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# Foodways Activity Sheets

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Following are activity sheets for some of the sections included in the "Foodways: A 4-H FOLKPATTERNS Project" booklet. Each activity sheet is coded to the appropriate section. These activities usually take special preparation or more than one meeting time to complete. A "Now What?" section appears at the end of each activity. This section provides ideas for further exploring the information learned as a result of the activity. Answers for seven of the activities are included on the back of this sheet.



<b>Name of Activity</b>	<b>Corresponding Section in Foodways Booklet</b>
What Do Those Words Really Mean?	Food in Folklore
A Food by Any Other Name . . .	Food in Folklore
Games and Songs People Play with Foods	Food in Folklore
Collecting Foodways Information on Short-Item Cards	Food in Folklore
Herbs and Spices Folklore	Food in Folklore
Food Story Starters	Food in Folklore
Food Folk Art	When Food Doesn't Make a Meal
Potato Printing	When Food Doesn't Make a Meal
Jack-O'-Lantern Party	When Food Doesn't Make a Meal
Kitchen Cosmetics	When Food Doesn't Make a Meal
Cleaning with Food	When Food Doesn't Make a Meal
Corn Husk Doll	When Food Doesn't Make a Meal
The Art of Storing Food	Food Storage
Food Measurements	Food Preparation
"Whatsit" Game	Food Preparation
Family Foodways Keepsake Exhibit	Food Preparation
Kitchen Equipment	Food Preparation
An Old Family Recipe	Food Preparation
Eating Alone or in a Crowd	Food Preparation
Moods and Foods	Food Preparation
Thanksgiving Foodways	Food Preparation
One Person's Garbage is Another Person's Treasure	Food Preparation
Wedding or Holiday Foods	Food Preparation
Pie Crusts	Food Preparation

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Family Food Traditions	Food Presentation
Setting the Table	Food Presentation
Table Makeup: Everyday vs. Special Occasion	Food Presentation
Garnishing: The Art of Decorating Food with Food	Food Presentation
Napkin Folding	Food Presentation
Traditional Tricks for Picking Produce	Food Marketing
Photographing Food Marketing	Food Marketing
Foodways Collection Center	Community Food Events



### ANSWERS TO ACTIVITIES

- What Do Those Words Really Mean?:** 1-f, 2-a, 3-b, 4-h, 5-e, 6-c, 7-d, 8-g, 9-i  
**A Food by Any Other Name:** 1-j, 2-f, 3-m, 4-e, 5-c, 6-p, 7-d, 8-n, 9-o, 10-k, 11-g, 12-l, 13-i, 14-h, 15-b, 16-a  
**Herbs and Spices Folklore:** 1-b, 2-c, 3-f, 4-d, 5-h, 6-i, 7-g, 8-j, 9-a, 10-k, 11-l, 12-e  
**Food Folk Art:** 1-c, 2-d, 3-f, 4-a, 5-e, 6-g, 7-b, 8-h  
**Kitchen Cosmetics:** 1-b, 2-a, 3-e, 4-i, 5-f, 6-d, 7-g, 8-c, 9-h, 10-j  
**Cleaning with Food:** 1-d, 2-g, 3-h, 4-k, 5-b, 6-j, 7-a, 8-e, 9-f, 10-i, 11-c  
**Traditional Tricks for Picking Produce:** 1-e, 2-b, 3-g, 4-a, 5-d, 6-f, 7-c

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# What Do Those Words Really Mean?

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Food in Folklore

**PURPOSE:** To become aware of how folklore can communicate meaning  
**YOU'LL NEED:** Pen or pencil  
**TIME:** 15-20 minutes  
**HOW TO DO IT:** Read the folk sayings in the left column. Then read the list of meanings in the other column. Use a line to connect each saying or expression with its meaning.

## Sayings

1. They're as alike as two peas in a pod.
2. She's a carrot top.
3. Have you got a feather in your tummy?
4. He's a butterball.
5. Apples don't fall far from trees.
6. She's bringing home the bacon.
7. It's a hot potato.
8. A watched pot never boils.
9. It's as easy as pie.

## Meanings

- a. She has red hair.
- b. Why are you laughing?
- c. She's earning a living.
- d. That's a touchy subject.
- e. They act like they're from the same family.
- f. They look or act the same.
- g. Don't spend time waiting.
- h. He's an overweight person.
- i. It's simple to do.

Can you add some more to this list?

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**NOW WHAT?**

Make a food sayings dictionary. Be sure to include the following information:

Saying: \_\_\_\_\_

It means: \_\_\_\_\_

When I first heard it: \_\_\_\_\_

Who said it: \_\_\_\_\_

Collect as many sayings as possible. Print your dictionary on posterboard and put it on display. Encourage others to add sayings to your dictionary.

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# A Food by Any Other Name . . .

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Food in Folklore

- PURPOSE:** To become aware of folk names for foods
- YOU'LL NEED:** Pen or pencil
- TIME:** 10-15 minutes
- HOW TO DO IT:** Read the list of folk names for food in the left column. Then read the list of foods in the other column. Connect each folk name with its food name. See if you can add more names to the list.

## Folk Names

1. Snow on the mountain
2. Tube steak
3. Flapjacks
4. Musical fruit
5. Gut busters
6. Nervous pudding
7. Southern ice cream
8. Cow juice
9. Bee juice
10. Brain food
11. Battery acid (navy term)
12. Rabbit food
13. Surf and turf
14. Cow paste
15. Skunk eggs
16. Johnny cake

## Food Names

- a. Corn bread
- b. Onions
- c. Pasty, heavy food
- d. Grits
- e. Beans
- f. Hot dog
- g. Grapefruit juice
- h. Butter
- i. Lobster and steak
- j. Grits
- k. Fish
- l. Vegetables
- m. Pancakes
- n. Milk
- o. Honey
- p. Gelatin

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- NOW WHAT?** Collect more folk names for foods from your friends and relatives. Be sure to include your sources' names, addresses, and ages with their folk food names. Make a display for the county fair.

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# Games and Songs People Play with Foods

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Food in Folklore

- PURPOSE:** To become aware of the different ways people have fun when eating and the different eating habits they have
- YOU'LL NEED:** Pen or pencil
- TIME:** 15-30 minutes
- HOW TO DO IT:** Read each of the following sections, then check off the activities that you've done or you've had done to you. Next fill in the blanks with descriptions of other things you've said or done in your home.

