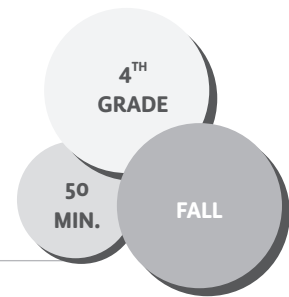


Food Memory Tourists

THEME: LIVING UP TO OUR FULL POTENTIAL



ESSENTIAL QUESTION

How does food influence our memories of life experiences?

LEARNING OBJECTIVES

- ✓ Students will be able to orally describe memories using sensory detail.
- ✓ Students will be able to write and revise narratives to incorporate sensory detail.

LESSON DESCRIPTION

In this lesson, students use sensory description to write about a food memory, engage in guided sensory tours of their memories with a partner, and share their memories with the class.

MATERIALS

- Paper
- Pencils
- Highlighters (optional)
- Food Memory Prompts to distribute or project

PREPARATION

- › Write about your own food memory as a model (see below in Action Steps for details).
- › Display prompts on board or chart paper.

FOOD MEMORY PROMPTS

- The first time you had your favorite food
- An event where you ate a dish important to your family or culture
- A time when someone you loved made you something delicious
- A time you ate/prepared something, and it didn't go as planned
- The first time you cooked something really tasty on your own
- A time when you tried a food you didn't think you'd like and were surprised

ACTION STEPS

1. Freewriting: Explain that today we're going to be exploring and writing about food memories: *Food is important in our lives because we all eat, but we all have different ways that we make and enjoy food. Writing and sharing about food is important, too. Passing down food stories and recipes is an important tradition for many communities. Say, The idea of a free write is to let the ideas flow!* Encourage students not to lift their pencils from their papers for five minutes straight, but write whatever comes to mind relating to food and the prompts that you give them. Let them know that this won't be graded for grammar or punctuation. Start the timer, and read aloud each writing prompt one at a time, allowing for significant wait time between each one. **(5 min.)**

2. Guided Sensory Tour: Explain that students will be sharing as much of their memory as they feel comfortable sharing with their partner, but instead of reading aloud their free writes, they're going to share by taking their partner on a tour of a food memory that came up during their free write. Say, *You'll pretend that the classroom is the place where your food memory happened, and you'll guide your partner through the space. You'll have to use lots of description, and help your partner use their imagination to hear, smell, see, and taste all that you did when you had the experience.* Model by taking the teacher or a student volunteer on a guided sensory tour of your own food memory. For example, *We're in my grandma's kitchen. Here's the kitchen counter. It's a dark brown color. Can you smell the green dish soap my grandma always used?* Tell partners that once they begin, they're free to use the space in the classroom (unless there are parts that are off limits, such as the teacher's desk) to take their tour, but they should be mindful of other students in the space. After five minutes, have pairs switch and the other partner give their sensory tour. **(10 min.)**

3. Revising: Explain that now that students have given sensory tours of their food memory, they probably have more details to add to their writing. Have students use their free write to write a new draft of their one specific food memory, incorporating details from the guided tour exercise they gave to their partner. After writing, have students share with their partners who can prompt them to include any details they gave during the tour, which they may have missed in writing. You might also have students use highlighters to highlight any details that relate to the five senses. **(15 min.)**

4. Sharing: Explain that you're going to be sharing food memories. Say, *The food we like and the way our family eats feels personal. Remember to be open-minded and to listen attentively. In other words, "Don't yuck my yum!" and "One diva, one mic."* Have students share their writing in small groups. Encourage every student to share, even if it's just one paragraph or sentence. **(15 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- *Why is food so important in our lives? How are your classmates' food memories similar to your own? How are they different?*
- *How did it feel to share your food memory? When you gave your sensory memory tour, what senses did you remember? smells? sights? sounds? What helped you imagine someone else's memory?*

ADAPTATIONS

At Home: Have students write recipes that connect to their food memory. Collect the recipes and create a class recipe book.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.W.4.3.D.

Use concrete words and phrases and sensory details to convey experiences and events precisely.