, cook bacon over medium heat until crisp, about 5 minutes. Remove the bacon, but not the fat, and drain on paper towels.
2. To the fat, add bell pepper, onion, garlic, and salt and sauté, stirring occasionally, until the onion is translucent, about 5 minutes. Stir in paprika, then add thyme and chile. Cook for 2 more minutes, and then add water and coconut milk. Raise heat to high and bring mixture to a boil, then reduce to medium-low and simmer for 10 minutes.
3. While the liquid cooks, prepare the collards: Roll the leaves like cigars and cut them into 1/4-inch-wide strips, stems included. Stir sliced collards into the liquid and cook for 30–40 minutes or until tender, stirring occasionally. Season to taste and serve with bacon crumbled on top.

Recipe from chef **Carla Hall** of [Carla Hall's Southern Kitchen](#) in Brooklyn, New York.

— International Boundary
 AUSTRALIA - Independent State
 ★ Capital City
 • Major City

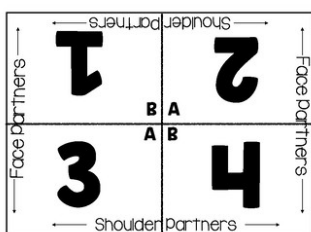




Kagan - Cooperative Learning Strategies

Kagan is a set of instructional strategies designed to: promote cooperation and communication in the classroom, boost students' confidence, build community, and retain their interest in classroom interaction. These structures create systems so that **all** students actively participate, and they utilize the four principles of PIES.

- (P) positive interdependence**
- (I) individual accountability**
- (E) equal participation**
- (S) simultaneous interaction.**



In all Kagan structures, students are clearly told what their role is and how long they will have to think and share. Having “table mats” helps make this possible for many structures, but you can also verbally name who holds each position. After they work together, they close out each structure with a “gambit” to celebrate one another’s thinking and partnership.

Example, in partners: The person closest to the pond is partner A, and the person closest to the collards is partner B. Person B is going first. You will have one minute per person. Go! (structure takes place) Gambit: Give your partner a high five and say, “Thanks for being a great partner!”; Or, the person wearing the most colors goes first...

Today’s Shared Lessons Include the Following Structures:

Timed Pair Share

1. Teacher presents the topic for discussion or question.
2. In pairs, students share their answer with a partner for a predetermined time while the partner listens. Then partners switch roles.
3. Teacher monitors the time, giving a cue to when to swap from partner A to partner B.

Round Robin

1. Teacher poses a question or a problem with more than one answer.
2. Students take turns answering the questions one at a time, in circle order, starting with the assigned person.

Additional Cooperative Structures:

Spectrum Questions

1. Teacher poses a question or a problem that has more than one answer, and offers 2 opposing responses (i.e. Yes or No).
2. Teachers indicate which side of the space represents a “Yes” answer and a “No” space.
3. Students respond to the prompt by placing themselves along the spectrum line between the two answers. Responses anywhere between the two opposing answers are permitted and encouraged.
4. Students follow the Timed Pair Share structure to share their responses.