

WHAT WE EAT

An American Teen's Perspective

Lesson Plan for Culinary Arts 1, Grades 9-12

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OVERVIEW & PURPOSE

The United States of America is commonly described as a melting pot of diverse cultures and ethnicities. This diversity extends to the agricultural products supplied within each of the fifty states that Americans live and eat in. This lesson will connect agricultural practices, food culture, and culinary tourism through produce, food festivals, and recipe research.

EDUCATION STANDARDS

1. CAM1.J.1.1. Define sustainability vocabulary.
2. CAM1.J.1.2. Research local practices of sustainability.
3. CAM1.F.1.2. Identify ingredients, flavor factors, and indicator dishes that define national and regional cuisines.
4. CAM1.F.1.3. Research menu components across cuisines.
5. CAM1.F.1.4. Create a variety of menus and recipes to fit a cultural or event theme.

OBJECTIVES:

1. Identify the seasonality of common fruits and vegetables.
2. Link vital crops specific to each state of the US.
3. Connect cultural food practices to seasonal produce.

MATERIALS NEEDED

1. US Map and States Map
2. Poster paper
3. Markers
4. Food-based magazines
5. Blank recipe forms
6. Student laptop

LESSON LENGTH:

(3) 90-minute block classes

INSTRUCTOR PREPARATION

1. PPP of and videos of [Ch. 5 \(Fruit Identification\)](#) and [6 \(Vegetable Identification\)](#) for *Foundations of Restaurant Management & Culinary Arts, second edition textbook*.
2. *Master Chef United Tastes of America* Youtube video links for initial presentation.
3. [Local to the area food festival link](#) for instructor's demo of activity.
4. Print all graphic organizers: full maps of the United States for art work reference, individual states for individual state research, blank recipe sheets.
5. Attain large wall space in hall way for school-wide access to student-selected recipes.

LESSON ACTIVITIES

Identify the crops the US produces and the foods we eat through cultural food practices and recipe preparation.

DAY 1

The Hook: Blank American map on screen. Students list as many states as they can on the bell-ringer. (10 minutes).

Class Discussion: What do we like to eat as inhabitants of our local area and state? Add responses to the whiteboard map. Then, take a guess for all other states. (5 minutes)

Instructor Lecture: Present hallway US map class artwork activity.

Classwork (team):

1. Students will randomly select 1 of 50 states (graphic organizer) to begin research.
2. Students will hand draw one complete US map by drawing their selected state onto poster paper and attach to hall wall. (45 minutes)

Classwork (individual):

KEY TERMS: Define Ch. 5 (Fruit Identification) and 6 (Vegetable Identification) in student notebook. (15 minutes)

DAY 2

The Hook: Refer to day 1 responses to local area foods teens like to eat, listing only the fruits and vegetables. (10 minutes).

Class Discussion: What is a food festival? What is their purpose? (10 minutes).

Instructor Lecture:

1. Present Ch. 5 and 6 textbook information (PPP slides).
2. Introduce [Local to the area food festival link](#) for Peach Festival.
3. Distribute Individual State Produce research graphic organizer. (35 minutes).

Classwork (individual):

INDIVIDUAL STATE RESEARCH: Use internet resources to find, select, and list information for:

1. The states' successful crop (https://www.nass.usda.gov/Statistics_by_State/)
2. Food festival for the chosen crop (student selected links).
3. Rewrite recipes into graphic organizer that include selected produce only from [SERIOUSEats website](#) or magazine if internet is not available. (30 minutes).

DAY 3

The Hook: The Snowball Warmup and Class Discussion:

- Student write their selected fruit, vegetable and name of recipes on a piece of paper.
- Students are divided in half and line up against opposite side of the room.
- Students GENTLY throw their snowball at the students on the other side of the room.
- All students pick up a snowball and read the information (one at a time), then guess as to which state is represented. (i.e french fries-Idaho).
- The original owner confirms their response. (30 minutes).

Instructor Lecture: The Foods Americans Eat Class PPP (15 minutes).

1. Present final element of US Food research: Class PPP
2. Share the PPP to all students to attach their slide for the final class oral presentation.
3. After PPP student completion of work, show *Master Chef United Tastes of America* Youtube.

Classwork (individual):

INDIVIDUAL/CLASS STATE RESEARCH PPP SLIDE: Students transfer state research by doing the following (45 minutes):

1. Go to shared US Food Research Class PPP
2. Design 1 Fruit slide and 1 Vegetable slide and attach one image for each.
3. Include the name, location, dates, and link for a festival that celebrates each fruit and vegetable.
4. Include the digital recipe link for each.
5. Add the festival and recipes names to the class US Wall map
6. Students vote where they would choose to go based on information of festival and foods on the class wall map.

ASSESSMENTS

Formative:

1. State maps are geographically correct on the class map mural.
2. State produce selections are correct as presented on [USDA list link](#)
3. Produce recipes directly from Serious Eats website at <https://www.serious-eats.com/>

RESOURCES

Agriculture Counts United States Department of Agriculture National Agricultural Statistics Service from https://www.nass.usda.gov/Statistics_by_State/

South Carolina Dept of Education State Standards from <https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/career-clusters/hospitality-and-tourism/culinary-arts-1/>

Foundations of Restaurant Management & Culinary Arts Level 1, second edition textbook.

[Ch. 5 \(Fruit Identification\)](#) and [6 \(Vegetable Identification\)](#) video links.

Master Chef United Tastes of America from  Masterchef US Season 13 Episode 1 2023

South Carolina Peach Festival information from <https://www.southcarolinapeachfest.com/>

Serious Eats Website at <https://www.serious-eats.com/>

Map of the United States from U.S. Geological Survey at <https://www.usgs.gov/media/images/general-reference-printable-map>