

Best Practices of Technology Integration

Title: *La cocina del mundo hispanohablante*

Subject(s): World Languages

Intended Grade Level(s): 7

Description:

Students will become familiar with the various types of foods eaten throughout the Spanish speaking world. Students will explore a particular country and its cuisine. They will then find a local recipe, translate the recipe, and compile the recipes to form a publishable classroom cookbook. Students will also prepare their recipe for the class and share with the class information about their country's eating habits.

Benchmarks:

MI.WL.1.H.2,4,6

All students will identify and use other languages appropriately to perform a variety of tasks, in a variety of contexts, and utilizing a variety of content.

MI.WL.3.H.1

All students will process and produce written discourse effectively.

MI.WL.5.H.2,5

All students will extract meaning and knowledge from authentic language texts, media presentations, and oral communication.

MI.WL.6.H.2

All students will connect language and culture through texts, writing, discussion, and projects.

MI.WL.7.H.2

All students will acquire knowledge that is only available through other languages and cultures.

MI.WL.9.H.4

All students will recognize other cultures as an integral part of the culture of the world community.

Instructional Technology Across the Curriculum Standard:

All students will use technology to retrieve, organize, manipulate, evaluate, and communicate information.

Benchmark(s):

1. All students will produce word-processed documents.
2. All students will understand and use on-line resources.
3. All students will synthesize how technology impacts information access, analysis, organization, and utilization.

Detailed Timeline:

I recommend 2 to 4 weeks for this lesson. Students should be working on this in addition to their daily Spanish lesson. It is best to incorporate this project with other units involving food if possible. Students should spend one to two days a week working on their project (or several partial class periods). The majority of the work will be done outside of the classroom with time for peer review and some initial research given in class. One day should be reserved (at least) for work on the Internet.

Materials/Hardware/Software

Books and Other Resources

Travel guides are especially helpful. Nearly all of them contain a section about the country's food. They also usually have descriptions of individual restaurants.

Students could also use any library materials about their country.

Community Resources:

Community members with a Spanish speaking background could be invited to speak and/or cook for the class.

Technology Resources:

Access to the Internet.

The following web sites have been helpful to me: (You may find others using any search engine.)

Various countries:

1. SOAR- Searchable Online Archive of Recipes <http://soar.berkeley.edu/recipes/>
2. World Kitchen <http://creative-homeliving.com/world-kitchen/links.stm>
3. Elementary Spanish <http://star.ucc.nau.edu/ES/mfoodres.html>
4. Epicurious <http://food.epicurious.com> (searchable)
5. Ethnic Recipes <http://gcty.com/NapaValley/Vineyard/3600/spanish.html>
6. Diana's Links to International Recipes <http://user.online.be/gi30255/nham.htm>
7. Ethnic Recipes <http://gourmetconnection.com/ezine/fgf/fgfethni.shtml>
8. Dénia's Recipes <http://www.sitio.net/denia/personal/denisoft/ingles/gastronomia.html>
9. Ethnic Cooking <http://www.studyweb.com/garden/cook/spanish.htm>
10. The Global Gastronomer <http://www.cs.yale.edu/~hupfer/global/gastronomer.html>
11. Electric Mercado <http://www.mercado.com/comida/>
12. Untitled <http://www.cortland.edu/www/lfl/links.htm>
13. Hispanic Regions <http://www.geocities.com/Athens/4444/comida.html>

14. Latin American Recipes http://www.ma.iup.edu/Pueblo/latino_cultures/recipes.html
15. Latin American Recipes <http://www.latinsynergy.org/tm6.htm>
16. Links <http://ace.acadiu.ca/arts/spanish/home/links.htm>
17. LANIC <http://www.lanic.utexas.edu/la/region/food/>
18. Latin Net Amigos <http://www.uklatino.co.uk/uklatino/comida.html>
19. La Olla Latinoamericana
<http://www.txinfnet.com/mader/ecotravel/recipes/recipes.html>
20. South America <http://goodcooking.com/samerlnl.htm>
21. Latin American Recipes <http://www.lapa.com/recetas.htm>
22. Sue's Recipe Server [http://www.hubcom.com/cgi-win/recipe.exe/1\\$1\\$1](http://www.hubcom.com/cgi-win/recipe.exe/1$1$1)
23. Bookmarks for Wood Oaks Jr. High
http://www.northbrook27.k12.il.us/WOHTML/Foreign%20Languages%20Pages/Spanish_food.html
24. Spain and Mexico <http://chesterfield.k12.va.us/Schools/Monacan-HS/Teachers/Spanishfoods.html>

