

OREGON'S

AGRICULTURAL PROGRESS

Flavor Recognition Exercise

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Description

The Flavor Recognition Exercise will help students understand how their previous experiences can affect what they currently taste. It will allow them to reach a higher classification of Bloom's Taxonomy of Cognitive Thinking by applying their reading to real life scenarios.

Time Estimate

20 minutes

Student Outcomes and Objectives

- Students will explore the importance of sight in what they taste.
- Students will evaluate their assumptions.

Standards

Language Arts

EL.HS.RE.01: Read at an independent and instructional reading level appropriate to grade level.

EL.HS.RE.02: Read and understand a wide variety of informational text.

EL.HS.RE.03: Make connections to text, within text and among texts.

EL.HS.RE.05: Match reading to purpose.

EL.HS.RE.06: Understand and use a variety of comprehension strategies as needed such as summarizing, class and group discussions.

EL.HS.RE.08: Understand, learn and use new vocabulary that is taught through informational text.

EL.HS.RE.15: Read magazines and news stories.

Career-Related Learning Standards

CS.PM.02: Plan, organize and complete assigned tasks on time, meeting standards of quality.

Materials

- Copies of "[Bitter Words for Beer](#)" from the Fall 2009 issue of *Oregon's Agricultural Progress* magazine, a special issue on Food in Oregon
- "[Taste of the Town](#)" from the Winter 2009 issue of *Oregon's Agricultural Progress* can be used in place of the "Bitter Words for Beer" article.
- Copies of the Flavor Recognition Exercise for each student
- Five different colored spice drops in a cup for each student
 - The brand and flavors of spice drops you select is your choice. Be sure that a list of flavors is available.
 - They should be the same colors for each student

Extensions/Resources

The "Bitter Words for Beer" Create Your Own Flavor Wheel activity allows students to further develop their understanding of the food science industry.

Flavor Recognition Procedure

Two options are provided for this activity. The activity can be used to help students understand the importance of all their senses in what they taste and lead directly into the Create Your Own Flavor Wheel Activity. The activity can be completed and followed by the suggested reflection in order to help students recognize and overcome their assumptions, especially when functioning in a scientific environment.

Preparation

1. Put one spice drop of each color in a cup for each student.
 - a. Small Dixie-style cups work well.
2. Prepare an answer key that lists the color of spice drop and its flavor.

Activity

1. Present the students with their spice drops
2. Have each student write down the color, and the flavor they think it is, just by looking.
3. Have students taste the drops and write down what flavor they think it is after tasting.
4. Once everyone has completed the activity, read students the real flavors of what they tasted.

Reflection

Have students write two summary paragraphs that answer the following questions.

1. How did your sight affect what you thought you would taste?
2. How did your past experiences affect the assumptions that you made?
3. How can your assumptions cloud your judgments when performing an experiment?
4. How can you apply this understanding of assumptions to the rest of your life?

Flavor Recognition Exercise

1. Please look at the sample and write down what flavor you think it is.
2. Taste the sample and write down what flavor you think it is.

Color	Flavor <i>By appearance</i>	Flavor <i>By taste</i>	Correct Answer