

TGC Fellow Unit Template *

Prepared by: Sandra Brown

***School/Location:** Apollo Middle/Hollywood, Florida

Subject: ***Subject**-Foods and Traditions

***Grade/Students:** 7th Lang Arts/Gifted & Advanced

***Unit Title**-Food as a Cultural Connector

****Time Needed:** 3-4 Weeks

Unit Summary: Students will study the native cuisine of a variety of countries, and the traditions that are an integral part of many of the ingredients used in the dishes; they will investigate what time of the year these dishes are served in families and why, and also what roles young people such as themselves play in the preparation of these dishes.

Stage 1 Desired Results

ESTABLISHED GOALS:

Florida Language Arts Standards.

1) **LAFS.7.RI.2.4-Determine** the meaning of words and phrases as they are used in a text
 2) **LAFS.7.W.1.2 -Research & Write** informative/explanatory texts to **examine** a topic and **convey** ideas, concepts, and information through the selection, organization, and **analysis of relevant content.**

3) **LAFS.7.W.2.6-Use technology**, including the Internet, to **produce and publish** writing and link to, and cite sources, as well as to interact and collaborate with others.
 4) **LAFS.7.RI.1.3- Analyze the interactions** between individuals, events, and ideas in a text (e.g., how individuals influence ideas or events).
 5) **LAFS.7.W.3.7- Conduct short research projects to answer a question**, drawing on several sources and generating additional related, focused questions for further research and investigation.

6) **LAFS.7.SL.1.1- Engage effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Social Studies.

7) **SS.7.C.2.13-Examine multiple perspectives** on [a variety of] issues
 8) **SS.7.C.2.14-Conduct** a service project to further the public good

International Society for Technology Education Standards.

9) **ISTE #3-Research & information fluency-** Students apply [use of] digital

Transfer

Students will be able to (SWBAT) independently use their learning to:

- a) **Articulate** respect, and show better appreciation for the customs of classmates' countries of origin b) **Recognize**, going forward, elements of culture discussed in the media (TV, magazines, newspapers)
- c) **Articulate**, in a more capable manner than before (the unit), their personal perspectives on the subject of cultural connections
- d) **Exhibit** value for diversity between cultural groups

Meaning

UNDERSTANDINGS:

Students will understand that...

- U1**-People the world over use food as a means of connecting with one another
- U2**-It is meaningful to those around us when we take the time to learn about them and their backgrounds.
- U3**-At a fundamental level people are all basically alike, despite their cultural differences
- U4**-Stereotyping others often happens when we try to squelch some fear (of what/who is different) within ourselves

ESSENTIAL QUESTIONS Students will ask:

- E1**-What are stereotypes? Why do we have them?
- E1**-How can food and cooking be used as a means to share culture?
- E2**-What actions can I take to communicate my respect for others' cultural mores?
- E3**-How are culture and food connected?
- E4**-What are actions that can be taken to show cultural & global competency

Acquisition

Students will know... (Content)

- K1**-How/why food is important to cultural development.
- K2**- The native ingredients usually included in traditional meals of the country they are assigned to research.
- K2**-Some of the traditions in their own family culture

RESOURCES:

***Materials & Resources:**

Menzel, Peter. *Hungry Planet: What the World Eats*
 Ashley, Bob & Hollows, Joanne. "Food and Culture Studies"
 Reichl, Ruth. "Tender at the Bone."

