

Food Curriculum Unit for EF Class. [You may choose to create three lessons that are all facilitated within the classroom walls if that will best benefit you and the majority of your students.]

Subject and intended grade level(s) Spanish 3

Subject matter topics Comparing food & eating habits across three cultures

Essential questions How important is food to culture? Why are foods different in different countries? Do different cultures have habits that differ from ours when it comes to meals and food? How are these customs similar or different?

Lesson objectives Using the target language (TL) students will be able to investigate, compare, contrast and analyze food in three cultures: Spain, China and the United States. Students will use the TL to discuss the relationship of food to a country's culture.

Materials needed Internet access; netbooks; Class Wiki; Ning blog post; Venn Diagram

Procedures

Day 1

1. Bellringer projected on screen. Students will jot down answer(s) in TL in notebook: ¿Qué comida étnica es tu comida favorita? ¿Prefieres la comida italiana, mexicana, india o china? ¿Has comido diferentes tipos de comida étnica? ¿Sabes cocinar platos étnicos? ¿Cuáles?
2. After students answer the questions, they will work with a partner or in a group of three and talk about their responses for 3-5 minutes.
3. Teacher will randomly call on a student from each small group and ask the student to summarize what he/she found out about ethnic food preferences & experiences of the group. Student helper will keep a visual record on the board of students responses (favorite/least favorite ethnic foods; favorite recipes; favorite restaurants, etc)
4. Teacher will then present essential question(s) and allow time for some whole group discussion for the following (essential) questions: ¿Por qué es diferente la comida mexicana a la comida española? ¿la la comida americana? ¿Es posible saber algo sobre la cultura de un país al conocer su comida? ¿Qué sabemos de las costumbres de la comida de otros países? ¿Cómo son las costumbres similares o diferentes a las nuestras?
5. Teacher will present comparative food assignment project. Students will select one of the following three topics and read internet articles in the TL about these topics. Students will be encouraged to find & add links that deal with those topics to the class wiki.
Compare rice as a staple across three cultures: Spain, China & the US.
Compare “fast food” across three cultures: Spain, China & the US.
Compare the main meal of the day for the following three cultures: Spain, China & the US.
6. The rest of class time will be used for students to explore the links on the class wiki.
7. For homework, students need to select one of the topics.

Day Two

1. Students will jot down topic of interest and turn in to the teacher.
2. Students will use class time to read articles posted on class wiki and find other links in the TL that they can post to the wiki about their topic.
3. Students will fill out Venn diagram with three circles as they read and process information about the topic they selected.
4. Students will also keep a running list of new vocabulary words in TL on backside of Venn diagram handout.
5. Teacher will facilitate any grammar structures that are causing reading comprehension issues with the students.
6. Students should finish reading article(s) about their topic for homework.

Day Three

1. Students will be placed in small groups based on which of the three topics they selected to research.
2. Using the TL students should then share the information they found the previous day. Students should refer to their Venn diagrams, and add information to their diagrams as their classmates talk. Students will be encouraged to use cultural insights from previous classes as they compare and contrast their topic. If additional questions come up, students are encouraged to use the Internet to find answers.
3. Students will then be asked to synthesize the information they have acquired by writing a blog post in the TL on the class Ning. Students should address at least one of the essential questions introduced at the start of the project.
4. Students should finish their blog entry for homework.

Day Four

1. Students will be assigned two blog posts to read and comment on from the previous day. The posts they will read will be different than the topic they addressed on their own blog post.
2. As a whole class, students will revisit the essential questions and discuss what they have learned about the relationship of food to a country's culture.

Assessment

Formative assessment(s) : Class discussion, partner and/or small group conversation, Venn diagrams, Q&A as teacher facilitates reading.

Summative assessment : Individual student blog post on the Ning.