

# GRADE 12 ENGLISH LANGUAGE ARTS: Food and Identity Project

## Summary of Learning Opportunity

*First Peoples Principles of Learning: Learning requires exploration of one’s identity.*

Students explore how food and identity are linked. Students first learn how others define themselves and share their stories before sharing their own identify through writing, videos presentations, or posters. During this unit, students learned about current and historical perspectives of identity from local and international Indigenous communities. Exploring these contexts during the unit helps support students in developing the skills to understand the complex subtext embedded in texts like picture story books.

<b>Curricular Competencies and Content</b>	<p><b>English First Peoples Grade 12, English Studies Grade 12</b></p> <ul style="list-style-type: none"> <li>Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors</li> <li>Construct meaningful personal connections between self, text, and world</li> <li>Respond to text in personal, creative, and critical ways</li> <li>Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>Common themes in First Peoples literature</li> <li>Strategies and processes</li> <li>Text Features and Structures</li> </ul>
--	--

Literacy Connections	Instruction and Assessment	Competencies Developed, Practiced, and/or Assessed
<p>LITERACY: Comprehends Texts—Interprets texts;</p> <p>LITERACY: Applies Understanding—Extracts ideas and information</p>	<p>Students developed and practiced text comprehension strategies to build knowledge and context</p> <p>Selected resources used:</p> <ul style="list-style-type: none"> <li><a href="#">First Contact</a> (APTN documentary)</li> <li><a href="#">KAIROS Blanket exercise</a></li> <li>“Fry Bread: A Native American Family Story” by Kevin Maillard</li> <li>“<a href="#">Does Bannock Have a Place in Indigenous Cuisine?</a>” by Zoe Heaps Tennant</li> </ul>	<p>Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors</p>
<p>LITERACY: Develops Ideas—Generates ideas</p>	<p>In this task, students investigate their own identities through the lens of foods which are personally important. Students worked through thinking and discussion prompts on the assignment handout:</p> <ul style="list-style-type: none"> <li>Discuss a specific recipe that reminds you of time with your family/friends, or your culture.</li> <li>Imagine this recipe is a metaphor, what does it represent?</li> <li>How is food connected to identity? Be specific with reference to Kevin Maillard’s book plus your own story.</li> </ul> <p>Students generated and selected relevant ideas using strategies like listing, asking questions, freewriting, word web, and peer discussion in order to curate and select information to support the main idea.</p>	<p>Construct meaningful personal connections between self, text, and world</p> <p>Respond to text in personal, creative, and critical ways</p>

LITERACY:  
Communicates  
ideas and  
information—  
Expresses ideas  
and information

Students presented via a video or an in-class presentation and completed a written or verbal reflection of their process and product.

Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes

## Proficient Student Work, Teacher Assessment, and Reflection

### Student's Reflection

For our food and identity project, I decided to film a video with my grandma where we made her famous apple dumplings, my grandparents live in \_\_\_\_\_ and have recently just shut down their famous bakery, my grandma grew up on a farm with 8 other siblings and has been making this recipe for years. My grandparents usually only visit twice a year and every single night my grandma bakes different desserts and has been doing this for as long as I can remember, I chose to bake with my grandma because every time I think of baking it reminds me of her and she has had a very big impact on my life and how I have grown up.

### Teacher's Observations and Assessment

This student was proficient in the competencies of Responding to texts and Demonstrating appropriate speaking and listening skills in a variety of contexts. She generated and selected a relevant idea that truly suited the assignment. She said the idea of baking with her grandmother came to her immediately because her grandmother was in town visiting and as soon as she thought about family and food, baking with her grandmother came to mind as it is something they had done together as a tradition over the years, connecting food and her family identity. This student being an avid filmmaker and artist understood the visual impact of the piece as well as the importance of story and tradition. She was so proud of her video and especially now because she has a beautiful memento of her childhood and this special time with her grandmother.



### Teacher's Reflection

Learning Pathways completely influenced my planning, teaching, and assessment process as it gave me a clear lens to focus the project through. By using backwards design, looking at the goal of having the students ideate, generate, and communicate ideas around how to respond in creative, personal, and meaningful ways, I wanted to ensure there were multiple pathways for students to get there. The literacy aspects created a foundation for the curricular competencies and the basis for students to use their strengths to show their learning in whatever manner they chose. This resulted in projects as varied, creative, and unique as the students themselves.