

# Rice Celebration

Subjects: Literacy, Social Studies

Suggested Grade Levels: 3–5

Time Frame: Variable

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## Overview

Almost everyone eats rice in some form or another. This lesson uses rice as a means to explore global heritage, focusing on the similarities and differences between the children of Philadelphia classrooms to children in the country of Bangladesh, the fourth largest rice producer in the world. Using literature, writing, technology, research, and food, this lesson aims to explore everyday life around the world.

## Connection to Philadelphia World Heritage Tool Kit’s Goal

This lesson’s themes resonates with the Tool Kit’s goals of understanding global regions through exploring culture, economy, environment, and social heritage.

## Core Curriculum Standards

- ELA – Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ELA – Refer to details and examples in a text when explaining what the text says explicitly and then drawing inferences from the text.
- National Social Studies Standards: Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

## Objectives

Students will be able to examine how food and other cultural practices represent different cultures in order to appreciate the diversity within our classroom. They will be able to describe and identify Philadelphia as a “City of Neighborhoods” in order to relate the importance of immigration to our city and country. Students will be able to identify the geography and location of Asia in order to analyze the affect a geographic location has on the way people live.

## Essential Question

What are important elements of our culture? How are they similar and different to cultures in other places?

## Materials Needed

*Everybody Cooks Rice* by Norah Dooley, variations of bagged rice (enough for small groups to examine), access to a SMARTboard or projector, chart paper and markers, handouts with graphic organizers (Teacher-made)

## Procedure

### Lesson One (*Everybody Cooks Rice*):

Hook: Begin with a vote, “How many students like to eat rice?” Next, have students share with a partner what types of food they eat with rice. Students may share out or share what their partner talked about. Explain that people all over the world enjoy eating rice. The theme of the book “*Everybody Cooks Rice*” is that people, even though they have differences, can be similar in many ways.

Mini-Lesson: Read the story *Everybody Cooks Rice* by Norah Dooley. Be sure to stop and check for student understanding. While you read, students should be listening for 1) the different countries that the families come from and 2) the types of rice dishes that the families enjoy.

Activity: Upon completion of the story, students may write 1) about their favorite rice dish and/or write about a dish that was described in the story, 2) talk about the cultures discussed in the story, and 3) brainstorm questions they have about rice and where it comes from.

Closing: Using a SMARTboard or chart paper, the teacher should collect ideas about what the students already know about rice and what questions they have about rice and where it comes from.

Homework: With a family member, students will prepare a recipe at home with their favorite rice dish. This recipe should be written or typed and will be included in a class recipe book. Also, each family should prepare to cook the rice dish for a rice celebration. Information should be sent home in advance to give families enough time to prepare and collect ingredients, as well as make time to volunteer.

### Lesson Two (Inquiry of Rice):

Hook: Ask the students “Where is rice from? Gather ideas and chart responses. Using students’ responses as a springboard, the teacher should share information about where rice is from and how it goes from field to table.

Mini-lesson: Use the online resources to have students observe the rice growth process

- Time lapse: <https://www.youtube.com/watch?v=tbUVNBSwyLQ>
- How rice is harvested in a traditional method: [https://www.youtube.com/watch?v=dT6gjb48\\_N0](https://www.youtube.com/watch?v=dT6gjb48_N0)
- How rice is harvested in California: <http://calrice.org/industry/how-rice-grows>

While students are watching, they should post-it new things that they learn that can be collected after.

Activity: Students should compare and contrast modern vs. traditional rice harvesting. They may use a t-chart, Venn diagram, or develop two timelines of the process using images from each step.

Closing: The teacher will collect post-it notes and also ask students what other questions they have about rice.

### Lesson Three (Bangladesh):

Hook: Using National Geographic, use the Bangladesh slideshow to show images from everyday life. Ask students what they notice about the people and the geography from the pictures.

Mini-lesson: Using the following resources, explore what life is like in the country of Bangladesh, including the struggles that children face everyday.

- National Geographic: Bangladesh in Pictures:  
<http://ngm.nationalgeographic.com/2011/05/bangladesh/bendiksen-photography>
- UNICEF Swimming Lessons in Bangladesh:  
[http://www.unicef.org/infobycountry/bangladesh\\_70629.html](http://www.unicef.org/infobycountry/bangladesh_70629.html)

Activity: With a partner, students should read about “floating schools” and the problem-solving idea that helped students learn despite flooding. As the students read the text, they should circle a word, phrase, and sentence that stood out to them as being important.

- New York Times: “Floating Schools Bring Classrooms to Stranded Students”:  
<http://www.nytimes.com/2013/07/01/world/asia/floating-schools-in-bangladesh.html? r=1>

Closing: An oral sharing of what each student highlighted in the text and an open discussion to talk about it.

#### Lesson Four (Celebration):

Invite families into the classroom to share rice dishes from around the world. Be sure to write down ingredients and possible allergens. After the tasting, have students write a response about their favorite dishes and where they are from. Recipes may be collected and added together in a classroom book from around the world! Eat and enjoy!

#### Outcome/Assessment

There are a number of culminating projects that can be developed over the course of the four lessons.

1. The recipe for the classroom book can also be developed during writing workshop as a how-to story.
2. After watching the video about UNICEF’s swimming lessons in flood-prone areas, students may be motivated to organize a fundraiser to support the program.
3. Students could create a book or comic strip about how rice gets from plant to table.
4. Students can research and present about different cultures.
5. Artistic ventures have flair, as students could use poetry and art to develop commentary about Bengali culture and way of life.
6. Also, students’ classwork and group work is a formative assessment, checking for student understanding along the way.

#### Special Education and English Language Learners Accommodations

The teacher can develop a glossary of important words, with pictures, to help students access the vocabulary. Students should work collaboratively in groups with varying abilities, so that students can use each other as a resource. Utilize graphic organizers to help students access the information and produce work

#### Additional Resources

Web:

Moder Patshala (Bengali Community Organization), Philadelphia: <http://moderpatshala.org/index.php>