Students will be able to... (Skills)

- S1**-Use graphic organizers to compare & contrast research findings
- S2**-Motivate & encourage their peers and others to become more engaged in helping others
- S3**-Have a coherent discussion, supported with proper evidence,
- S4**-Publish an expository piece which explains the importance of a behavior or a concept

<p>tools to gather, evaluate, and use information.</p> <p>10) ISTE #5-Digital Citizenship- Students understand human, cultural, and societal issues related to technology, and practice legal and ethical behavior.</p> <p>Florida Health Education Standards.</p> <p>11) HE.7.C.2.5 Analyze how messages from the media influence health behaviors</p> <p>12) HE.7.C.2.8 Examine how changes in social norms impact healthy and unhealthy behavior</p> <p>GLOBAL COMPETENCY:</p> <p>GC 1-Investigate the World</p> <p>GC 2-Communicate Ideas</p> <p>GC 3-Take action</p>	<p>Oliver, Jamie. <i>Wake Up, World!</i> http://www.amazon.com/Lets-Eat-Children-Around-World/dp/0805073221</p> <p>http://www.pbs.org/opb/meaningoffood/food_and_family/ http://www.travelchannel.com/tv-shows/bizarre-foods</p> <p>Greenspan, Dorie. <i>Around my French Table</i> http://www.splendidtable.org/ epal.com</p> <p>Newspapers in various languages http://www.thebigproject.co.uk/news/#.VGGuIPTF_6c</p> <p>What kids around the world eat for breakfast http://www.nytimes.com/interactive/2014/10/08/magazine/eaters-all-over.html?smid=pin-share&_r=0 What school lunches look like in 20 countries around the world- http://www.buzzfeed.com/mjs538/what-school-lunches-look-like-in-20-countries-arou</p> <p>Surprising food etiquette rules from around the world http://www.buzzfeed.com/adamellis/surprising-food-etiquette-rules-from-around-the-world?sub=2664355_1791238</p>	
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Stage 2 - Evidence

Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
<p>Assessments FOR Learning:</p> <p>*KWL Chart *Anticipation Guide *Conduct Interview of a Family Member *Cornell *Note-taking Chart Teacher observation</p>	<ol style="list-style-type: none"> 1. Proper format taught for carrying out an interview 2. KWL Chart must show growth over time 3. Proper note-taking strategies/organization 4. Dialectical Journals
<p>Assessment OF Learning:</p> <p>*Poster displaying details about the culture/food connection gleaned over the duration of the unit *Group presentation using an element of technology *Group effort to write a poem in celebration of the country/culture studied *Write an essay discussing changes in perspectives subsequent to studying the unit, details learned, and plans to continue learning about other cultures *Analysis of videos viewed and text read,</p>	<ol style="list-style-type: none"> 1. Specific details, proper grammar and spelling, as well as other conventions evident in written work 2. Identifying and creating literary concepts in poetry 3. Evidence of Deepening & Representing of Knowledge 4. Engagement in Generating Hypotheses

demonstrating higher order thinking skills;
*Conducting interviews

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)

