

Tokaido: Food Identity

Play a game of the relaxing Tokaido board game.

Rules of the Game

- In the game, your task is to experience the most amount of culture which will earn you points. Get the most points and you win the game.
- You will choose a character who has a special ability that will embark on the journey between Kyoto and Edo (Tokyo).
- You will experience the food, hot springs, souvenirs and other events which will give you a variety of points.
- It is always the player who is furthest back's turn and 2 players cannot occupy the same spot on the board.
- Refer to the rule booklet for scoring and more information!

Your Task

- After completing a full play through of the game, you are to create two decks of 8 food cards from 2 different cultures.
- You are also expected to write a report that includes:
 - A synopsis for 3 food items of each culture
 - The impact that it has on the culture
 - Answers to the guiding questions
 - A comparison of the food of both cultures to that of Canada
- Be sure to include your references in APA format

Guiding Questions

- *Why is this food item so important to the diet of the people that eat it?*
- *Where did the food originate from?*
- *How expensive is the food and what is the culture?*
- *How will you compile your information to be visually pleasing?*
- *What are the cultural norms of eating each item?*

Check-Bric

Knowledge & Understanding The project includes 16 food cards. (1 mark per card)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Application The food items chosen represents the culture. A synopsis for 3 cards of each culture is presented and their origins are explored and the norms of eating them (4 marks per card) <ul style="list-style-type: none"> • Culture 1 <ul style="list-style-type: none"> ○ Card 1 ○ Card 2 ○ Card 3 • Culture 2 <ul style="list-style-type: none"> ○ Card 1 ○ Card 2 ○ Card 3 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Communication The cards are aesthetically pleasing Correct use of used spelling, grammar, syntax, punctuation and form in my report. (-0.5 marks per error) References are stated in APA format	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Thinking & Inquiry The report compares the food of the different cultures to the food culture of Canada. It illustrates the differences and similarities. I have completed a playthrough of the game.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Total	/62

Self-Evaluation: Please assign yourself a score by circling the level you feel you have achieved.

<u>Learning Skills and Work Habits</u>	Needs Improvement/Satisfactory/Good/Excellent
Responsibility <ul style="list-style-type: none"> I have completed all of my tasks on time 	N S G E
Independent Work <ul style="list-style-type: none"> I have come prepared to work on my project when given time. 	N S G E
Initiative <ul style="list-style-type: none"> I have sought guidance/clarification when necessary and helped my group as necessary. 	N S G E
Organization <ul style="list-style-type: none"> I have submitted all components of the project. 	N S G E
Collaboration <ul style="list-style-type: none"> I have worked well with my fellow game mates and provided feedback for others' progress. 	N S G E
Self-Regulation <ul style="list-style-type: none"> I have used class time effectively to complete my project 	N S G E

Teacher Considerations: Expectations

B. Culture, Foods, and Food Practices

- B1. Food Choices: demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures;
 - B1.1 explain how various factors (e.g., geography, religion, economics, culture, environment, values) influence personal and societal food choices
 - B1.2 explain why specific foods are served on various special occasions in Canada and in different countries
 - B1.3 describe the origins and development of food traditions and agricultural practices in a variety of cultures

- B3. Culture and Food Habits: demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.
 - B3.4 compare some food-production and food acquisition practices in Canada to those in a variety of other countries/cultures
 - B3.5 compare and contrast food-preparation practices in a variety of cultures
 - B3.6 describe some cultural variations in daily eating patterns