

Title: *Everybody Cooks Rice* by Norah Dooley (Scholastic Press, New York, NY, 1992)
ISBN 0-87614-591-8

Literature Annotation: A young girl searches the neighborhood for her brother who is late for dinner. On the way, she discovers that many of her immigrant neighbors are cooking rice dishes from recipes brought from their native countries. She has a taste of each rice dish and then returns home to find her brother already at home eating rice. There are recipes for each of the rice dishes mentioned.

Grade Level: 3

Duration: Three 45-minute class periods

Maryland State Curriculum

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.2.a Explain how producers make choices because of limited natural, human, and capital resources

4.A.2.c Describe steps in the production process to produce a simple product

Geography Standard: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

3.A.1 Locate and describe places using geographic tools

People of the Nation and World Standard: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.

2.A.1.b Compare the clothing, food, shelter, recreation, education, stories, art, music, and language of several cultures

2.A.1.c Explain how a variety of cultures may contribute to society

College and Career Ready Standards for Reading Informational Text

RI.3.2 Determine the main idea of a text, recount the key details

RI.3.3 Describe the relationship between a series of steps in technical procedures in a text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to Grade 3

RI.3.5 Use text features to locate information relevant to a given topic efficiently

Objectives: Students will be able to...

- identify the resources used in the preparation of rice recipes.
- explain the movement of cultural traditions from a country of origin to a new country.
- identify countries mentioned in the text and locate them on a world map.
- use an atlas to identify the climactic conditions necessary for growing rice.

Vocabulary

natural resources: gifts of nature that can be used to produce goods and services. Examples include trees, sunshine, soil, water, plants, animals, oil, coal, and metals.

capital resources: goods made by people and used to produce other goods and services. Examples include tools, roads, bridges, factories, machinery, glue, lumber, chalk, rope, textbooks and workbooks.

human resources: people doing physical and mental work to produce goods or services. Examples include teachers, cooks, bus drivers, and carpenters.

region: an area that has one or more geographic characteristics in common.

culture: the language, customs, beliefs, clothing, and activities of group of people.

Materials

- *Book: Everybody Cooks Rice*
- Plastic baggie filled with uncooked rice
- Spray can of room deodorizer
- Notebook paper - one sheet for each group of four students
- World desk maps - one for each pair of students
- Copy of Resource 1: *Everybody Cooks Rice* for a Document Camera plus a hard copy for each pair of students
- Hard copy of Resource 2: *Cultural Diffusion* for each student
- Non-fiction books with illustrations of rice fields -1 copy for each group of four students

Teacher Background: Knowledge of where and how rice grows.

Motivation

1. Write the phrase “Cultural Diffusion” on the board. Ask if anyone can define the word culture. *Culture is the language, customs, beliefs, clothing, and activities of group of people.* (Tell students that you are going to demonstrate the meaning of the word “diffusion.” Hold up the spray can of room deodorizer. Say: “I am going to spray a little of this room deodorizer from this corner of the room. Please raise your hand as soon as you can smell the special aroma.” (Hands should be raised in a pattern from near to far away.) Ask students to describe a pattern in the movement of the aroma. As you put the can aside, tell the students that this was an example of diffusion, when the aroma spreads from one location to other. Culture diffusion is the movement of language, customs, beliefs, clothing, and activities of group of people.

2. To excite students about reading the book, offer this riddle game about the topic. Secretly place the baggie of uncooked rice in your pocket. Read each clue aloud, stopping each time to allow the students to guess the answer.
Clue 1: This food can fit in my pocket.
Clue 2: It can be hard or soft.
Clue 3: It can be yellow, white or brown.
Clue 4: It was a tradition to throw this food at a new bride and groom.
Clue 5: Treats are made from a cereal using this food.
3. Show the class the rice. Say: *We will read a book that shows how traditions about eating rice can be diffused from one country to another as people move around the world.*
4. Read the book *Everybody Cooks Rice*.

