

Vermilionville Education Enrichment Partnership (VEEP) Digital Travel Trunk Project

Instructions: For the Digital Travel Trunk Phase 3 Form, the project team will make any revisions based on feedback from Dr. Keefer and Dr. Petrou. The Assessment Specialist will also need to work with the project team to complete the section on Differentiated Instruction

Complete this template by following the instructions in italics before posting content for the Digital Travel Trunk online. Before you submit this template for grading please remove the instructions in italics so only the project team’s work remains.

Theme	Evolution of Cajun and Creole Food
Digital Travel Trunk URL	Evolution of Cajun and Creole Food
NCSS C3 Framework Student Standards	D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.His.16.3-5. Use evidence to develop a claim about the past. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.
Louisiana Standards for Social Studies	3.1.2 Explain how technology has changed family and community life in Louisiana over time 3.1.6 Compare and contrast the influence of cultural groups in Louisiana 3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions 3.2.4 Identify cultural elements that have contributed to the state’s heritage
Compelling Question	How did African American communities play a part in the evolution of Creole cooking?
Supporting Questions	How can food or cooking of food express a historical background and shared culture? What dishes are similar or the same as dishes we eat today? What spices did Creoles use in their cooking that are still used today?
Description of Artifact 1 in the Digital Travel Trunk	Cast Iron Pot (Theresa) Cast iron pots like the one you see above were essential to cooking everyday meals. Enslaved people made grits from hominy corn for

	<p>breakfast and rice for dinner, or sometimes even oyster stew (Murray). Big pots, like the ones in the photograph of the army cook above, could feed big communities of people. When Europeans took and enslaved Africans, they forced them to live in large communities on plantations. After the Civil War, which was fought over slavery and resulted in the end of slavery, African Americans still preferred to live in black dominant communities that helped protect them and allowed them take care of each other. Many families today pass their cast iron down to the next generation as a family heirloom in order to continue the tradition of sharing the food they make. Do you have one in your home?</p>
<p>Corresponding Primary Source(s)</p>	<p>Primary Sources: City Point, Va. African American army cook at work. City Point Petersburg United States Virginia, None. [Between 1860 and 1865] Photograph. https://www.loc.gov/item/2018666649/. Murray, Chalmers S, and George Brown. Fish, Hominy and Cotton. South Carolina, 1939. Manuscript/Mixed Material. https://www.loc.gov/item/wpalh002108/ . Secondary Sources: Holt, Thomas C. 2013. Children of fire: a history of african americans. New York: Farrar, Straus and Giroux. https://www.overdrive.com/search?q=9BE5AEF7-50C3-469D-9A1F-400C9C1CCF8B. Witty, Michael W. “Food On a Maryland Plantation: Frederick Douglass Speaks,” July 19, 2014. https://afroculinaria.com/2014/07/18/food-on-a-maryland-plantation-frederick-douglass-speaks/. Tipton-Martin, Toni. “Plantation Cooks.” The Jemima Code, 2011. https://thejemimacode.com/category/plantation-cooks/.</p>
<p>Description of Artifact 2 in the Digital Travel Trunk</p>	<p>Mortar and Pestle Mortar and pestles such as the one in the photo above can be used to grind herbs or plants to create spices for food. Due to the Transatlantic Slave Trade, spices were being shipped to America from all over the world. Like the women in the slideshow, spices were brought in bulk, brought home and crushed using a mortar and pestle. Enslaved women wanted to continue cooking their traditional food when they arrived in America, but did not have access to many African plants other than okra, which was also brought to America as a novelty, so they adapted their traditional recipes to include these new spices such as paprika and cayenne from South America and turmeric from Asia. They also adapted local food sources such as local plants, animals, and seafood.</p>

