

Cooking Up Hope: How Tradition Builds Community

©2009

Written and Created By:

*Sandra Brock, Family & Consumer Sciences Teacher, Pine Ridge Middle School
Naples, FL*

&

Amy Snyder, Education Director, Holocaust Museum of Southwest Florida

**Underwritten by Sweetbay Supermarket,
with additional support from Publix Supermarkets.**

Project Inspiration

In the spring of 2009, Sandy Brock, Family & Consumer Sciences teacher at Pine Ridge Middle School in Naples, FL, attended a program at the Holocaust Museum of Southwest Florida about the **Holocaust Survivor Cookbook**, presented by Joann Caras. Sandy was immediately convinced of the cookbook's value as a teaching tool, particularly in her classes and contacted Amy Snyder, Education Director at the Holocaust Museum, to brainstorm possible programs using the **Holocaust Survivor Cookbook** as the centerpiece.

After months of planning and the generous support of Sweetbay Supermarket and additional funding by Publix Supermarkets, ***Cooking Up Hope: How Tradition Builds Community*** was born.

The teaching of the Holocaust is mandatory in the state of Florida and this is usually accomplished through the Social Studies or Language Arts classes. This project creates a new avenue of learning, for both teacher and student, that also embraces the local community.

Quotes from Students...When Asked

What did you learn from this project?

“I learned that food is not only something you can eat but also something that can have a history behind it.” ~ *Ilana M.*

“I learned how hard people had to work to survive.” ~ *Elianis R.*

Did it change how you view the history of the Holocaust?

“I never thought about the decimation of entire families and the end of so many family trees.” ~ *Devon J.*

“After reading these personal stories from the cookbook, and hearing stories from survivors in our classroom, I gained a better understanding of what it was like to be in their shoes and feel their pain.” ~ *Samuel A.*

“Yes it did, I learned that the Holocaust wasn’t just concentration camps and Nazis, but the loss of loved ones and families being forced apart.” ~ *Elizabeth D.*

Did this project change how you view the importance of your family?

“This project made me realize how much more I need to appreciate having my family in my life and not take them for granted.” ~ *Maddie T.*

What did this project teach you about virtues?

“I learned how important all the virtues are, and when in difficult times you need them to survive.” ~ *Sarah B.*

“I learned it took a lot of courage, honesty, perseverance and compassion to go through what these survivors went through and then share their stories.” ~ *Alexa W.*

What did this project teach you about tolerance?

“I learned we must respect our classmates, their culture, religion and their personalities. If they do something wrong we should correct them with respect not laugh at them.” ~ *Johana R.*

“I learned if you don’t have tolerance, it could promote genocide and destruction.” ~ *Elizabeth D.*

Program Overview

This cross-curricular project is designed to give students an historical perspective of the Holocaust, while promoting the ideals of family and community. Using the stories and recipes of Holocaust survivors, students will participate in a program that encourages cooperation and team work while teaching virtues such as respect, compassion and perseverance. Students will also gain a better appreciation for food and how it connects traditions and cultures to families.

Curriculum Connections

- **Collier County District Curriculum Guide**

6th Grade: Western Europe, Anne Frank
8th Grade: WWI & WWII

- **Language Arts at all levels**
Ex. LA 6.1.5.1, LA 6.1.6.1 – LA 6.1.6.5
- **Social Studies**
Ex. 6th Grade: SS 6.G.4.2, SS 6.W.1.1, SS 6.W.1.3, SS 6.W. 1.4
Ex. 7th Grade: SS 7.C.1.4, SS 7.C.2.11, SS 7.C.3.1
Ex. 8th Grade: SS 8 A.1.2, SS 8 A.1.4, SS 8.A.1.5, SS 8 A.1.7

Sample Project and Timeline

Week 1: Holocaust Museum traveling exhibit, *The Holocaust: History and Memory*, will be on display at the school for a guided exercise for all grade levels (substitution for a visit to the Holocaust Museum depending on cost).

- See “**Traveling Holocaust Museum Sign-up**” and “**The Holocaust: History and Memory**”

Week 2: 6th and 8th grade social studies classes will have the opportunity to hear the personal stories of local Holocaust survivors hosted by the Family & Consumer Sciences (FCS) classes. Invite the educational director from a local Holocaust museum to act as an interviewer in a panel discussion. Prior to the survivors visit, students will be asked to think of questions to ask survivors that can be tied into the interviews.

- See “**Sample questions for survivors**”

Week 3 and 4: Family & Consumer Science (FCS) classroom will host local chef cooking demonstrations. Invite other classes to participate in viewing the demonstrations. Invite the choral teacher and students to perform Holocaust songs and share the history and significance of the songs being sung.

Week 4: LA, SS classes – lessons related to the Holocaust.

Music classes – learning about music of the Holocaust.

- See **attached lesson plans**

Week 5: 6th grade FCS students will create a family booklet. The objective is to have students gain a better appreciation for their family and learn more about their family history. The culminating activity for this project is Family Food Day where each student is asked to bring a family dish representative of their family. The food can be cultural or a favorite everyday dish. This activity allows for a tasteful “teaching moment”. Students share with their classmates why they chose a particular dish, students have the opportunity to try new foods and gain knowledge of how food links us to our families.

- See **Family Booklet Project**
- See **Family Food Day Letter**

8th grade FCS students will learn and cook from the Holocaust Survivor Cookbook.

- Day 1: Students will choose a partner, a survivor from the cookbook and one of the recipes they submitted. They will outline the story they read. Teacher will complete “Sign-up Sheet for Food Demonstration”
 - **See Handout. Note: Teacher must give approval for recipe**
- Day 2: Complete outline. Choose three virtues, write and explain why students feel these virtues represent the survivor’s story.
- Day 3: Based on recipe chosen, complete “Food Preparation and Demonstration” handout.
- **See handout. Discuss “Grading for Food and Survivor Poster”**
 - Poster must include:
 - Recipe being prepared
 - Photos of survivor
 - Story of survivor
 - 3 Virtues
- Day 4 and 5: Students to media center or computer lab to type up work and make copies of photos.
- Day 6: In classroom, create poster.
- Day 7: Students create shopping list of items needed to prepare food. Students meet with teacher to go over individual recipes and answer questions regarding preparation tasks. Teacher collects shopping list and gives date for student demonstration. Note: Depending on number of students in classroom, the cooking project may require 2-2 ½ weeks assuming, one group per class period. Each group will: (1) explain poster and share story and virtues, (2) prepare the food, (3) discuss questions from “Food Preparation and Demonstration” handout, and (4) share samples of food with classmates.

Week 8: As the final piece to the project, FCS students will host local community members and project sponsors to share what they learned and how the project inspired them to build a stronger community. Students will present a slide show that traces the entire project from beginning to end with students sharing what they learned from this experience. Students will also serve food for guests to sample from the cookbook.

- **See “Cooking Up Hope: How Traditions Build Community” Brochure**