## Getting Kids to Eat

- \_\_\_\_\_ Played "Open the hangar, here comes the airplane."
- \_\_\_\_\_ Played "Being a member of the Clean Plate Club."
- \_\_\_\_\_ Said "Look out teeth, look out gums, look out stomach, here it comes."
- \_\_\_\_\_ Was told or said "Eat all of your food. Remember, there are starving kids in \_\_\_\_\_."
- \_\_\_\_\_ Was told "If you eat your carrots, you will see better in the dark."
- \_\_\_\_\_
- \_\_\_\_\_

## Making Food Look Good

- \_\_\_\_\_ Sandwiches cut into funny shapes.
- \_\_\_\_\_ Pies that have pretty designs cut into the top.
- \_\_\_\_\_
- \_\_\_\_\_

## Punishments for Not Eating All of Your Food

- \_\_\_\_\_ You couldn't leave the table until you had finished everything on your plate.
- \_\_\_\_\_ You were sent to bed.
- \_\_\_\_\_ You were given the same plate of food the next morning.
- \_\_\_\_\_
- \_\_\_\_\_

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## Making Eating Fun

- \_\_\_\_\_ When eating a sandwich cookie, you always scrape off and eat the frosting first and then eat the cookie part.
- \_\_\_\_\_ When eating a piece of cake, you always save the frosting until last.
- \_\_\_\_\_ When eating corn on the cob, you eat across like a typewriter.
- \_\_\_\_\_ When eating spaghetti, you sometimes pick up one noodle and suck it down in one long slurp.
- \_\_\_\_\_ When eating gelatin, you hold a spoonful in your mouth and push it back and forth through your teeth before you swallow it.
- \_\_\_\_\_ When you have mashed potatoes and gravy, you make a little lake of gravy in the potatoes that doesn't flood over.
- \_\_\_\_\_ When eating a large meal you often take one bite of each kind of food, then start around the plate again, or you always eat up one kind of food before you start the next.
- \_\_\_\_\_ When eating a meal, you save either the food you like least or best until last.
- \_\_\_\_\_ When eating ice cream, you stir it up so that it is like soup before you eat it.
- \_\_\_\_\_ When you eat a piece of pie, you always start with the crust or the inside tip.

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## Fun Food Songs or Talk

- \_\_\_\_\_ I eat my peas with honey,  
I've done it all my life,  
It does look kind of funny,  
But it keeps them on my knife.

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## Avoiding Food You Don't Like

- \_\_\_\_\_ Hide your bread crust under the edge of your plate.
- \_\_\_\_\_ Slip food to your pet dog.
- \_\_\_\_\_ Stir your spinach into your mashed potatoes.
- \_\_\_\_\_ Talk a younger brother or sister into eating it for you.

### NOW WHAT?

1. Share your food games, songs, or experiences with your family, friends, or group. Discuss where you learned them, how old you were, and why you did them.
2. Put on a skit about people's food songs or habits for your parents or a community event.
3. Collect other people's food songs and games and make a poster of your collection for the county fair.
4. Write a story about one of your food-related experiences.

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# Collecting Foodways Information on Short-Item Cards

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Food in Folklore

- PURPOSE:** To become aware of how short-item cards can be used to collect folklore, to introduce new members to a group, and to find out a little about other people's folklore
- YOU'LL NEED:** Short-item cards (see example on next page)  
**OR** use index cards (5- by 8-inch) to make your own short-item cards  
Pen or pencil
- TIME:** 20-30 minutes
- HOW TO DO IT:** Invite new friends to a club meeting. Fill out short-item cards as a way of introducing each other and learning about foodways. Each person should choose a partner to ask one of the following foodways questions, or you can make up your own. Fill in as much information about your partner as possible on the short-item card. Share this information with the rest of the group.
- What home remedy do you use for a bee sting?
  - What food do you like to have when you are sick?  
Why?
  - Tell me a proverb or saying about food (like “An apple a day . . .”).
  - Tell me a nursery rhyme or game that refers to or uses food (like “One potato, two potato . . .”).
  - How do you keep bugs from damaging your vegetable garden?
- NOW WHAT?**
1. Make a booklet of your collected items. Write a story on them for a local or school newspaper.
  2. Make a poster display of your group's collected folklore.



## FOLKLORE ITEM:



- Where Collected \_\_\_\_\_ • Date \_\_\_\_\_
- Informant's Name (Person Interviewed) \_\_\_\_\_ • Age \_\_\_\_\_
  - Address \_\_\_\_\_
  - County \_\_\_\_\_
- Collector's Name (You) \_\_\_\_\_ • Age \_\_\_\_\_
  - Address \_\_\_\_\_
  - County \_\_\_\_\_



• Tell Us More . . . .

Your space for more information on the informant's background (culture, religion, occupation, etc.) and the situation where you collected the information.



Permission granted to deposit this card in the MSU Folklore Archives for educational use:

Collector's Initials \_\_\_\_\_ Informant's Initials \_\_\_\_\_

Send completed  
cards to:

**4-H FOLKPATTERNS**

The Museum  
Michigan State University  
East Lansing, Michigan 48824

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# Herbs and Spices Folklore

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Food in Folklore

- PURPOSE:** To become aware of the folklore and home remedies surrounding the use of herbs and spices
- YOU'LL NEED:** Pen or pencil
- TIME:** 10-15 minutes
- HOW TO DO IT:** Try your luck at matching the statements below with the proper herb or spice from the list. **Remember that these are folklore remedies and not recommended for you to try!**

Herb or Spice	Remedy
a. Bay leaf	1. Scatter ground _____ over your furs and flannels when you put them away for the summer and the moths will never trouble them.
b. Black pepper	2. Oil of _____ is said to soothe a toothache.
c. Clove	3. A fisherman's tale says that when _____ is chewed and the juice is applied to the bait, the fish are really attracted to the hook.
d. Coriander	4. At one time, _____ was sprinkled over meat to keep it from spoiling.
e. Dill	5. _____ is said to be useful as cure for insomnia.
f. Ginger	6. _____ is the traditional symbol of remembrance.
g. Marjoram	7. Two handfuls of _____ simmered in one cup of water and then rubbed lukewarm on newly washed and rinsed hair will strengthen and condition the hair.
h. Nutmeg	8. Chew a sprig of _____ after eating food seasoned with garlic so you will be acceptable to your friends!
i. Rosemary	9. A _____ in flour will discourage weevils but not affect the flavor of the flour.
j. Parsley	10. _____ rubbed into the hair will darken any gray hairs.
k. Sage	
l. Peppermint	

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### Remedy (continued)

11. Students should wear a crown of \_\_\_\_\_ while studying since it stimulates the brain.
12. \_\_\_\_\_ planted near tomato plants will help prevent tomato worms from infesting the plants.

### NOW WHAT?

Collect more examples of different uses of herbs and spices and enter them on the FOLKPATTERNS computer program. (Check with your county Cooperative Extension Service office on how to get more information on this program.) Use this as a display at school, a fair, or a local community event.

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# Food Story Starters

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## Food in Folklore

**PURPOSE:** To become aware of food-related stories you have heard, to record some of them, and to develop writing skills

**YOU'LL NEED:** Pen or pencil

**TIME:** 15-45 minutes

**HOW TO DO IT:** If you have a story about yourself or have heard a story on any of the following topics, write down whose story it is and a few notes to help you remember it. Try writing down or tape-recording the whole story. Some ideas for story starters are listed below.

- The most unusual holiday meal
- The best meal I ever ate
- The worst meal I ever ate
- The first (or the biggest or the most) fish I ever caught
- The most unusual food I ever ate
- A memorable canning experience
- Foods I had on a trip
- Foods we ate during hard times
- How I learned to cook
- How I learned to measure ingredients
- Food that makes my mouth water
- When I won a prize at the fair
- How I stopped the deer (or bugs) from eating my garden
- The best cook I know
- The biggest eater I know
- The fussiest eater I know
- A memorable experience when I worked in a grocery store (or food stand)
- Once when I was harvesting apples (or wheat, cherries, or beets) . . .

- NOW WHAT?**
1. Collect stories from other people also. Put all your collected stories into a book and draw pictures to illustrate them.
  2. You could also select a story for your group to act out during the fair or at a school event.



When Food Doesn't  
Make a Meal

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# Food Folk Art

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- PURPOSE:** To become aware of some of the forms of folk art made from food
- YOU'LL NEED:** Pen or pencil
- TIME:** 5-10 minutes
- HOW TO DO IT:** Draw a line between the food and the art object it can be used to create.

## Food

1. Pumpkin
2. Cookies and candy
3. Eggs
4. Gourd
5. Apple
6. Corn cob
7. Dried beans
8. Orange with cloves

## Art Object

- a. Bird house
- b. Rattle or necklace
- c. Jack-o'-lantern
- d. Gingerbread house
- e. Doll
- f. Pysanky (Ukrainian egg art)
- g. Pipe
- h. Pomander

## NOW WHAT?

1. Learn to make some folk art objects or toys. Instructions for some are included in the following activities. Ask people you know if they know how to make decorative things from food. If they do, have them teach you.
2. Make a list of all the items in your house that contain food or food by-products for non-eating purposes. Share your list at your next meeting.

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# Potato Printing

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When Food Doesn't  
Make a Meal

**PURPOSE:**

To learn a traditional craft which uses food or food by-products as the tool. Some North American Indians used this simple technique to stamp designs on their splint baskets.

**YOU'LL NEED:**

Several large baking potatoes (raw)  
Sharp, slender knife  
Several colors of paint or ink (a stamp pad also works well)  
Sheets of blank newsprint

**TIME:**

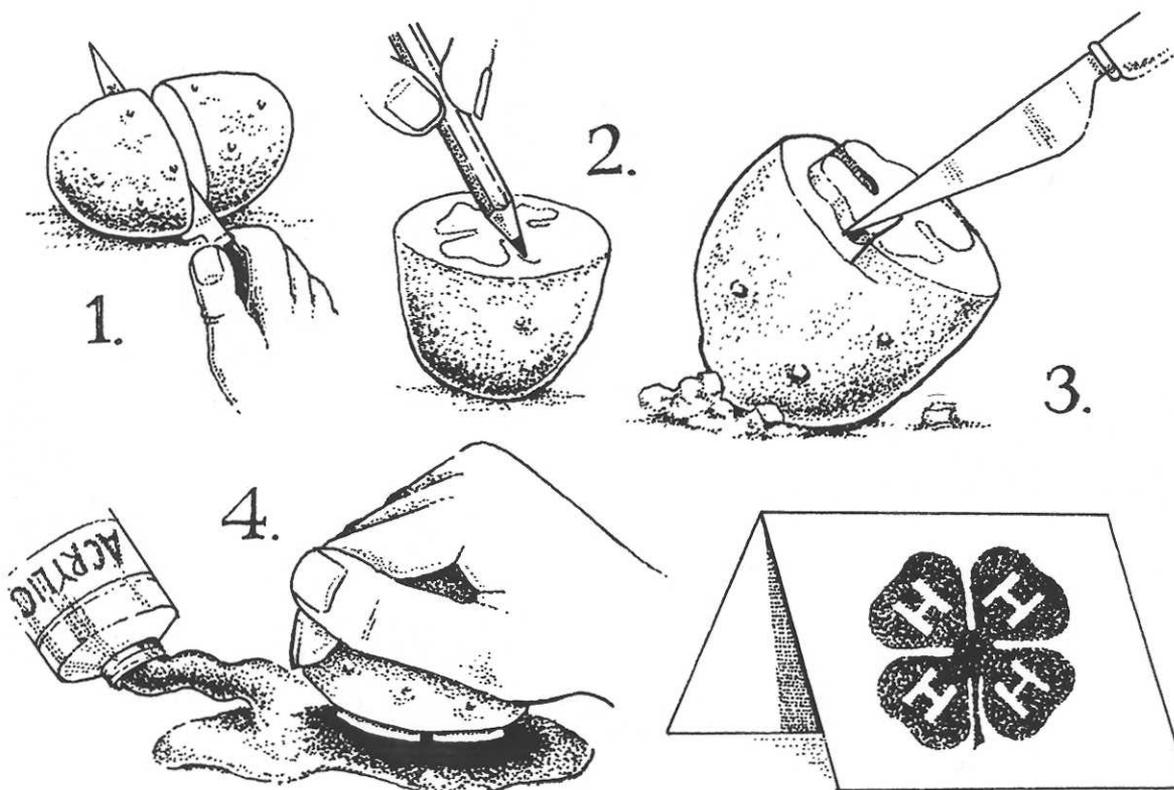
1 to 1-1/2 hours

**HOW TO DO IT:**

Slice the potato in half. Use a pencil to draw a simple design on the exposed half. With the knife point, cut the outline of the design onto the potato. Carve away the portion around the design so that the design is raised at least 1/4 inch off the surface. Dip the design side of the potato in the paint or ink and stamp it on the paper. Experiment on the newsprint with various patterns. You can make wrapping paper, stationery, or cards. If you use permanent ink, you can make your own fabric designs by stamping the design onto white cotton.

**NOW WHAT?**

Display your products at a fair or other public event. Include a demonstration and teach others how to make potato prints.





When Food Doesn't  
Make a Meal

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# Jack-O'-Lantern Party

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**PURPOSE:** To explore one way a food item is used as a decoration

**YOU'LL NEED:**

Pumpkin	Large spoons
Newspapers	Colored paper
Knives	Magic markers
Scissors	Candles or flashlights (optional)

**TIME:** 1-2 hours

**HOW TO DO IT:** Spread a newspaper on the floor underneath your pumpkin. Cut the top off the pumpkin. Spoon out all of the seeds and pulp. Then cut out, draw on, or attach facial features to each pumpkin.

**NOW WHAT?**

1. Make a display for your school or fair. Include photographs of all your group members and their pumpkins, photographs of how to carve a pumpkin, or photographs of other jack-o'-lanterns in your neighborhood.
2. Hold a neighborhood pumpkin carving contest.
3. Make dried pumpkin seeds. Wash all the pulp off the seeds, then soak them in salted water overnight (2 teaspoons salt to each cup water). Drain and pat dry. Spread seeds on a cookie sheet and add 2 tablespoons vegetable oil for every 2 cups of seed. Add 1 to 2 teaspoons salt. Bake at 250°F for 1½ hours or until dry.

