

Title of Unit: Food and Colonialism	Grade Level: 11
Curriculum Area: Geography	Time Frame: 6 - 8 weeks
Developed by: Tiffany Cece	
Identify Desired Results (Stage 1)	
Content Standards: Aspects of Canadian culture as they apply to Canadian standards of practice	
Overall Curriculum Expectations covered in this unit are:	
Research and Inquiry Skills	Exploring: explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research
	Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
Foundations	The Social Construction of Identity: demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes
	Power Relations: demonstrate an understanding of the dynamics of power relations in various social contexts;
Equity, Social Justice and Change	Equity and Social Justice in Canada: demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues;

Understanding		Essential Questions	
Overarching Understandings: <ul style="list-style-type: none"> • Transcend the content knowledge of the unit • Could appropriately express a given social studies concept found in most grade levels and courses In this unit students will understand: <ol style="list-style-type: none"> 1) It is important to recognize that we are 	Topical Understandings <ul style="list-style-type: none"> • Are specific to the unit topic • Involve generalizations derived from the specific content knowledge and skills of the unit In this unit students will understand: <ol style="list-style-type: none"> 1) How understanding certain demographic indicators can give you a deeper 	Overarching Questions <ul style="list-style-type: none"> • Point beyond a unit to big ideas and enduring understandings • Do not mention specific topics or Events In this unit the overall questions that apply to this unit are: <ol style="list-style-type: none"> 1) 1) What contributes to our identity through food 2) 2) How do our lives interact with 	Topical Questions <ul style="list-style-type: none"> • Transcend the content knowledge of the unit • Could appropriately express a given social studies concept found in most grade levels and courses <ol style="list-style-type: none"> 1) What are some of the power structures in Canada throughout history and currently? 2) What is the makeup of the Canadian

<p>all connected to each other both as a nation of people and as a global community through our treatment of the environment, our ideals for society and our belief in humanity</p> <p>2) Any innocuous aspects of a culture can become political charged and used as symbols of oppression or resistance to domination</p> <p>3) Indigenous cultural artifacts have been systematically diminished throughout Canadian history, and only through recognition and rectifying wrongs through those in power working with Indigenous groups can we pave a way forward</p> <p>4) We are all connected by our diversity and that adds to the cultural identity of Canadians</p> <p>4) Fairness and equality in Canada is affected by a variety of different elements including taxes, social welfare ideals, industries and mentality</p>	<p>understanding about the makeup of Canadian society</p> <p>2) Food is a source of identity for many cultures in Canada and is one of the ways different cultural identities have permeated the Canadian landscape</p> <p>3) The Canadian food guide is a government sponsored program, and therefore, has a politically motivated agenda</p> <p>4) Access to food sources is an area of political and economic domination through corporate and government agencies.</p> <p>5) Food has the ability to cultivate culture, maintain culture and preserve culture depending on how it is permitted space in a community</p>	<p>sustainability in a variety of ways, and where does that place us for future generations?</p> <p>3) 3) How are individuals connected globally to others, and how are the governments/states interconnected? What are the catalysts for these connections, and what are the implications for these connections for everyone?(negative and positive</p> <p>4) How does Canada use their cultural identity to build up a Canadian society and interact with international actors</p>	<p>population, and why is it important to keep track of this makeup?</p> <p>3) How has immigration affected the growth of Canada? How does this affect food culture in Canada</p> <p>4) How is Canada's identity changing, and what are some of the concerns regarding immigration in Canada and Indigenous identity</p>
<p>Related Misconceptions:</p> <p>1) Food does not have any political or economic inclinations</p> <p>2) All cultures are permitted to celebrate and eat their own food sources without any hesitations or difficulties</p> <p>3) Canada is a welcoming place for diversity in areas of culture, including food</p>			