- **Hook: Students will share their perspectives:** After examining information about kids' lunchtime meals from around the world on the website, peer groups will discuss the meals presented on the website, share their opinions/likes/dislikes about these foods. The website is not interactive, so students will have to employ inferencing, and critical thinking skills as they explore. "*What school lunches look like in 20 countries around the world*" <http://www.buzzfeed.com/mjs538/what-school-lunches-look-like-in-20-countries-arou>. (SS.7.C.2.13, LAFS.7.SL.1.1, GC1, GC2, U3, S3)
- **Dialectical Journaling: A Global View-** In order to have a conversation with text, students will be taught how to create a journal for articles/books they must read, and videos they are assigned to view during the unit. They will create their first journal when they are assigned the task of reading Peter Menzel's *Hungry Planet: What the World Eats*. <http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/16378/Pre-AP%2010%20Dialectical-Journal-Handout.pdf> (U2, E2, S3, GC1, GC2, LAFS.7.RI.2.4, ISTE3)
- **Understanding Stereotyping:** <http://www.npr.org/programs/ted-radio-hour/>—These TED Talks discuss the concept of stereotyping in captivating and appropriate ways, thereby engaging students and piquing their interest. (E2; S2; U3; LAFS.7.W.3.7; SS.7.C.2.13)
- **KWL Chart:** Students will be engaged in creating a KWL Chart, completing the 'K' column to answer the following—: What do I know about my own cultural background (K2, GC1, S1, LAFS.7.W.3.7, SS.7.C.2.13)
- **Venn Diagram:** Students will be engaged in creating a Venn Diagram to compare and contrast what students are eating in other parts of the world with traditional American meals—: What do I know about my own cultural background (K2, GC1, S1, LAFS.7.W.3.7, SS.7.C.2.13)
- **Interview:** Students will individually conduct an interview of a parent, grandparent, or other older relative to get a first hand account of *a*) the cultural backgrounds of the family, *b*) where family members are originally from, and *c*) whether there are still relative living abroad, *d*) what celebrations and foods are important in the 'home' country (K2, GC2, S1, S3, LAFS.7.W.3.7, SS.7.C.2.13)
- **Group Research and Cornell Notes:** Students will receive guided instructions and record notes during in-class research connected to deepen knowledge about global competence and the importance of cultural connections. They will use the Internet to investigate sites such http://www.buzzfeed.com/adamellis/surprising-food-etiquette-rules-from-around-the-world?sub=2664355_1791238 (To learn about traditional behaviors in other parts of the world at the table during mealtimes) (LAFS.7.W.3.7; U1; U2; K1; E2) https://www.youtube.com/watch?v=lkHfHC5t0s8&list=UUKM_wB5XnSvQmJIAu5_7ktg (A Global Student Festival organized through the organization *Global Citizens in Action (GCA)* where they will listen to student speakers discuss, and view projects about "Human Rights, Environment and Health, and Media, Diversity and Tolerance" (www.globalcitizensinaction.com); (LAFS.7.SL.1.1; LAFS.7.W.2.6; SS.7.C.2.14;)
- **Oral Traditions: Guest speakers** will come in from the community (parents, district and/or school board personnel where possible, community partners) to give talks so students can hear first hand about experiences others have had with food while either living, or traveling abroad. It is here individual students will also be given the opportunity to share their own personal experiences with the entire team. (LAFS.7.RI.1.3; LAFS.7.SL.1.1; SS.7.C.2.13; U2; U3;)
- **We Have So Much in Common:** Time will be allowed for students to connect with others around the world in a meaningful way by forming a new relationship with a student of similar age in another country. (There will be a survey taken to determine the different cultural backgrounds represented on our team—where students or their parents are originally from, and this will be used as an in-road to determine which countries students will be assigned...instructor will first forge an alliance with a school in each of these countries; ***students will be provided information about *proper online etiquette* when interacting with students in other countries**---(epal.com; www.connectallschools.org & <http://www.connectallschools.org/node/132302#Tips>; www.primarysource.org) Students will be provided a questionnaire to be used when they speak with their 'Epals' about the food culture in their countries; (E2;S4; U2; K2; ISTE #3; LAFS.7.SL.1.1; LAFS.7.RI.2.4; ISTE #5)
- **Prezi:** After a tutorial from either our technologist specialist, or our media specialist, or the tech-savvy Social Studies teacher on our team, students will be placed in peer groups to create a presentation that shares, with their class, information gleaned during "time spent" with their 'Epal'—these presentations must

primarily answer the *Who/What/When/Where/Why/How* questions in terms of food culture---students will use their notes about **parenthetical documentation and citations** (from lessons given prior to this unit) (ISTE #3; SS.7.C.2.13; HE.7.C.2.8 GC1; GC2; GC3; LAFS.7.W.3.7; U2; U3; E2; E4; K1; S4)