Development

1. Divide the class into eight groups. Assign each group a different recipe from the back of the book. Have students fold a piece of notebook paper into two columns: the first column titled “Natural Resources” and the second column “Capital Resources”. Have students read the recipe and list the ingredients that are natural resources and capital resources under the correct heading.
2. Have each group share their information with the class.
3. Ask the following questions:
 - Which recipe seemed the tastiest to you? Why? Would you like to try this recipe?
 - If Carrie stopped at your house, what recipe or dish might your family be having for dinner?
 - Might your family be having rice for dinner? If so, how is it served?
 - Why do you think each family had a special way of preparing the rice?
 - Why do people who move to a new country often bring their recipes with them?
 - If your family were to move to another country, which special recipes would you be sure to take with you?
4. Have students work in groups of four and distribute Resource 1. You may also want to use chart paper for this activity instead of a hard copy. Tell the students to re-read the book and use the information to complete the chart.

5. Discuss the chart with the class.

Family	Country	Food Cooked
Darlington Diaz	Barbados Puerto Rico	Black-eyed peas & rice with fried onions and bacon Rice and pigeon peas and turmeric that makes rice yellow
Tran	Vietnam	Garlicky, fishy sauce called nuoc cham served with rice
Krishnamurthys	India	biryani made with peas, cashews, raisins, lots of spices and basmati rice
Huas	China	white rice with tofu and vegetables
Bleus	Haiti	creole style Haitian dinner with hot peppers, chives, red beans, and rice
Carrie	Italy	risi e bisi dish with rice and green peas

6. Ask students how the chart illustrates cultural diffusion. (*People bring their recipes with them to a new country. People in that country may learn to fix rice from a new recipe brought by the immigrants.*)
7. Distribute copies of world maps or desk maps and a small handful of the uncooked rice to pairs of students. Have the students place one grain of rice on the map to locate each of the countries listed on their chart.
8. Ask: *What is the pattern of the way the rice grains are distributed on the map?* (Many of the grains are located on places nearer to the equator than to the poles. Many are located close to water.)
9. Explain that many of the families mentioned in the story may have come from a country where rice is grown. Ask if any one knows how rice is grown. Explain that rice is a grain and that most of the people who grow it plant it by hand. Distribute copies of non-fiction books with pages showing rice fields marked. Ask students if they notice anything special about the way the rice is planted (*Rice plants are in flooded fields.*)
10. Distribute a world atlas to each pair of students and have them open it to the rainfall map of the world. Teach them to use the colorations in the legend to find how much rain falls on some of the countries they have marked with the rice grains. (*Most of these countries receive high amounts of rain, above 40 inches per year.*)
11. Have students look at the growing seasons map and use the legend to read the length of the growing season for the countries marked with rice grains. (*Most of the countries have a long growing season of eight to twelve months.*)
12. Make generalizations with the students that rice requires a warm climate with heavy rainfall. Ask: "Could we grow rice in Maryland? Have students use the rainfall and growing season maps to locate Maryland to investigate this question. (*Maryland's average yearly rainfall is 40 - 45 inches. That might be sufficient for growing rice, but the growing season is cut short by early frost.*) Ask students: Where in the United States are climate conditions good for growing rice? (*Rice is grown commercially in some of the southern Gulf States. In California, rice is grown using irrigation.*)

7. Tell students that rice is the main food for over half the people of the world. In some countries, rice is eaten at every meal. Point out that the families in the story may have brought their rice recipes with them because, in their native country, rice was their most important food. Have students look at the rice grains on the map again. Ask them to identify the family that would have migrated the farthest if they had moved to Maryland. Using a map scale, how far did they travel?

Conclusion

Have students continue to work in pairs and move each grain of rice from one of the countries to Maryland. As students move it, they should tell what type of transportation is being used and why.

Assessment

Give each student a copy of the handout "Cultural Diffusion." Tell them to look carefully at each of the pictures and to decide if the items in the pictures came to the United States from Japan or if the item went to Japan from the United States. Tell them to draw a solid line for examples of diffusion from the United States to Japan and a dotted line for examples of diffusion from Japan to the United States. Next students are to explain their answer.

