



Take on the South is a series of eight, one-hour, live-to-tape debates produced by ETV for the University of South Carolina's Institute for Southern Studies (ISS) under a grant provided by Watson-Brown Foundation, Inc. The Foundation's mission is, "to improve education in the American South by funding its schools and students, preserving its history, encouraging responsible scholarship, and promoting the memory and values of our spiritual founders."

"What is Real Southern Cooking?"

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Take on the South

“What is Real Southern Cooking?”

Description of Program

The fourth program in the series of eight, one-hour, live to tape debates produced by ETV for the University of South Carolina’s Institute for Southern Studies (ISS) under a grant provided by Watson-Brown Foundation, Inc. is “What is Real Southern Cooking?” Dr. Walter Edgar, Director of the Institute for Southern Studies at the University of South Carolina, is the moderator for the debate. Restoring the time-honored tradition of debating, the program will provide thought provoking positions to encourage inquiry and discernment. Three distinguished scholars will present two primary positions with compelling arguments on Southern cooking. The topic of the debate is “real Southern cooking”.

Writer and columnist for *The New York Times* and *Gourmet*, John T. Edge’s work has been featured in many articles and books. Edge holds a master’s degree in Southern Studies from the University of Mississippi and is director of the Southern Foodways Alliance, an institute of the Center for the Study of Southern Culture at the University of Mississippi. His many books include the James Beard Award-nominated cookbook, *A Gracious Plenty: Recipe and Recollections from the American South*, a four book series on American eats, *Fried Chicken: An American Story*; *Apple Pie: An American Story*; *Hamburgers & Fries: An American Story*; and *Donuts: An American Passion, and others*. Edge has been featured on numerous television and radio shows, from *CBS Sunday Morning* to *Iron Chef*, as well as the culinary expert for NPR’s *All Things Considered*.

The Lee brothers, Matt and Ted grew up in Charleston, South Carolina. Leaving for colleges in the Northeast, they founded The Lee Bros. Boiled Peanuts Catalogue for southern pantry staples because of their longing for southern food. The brothers have written for food and travel magazines such as *Travel + Leisure*, *Food & Wine*, *GQ*, *The New York Times* and *Martha Stewart Living*. Professional awards include the Julia Child Award and several James Beard Awards. *The Lee Bros. Southern Cookbook* won Amazon Editors’ #1 Best Cookbook of 2006. Matt and Ted Lee are the youngest authors ever to take “Cookbook of the Year” honors. *Simple Fresh Southern* was nominated for the James Beard Award.

The delightful topic for the debate of what constitutes Southern cooking portrays the scholars in a friendly win-win setting. The Lee brothers view Southern food as very diverse, mindful of the past; but not bound by it. Southern cooking respects tradition; however, it is tenaciously regional with ingredients, recipes, and techniques that are unique to that area. Always changing with differing styles, Southern cooking is a living craft.

John T. Edge presents a more traditional view of Southern cooking. Food is a facet of Southern Culture with a class structure all its own. The universal ingredients of Southern food are pork and corn. Although culture and food have evolved, there existed a division of class between the economics of biscuit-eaters verses cornbread-eaters. The discussion introduced the differences among barbecue sauce based on regional differences and taste preferences. Lard was noted as one of the staples of Southern cooks getting a bad name from vegetable shortening distributors. Edge’s argument was based on honest food from a real Southern place.

The preservation of Southern cooking traditions was the focus of the program. Cognizant of what we may lose, documenting the process of Southern cooking was highlighted by all presenters. Provoking thoughtful discussion is the purpose of *Take on the South* as this program certainly was successful in tweaking our taste buds.

Guide Components:

- **Description of Program**
- **Vocabulary**
- **Classroom Activities**
- **Discussion Topics**
- **National Social Studies Standards**
- **Selected Internet Resources**
- **Selected Literature**

Grade Level:

The program is recommended to support the National Social Studies Standards for High School. The program is also suitable for viewing in middle grades.

Vocabulary:

Encarta Dictionary

Artifact – an object made by a human being

Cognizant – knowing about something

Caloric – (calorie) unit of food energy

Cotton seed oil – oil made from cotton

Cuisine – a style of cooking, especially one that is notable for high quality; the range of food prepared by a restaurant, country, or person

Culinary – related to food or cooking

Decadent – self-indulgent

Didactic – tending to give instruction or advice

Diverse – differing from each other

Facet – a part or possible aspect of something

Gastronomic – the art and appreciation of preparing and eating good food; a particular style of cooking or dining

Gazpacho – a chilled soup based on stock or tomato juice and containing chopped raw vegetables and seasoning

Hard tack – high in alcohol

Hipster – somebody up-to-date

Imbued – to saturate something with a substance

Ingredients – item in recipe

Lard – white, slightly soft, pork fat used for cooking

Obese – extremely or unhealthily fat or overweight

Pot liquor – the liquid in a pot in which meat and vegetables have been boiled

Preserves – to treat or store food in such a way as to protect it from decay, e.g. by pickling, drying, salting, freezing, or canning

Preservation – the maintenance of something, especially something of historic value, in an unchanged condition

Provincial – simple and plain; unsophisticated

Recipe – instructions for making food

Sustenance – nourishment

Symposium – formal meeting for discussion of subject; published collection of opinions

Tenaciously – determined, persistent

Virtuousness – having or showing moral goodness or righteousness

Classroom Activities: Activities should be simplified or enriched based on the level of the student.