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# Kitchen Cosmetics

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When Food Doesn't  
Make a Meal

- PURPOSE:** To learn more about traditional uses of food in beauty treatments (cosmetic as opposed to health)
- YOU'LL NEED:** Pen or pencil
- TIME:** 5-10 minutes
- HOW TO DO IT:** Draw a line between the food and a traditional cosmetic use for that food. (**Note:** Keep in mind that many of these beauty treatments are based on folklore and may not work effectively. Be sure to check with your leader or another adult before you try any of them.)

## Food

1. Oatmeal
2. Milk
3. Cucumbers
4. Raw potato
5. Egg whites
6. Buttermilk
7. Vinegar
8. Almonds
9. Vegetable shortening
10. Lemon juice

## Cosmetic Use

- a. Bath ingredient
- b. Facial mask
- c. Facial mask
- d. Facial mask or bath ingredient
- e. Placed over eyes
- f. Bath for flaky skin
- g. Lightener for freckles
- h. Moisturizer
- i. Placed over eyes
- j. Hair lightener

## NOW WHAT?

Interview people you know, both old and young, to discover their kitchen beauty secrets. Make a collection of their recipes. Do some research to see if these beauty treatments are fact-based.



When Food Doesn't  
Make a Meal

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# Cleaning with Food

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- PURPOSE:** To discover ways in which food ingredients have been used as cleaning agents
- YOU'LL NEED:** Pen or pencil
- TIME:** 10-15 minutes
- HOW TO DO IT:** Draw a line matching the food with its cleaning use. (**Note:** Keep in mind that many of these cleaning agents are based on folklore and may not work effectively. Be sure to check with your leader or another adult before you try any of them.)

Food	Cleaning Use
1. Vinegar (and water)	a. Rubs out scratches in wood
2. Sour milk	b. Scouring pad for marble
3. Salt (and boiling water)	c. Copper or brass polish
4. Lemon slice with salt on it	d. Unclogs drains
5. Baking soda and corn meal	e. Stain remover
6. Cream of tartar (with water)	f. Carpet cleaner
7. Sugar and water	g. Stain remover for aluminum pots and pans
8. Raw onion	h. Removes moisture marks from wood
9. Mayonnaise	i. Removes rust stains from knives
10. Whole meat from walnut or pecan	j. Removes oil stains
11. Lemon and baking soda	k. Stain remover

## NOW WHAT?

1. Interview people you know about their cleaning hints. Collect as many as possible. Gather all the ideas together and have your group put together a "helpful hints" book.
2. Collect household hints from old cookbooks or newspaper columns. With help from your leader or teacher, try one or more of these "helpful hints."
3. Try comparing ingredients of commercially available cleaning solutions with the ingredients in traditional or home-prepared solutions.

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# Corn Husk Doll

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**PURPOSE:** To learn one way to make a traditional toy using food or food by-products

**YOU'LL NEED:** Dried corn husks  
Pipe cleaners  
String  
Black and red pens  
Pins

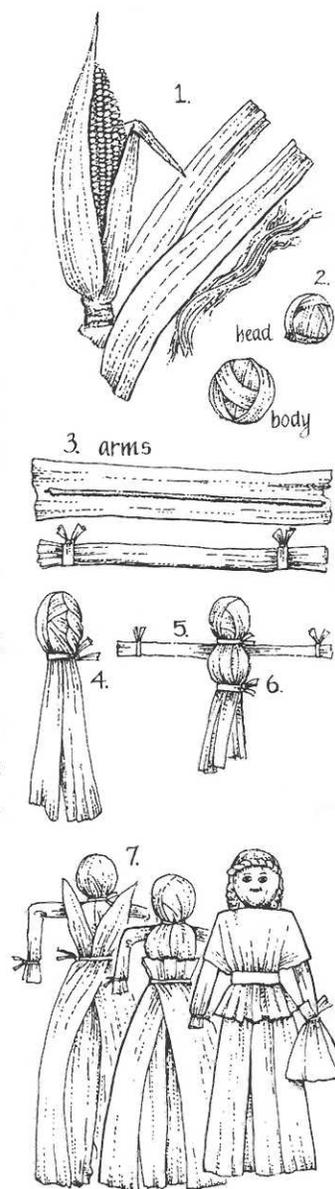
**TIME:** One or more meetings

- HOW TO DO IT:**
1. Husks are always worked wet. When you are ready to start, soak them in water a few hours. If the dried husks have mold on them, you can first soak them overnight in a weak solution of bleach.
  2. Roll up small strips of husk into two balls—one large one for the body and a smaller one for the head.
  3. For arms, wrap a pipe cleaner with a strip 1 inch wide. Secure ends with a 1/8-inch wide strip.
  4. Use the clean inside surface of a long large husk for the face. Fold the strip over the head ball, twist several times and then fold it down the back. Secure it with a string around the neck.
  5. Insert arms underneath the neck.
  6. Stuff the body ball under the arms, then tie the waist with string.
  7. Now you are ready to dress the doll with a corn husk hat and clothes.

**NOW WHAT?** Make a display of your dolls for a fair or other public event. Include a demonstration with your exhibit. Ask the people who view your exhibit if they made toys or dolls out of food.



When Food Doesn't  
Make a Meal





Food Storage

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# The Art of Storing Food

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- PURPOSE:** To discover the art of storing food in containers
- YOU'LL NEED:** A camera with color film or a sketch pad  
Paper and pencil
- TIME:** One or more meetings
- HOW TO DO IT:** Locate as many artistic ways of storing food as possible. Begin in your own home. Locate such things as tea tins, cookie jars, cannister sets, and canning jars. Photograph or sketch them. Then write down some information about the container by answering these questions:
1. Was it commercially manufactured or homemade?
  2. If it's homemade, who made it and why?
  3. Does the design relate to the food?
  4. Is it efficient as a food storage container?
  5. Who thinks it looks attractive?
- NOW WHAT?** Prepare an "art show" of food storage containers. Label each one and include some of the information listed above. You could also provide a recipe for the type of food that goes in each container.

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# Food Measurements

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**Food Preparation**

- PURPOSE:** To become aware of the variety of names and methods for measuring ingredients
- YOU'LL NEED:** Paper and a pencil  
Measuring utensils
- TIME:** One meeting
- HOW TO DO IT:** Conduct measuring experiments to compare standard measurements with "pinches," "handfuls," "walnut-sized," and "teacupful." Put a pinch of salt, handful of flour or sugar, and a walnut-sized piece of margarine or butter on waxed paper. Transfer these amounts to standard measuring utensils. Note the approximate measure. Compare the amounts measured by different individuals in your group. Water can also be measured into a teacup (filled to the brim), then compared to a 1-cup standard liquid measuring cup.
- NOW WHAT?** Conduct interviews with people to discover their ways of measuring things. Write down how they do it and what they call it. Develop as large a list as you can.