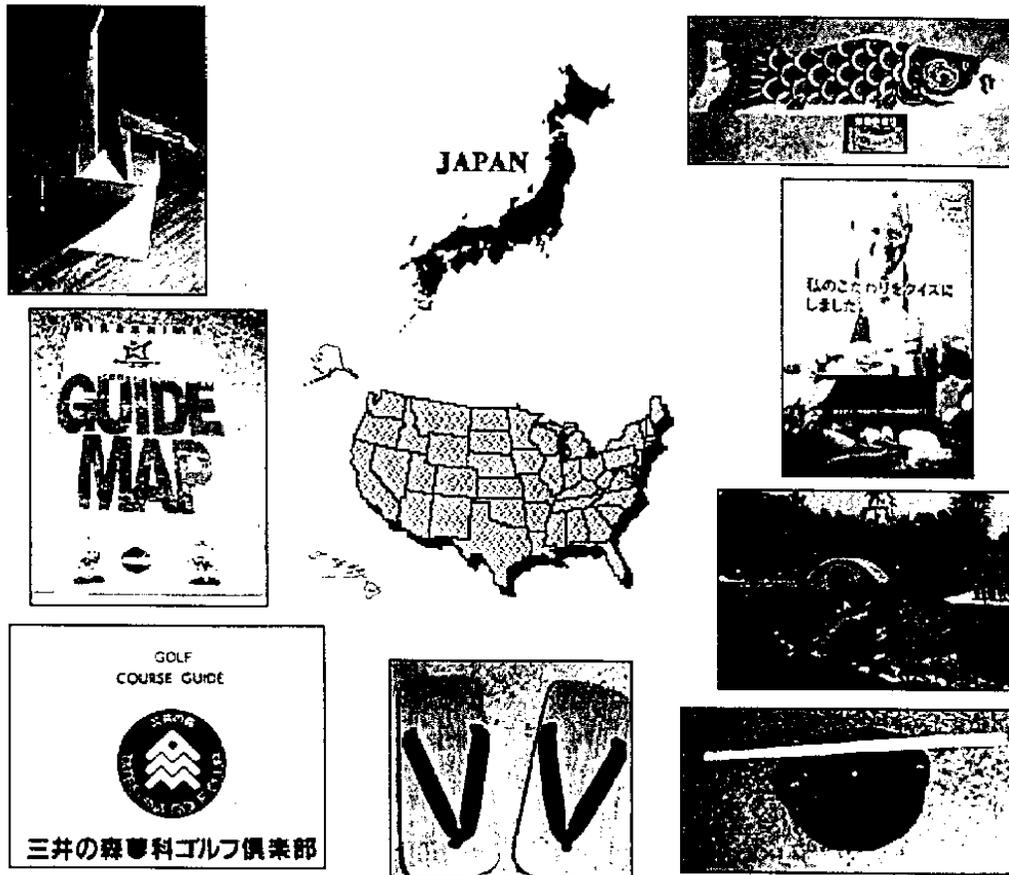
Possible Answers:

- Five items from Japan that have become part of the American culture: origami, oriental gardens, chopsticks, type of shoe, fish kites.
- Three items from the American culture that became part of the Japanese culture: Wendy's, golf, Master Card
- Examples of diffusion of American foods, sports, banking spread to Japan by television, travel, people moving, etc.
- Examples of diffusion of Japanese foods, art, and gardens spread to the United States by people moving, travel, news, etc.

Cultural Diffusion

Name _____ Date _____

Look at each of the pictures and draw a solid line from each of the items from Japan that became part of the American culture to the map of the United States. Next draw a dotted line from each of the items from the United States that became part of the Japanese culture to the map of Japan.



1. Explain how have parts of American culture become a part of the Japanese culture?

2. Explain how have parts of Japanese culture become part of the American culture?