Knowledge	Skills
<p>Students will know...</p> <ol style="list-style-type: none"> 1) How to identify their own cultural heritage and how that interacts with Canadian identity 2) How food is a creative outlet as an expression of identity 3) How government agencies affect food tastes and preferences 4) How government initiatives make cultural hierarchies more entrenched in Canadian society 5) How Indigenous food sources and food culture is a form of suppression with the Canadian government 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1) Recognize how food culture in Canada has affected cultural identity 2) How cultivating an 'image' of 'acceptable' and Canadianized food sources marginalizes groups of Canadians 3) How individuals have used food to maintain their cultural identity
<p>6 Facets of Understanding</p> <p>Explanation</p> <p>Students can provide sophisticated and apt explanations and theories, which provide knowledgeable and justified accounts of events, actions, and ideas.</p>	<ul style="list-style-type: none"> - Students will understand how food culture, food availability and food preparation fits into social justice concepts - Students will learn about different social justice concepts, such as power, hierarchies, culture and the intricacies of these concepts to frame discussions on food in Canada
<p>Interpretation</p> <p>Interpretations, narratives, and translations that provide meaning</p> <p>Students create meaning in what they learn.</p>	<p>Students will learn</p> <ul style="list-style-type: none"> - How food impacts one's mindset and mentality about identity - How food can tell our cultural stories - How food becomes affixed to particular memories and ideas about life - How do you create new identities through daily practices - How do government programs create or push a particular narrative
<p>Application</p> <p>Ability to use knowledge effectively in new situations and diverse contexts</p> <p>Students gain the ability to use knowledge effectively in new situations and diverse contexts.</p>	<p>Students will be able to use these skills:</p> <ul style="list-style-type: none"> - Become more critical of government programs and analyze hidden agendas - Learn about different cultures through their practices, such as food preparation and choice - Become more open to learning about different cultures through shared practices, like eating - Understand how the media can be used to proliferate certain ideas
<p>Perspective</p> <p>Critical and insightful points of view</p>	<ul style="list-style-type: none"> - Students will understand how the government creates certain programs and how that impacts particular communities - Students will understand why there are certain health crisis in various segments of the Canadian population and how those crises might be manufactured - Students will learn to question government initiatives and seek out alternative viewpoints instead of taking those views at face value

<p>Empathy</p> <p>The ability to get inside another person's feelings and worldview</p>	<ul style="list-style-type: none"> - Students will learn about the plight of different cultural groups and how important food is for their identity - Students will understand how destructive the elimination of cultural identity markers like food can be for a group's overall identity - Students will learn why its important to have more government officials who are making decisions who have a pulse or identify with marginalized communities within Canada
<p>Self-knowledge</p> <p>The wisdom to know one's ignorance and how one's patterns of thought and action inform as well as prejudice understanding</p>	<ul style="list-style-type: none"> - Students will realize that because they are living in a particular landscape, they may be influenced by the way that landscape compartmentalizes their mindset and how that might limit their imagination to something different - Students will also reflect on their own Canadian integration experiences and realize that based on how they relate to Canada, their understanding of the Indigenous, immigration and refugee policies will differ - Students will also reflect on their privilege when it comes to food associations and recognize how that food perspective becomes part of their identity
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Assessment Evidence (Stage 2)	
Performance Task Description: Canadian Food Guide	
Goals	Students will learn how government policies signal the entrenchment of particular identities in a hierarchical system of power within Canadian society. Students will appreciate the problems any government initiative will have when it is trying to create blanket statements that are intended to apply to all Canadians.
Role	Students will take on the role of a government or organizational educator who will have the chance to expose other Canadians to new ways of understanding food hierarchies and cultural concepts within Canadian society.
Audience	Students will be presenting to fellow Canadians from all socio-economic, ethnic, religious and sexual backgrounds.
Situation	You have experienced different levels of discrimination, identity creation and power structures that correspond with food issues within the Canadian context. You are going to do some research in your group on the Canadian food guide and develop a new way for the Canadian Health Ministry to disseminate information to Canadians around healthy food lifestyles and options. You may want to focus specifically on the creation of an Indigenous Food Guides and how that could be brought into the general Canadian food structure for all Canadians to follow
Product	A presentation and write up that includes

	<ol style="list-style-type: none"> 1) A presentation that summarizes your group's findings about some of the problems associated with the Canadian food Guide 2) You will present the class with an alternative option for Canadian Food Guide standards 3) You will contact at least one food related organization to present your ideas and get feedback
Standards	Rubric is provided with assignment
<u>Other Formative Assessments</u>	
<p>Homework checks – homework will be checked with occasional comments on students who need extra reinforcement</p> <p>Group work (think pair share) – students learn to unpack information and learning with peers to orally communicate own ideas and also to learn from others</p> <p>Conferencing – teacher conferences with students ahead of deadline to help students who need extra guidance on summative project</p> <p>Graffiti – help students visually represent their ideas</p> <p>Lectures and teacher directed learning – teacher models ideas and strategies students can use in their interpretation of various short stories</p> <p>Open ended questions during discussion with class</p>	

<u>Learning Plan Stage 3</u>	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	<ul style="list-style-type: none"> - Students are headed towards a deeper understanding about the complexities in Canadian society and how it functions - Students are also headed towards further enhancing their critical analysis skills to compare different issues and make common connections - Students are also headed towards understanding how the culture and identity are constructs that can be adjusted based on power structures in society - understanding more about Canadian identity and how they see themselves in the concept of Canada - Students have been through the basics of cultural geography in grade 9 - Students have been exposed to basics about why geography is important in the context of cultural issues with poverty, quality of life, identity, immigration and indigenous issues - Students have also now been exposed to concepts related to trade, geopolitics between countries and globalization - Students have also now understood how Canadians have achieved identity through various cultural symbols and markers, including food sources, and how the continuation of cultural food markers affect how we look at

	<p>our Canadian landscape, which in turn influences our own outlook</p> <ul style="list-style-type: none"> - Students will rest assured that they know where they are going by teacher directed activities that continuously build on skills and knowledge that is necessary for successful completion of the unit - Exposure to a variety of different texts and information that gives students the breadth of knowledge necessary to enhance their critical thinking skills
How will you hook students at the beginning of the unit?	<ul style="list-style-type: none"> - Students will fill out an anticipation guide - Students will also be exposed to the controversial issues in this unit at the beginning to get them excited for the various debates that will come about in this unit
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and Knowledge?	<ul style="list-style-type: none"> - Students will have the chance to debate with their peers a variety of different issues, including school and cafeteria lunches, that will give the students a chance to get involved with their understanding - Students will compare their own lifestyles and living conditions to the research and learning in class as a way of understanding their own identity and how they are connected to others in society - Students will continually work on expanding their critical thinking skills by reading and questioning what they read - Students will also have the chance to read and watch a variety of educational and academic literature and media that helps give them deeper more complex ideas
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	<ul style="list-style-type: none"> - Students will be asked to do exit cards and think about applying what they learned about broad social trends in Canada to what they have experienced in their own community
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	<ul style="list-style-type: none"> - Students will assess their own learning skills as a way to understand how to they interact in the class - Exit cards as well
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	<ul style="list-style-type: none"> - Give students an opportunity to read articles and highlight what they think is interesting or worth discussing and tailor class discussion to student comparisons - Offer a variety of different media sources to capture different learning styles - Give students a chance to work with and interact with their peers to gain deeper insights into other people's knowledge base

<p>How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?</p>	<ul style="list-style-type: none"> - Classes will begin with basic overview of various terms and ideas for each topic in the unit - Then the class will have an opportunity to read various written text from textbook and news articles to reinforce their learning and also introduce them to problematic issues in each topic of natural resources - Students will also be given time in class to have authentic and genuine discussions about interesting ideas they've read, experienced or viewed - Student input on what they want to learn about and discuss will be a part of engagement for student groups - Students have options in how they want to work, where they want to work and with whom they'd like to work with, and this should provide them with additional sources of autonomy to feel confident, comfortable and engaged - Students will then have an opportunity to watch educational films that reinforce their learning and expose them in a more dramatic way to the problems in various natural resource topics.
<p>Breakdown of Unit with resources</p>	
<p>Day 1 – 2 = introduction to unit with cultural anticipation guide and a few 'traditional' cooking shows and photographs. (Walrus article, Anthony Bourdain - no reservations etc)</p> <p>Day 3 – 4 look at power structures and cultural identity information with videos. Students will discuss ideas in a variety of different activities (ted talks, podcasts from Canadaland etc)</p> <p>Day 5 – 9 = students will read about different issues around power dynamics in food sources. Each group can focus on one episode of Ugly and Delicious, research what they found and teach the class about power and the food that their episode focused on</p> <p>Day 10 – 15 = students will learn about colonialism and food as it applies to Indigenous communities in Canada. Students will read the article about Food Colonialism from the Walrus. Students will do further research on different traditional Indigenous foods, how those foods could pose power difficulties for the Canadian government, and what Indigenous food recipes could be reintroduced into the Canadian landscape using a new marketing campaign</p> <p>Day 15 – 17 – Look at Canadian food guide controversies through various articles. Guest speakers will be brought in from various food organizations etc to speak to students about food, culture, identity and the difficulties with the Canadian Food Guide</p> <p>Day 18 – 26 = students will be given their assignment on the Canadian food guide. Students will have the choice to work in groups of 3 or on their own. Students can choose their roles. Students will be told the parameters of their research, their output etc</p>	