Food Preparation

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## “Whatsit” Game

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- PURPOSE:** To learn more about food preparation or gardening and the tools associated with those crafts
- YOU’LL NEED:** 5 to 10 people who have an unusual cooking or gardening tool
- TIME:** One meeting
- HOW TO DO IT:** Invite each person to your meeting to show his/her food preparation or gardening tool. Have the group try to guess what each tool is used for. Once each tool is identified, have the person who owns it talk more about it—where he/she got it and why, and how it saves time or is a useful tool.
- NOW WHAT?** Make an exhibit of unusual tools. You could make it a “guessing” exhibit by hiding the name of the tool under a card. Have the viewer try to guess the tool’s function first. Include some information about why the tools are good or useful. If you have enough resources, do two separate exhibits—one on gardening and one on cooking.

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# Family Foodways Keepsake Exhibit

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Food Preparation

**PURPOSE:** To become aware of what foodways traditions have been handed down in your family and where they came from

**YOU'LL NEED:** Pen or pencil  
Index cards (3x5) or lined paper

**TIME:** One or more meetings

**HOW TO DO IT:** *Step 1.* Locate old objects your family has used for gathering, cooking, or serving food (for example, cookbooks, serving dishes, aprons, linens, kitchen utensils, fishing or trapping gear, garden tools, recipe files, etc.).

*Step 2.* For each object, fill out a card or paper with the following information:

**OBJECT NAME** \_\_\_\_\_

What is it made of? \_\_\_\_\_

Who made it/bought it? \_\_\_\_\_

When was it made? \_\_\_\_\_

What was it used for? \_\_\_\_\_

Who has owned it? \_\_\_\_\_

What is it used for now? \_\_\_\_\_

Are there special stories about it? \_\_\_\_\_

## NOW WHAT?

1. Attach the tags to each object and put them on display at school or a fair. (**IMPORTANT:** Make sure you have permission to borrow any items for display!) People will be very interested in your exhibit. Encourage them to talk about similar objects in *their* families. How do their memories differ from the information you have about similar objects? Why do you suppose this is so?
2. Go to a local museum and locate similar objects. What information does the museum have? Add this extra information to your tags.



Food Preparation

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# Kitchen Equipment

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**PURPOSE:** To learn more about historical and contemporary food preparation

**YOU'LL NEED:** Pencil and paper

**TIME:** Two or more meetings

**HOW TO DO IT:** Make arrangements with a museum curator or private collector to view his/her collection of antique kitchen implements. Ask how these tools were used and what the modern versions of these tools are. Then go on a field trip to a store which specializes in kitchen equipment. Note the various utensils available for specific uses with food. Which were also available in your grandparent's time? Reproductions of old store catalogs (such as Sears) can also be used to view kitchen tools.

## NOW WHAT?

1. Do a display of modern and antique implements. (You may not be allowed to borrow antiques, but find out if you may take pictures of them.) Show the antique next to its modern version. Describe how they work and whether or not the modern tool is a timesaver compared to the old one. You may be surprised to learn that some modern appliances do not save any more time than their antique counterparts!
2. Locate someone who uses a woodstove for cooking and someone who uses a microwave oven for cooking. Prepare a cornbread recipe (preferably the *same* recipe) in each oven. Have a taste test and decide which one tastes better.
3. The Michigan 4-H Youth Programs has a display called "Cooking Tools of Yesteryear." Contact your county Extension office to find out how to borrow the display. The display features a game called "Guess What This Was Used For?" that you could use at your next meeting.

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# An Old Family Recipe

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**Food Preparation**

- PURPOSE:** To learn something about your family's food heritage
- YOU'LL NEED:** Pen or pencil
- TIME:** Varies according to age level
- HOW TO DO IT:** Talk to your parents, grandparents, and/or other relatives to see if they have any traditional family recipes that have been handed down from one generation to the next. Choose one to record on the "Old Family Recipe" form. Find out as much as you can about the recipe, such as where it originated, whether it was prepared for certain holidays and what other foods were served with it.

## Old Family Recipe

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(Your name)

(Age)

(County)

---

(Name of recipe and its cultural origin)

---

(Person who shared this recipe with you)

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(Age)

## INGREDIENTS:

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**DIRECTIONS:**

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Who makes it or made it the best?

Where did the recipe come from?

When is this food served?

How is it served?

Can you tell anything else about this dish or the cook who made it?

**NOW WHAT?**

1. Share your collected recipes with your friends. Try making some of the recipes. Make a cookbook with your group's favorite recipes.
2. Have a "bake-off" or bake sale using the collected recipes. Be sure to have copies of the recipe with each dish, along with the background information on the recipe.
3. Prepare one recipe for the county fair.
4. Have a potluck meal using collected recipes.

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# Eating Alone or in a Crowd

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Food Preparation

- PURPOSE:** To explore the differences in what you eat depending on who is with you when you eat
- YOU'LL NEED:** Pen or pencil
- TIME:** 20-30 minutes
- HOW TO DO IT:** Read over each of the statements below, then write what you would choose to eat or cook in each situation.

**When eating out with a new girlfriend or boyfriend . . .**

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**When eating by myself at home . . .**

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**When eating by myself in a restaurant . . .**

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**When eating a meal with my boss or teacher . . .**

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**When eating with my club, class, or team . . .**

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**When sharing a special meal with friends . . .**

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**NOW WHAT?** Discuss your lists with your group. Talk about why you would choose foods differently when eating alone than when eating with a friend. Talk about why eating with certain people affects what you choose to eat.

*Adapted from It's Your Move—4-H Teen Nutrition Education Program, by Susan E. Travis, Division of Nutritional Sciences, Cornell University, Ithaca, New York.*

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# Moods and Foods

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**Food Preparation**

**PURPOSE:** To become aware of how you associate eating certain foods with how you feel

**YOU'LL NEED:** Pen or pencil

**TIME:** 20-30 minutes

**HOW TO DO IT:** Write down one or more foods you associate with each of the following feelings:

**Feeling angry**

**Celebrating and feeling good**

**Feeling healthy**

**Feeling sad**

**Feeling like sharing**

**Feeling special**

**Feeling sick**

**Feeling especially hungry**

**Thinking about your roots**

**Feeling sentimental**

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## NOW WHAT?

Have your group discuss their attitudes toward food and self by talking about the following:

1. **Favorite foods as a child (prepared at home)**—Discuss early memories about food. Why were these foods special? Was it the taste, texture, or smell? Did you have them very often, just once in a while, or only for special occasions?
2. **Favorite foods now**—Why do you like them? Are they highly advertised foods? Are they good food buys? Are they nutritious? Compare the cultural likenesses and differences in your group.
3. **Cultural foods**—Emphasize the importance of having roots—of being a unique person. Discuss how cultural foods can give a person a sense of belonging. What is your family history of the food?
4. **Celebration foods**—Celebrations may have important personal meaning, since they top off family traditions and occasions (e.g., anniversaries, religious events). These contribute to a sense of family security, support, and care.
5. **Foods for when you're sad**—Were these foods eaten when you were younger to make you feel better or are they junk foods eaten as a kind of binge? Or both? Or do you cut down on food when you are sad?
6. **Feeling good foods**—Are these foods that are nutritious? What do these foods mean to you?
7. **Foods and sickness**—These may provide fascinating insights into cultural family attitudes toward food and health.
8. **Foods you enjoy preparing and sharing**—These may show your cooking skills or lack of them, or that you never have the opportunity to cook.