<p>Corresponding Primary Source(s)</p>	<p>Primary Sources: 2 men grinding substance with mortars and pestles. West Indies. , ca. 1910. Photograph. https://www.loc.gov/item/2003680250/. Going to market--a scene near Savannah, Georgia / E.A. Abbey. Georgia Savannah, 1875. Photograph. https://www.loc.gov/item/90716806/. Lee, Russell, photographer. Aged Cajun woman using crude mortar and pestle in process of hulling rice. Near Crowley, Louisiana. Acadia Parish Crowley Crowley. Louisiana United States, 1938. Oct. Photograph. https://www.loc.gov/item/2017781667/. Calewaert, Louis H. S., Artist. Woman in Kitchen. , 1913. Photograph. https://www.loc.gov/item/2003655871/.</p>
<p>Description of Artifact 3 in the Digital Travel Trunk</p>	<p>Dutch Oven Dutch ovens like the ones you see above help to make rice based meals you might be familiar with, such as jambalaya or dirty rice. Similar to the cast iron pot, Dutch ovens can be used to make large quantities of food to feed a community, just as you see in a photo of women making rice in the slideshow above, and used in everyday meals (Murray). Rice was originally brought to America from Africa because Europeans saw how good the Africans were at growing it and wanted them to grow it on American land by using the same methods they used in Africa. This skill made an Enslaved person very valuable to a slave owner(Berry) because the enslaver would make considerable profit off of the rice that enslaved people grew. These knowledge and skills of enslaved Africans is why rice is a big part of the Creole diet today.</p>
<p>Corresponding Primary Source(s)</p>	<p>Primary Sources: Kennedy, Stetson, photographer. The Rice and Chicken Is Boiled Together in Iron Kettles. Florida, None. [Between 1930 and 1941] Photograph. https://www.loc.gov/item/2005691261/. Murray, Chalmers S, and George Brown. Fish, Hominy and Cotton. South Carolina, 1939. Manuscript/Mixed Material. https://www.loc.gov/item/wpalh002108/. Secondary Sources: Berry, Daina Ramey. The Price for Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation. United States: Beacon Press, 2017. Blassingame, John W. The Slave Community. New York, NY: Oxford University Press, 1979.</p>
<p>Teaching Objectives</p>	<p>SW determines what influences the African American community has had in the past concerning cooking that is still used today.</p>

	<p>SW compare how items were used in the past in relation to today.</p> <p>SW summarize what the cast iron pot, mortar and pestle, and dutch oven are and how they are used.</p> <p>SW create a Creole recipe that uses the three artifacts listed</p>
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Instructional Strategies

Instructional Strategy	Sequence of the Strategy
<p>Article Read Visual Discovery</p>	<p>Separate students into two groups, each group will be given an article (listed below) to read and allow them to discuss with their own group.</p> <ul style="list-style-type: none"> → Food on a Maryland Plantation : Frederick Duglass Speaks → Plantation Cooks, Betty Simmons: It was hard but we had to learn. <p>TTW makes an anchor chart labeled “Comparing” with two subtopics, “Similarities and Differences”.</p> <p>TTW uses the students' discussion of the two articles to fill in the anchor chart.</p> <p>Using visual discovery students will be asked questions using the detective analogy to help guide them.</p> <ul style="list-style-type: none"> ○ “What do you see?” ○ “What is this item?” ○ “How is it used?” ○ “Who used/uses this item?” ○ “Can you compare this item to another?”
<p>Article Read Visual Discovery Venn Diagram</p>	<p>Allow the students time to learn about spices used in dishes on the website.</p> <p>Using visual discovery students will be asked questions:</p> <ul style="list-style-type: none"> ○ “What do you see?” ○ “Can you describe it?” ○ “What are some ways this can be used?” ○ “Who may have used this item?” ○ “What are some pros and cons of this item?” ○ “Is there a better solution other than this item?” <p>The students will fill out a venn diagram that compares and contrasts African American dishes to Creole/Cajun meals. (attached at the end)</p>
<p>Visual Discovery</p>	<p>Using visual discovery students will be asked questions:</p> <ul style="list-style-type: none"> ○ “What do you see?” ○ “Is this still used today? If so, by who? How?”

	<ul style="list-style-type: none"> ○ “Have you seen something like this before?” ○ “What are some ways you think you can use this item?” ○ “What is this item?” ○ “Can you compare this item to another item?” <p>The students will fill out a worksheet of foods that could be cooked with a cast iron pot (attached at the end)</p>
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Summative Assessment

Name of Project-based Assessment	Description
Create a Recipe!	<p>Students are asked to write a response to explain how they would make an African American meal using what they have learned throughout the lesson to explain how they would use specific items to create the meal. They have learned about the Cast Iron Pot, Mortar and Pestle, and the Dutch Oven. They have studied how these items were used back then and how they are used today. They have also compared how these items were used back then vs how they are used today. Having gone through the previous tasks, the students have studied these artifacts and compared their history of use. Now, the student will follow instructions to write about how they would create an African American meal using these items back then and today.</p> <p>TTW give the students the following prompt - Using what we have learned about African American Cuisine, describe how you would create an African American meal. Explain how you would use the Cast Iron Pot, the Mortar and Pestle, and the Dutch Oven to make it back then and how you would use each of these items to make it today.</p> <p>Afterwards, TTW make copies of all of the students’ recipes to put all of them in a book/Google Doc to create a Recipe Book for each student to keep.</p>

Authentic Assessment Grading Rubric

Category	3 Points	2 Points	1 Point	0 Points
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Cast Iron Pot	Students demonstrated clear knowledge of cast iron pot and how they would use it in their recipe in the past and today.	Students demonstrated clear knowledge of cast iron pot, but did not put how they would use it in their recipe in the past or today.	Students did not demonstrate clear knowledge of cast iron pot, but did put how they would use it in their recipe in the past or today.	Students did not demonstrate knowledge or put how they would use it in the recipe today.
Mortar and Pestle	Students demonstrated clear knowledge of mortar and pestle and how they would use it in their recipe in the past and today.	Students demonstrated clear knowledge of mortar and pestle, but did not put how they would use it in their recipe in the past or today.	Students did not demonstrate clear knowledge of mortar and pestle, but did put how they would use it in their recipe in the past or today.	Students did not demonstrate knowledge or put how they would use it in the recipe today.
Dutch Oven	Students demonstrated clear knowledge of dutch ovens and how they would use it in their recipe in the past and today.	Students demonstrated clear knowledge of dutch ovens, but did not put how they would use it in their recipe in the past or today.	Students did not demonstrate clear knowledge of dutch oven, but did put how they would use it in their recipe on the past or today.	Students did not demonstrate knowledge or put how they would use it in the recipe today.

Differentiated Instruction

Describe three ways activities can be differentiated for this lesson plan to meet the needs of all learners (not learning styles).

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| 1. The teacher will modify any written material to meet the need of student(s) to fill in the blank with a word bank. |
| 2. The teacher will group students in heterogeneous groups to allow for ideas to be shared and for extended time and flexible pacing of the lesson for student(s) who need it. |
| 3. The teacher will adjust the process for ELL students. The student(s) will have a worksheet with pictures of different ingredients and have the word in English and their first language next to the picture. |
| 4. The teacher will enrich the content in this lesson for gifted student(s) by having the student(s) create a more detailed recipe. |

Assessment

Materials and Resources Needed

PHOTO, PRINT, DRAWING

[City Point, Va. African American army cook at work] DIGITAL FILE FROM ORIGINAL NEG. OF LEFT

HALF

[« About this Item](#)