Recipes from Spain and the Canary Islands:

1. Typical Spanish Dishes <http://www.ozemail.com.au/~spain/cooking.htm>
2. CyberSpain <http://www.cyberspain.com/friends/recipes.htm>
3. Spanish Recipes http://pb.datalab.es/an_cuina.html
4. Viva España <http://www.xpress.es/vivaesp/Recipes.htm>
5. Canary Islands <http://www.eurosol.com/recipes.htm>
6. Recetas de España <http://www.xmission.com/~dderhak/recipes.html>

Recipes from Mexico

1. Good Mexican Recipes <http://www.nesc.k12.ar.us/phs/flc/food.htm>
2. Mexican Cuisine <http://mexico.udg.mx/cocina/ingles>

Prerequisite Student Skills:

Students should have previously learned basic food vocabulary. They should also be familiar with present tense verbs. Dictionary use is a must for translation but you may also consider teaching specific vocabulary with this activity such as añadir, mezclar, revolver, hornear, saltar, etc. Another option would be to have students choose 10-15 new words from their recipe to use as their personal vocabulary. Students will quickly find false the common misconception that all people living in Spanish speaking countries eat tacos and burritos. They will, as a class, be teaching each other exactly what is eaten in various countries.

Activities/Procedures:

1. As a class discuss what students think the typical comida is of South America, Central America, Spain, Mexico, Ecuador, etc.
2. Assign, or let students choose, a Spanish speaking country. I prefer to let them choose. If your classes are large, there may be some doubling. In this case, I assign various regions of Spain and Mexico.

3. Have students research the comida and eating habits of their particular country. This can be done using the library, Internet, and or travel guides. If students can, I suggest they go to a large bookstore and browse through some of the travel guides. Many places have chairs and tables for lounging. Students can look and even take notes without purchasing the materials.
4. Using the Internet, have students find a recipe from their country. It should be a recipe that they would like to taste. The recipe may be written in either English or Spanish.
5. Using their dictionaries (higher levels may not need them), have students translate their recipe from English to Spanish or from Spanish to English.
6. In groups of three to four, have students peer edit their recipes.
7. After editing is complete, students should type both the English and the Spanish version of their recipe to be published.
8. Students will then prepare an oral presentation for the class (in English or Spanish depending on the class level.) For the presentation they should discuss the cuisine and eating habits of their country. They should also offer a prepared version of their recipe to sample.
9. All bilingual recipes will be compiled into a classroom cookbook which students will get a copy of. (This could also be published on the Internet.)
10. As a class compare their preconceptions of comida in the Spanish speaking world to what they have now learned.

Assessment/Evaluation:

1. Completion of recipe translation
2. Oral presentation (Consider having students grade each other.)
3. Personal vocabulary quiz
4. A test over la comida del mundo hispanohablante. (Students should take notes on their classmates' oral presentations for this. You may even have the students write the test questions.)

Management:

Students will work individually on the majority of the project (although there is certainly the option to have them work together.) They will be working in various areas including the classroom, the library, the computer lab, and possibly even a bookstore. Students should meet periodically in peer groups to discuss problems/obstacles. Students who need extra help will especially benefit from this.

Support Services and Special Teacher Notes:

Professional development opportunities related to the Internet would be beneficial for this lesson. Spanish tutors would also be beneficial if available. Consider having upper level students help lower level students with the translation and oral project.

Submitted By:

Name: Dana Liceaga

School District: Portage Public Schools

School: West Middle School