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# Thanksgiving Foodways

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Food Preparation

- PURPOSE:** To become aware of some of your foodways traditions at Thanksgiving
- YOU'LL NEED:** Pen or pencil
- TIME:** One or more meetings
- HOW TO DO IT:** Food is an important part of many holidays and celebrations, but every person or family has special food traditions. Thanksgiving is a particularly "American" festival, but in many areas, the foods eaten for this celebration differ. Have you heard of cornbread dressing, mincemeat pie, potato pie, or goose for Thanksgiving dinner in Michigan? Have you heard of the custom of giving the "oysters" (the two small hollows of tender meat along the back of the bird) to the parents or the senior people present at the meal? What do you do with the wishbone? Answer as many of the following questions as you can to find out about your Thanksgiving foodways. Space is also provided for you to share a special Thanksgiving recipe.

What meat do you usually serve? Why? \_\_\_\_\_

\_\_\_\_\_

Who gets the meat and where does it come from? \_\_\_\_\_

\_\_\_\_\_

Who prepares the meal? \_\_\_\_\_

\_\_\_\_\_

What kinds of desserts do you have? \_\_\_\_\_

\_\_\_\_\_

What else do you have with the main dish? \_\_\_\_\_

\_\_\_\_\_

What happens to the leftovers? Why? \_\_\_\_\_

\_\_\_\_\_

Who sits at the head of the table? Why? \_\_\_\_\_

\_\_\_\_\_

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Do you say a special prayer? Who gives it? Why? \_\_\_\_\_

\_\_\_\_\_

In what room is the meal served? Why? \_\_\_\_\_

\_\_\_\_\_

Are special dishes used for serving and eating? What are they? \_\_\_\_\_

\_\_\_\_\_

Are special linens used? What are they? \_\_\_\_\_

\_\_\_\_\_

Who gets to start eating first? Why? \_\_\_\_\_

\_\_\_\_\_

How do you know when the meal is finished? \_\_\_\_\_

\_\_\_\_\_

Who do you ask for the last piece of food on the serving plate? \_\_\_\_\_

\_\_\_\_\_

What do you do with the wishbone? \_\_\_\_\_

\_\_\_\_\_

Who comes to your Thanksgiving dinner? \_\_\_\_\_

\_\_\_\_\_

What sorts of activities take place before or after the meal? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**A RECIPE FROM OUR THANKSGIVING:** \_\_\_\_\_

Ingredients:

Family name: \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Directions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NOW WHAT?**

1. When Thanksgiving time comes this year, take some photographs of the “behind-the-scenes” traditions (for example, the food gathering). Enter your photographs in a 4-H photography contest or exhibit.
2. Have each member of your group collect one recipe from his/her Thanksgiving dinner. Try cooking these recipes for a meeting. Make a booklet of your collected recipes.



Food Preparation

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## One Person's Garbage Is Another Person's Treasure

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**PURPOSE:** To become aware of the variety of ways people use food by-products or leftovers

**YOU'LL NEED:** Paper or short-item cards  
Pen or pencil

**TIME:** Varies

**HOW TO DO IT:** Ask people you know questions like the following:

- What do you do with leftover vegetables?
- Do you ever save things like beet tops, coffee grounds, or walnut shells for any use? If so, how do you use them?
- What do you do with bread once it has dried out?
- Have you ever made soup using turkey bones after a holiday meal? If you have, share your method.
- If there is one leftover piece of meat, what do you do with it?
- Share a favorite recipe that makes use of leftovers.
- How often do you save plastic margarine tubs, empty glass jars, popsickle sticks, etc.? How do you use them?

Write down their answers. Share these answers at your next group meeting. Discuss some of the answers you've collected.

**NOW WHAT?** Put together a poster or booklet on what to do with leftovers or discarded parts of food. Exhibit this at the fair or a local food event.

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# Wedding or Holiday Foods

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**Food Preparation**

- PURPOSE:** To learn what foods are special for weddings or other family holidays
- YOU'LL NEED:** Pencil and paper  
Camera (if available)  
“Old Family Recipe” form (refer to “An Old Family Recipe” activity)
- TIME:** Varies
- HOW TO DO IT:** Collect 10 favorite recipes used for either one holiday or for weddings. Try to get recipes from different families and from different generations. Make sure to include stories about each recipe. Fill out one “Old Family Recipe” form for each recipe. If possible, include pictures of the foods or the people who made them.
- NOW WHAT?** Create a group display with the information you’ve gathered. Show recipes, stories, and photographs. Take your exhibit to a fair or other public event. Encourage others to share recipes and family stories with you.



Food Preparation

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## Pie Crusts

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- PURPOSE:** To become aware of the variety of recipes, preparation methods, and edge decorations for making pies
- YOU'LL NEED:** Paper and a pencil  
A camera (if available) or a sketch pad
- TIME:** Varies
- HOW TO DO IT:** Interview friends and ask them about their pie crusts. What recipe do they use? How do they test it for “doneness”? What do they do to make sure the crust is flaky? How do they decorate (crimp) the edge? Does the edge design have a meaning? Photograph the steps in making a crust and photograph the finished pie.
- NOW WHAT?** Make a collection of crust recipes. Display your pie crust photographs or drawings and the pie crust folklore that you gathered. Add to the display by showing the various tools used for crimping the edges.

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# Family Food Traditions

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Food Presentation

**PURPOSE:** To get an idea of what foodways were passed down or are being passed down in your family

**YOU'LL NEED:** A family member older than you (could be mother, stepfather, adopted brother, cousin, grandparent, or the woman you call "Aunt")  
Paper **or** short-item cards **or** a tape recorder  
Pen or pencil **or** cassette tapes

**TIME:** One or two hours

**HOW TO DO IT:** Ask an older member of your family some of the following questions. Record the answers on paper, a short-item card, or a tape recorder. You'll get an idea of the range of foodways traditions your family has and you might even hear about some things you'd like to try later.

- How was the table set for everyday meals? For special meals?
- When did you usually eat breakfast, lunch, or dinner?
- What was the largest meal of the day?
- What foods were usually eaten in a typical meal?
- What did you call the meal served at noon? In the evening?
- If a prayer was included, who said it? What was said?
- Were there any old sayings or traditions that had to do with food?
- On what holidays would special meals be made?
- Who usually served the meal, set the table, and cleaned up?
- Was there any order as to whom was served first?

**NOW WHAT?** Ask somebody outside of your family these same questions. Make up a display showing how traditions are similar or different.



Food Presentation

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## Setting the Table

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- PURPOSE:** To become aware of family traditions in presenting food
- YOU'LL NEED:** Paper and pencil  
Some dishes and silverware  
A camera (optional)
- TIME:** One meeting
- HOW TO DO IT:** Bring flatware and plates to a meeting. Set the table in the way it is done for a regular meal at your house. What differences do you see in the ways different families set their tables? If you have any family heirloom silverware or dinnerware, perhaps you could borrow the pieces to display at a meeting. Try setting these heirloom pieces in the way you think they were originally used.
- NOW WHAT?**
1. Interview other people about the ways they set their tables. Be sure to get a wide mix of people—older, younger, and from different cultural backgrounds. How does the table setting relate to the food served?
  2. Interview someone who works in the china department of a store. How does he/she present dinnerware? What are the uses of different sizes of plates, knives, and forks? Photograph various table settings and explain why they are set that way. Make this into a display to encourage others to share table setting ideas with you.