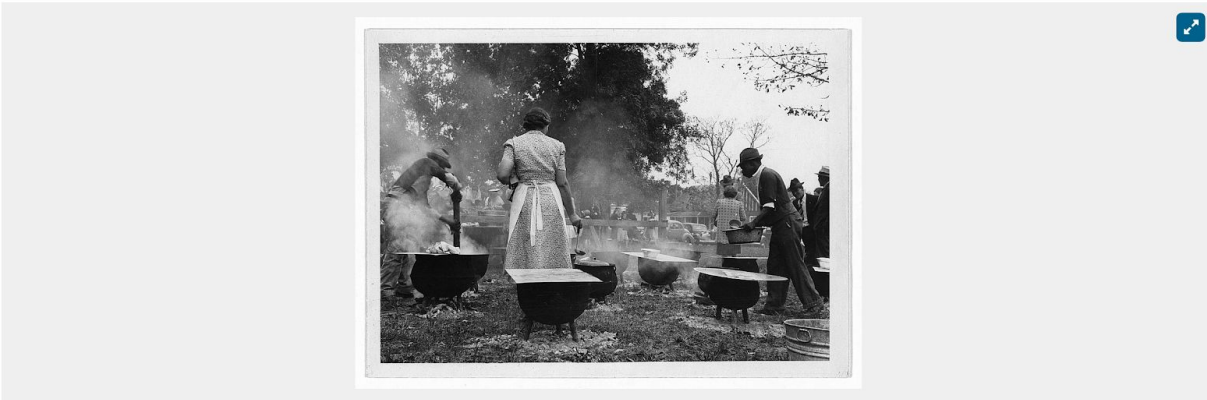
PHOTO, PRINT, DRAWING

[2 men grinding substance with mortars and pestles. West Indies]



PHOTO, PRINT, DRAWING

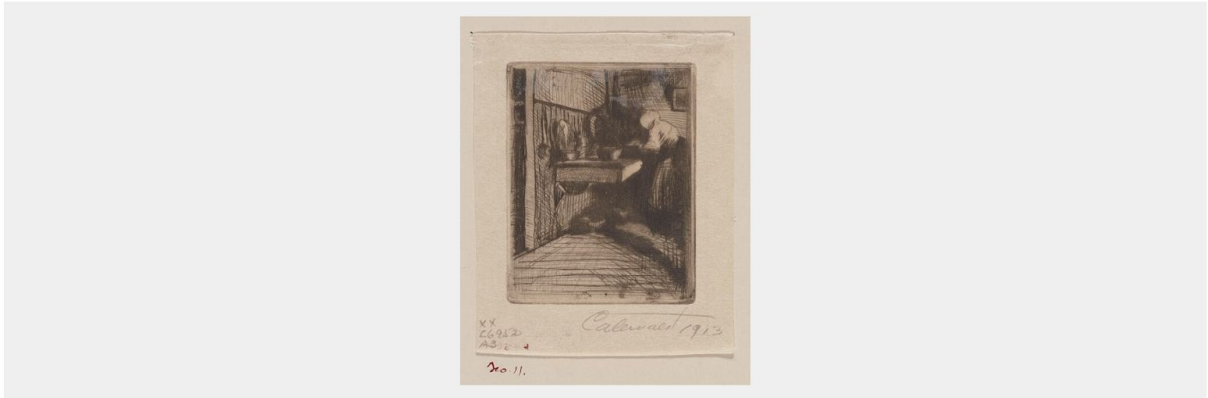
The rice and chicken is boiled together in iron kettles



[digital file from original photograph]

PHOTO, PRINT, DRAWING

[Woman in kitchen]



[digital file from original 1

Student Handouts:

Name: _____

Cast Iron Pots



List some foods that are traditionally cooked in a cast iron pot:

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-
-
-
-

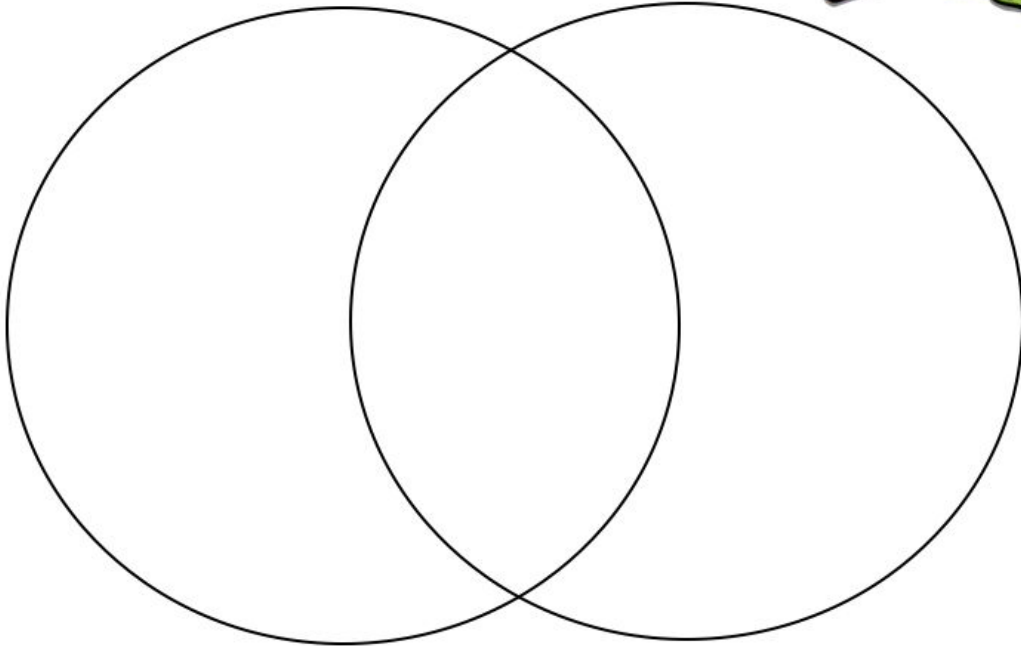
Name: _____



Spices

African American Spices

Cajun/Creole Spices



After reading the article assigned to your group, discuss and be prepared to share your response to the following question: What are the similarities and differences between what enslaved African American cooked for themselves and what they cooked and served to White plantation owners?

Comparing

Similarities

Differences

<https://thejemimacode.com/category/plantation-cooks/>

Tipton-Martin, Toni. "Plantation Cooks." The Jemima Code, 2011.
<https://thejemimacode.com/category/plantation-cooks/>.

<https://afroculinaria.com/2014/07/18/food-on-a-maryland-plantation-frederick-douglass-speaks/>
-frederick douglas speaks about both slave and big house food

Witty, Michael W. "Food On a Maryland Plantation: Frederick Douglass Speaks," July 19, 2014.
<https://afroculinaria.com/2014/07/18/food-on-a-maryland-plantation-frederick-douglass-speaks/>.

Cast iron pots like the one you see above were essential to cooking everyday meals. Enslaved people made grits from hominy corn for breakfast and rice for dinner, or sometimes even oyster stew (Murray) yet in comparison, slave owners could enjoy a rich variety of meats, fruits, and vegetables prepared by their enslaved cooks. Big pots, like the ones in the photograph of the army cook above, could feed big communities of people. When Europeans took Africans, they forced them to live in large communities on plantations. After the Civil War, which was fought over slavery and resulted in the end of slavery, African Americans still preferred to live in black dominant communities that helped protect them and allowed them take care of each other. Many families today pass their cast iron down to the next generation as a family heirloom in order to continue the tradition of sharing the food they make. Do you have one in your home?

References

Primary Sources:

City Point, Va. African American army cook at work. City Point Petersburg United States Virginia, None. [Between 1860 and 1865] Photograph. <https://www.loc.gov/item/2018666649/>.

Murray, Chalmers S, and George Brown. Fish, Hominy and Cotton. South Carolina, 1939. Manuscript/Mixed Material. <https://www.loc.gov/item/wpalh002108/> .

2 men grinding substance with mortars and pestles. West Indies. , ca. 1910. Photograph. <https://www.loc.gov/item/2003680250/>.

Going to market--a scene near Savannah, Georgia / E.A. Abbey. Georgia Savannah, 1875. Photograph. <https://www.loc.gov/item/90716806/>.

Lee, Russell, photographer. Aged Cajun woman using crude mortar and pestle in process of hulling rice. Near Crowley, Louisiana. Acadia Parish Crowley Crowley. Louisiana United States, 1938. Oct. Photograph. <https://www.loc.gov/item/2017781667/>.

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