The Many Faces of Rice

**Topic:** Rice from different cultures.

**Grade Level:** K-12

**Time to teach lesson:** a week

**Concept:** Students will explore different cultures through food.

**Overview:** Many different cultures now make up the population of Florida. Even though there are differences in these cultures a common thread can be found through their traditional food.

**Objectives/Goals:** Students will:
1. Identify cultures and countries found in the classroom and at school.
2. Identify the different ethnic restaurants found in the area.
3. Research their culture through the special foods eaten at their homes.
4. Develop a class cookbook of their family ethnic recipes.
5. Locate and mark the countries of their ancestors on a world map.
6. Compare/contrast rice by color, shape, size, weight, and taste.

**Materials:**
- Everybody Cooks Rice by Norah Dooley
- Chart paper/markers
- Computer with Interact Access
- Yellow pages of area phone book
- World map
- State, county and/or city maps
- Word processing program
- Plastic baggies
- Different types of rice
- Scale
- Worksheets (from website)

**Procedures:**
**Initiating Activity:** Ask students the following questions: 1. Where did your ancestors come from when they came to the United States? 2. What traditional food do you eat at home? 3. Do you eat any special rice dishes? Write answers on chart paper. Mark on world map the places the ancestors came from.
Strategies:
1. Read the book, Everybody Cooks Rice by Norah Dooley.
2. Add the countries and rice dishes to the chart paper. Compare to the places the students ancestors are from…any the same? Mark on world map the places mentioned in the book. Ask students what they notice about where they have marked the map.
3. Give students the “Everybody Cooks Rice” chart. Have them fill in the chart from the information posted on the chart.
4. Research in the yellow pages of the area phonebook, the ethnic restaurants in the area. Locate them on the county/city maps. Ask if the students have eaten at any of them. Discuss from the names what kind of rice dishes might be served at these restaurants.
5. Research the restaurants by asking them what kind of rice dishes do they serve.
6. Bring in samples of different types of rice. Have them in snack baggies marked with the name of the rice. Divide students into small groups. Have them investigate by comparing and contrasting each type as to color, size, and weight.
7. Create a bar graph using the different weights of 1/4 cup of rice.
8. Have a tasting party of the different types of rice and having the students bringing in a traditional rice dish from home.
9. Research how and where rice is grown in the world. Discuss and put information on chart paper. Using this information write a summary on where rice is found and how it is grown. Mark the locations on a world map where rice is found.

Culminating Activities: Create a class cookbook. Have students bring in a family recipe from home and have the students make a cookbook.

Extension Activity: Using the different rice, have the students create a map of Florida.

Evaluation:
1. Observation
2. Maps
3. Research data
4. Bar graph
5. Class cookbook
6. Florida rice map
7. Writings
8. Chart

Sunshine State Standards:
SS.B.1.2.1: The student uses maps, globes, charts, graphs, and geographical tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
SS.B.1.3.1: The student uses various map forms and other geographic representations to acquire, process, and report geographic information.
SS.B.2.3.6: Student understands how the interaction between the physical and human systems affect conditions on the Earth.
LA.B.2.3: Writes to communicate ideas and information effectively.
LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes.
LA.C.1.3: The student uses listening strategies effectively.
LA.C.3.3: The student uses speaking strategies effectively.
SC.D.2.3.2: The student knows the positive and negative consequences of human action on the Earth’s systems.
SC.D.2.3.3: The student understands the need for protection of the natural systems on earth.

**National Geography Standards:** The geographically informed persons know and understands:
Standard 1: How to use maps and other geographic representations, tools, and other technologies to acquire, process, and report information from a spatial perspective.
Standard 3: How to analyze the spatial organization of people, places, and environments on the earth’s surface.
Standard 4: The physical and human characteristics of places.
Standard 8: The characteristics and spatial distribution of ecosystems on Earth’s surface.
Standard 14: How human actions modify the physical environment.

**FCAT:**
- Vocabulary knowledge and strategies
- Making inferences
- Drawing conclusions
- Comparison and contrast
- Cause and effect relationship
- Read and organize information for multiple purposes
- Reference materials