- **Making Choices:** Students will be given the choice of **writing original poetry (an encomium), or an expository essay** in celebration and recognition of their 'Epal' and/or his/her country. Language Arts and Social Studies teachers will be solicited to read the pieces and choose the best to be shared at the School Advisory Council (SAC) meeting being held at the close of this unit--***the council will be solicited for prizes to be awarded (SS.7.C.2.13; ISTE #5; HE.7.C.2.8 GC1; GC2; GC3; LAFS .7.RI.1.3; U2; U3; E2; E4; K1; S2)
- **School-wide Showcase:** In partnership with the Social Studies teacher on the interdisciplinary team, as well as parents and community partners, the team of students will host an *International Day and Food Culture Festival*; this will include tastings, video and poster presentations, performance of students' choosing, wearing traditional dress, etc. (SS.7.C.2.14; HE.7.C.2.8 GC1; GC2; GC3; LAFS.7.RI.1.3; U2; U3; E2; E4; K1; S4)

FIVE OF THE LESSONS THAT WILL BE PART OF THIS UNIT

Day One- Lesson 1

TGC FELLOWS UBD Lesson Template

Lesson Title: Food as a Cultural Connector- **Subject/Grade:** Language Arts/7
Prepared By: Sandra Brown
Materials Needed: Computers for the Internet; Notebook Paper, Poster Paper, Pens/Pencils/Markers
Global Competency: Investigate the World and Communicate Ideas

Where is the lesson going? (Learning Target or SWBAT)	<p>LGs=</p> <p>I will be able to explain to an audience of my peers what kids around the world eat for their lunch at school.</p> <p>I will be able to independently evaluate distinct aspects of my cultural background</p>
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Hook & Vocabulary:	Tailored Differentiation:
<p>At the beginning of class students will be instructed first to arrange themselves in peer groups in order to engage in a brief discussion to explore Essential Question 1- What are stereotypes? Why do we have them? Ideas generated will be jotted down on poster paper that is hung around the room at the end of the 10-minute discussion time. Teacher explains the concepts of global competency and cultural awareness.</p>	<p>*Definition of the word "stereotype"</p> <p>*A list of suggestions that prompt thinking about why stereotypes exist</p> <p>*For analysis, create <i>either</i> the KWL Chart <i>or</i> the Venn Diagram</p>
<p>Equip:</p> <p>Using the computer cart brought to the classroom students will:</p> <p>*Individually visit the website buzzfeed.com to explore: "What school lunches look like in 20 countries around the world."</p> <p>*After sharing likes and dislikes about information learned, create a KWL Chart and in peer groups, working to complete the 'K' column. They will share ideas garnered from the website, and then independently complete the 'L' column of the chart to articulate what it is they still want to learn more about kids and their eating in other parts of the world.</p> <p>*As a class, begin watching a series of vignettes from some TED Talks on the topics of diversity and stereotyping (http://www.npr.org/programs/ted-radio-hour/)</p>	

<p>*If finished with the videos in this class period, students will then choose one video to go back and analyze independently, creating Cornell Notes while doing so.</p>		
<p>Rethink and revise:</p>		
<p>Guided discussion to evaluate specific instances when each member in the class was guilty of stereotyping someone; individuals now analyze how that makes them feel, looking back at the situation</p>		
<p>Evaluate:</p>		
<p>*Teacher observation and anecdotal notations *KWL Chart for organization, clarity, pertinence of comments to the topic</p>		
<p>Notes: It is unlikely that the five videos will be completely viewed in this class sitting, and will therefore continue as part of the next lesson.</p>	<p>Organization: *Computers are already checked to ensure they are charged, and that they are Internet-ready *Markers, as well as extra pens and pencils, poster paper are made accessible</p>	

Lesson 2: Classes complete watching *TED Talk* videos on *NPR.org* begun in the previous lesson. Guided instruction provided for students to share one or two insights they gleaned from the video they individually chose to watch. Students independently create, and complete the 'K' column to answer the question: *What do I Know About My Own Cultural Background?* They will complete the 'L' Column as well. (Assessment-

Lesson 3: In this lesson students will engage in creating questions they want to ask parents and guardians in the interview they must conduct, and bring in for lesson 5. Computers are available to help them do some research on interviewing skills. They will be provided a bank of interview questions that will help them probe for cultural awareness. They will use Cornell Note-taking strategy to record their interview questions and responses.