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# Table Makeup: Everyday vs. Special Occasion

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Food Presentation

**PURPOSE:** To increase awareness of how different people set their tables and to develop visual awareness of table settings

**YOU'LL NEED:** Pencil, crayon, marker, or pen  
Newsprint

**TIME:** One or more meetings

**HOW TO DO IT:** Pretend that you are looking down at the top of your table. Draw the shape of the table on which you eat everyday meals. Pretend that you are looking at one of the meals that you eat everyday—this could be breakfast, lunch, or dinner. Draw all of the things that you would find on the table (dishes, placemats, napkin holder, flatware, etc.). Be sure to draw them exactly where they would be placed.

Next draw the shape of the table on which you eat special meals. Draw all of the items that you would find on your table at a special meal.

Write a description of the things that you have drawn. If you know of any special stories associated with the way you set your table, who sets it, or individual items used in setting the table, be sure to include them in your description.

## NOW WHAT?

1. Share your drawings with the rest of the members of the group. Make a bulletin board or library display of your drawings. Prepare an exhibit as a school or fair project.
2. Find pictures in old books and new magazines of how people set their tables for different occasions. Make a report or display on the differences that you find in different time periods, holidays, countries, or regions.



Food Presentation

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# Garnishing: The Art of Decorating Food with Food

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- PURPOSE:** To learn what food garnishing is and why it is used in food presentation
- YOU'LL NEED:** Paper and pencil  
A camera with color film (if available) or a sketch pad
- TIME:** Varies
- HOW TO DO IT:** Interview people to find out if they garnish foods and how they do it. For instance, you might ask a family cook, a neighbor, a teacher, a chef, a cake decorator, or a friend the following questions:
- What foods do you garnish?
  - What foods become the garnishes?
  - Are some garnishes intended to be eaten? Why?
  - What occasion(s) warrants garnishing?
  - Where did you learn how to do it?
- Explore the reasons a professional cook has for garnishing food. If possible, photograph foods being made into garnishes. Also photograph the finished product—a beautifully decorated plate of food.
- NOW WHAT?**
1. Make a display of your photographs and the information you collected.
  2. Arrange for a garnish-making demonstration.

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# Napkin Folding

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Food Presentation

## PURPOSE:

To become aware of napkin folding as a method used for decorating a table. Napkin and paper folding is a very popular form of art in some countries. In the United States, many restaurants use specially-folded napkins to decorate their tables. In some homes, folded cloth napkins are used only on special occasions.

## YOU'LL NEED:

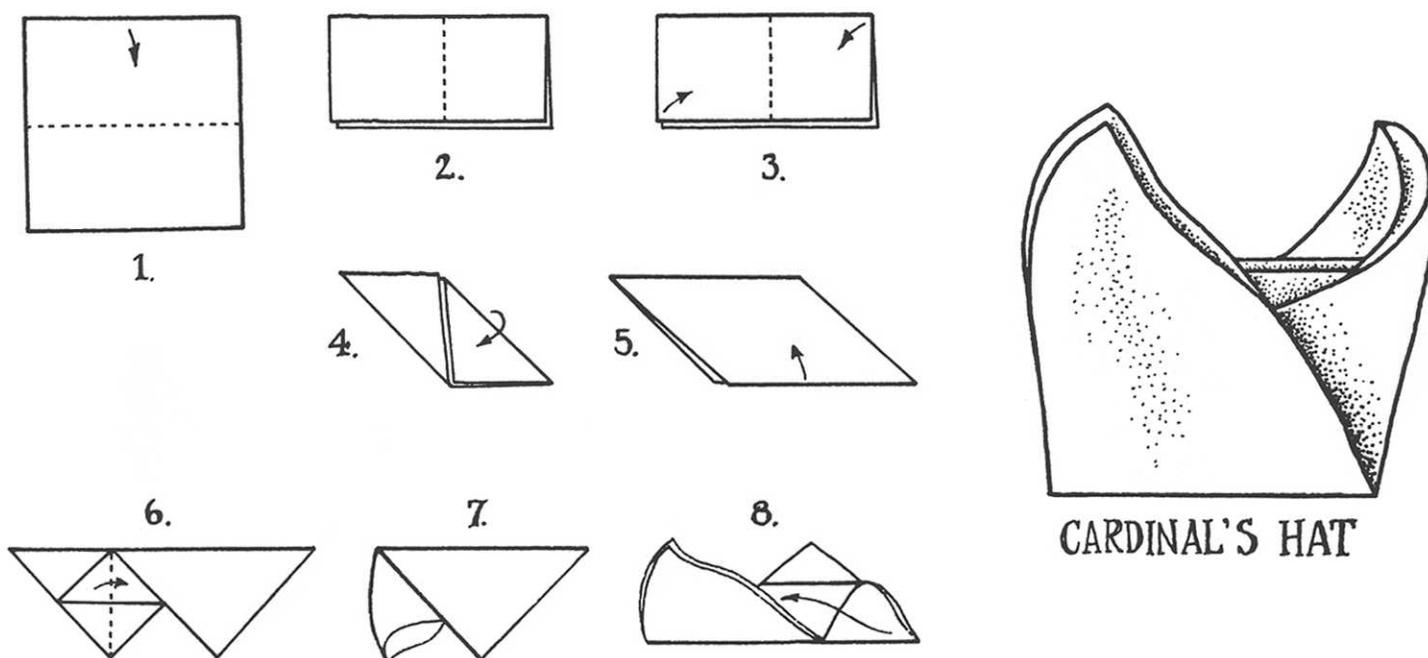
A square, cloth, table napkin

## TIME:

One or more meetings

## HOW TO DO IT:

Use the following instructions for one basic napkin design:



## NOW WHAT?

1. See if your library has books on napkin folding. Try doing some other designs.
2. Invite someone from a local restaurant to give your group a demonstration of napkin folding.
3. Create a display of different designs for a project.
4. Do a demonstration of napkin folding at a local event or county fair.



Food Marketing

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# Traditional Tricks for Picking Produce

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**PURPOSE:** To become aware of how to choose the best produce at a market. Many people learn from others how to select produce. Much of this traditional information used to be passed from mother to daughter, since women in the family bought most of the groceries. However, now it is becoming important for everyone to know how to select the best produce for his/her own use.

**YOU'LL NEED:** Pen or pencil

**TIME:** 10-15 minutes

**HOW TO DO IT:** Read the following two lists. On one side is a list of produce. On the other side is a traditional way of telling whether or not each item is ready to purchase. Draw a line between the ones you think match.

