

2015 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): October/Harry Rutherford, PhD and Evaretta Rutherford, PhD

Lesson Title: “*African or Indian?*”

Grade Level/Course: 11th grade- Introduction to Culinary Arts

SC Academic Standards and Skills Addressed:

Standard 11: Demonstrate knowledge of the scope of, trends and issues in the culinary and food service segment.

Standard 18: Develop restaurant menus.

- a. Identify menu types
- b. Analyze menu trends
- c. Create menu for total food utilization
- d. Create nutritionally balanced and appealing menus
- e. Create menus using seasonal, ethnic, and regional foods
 - E1. Demonstrate skills needed to evaluate, modify, and organize standardized recipes.
- f. Write appealing description of menu items

Introductory Statement/Lesson Overview:

A powerful duo as community activists and educators, Harry Rutherford, PhD and his wife, Evaretta Rutherford, PhD were inducted (posthumously) into the *10th Annual Richland One Hall of Fame* on March 22, 2014. Both husband and wife devoted their lives to the attainment of successful students, administrators, and teachers of Benedict College and Richland County

School District One in Columbia. So much so that in 2012, a section of road was named “*Harry ‘H. B.’ Rutherford, Sr. Interchange.*”

Evaretta Rutherford served as a Fulbright Professor in South Africa and India for many years and also co-authored/wrote African studies books. In a time when it was illegal for a single African American teacher to marry, Evaretta was forced to transfer from Booker T. Washington High School (where she taught foreign language as well as English) to Benedict College where she became chairman of the Department of Education.

Obtaining a PhD from Harvard University, Harry assisted African American teachers in obtaining loans as he co-founded the Richland Teachers Council Federal Union. He was the longest serving principal at Booker T. Washington High School as well as worked as an assistant superintendent in Washington D.C.

Goals/Lesson Objectives:

At the completion of this lesson, students will:

- Recognize African American contributors to South Carolinas’ educational system
- Review, breakdown, decipher, and translate menu for induction ceremony and celebration of those recognized by the Richland Hall of Fame
- Revise menu for dinner celebration (200 servings) using either an Indian or South African theme
- Create hors d’oeuvres menu utilizing either a South African or Indian theme
- Assess and cost out the menu to determine per person cost
- Describe and prepare an Indian or South African dessert

Instructional Materials:

Copies of flyers for the induction ceremony, separate copies of menus for each student, Indian and South African cookbooks, purveyor sheet from suppliers for costing out menus, Budget to purchase either South African or Indian dessert components for lab, Rubrics for grading labs and menus, small prize for the most successful menu and foodcosting project, videos and projector on South African and Indian cuisine, access to computer lab or individual computers, small slips of paper for voting and student ideas, a few Indian or South African food items to show students (try to choose unusual items that the students may have never seen)

Lesson Progression and Time Frame: 4 – 90 minute sessions**First Session:**

Activity 1: Introduction of Harry and Evaretta Rutherford (10 minutes) Lecture format

Activity 2: Introduction of the Hall of Fame Brochure (20 minutes) Allow students time to read entire document

Activity 3: Introduce project ideas, discuss with students which cuisine (Indian or South African) they have tried and prefer. Allow students to decide on which cuisine to use for hors d'oeuvres menu by vote. (30 minutes)

Activity 4: Students begin to break down the actual menu from the brochure and peruse cookbooks on Indian and South African Cuisine (25minutes)

Activity 5: Ticket out of the Door- Students turn in their opinion of what cuisine is actually on the flyer menu (5 minutes)

Second Session:

Activity 1: Teacher displays food products representing either Indian or South African cuisine, in-class discussion about the products and cooking techniques (20 minutes)

Activity 2: Students watch videos on Indian and South African cooking techniques and food products (30 minutes)

Activity 3: Students choose their preferred cuisine for their menu and use computer lab to work on their menu (35 minutes)

Activity 4: Ticket out of the Door- Students turn in slips of paper with their chosen cuisine (5 minutes)

Third Session:

Activity 1: Students are given time to work on their menus in the computer lab or on individual computers (60 minutes)

Activity 2: Teacher demonstrates an appetizer from the cuisine that was not chosen for hors d'oeuvres (20 minutes)

Activity 3: Ticket out of the Door- Students sample appetizers and comment on them. Students turn in grocery list for dessert items (10 minutes)

Fourth Session:

Activity 1: Students work in the labs to prepare desserts (50 minutes including sampling and clean-up)

Activity 2: Students finalize menus and turn in for grading (25 minutes)

Activity 3: Ticket out the door- Students write a synopsis of their favorite educator and discuss why they chose to honor them (15 minutes)

Assessment:

Students are graded on Lab work and Menu preparation

Order of Activities

This lesson is designed for the true culinary students and will take several weeks. Suggested time is to utilize one session a week to allow students time to work on projects at home. Teacher should be familiar with the lives of Harry and Evaretta Rutherford as well as South African and Indian cuisines and cooking techniques. Stress should be placed on the fact that Evaretta did extensive work in India and South Africa hence the reason for the chosen menu. Food costing should be a separate document from the menu and students may use calculators to do food costing of their menus.

Resources

Assorted videos on Indian cuisine - <http://www.vahrehvah.com/>

Indian Vegetable Curry- <https://www.youtube.com/watch?v=SrECJ5FuS3o>

Indian videos on variety of items- <http://showmethecurry.com/>

Recommended video to show- <http://www.instructables.com/id/How-to-Cook-Indian-Food-Recipes-How-to-Videos-of-/>

Recommended video to show-

<http://www.epicurious.com/articlesguides/cuisines/aroundtheworldin80dishes/southafricabobotie>
recipe

South African videos and recipes- You Tube has a good assortment

Rubric for menus retrieved November 25, 2014 from
www.paulding.k12.ga.us/.../rubric%20for%20menu%20project.doc
Rubric for cooking lab <file:///F:/Cookiong%20Lab%20evaluation.pdf>

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Requirements	All requirements are met.	One requirement was not completely met.	Two requirements were not completely met.	More than three requirements were not completely met.	Does not meet requirements.
Content	It is evident that the student has gained both knowledge and insights about the topics they chose. All ideas, opinions, and statements are fully supported with detailed descriptions.	It is evident that the student has gained some knowledge about the chosen topics, although deeper insights into the topics may not be evident. Most ideas, opinions, and statements are supported with detailed descriptions.	It is evident that the student has gained some knowledge about the chosen topics; however, deeper insights into the topics are not evident. Project lacks supportive details.	Evidence of either knowledge about or insights into the chosen topics are lacking. Supportive details do not exist. Project may be incomplete and/or inaccurate.	Does not meet requirements.
Format	Cover includes a title, and project contains at least 4 labeled pages (1 or more per course). Chosen assignments are circled on the back of this page.	Cover includes a title, and project contains at least 4 labeled pages (1 or more per course). Chosen assignments are not circled.	Cover may lack a title, and/or less than 4 pages are included. Labels may be missing. Chosen assignments may not be circled.	Cover, pages, and labels are lacking. Format is confusing and it is unclear which assignments were chosen.	Does not meet requirements.
Appearance	This project shows a strong sense of quality. It is nicely put together and completed with final draft quality work. Art work is final draft quality.	This project is neatly assembled, but it is not out of the ordinary. Not all work is final draft quality. Artwork is not final draft quality.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the project and/or presentation content.	This project is sloppily put together and/or incomplete. Artwork is arranged haphazardly and is not final draft quality. Little time and effort was put into this project.	Does not meet requirements.
Voice	Writing is enjoyable, individualistic, and interesting to read. It seems honest, appealing, and written from the heart.	Writing is enjoyable and interesting at times, but it is not consistent. The writer seems sincere but is not fully engaged.	Writing is enjoyable and interesting, but some of it is not in the student's own words.	Writing seems indifferent and mechanical and is not involved with the topics. Most of the writing is not in the student's own words.	Does not meet requirements.
Mechanics	Writing is professional and was obviously edited. Very few spelling and grammar errors exist. (0-3).	Writing is professional and was edited. Some spelling and grammar errors exist (4-6).	Writing is professional but sloppy. Many spelling and grammar errors exist (7-10).	Writing is sloppy and unprofessional. More than 10 spelling and grammar errors exist.	Does not meet requirements.

(24) Menu Project Rubric Total # of Points: _____

	4	3	2	1
Organization and Planning x2				
Time Management x2				
Creativity x3				
Degree of Difficulty x3				
Presentation x3				
Safety and Sanitation x2				
Clean up x4				
Teamwork x1				
Overall Appearance x1				
Theme item/s x4				

_____ Total points /100 Cooking Lab Rubric

Comments: