

## INGREDIENT RESEARCH PROJECT

Plants travel around the world both naturally and through intentional human efforts. The domestication of plants and animals has resulted in a major change of the way homo sapiens organize their daily lives, communities, and trade networks. For the next part of our cultural foods focus, you will be researching the origins of a common crop or ingredient that has had a significant impact on our world. These are some of the main crops have helped empires rise and fall. For this next project you will be creating either a 12 image slide show (with narration) or a 12 page booklet (with text) that informs the audience about this crop.

Your final project will consist of:

1. A visually stunning presentation or flipbook sharing information about the crop/ingredient.
  1. A clear image of the ingredient (that you have taken)
  2. Description of how this ingredient is cultivated
  3. Does this ingredient have a season? Why or why not?
  4. Background on some of the earliest documented uses of this ingredient in cooking
  5. Comparison of how two different cultures have eaten and/or used this ingredient
  6. How this ingredient is traded and sold
  7. At least one map depicting information about the ingredient (where it is cultivated (grown) or the routes along which it is traded)
  8. How the ingredient has influenced human history
  9. Recipe that uses this ingredient
  10. Interesting facts about the ingredient
  11. Information that you think is relevant/interesting
  12. Works Cited

**Presentation:** If you decide to make a presentation, none of your slides may contain text (except for the recipe). You may write down the important information on index cards and use them as notes for when giving your presentation to the class.

**Booklet:** If you decide to make a booklet, you must rewrite facts and information in your own words (except for the recipe) and share the final document with me for printing.

### Crops/Ingredients

Please select one of the following:

- Honey
- Sugar
- Maple Syrup
- Sorghum
- Molasses
- Corn
- Rice
- Wheat
- Salt
- All Spice
- Pepper
- Cinnamon
- Cardamon
- Nutmeg
- Cloves
- Coffee
- Tea
- Ginger

### Suggested Resources Online

1. Honey:
  - a. <https://gastropod.com/the-buzz-on-honey/>
2. Sugar

- a. <http://backstoryradio.org/shows/sweet-talk/>
  - b. *The Lollipop War*: <https://www.npr.org/templates/transcript/transcript.php?storyId=594317012>
3. Maple Syrup:
- a. <https://gastropod.com/the-maple-boom/>
4. Salt:
- a. <https://gastropod.com/the-salt-wars/>
  - b. <http://www.saltinstitute.org/>
5. Molasses
- a. <http://homecooking.about.com/od/foodhistory/a/molasseshistory.htm>
6. Sorghum:
- a. <http://www.pbs.org/food/features/season-3-episode-5-kentucky/> (also available on Netflix)
  - b. <https://www.americansorghum.com/the-culture-of-cooking-with-sweet-southern-sorghum/>

#### General Research Sites to Not Miss

- Food Timeline: <http://www.foodtimeline.org/> or <http://www.foodtimeline.org/foodfaqindex.html>
- The History Kitchen: <http://www.pbs.org/food/blogs/the-history-kitchen/>
- What Did People Eat? <http://quatr.us/food/>
- Yummly: <http://www.yummly.co/>
- The Recipes Project: <http://recipes.hypotheses.org/>
- The Old Foodie: <http://www.theoldfoodie.com/>
- The Library of Congress: <https://www.loc.gov/rr/scitech/tracer-bullets/foodhistorytb.html#selmat>
- Gastropod: <https://gastropod.com/>

## INGREDIENT RESEARCH PROJECT

	<b>4 (Excellent)</b>	<b>3 (Good)</b>	<b>2 (Almost There)</b>	<b>1 (Needs Work)</b>
<b>Images</b>	Clear pictures (photo or drawn) on each slide/page. Images have been carefully selected to provide context and information about the ingredient/crop.	Clear pictures (photo or drawn) on each slide/page. Most pictures help to inform the viewer about the ingredient/crop.	Some clear pictures (photo or drawn) on each slide/page. Some pictures help to inform the viewer about the ingredient/crop.	Pictures may be blurry or not enough images have been selected. The images do little to inform the viewer about the ingredient/crop.
<b>Slide/Page 1 &amp; 2</b>	Information is accurate, informative, and helps to explain the required content.	Information is accurate and addresses the required content.	Most information is accurate and related to the required content.	It is not clear if the information is accurate and it has little to do with the required content.
<b>Slide/Page 3 &amp; 4</b>	Information is accurate, informative, and helps to explain the required content.	Information is accurate and addresses the required content.	Most information is accurate and related to the required content.	It is not clear if the information is accurate and it has little to do with the required content.
<b>Slide/Page 5 &amp; 6</b>	Information is accurate, informative, and helps to explain the required content.	Information is accurate and addresses the required content.	Most information is accurate and related to the required content.	It is not clear if the information is accurate and it has little to do with the required content.
<b>Slide/Page 7 &amp; 8</b>	Information is accurate, informative, and helps to explain the required content.	Information is accurate and addresses the required content.	Most information is accurate and related to the required content.	It is not clear if the information is accurate and it has little to do with the required content.
<b>Slide/Page 9 &amp; 10</b>	Information is accurate, informative, and helps to explain the required content.	Information is accurate and addresses the required content.	Most information is accurate and related to the required content.	It is not clear if the information is accurate and it has little to do with the required content.

<b>Slide/Page 11 &amp; 12</b>	Information is accurate, informative, and helps to explain the required content.	Information is accurate and addresses the required content.	Most information is accurate and related to the required content.	It is not clear if the information is accurate and it has little to do with the required content.
<b>Content and Language</b>	Excellent inclusion of resources, citations in speech when necessary, clear, vivid language which made me “feel” the speech through two or more senses.	Language needed to be a little more descriptive or emotive. Good use of transitions. Speech a bit too conversational &/or some usage of slang, pauses, sexism, &/or jargon. Sources are cited in speech when needed.	Speech direct and easy to understand. Sources are cited in speech when needed.	Not prepared according to the assignment. Speech is not easy to understand. Language is often conversational and uses slang and/or filler words.
<b>Body Language, Facial Expressions, Eye Contact, and Voice</b>	Confident, comfortable delivery, speaker appeared natural and conversational with no verbal pauses. Lively face and facial expression, matched the tone of the topic, scanned the audience well while also using note cards appropriately. Energetic, enthusiastic voice which matched the tone of the topic a nice volume and great variation of pitch.	Delivered in a fluent confident manner. Seemed natural, conversational although slightly nervous &/or uneasy. Some movement from the speaker. Varied eye contact throughout most of the speech.	Reasonable comfort and confidence. Reasonable amount of eye contact with the audience. Remain behind the podium throughout the speech. Little or no movement from the speaker. Delivered in a matter of fact, here is what you need to know, manner.	Read from a manuscript or delivered from memory. No audience interaction and involvement.
<b>Writing Mechanics</b>	Paper is original, clear, appropriate, organized and well-presented. Text is grammatical and spelling correct.	Paper is mostly clear, organized and well-presented. Text is grammatical and spelling correct.	Structure sometimes supports the purpose of the piece, there is limited organization to the text, paper has been edited for grammar and spelling mistakes.	Paper has limited organization sometimes supports the purpose of the piece, there is limited organization to the text, paper has been edited for grammar and spelling mistakes.

**Glow**

- 1.
- 2.

**Grow**

- 1.