## Produce

1. Watermelon
2. Cantaloupe or muskmelon
3. Pineapple
4. Banana
5. Head lettuce
6. Corn
7. Green beans

## Method for Choosing

- a. Look at it to make sure it is not too brown.
- b. Smell it and push it slightly on the spot where the vine was connected.
- c. Break one in half to hear it snap.
- d. Squeeze it gently to see how firm it is.
- e. Knock on it and listen for a hollow sound.
- f. Pull the husk back.
- g. See how easily one of its leaves pulls out.

## NOW WHAT?

1. Ask your friends or family if they have any tricks they use when choosing food in a store. Write down their hints and share them at your next meeting.
2. Visit a market that sells many different kinds of produce. Ask the people who work there to share their methods for choosing good produce.
3. Make a poster display of your collected methods for the display at the fair.

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# Photographing Food Marketing

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Food Marketing

**PURPOSE:** To become aware of the variety of places and ways food is sold in your community

**YOU'LL NEED:** Camera  
Paper  
Pen or pencil

**TIME:** Varies

**HOW TO DO IT:** Locate different places in your community where food is sold. At each place, take photographs of the following:

- Where is the food sold? (This could be a building, cart, bake sale table, hot dog stand, roadside market, etc.)
- How is the food displayed or arranged?
- What kind of advertising is used?
- Who does the selling?
- Who does the buying?

Ask the food sellers how they got started and what methods help them sell their produce or food items. Write down a description of each place and your impressions of what you see and hear.

**NOW WHAT?**

1. Prepare an article on marketing for your school or town newspaper.
2. Submit a photo story for a 4-H photography project or exhibit.



Community  
Food Events

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# Foodways Collection Center

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- PURPOSE:** To collect foodways information as a project and to share your interest in foodways with others
- YOU'LL NEED:** A copy of "How to Set Up a 4-H FOLKPATTERNS Collection Center" (See the *4-H FOLKPATTERNS Leader's Guide*.)
- TIME:** Varies
- HOW TO DO IT:** Choose a community food event, then follow the instructions for "How to Set Up a FOLKPATTERNS Collection Center." If possible, display a foodways project you've already done.
- NOW WHAT?** Make up a booklet of "Foodways Collected at \_\_\_\_\_ Festival (or Fair)." Make it available for sale at the next year's food event.

## **Michigan Benchmarks and Standards**

FOLKPATTERNS curriculum materials can be used to teach and meet the following Michigan Benchmarks and Standards. See specific parts of the curriculum for specific content standards.

### **English Language Arts—Content Standards and Benchmarks**

#### **ELA MC1**

English Language Arts, Meaning and Communication

Content Standard 1 is: All students will read and comprehend general and technical matter.

#### **ELA MC2**

English Language Arts, Meaning and Communication

Content Standard 2 is: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

#### **ELA MC3**

English Language Arts, Meaning and Communication

Content Standard 3 is: All students will focus on meaning and communications as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

#### **ELA L4**

English Language Arts, Language

Content Standard 4 is: All students will use the English language effectively.

#### **ELA L5**

English Language Arts, Literature

Content Standard 5 is: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

#### **ELA V6**

English Language Arts, Voice

Content Standard 6 is: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

#### **ELASP7**

English Language Arts, Skills and Processes

Content Standard 7 is: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

#### ELA IIA 10

English Language Arts, Ideas in Action

Content Standard 10 is: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

#### ELA IaR11

English Language Arts, Inquiry and Research

Content Standard 11 is: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

#### Social Studies—Content Standards and Benchmarks

##### SS I2

Social Studies I is “Historical Perspective.”

Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing events. (Comprehending the past).

##### SS I3

Social Studies I is “Historical Perspective.”

Content Standard 3: All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and interpreting the past).

##### SS V1

Social Studies V is “Inquiry.”

Content Standard 1: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information processing).

##### SS V2

Social Studies V is “Inquiry.”

Content Standard 2: All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting investigations).

# Michigan Benchmarks and Standards

## *4-H 1329: Foodways: A 4-H FOLKPATTERNS Project*

Foodways Card Game

ELA MC1, ELA MC3, ELA IiA 10

Foodways Icebreaker

ELA MC3, ELA MC4

People in Foodways

ELA MC2, ELA MC3, ELA V6, ELA IiA 10, ELA IaR11, SS V1

Foodways Then and Now

ELA MC3, ELA L4, SS I3

Foodways Checklist

ELA MC3, SS I3

It's Time to Eat (and Collect Folklore)

ELA MC2, ELA MC3, ELA L4, ELA V6, ELASP7, SS I3

Historical Foods

ELA MC1, ELA MC3, SS V1, SS V2

Activity Sheets:

Games and Songs People Play with Foods

ELA MC2, ELA MC3, ELA L4, ELA V6, ELA IiA 10, SS I2, SS I3

Collecting Foodways Information on Short-Item Cards

ELA MC3, ELA IiA 10, SS I2, SS V1, SS V2

Food Story Starters

ELA MC2, ELA MC3, ELA L4, ELA V6, ELA IiA 10, SS I3

Kitchen Cosmetics

ELA MC1, ELA MC3, ELA L5, SS V2

Food Measurements

ELA MC3, ELA V6

"Whatsit" Game

ELA MC2, ELA MC3, ELA V6, ELASP7, SS I3

Family Foodways Keepsake Exhibit

ELA MC2, ELA MC3, ELA V6, SS V1, SS V2

Kitchen Equipment

ELA MC2, ELA MC3, ELA L4, ELA V6, ELA IiA 10, SS I3, SS V1, SS V2

An Old Family Recipe

ELA MC3, ELA V6, ELA IiA 10, SS I3, SS V1, SS V2

Eating Alone or in a Crowd

ELA MC2, ELA MC3, ELA V6, ELA IiA 10, ELA IaR11

Moods and Foods

ELA MC3, ELA V6, ELA IiA 10, SS I2

Thanksgiving Foodways

ELA MC2, ELA V6, ELA IiA 10, ELA IaR11, SS I2, SS V1, SS V2

One Person's Garbage is Another Person's Treasure

ELA MC2, ELA MC3, ELA V6, ELA IaR11, SS V1, SS V2

Wedding or Holiday Foods

ELA MC2, ELA MC3, SS I2

Pie Crusts

ELA MC3, ELA V6, SS I2

Family Food Traditions

ELA MC2, ELA MC3, ELA V6, ELASP7, ELA IiA 10, SS I2, SS V1, SS V2

Setting the Table

ELA MC3, ELA V6, ELA IiA 10, SS V1, SS V2

Table Makeup: Everyday vs. Special Occasion

ELA MC1, ELA MC2, ELA MC3, ELA L4, SS V1, SS V2

Garnishing: The Art of Decorating Food with Food

ELA MC2, ELA MC3, ELASP7

Napkin Folding

ELA MC1, ELA MC2, ELA L4

Traditional Tricks for Picking Produce

ELA MC3, ELA V6

Photographing Food Marketing

ELA MC2, ELA MC3, SS V1, SS V2

Foodways Collection Center

ELA MC2, ELA MC3, ELASP7, SS V1, SS V2