1. Description: Individual

Food has been a part of our social culture. Describe your favorite family food tradition. Share with a small group or class. Where does it take place? Who is responsible for the preparation? Are there traditional dishes prepared and if so, what are they? Who usually attends the event? What are some of your feelings about your family tradition?

2. Research: Individual, Small Group or Class

Students select a class recipe to research. Students contact family/community members as well as local restaurant chefs to get the recipe for that particular Southern dish. Compare the similarities and differences of the same recipe. Were there a variety of ingredients and methods of cooking for the same recipe? Ex. The program discussed the variety of shrimp and grits recipes found.

Family Research: In the same manner, select a favorite family recipe. If possible, interview different generational members of the family to determine if ingredients and cooking method have changed through the years.

3. Interview: Individual and Class

Interview a relative or community member asking them to reveal their favorite food dish and recipe. Invite them to share favorite memories that the dish brings to mind noting how food can be a means of connecting families and events.

4. Class Meal: Individual and Class

Interested students provide a favorite Southern dish to bring to class to share with others. Groups of students organize and provide the class with a luncheon sampler of favorite foods.

5. Kitchen Utensils: Class

Encourage students who have access to vintage kitchen utensils to bring the utensils/kitchen equipment to class. Items may include the following: can openers, potato mashers, bottle openers, choppers, egg beaters, measuring cups and spoons, ice cream scoops, etc. (Permission for utensils to be brought to school may need to be obtained from the administration.) Explaining how the utensils were used and who in the family used them would be a good lesson in family traditions as well as appreciating the convenient kitchen tools of today.

6. Resource Speaker: Class

Invite the school cafeteria manager to visit the class to discuss menu selection with students. What process determines the type of dishes prepared for the school? Encourage the students to provide positive feedback to the manager about possible food choices. How are appropriate nutritional requirements met in the lunchroom?

7. **Resource Speaker: Class**
Invite a local chef to speak to the class about their career. Possible questions: Why did you select that career path? Was there an event or individual that encouraged you to pursue the field? What technical and educational preparation is required as a chef or restaurant manager? What job categories/classifications are required to manage a well-run restaurant? How are menus determined in the restaurant?
8. **Project: Recipe Book: Class**
Each student brings in a favorite Southern recipe. Students compile a class recipe book to publish and share with family and classmates. Project could be shared school-wide or as a money-making venture for the school or class.
9. **Project: Individual**
Compile favorite family recipes to publish as a "Family Recipe Book". The student would have a completed project that would be a wonderful gift for family members.
10. **Field Trip: Small Group or Class**
Visit a local restaurant to observe all aspects of food preparation such as storage practices, sanitation requirements and cooking techniques.

Discussion Topics:

- What are some of the students' favorite Southern food dishes enjoyed at family meals?
- How frequently does your family sit down at the table together? What are the favorite topics of conversation?
- Who do you consider to be the best cook in your family? Why?
- What is your family's favorite meal?

National Curriculum Standards for Social Studies Copyright 2010 National Council for the Social Studies High School

1. **CULTURE:** Social Studies programs should include experiences that provide for the study of culture and cultural diversity.

Knowledge: Learners will understand:

- "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;
- Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;
- That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;
- How culture develops and changes in ways that allow human societies to address their needs and concerns;
- That individuals learn the elements of their culture through interpersonal and collective experience;

Processes: Learners will be able to:

- Compare and analyze behaviors for preserving and transmitting culture even while adapting to environmental or social change;
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- Analyze historic and current issues to determine the role that culture has played.
- Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems.

2. TIME, CONTINUITY, AND CHANGE: Social Studies programs should include experiences that provide for the study of the past and its legacy.

Knowledge: Learners will understand:

- That knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian;
- Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations and the world;
- The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.

Processes: Learners will be able to:

- Research and analyze past periods, events, and recurring issues, using a variety of primary sources, (e.g., documents, letters, artifacts, and testimony), as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence.
- Evaluate the impact of the institutions, values, and beliefs of people in the past on important historical decisions and developments, and compare different interpretations of the causes and consequences of these decisions and developments;

3. PEOPLE, PLACES, AND ENVIRONMENTS: Social Studies programs should include experiences that provide for the study of people, places, and environments.

Knowledge: Learners will understand:

- The cultural diffusion of customs and ideas:

Processes: Learners will be able to:

- Evaluate the consequences of human actions in environmental terms.

5. INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social Studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Knowledge: Learners will understand:

- Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender;
- The influence of individuals, groups, and institutions on people and events in historical and contemporary settings;
- How the various forms of groups and institutions change over time;

Processes: Learners will be able to:

- Ask and find answers to questions about the various forms that institutions take, their impact, the role of individuals within them, and how they change over time;
- Evaluate different interpretations of the influence of groups and institutions on people and events in historical and contemporary settings;
- Understand the role of institutions in furthering both continuity and change;
- Gather information about groups and institutions using such tools as observations, surveys, and interviews.

Selected Internet Resources:

Supervision of student use of Web sites is recommended. Other site resources are available. The sites were active at the time of publication.

- Know Southern History: Southern Food
<http://www.knowsouthernhistory.net/Culture/Food/>
- National Center for Home Food Preservation
<http://nchfp.uga.edu/>
- Southern Barbecue Trail
<http://www.southernbbqtrail.com/southern-bbq-primer.shtml>
- Southern Foodways Alliance
<http://southernfoodways.org>
- Southern Stews Documentary
<http://www.stanwoodward.com/southernstewscollection.htm>
- University of South Carolina: McCutchen House – Southern Recipes
School of Hotel, Restaurant and Tourism
http://www.hrsm.sc.edu/McCutchen-house/Recipes/recipe_archives.html
- University of West Florida: Culture of Food
<http://uwf.edu/tprewitt/sofood/past.htm>

Many Web sites referencing Southern Cooking are available such as: Southern Living, Food TV Network, Soul Food and Southern Cooking, Paula Deen's Southern Recipes, and others.

Selected Literature:

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Chapel Hill: Published in Association with the Southern Foodways Alliance by the University of North Carolina Press, 2002.

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Egerton, John. *Southern Food: At Home, On the Road, In History*. Chapel Hill: University of North Carolina Press, 1993.

Lee, Matt and Lee, Ted. *The Lee Bros. Simple Fresh Southern: Knockout Dishes with Down-Home Flavor*. New York: Clarkson Potter, 2009.

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McDaniel, Rick. *An Irresistible History of Southern Food: Four Centuries of Black-Eyed Peas, Collard Greens & Whole Hog Barbecue*. Charleston, SC: History Press, 2011.

Roahen, Sara and Edge, John T. *The Southern Foodways Alliance Community Cookbook*. Athens, Ga.: University of Georgia Press, 2010.

Southern Living 1001 Ways to Cook Southern: The Ultimate Treasury of Southern Classics – Fresh Flavors, Wholesome Ingredients, Quick Cooking Techniques, and Beloved Food Traditions. Des Moines, IA: Oxmoor House, 2010.

Wilkes, Sema. *Mrs. Wilkes' Boardinghouse Cookbook: Recipes and Recollections from her Savannah Table with a History by John T. Edge*. Berkeley, CA: Ten Speed Press, 2001.



About South Carolina ETV

South Carolina ETV is the state's public educational broadcasting network with 11 television and eight radio transmitters, and a multi-media educational system in more than 2,500 schools, colleges, businesses and government agencies. Using television, radio and the web, SCETV's mission is to enrich lives by educating children, informing and connecting citizens, celebrating our culture and environment and instilling the joy of learning.

Additional programming available through South Carolina Educational Television:

www.scetv.org Descriptions and information found on the SCETV website.

Carolina Stories weekly series highlights the rich cultural and historical landscape that is South Carolina. From the Upstate to the Lowcountry, the stories are as geographically diverse as their subject matter and they are all produced by ETV's production teams.

Connections is SCETV's weekly public affairs program and online discussion about issues that affect the South Carolina minority population. The host is P. A. Bennett.

ETV Shorts is a weekly web series of stories gathered from around the state. From the mountains to the sea, South Carolina has so much to offer residents and visitors alike. **ETV Shorts** will spotlight our beautiful state and highlight our amazing people!

NatureNotes Webisodes – Naturalist Rudy Mancke shares his knowledge, as well as his fascination, with the amazing variety of plants and animals found all around us on NatureNotes.

Riverbanks Roundup – ITV is working with the outstanding Riverbanks Zoo and Garden to feature educational aspects of the many zoo animals and their habitats. Each themed-program, which is designed to support elementary science standards, is produced on site at Riverbanks, allowing viewers to go behind-the-scenes with host Katie Mixon to meet the amazing animals and the zoo experts who take care of them.

The ***SC Hall of Fame*** was founded in Myrtle Beach, South Carolina in 1973 to recognize and honor contemporary and past citizens who have made outstanding contributions to South Carolina's heritage, history and progress.

Southern Lens is a showcase for independent film from and about the South, culled from film festivals and presented by South Carolina ETV. By turns warm, humorous, compelling, and heart-breaking, each film presents a place and time in Southern culture as seen through the eyes of one filmmaker. Watch films on **Thursdays at 9:00 pm**. Southern Lens follows ETV's **Carolina Stories** series.

The Big Picture is a weekly program designed to inform, entertain and enlighten viewers by providing an in-depth look at the issues and topics of interest to South Carolinians.