Lesson 4: There are copies of Peter Menzel's *Hungry Planet: What the World Eats*, so that students can be arranged in groups of 2s or 3s to begin reading. Students will read aloud to one another in their peer groups, and begin **completing individual Dialectical Journals (DJs)**. They will be provided direct instruction to help them assess the rubric/guide for Dialectical Journaling in order to ensure they capture the nuanced commentary they are expected to include in their DJs.

Lesson 5: First, homework is checked—students present their Interview Questions assignment. In this lesson they continue reading the book begun in the previous lesson. Assessments include teacher intervention to listen to fluency, as well as to discuss aspects of the reading, and commentaries being made in Dialectical Journals. This is done in small groups (3s/4s), with individuals taking turns for one-on-one interchange with the teacher.

**adapted from Understanding by Design Model*

Summary of the Above Unit Plan: I have developed a creative unit plan that uses food as a vehicle for students to better understand and appreciate people in other parts of the world. I've used this topic as a springboard to discuss another important topic, stereotyping. I've provided students with the wonderful opportunity to conduct an interview, and have set the stage to prepare them with the skills necessary to do so. I have identified a variety of resources for students to use to learn more about food. Thus far, the unit expresses passion about offering students interesting and relevant learning opportunities.

However, the modifications below provide for, and allow more non-American perspectives to be represented.

MODIFICATIONS Post-International Field Experience:

The unit plan can be adjusted by inclusion of the following elements. Teachers using the unit plan have the freedom and flexibility to adjust their instruction with some or all of the modifications listed here. **Please note:** Modifications are not listed in any order of priority.

<p>Additional Learning Goals</p> <ul style="list-style-type: none"> ▪ Students will be able to engage in higher order discussion about stereotypical behaviors/statements in the United States, and then conduct research to discover such statements in the cultures being studied (as they relate to foods in particular) **for example, in the U.S. statements commonly made about African Americans is that they love watermelon)** ▪ Students will be able to evaluate food as an inroad to linguistics (geology? Biology?) ▪ Students will be able to evaluate food as it relates to cheese production an the impact of fauna, soil composition, and types of animal milk using resources taken from the Global Education Guide website (sandraforglobaled.weebly.com) <p>Additional Resources</p> <ul style="list-style-type: none"> ▪ Bk. <i>Let's Eat-Children Around the World</i> ▪ http://www.ted.com/talks/vincent_moon_and_nana_vasconcelos_the_world_s_hidden_music_rituals ▪ See the International PBL List, and the Local Community Resources List (http://sandraforglobaled.weebly.com/teach.html) on the <i>Global Education Guide website</i> 	<p>Additional Activities</p> <ul style="list-style-type: none"> ✓ Students engage in discussions such as Socratic Seminars where they are called on to think critically, analyze and synthesize information, and make inferences. ✓ Make links to stereotyping and food. For example “Black people love water melon” is a recurring comment many make. What does this create in people’s minds? What such comments are heard/made in the cultures being studied? ✓ Examine festivals (via <i>Pinterest</i>) tied to foods such as <i>Dia de la Papa</i> in Peru (tied to a legend about the potato) ✓ Research other legends tied to foods and write a play <hr/> <ul style="list-style-type: none"> ➤ Include common threads that students are exploring in the various cultures, such as: <ul style="list-style-type: none"> *What is the most important holiday in the culture being studied *What role does food play? *Why is a particular food used for that particular holiday? *Is the holiday a religious one? Or a political one? Or an historical one? ➤ In researching these various aspects of food and in the process, students would learn about the religion, history, politics, etc. of that country/culture. ➤ They examine a country by looking at minority groups that live there, and determining how the cuisines vary between minority and majority groups. These can include Roma in Romania, Basques in Spain, Turkish in Germany, Indians in England, etc. <p>*They investigate the reasons behind that, etc.</p>
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