

World Language Teachers Sterling High School, Somerdale, NJ: Michelle Myers, Mimma-Marie Cammarata, and Sharon Galt

Subject/Topic: French, Italian and Spanish: Our interdisciplinary goal is to show how the staple foods of the Inca revolutionized the Mediterranean diet and cuisine in Italy, France and Spain.

Grades: 9, 10, 11 and 12

Duration: 5 days

Rationale:

We investigated the culinary practices of the Incas in order to trace indigenous foods from the Americas to Europe to show how they influenced the Mediterranean cuisine of France, Spain and Italy. These challenging activities will improve students' linguistic and cultural fluency in Spanish, French and Italian.

The film crew of Classroom Close-Up, NJ came to our school and filmed our World Language collaborative lesson. Our segment, "Beyond the Bell"

<http://classroomcloseup.org/segments/beyond-the-bell/> aired on NJTV and online and focuses on how our work as World Language teachers of French, Spanish and Italian at Sterling High School goes beyond the bell. We traveled to Peru in the summer of 2016, which motivated us to return with students and parents on our first WorldStrides trip during spring break 2017. Our travel experiences inspired us to collaborate upon our return to create innovative lessons connecting what we learned about the foods of the Incas and their tremendous impact on the Mediterranean diet.

Objective: The students will be able to answer key questions about culinary practices of the Incas and their impact on the Mediterranean diet while applying real life skills in each target language. They will compare and contrast foods and eating habits from the various target countries.

Lesson #1 Instructions:

Breakfast around the world: Spanish, French and Italian students collaborate and work together in small groups

Google Map

<https://drive.google.com/open?id=1DZAhsZHMTuPOCK8iNHg2YYd3glM&usp=sharing>

1. With your group look at the Google Map. Select a pin from the target country either (Italy and Spain/Peru or France and Spain/Peru)
2. Read the articles so that you get a better understanding of what is a typical breakfast. The articles are challenging and authentic. Scan for words that you know and cognates. Identify typical breakfast foods and beverages. Your goal is to understand what people eat and drink for breakfast.
3. Answer the questions below to help you create your Infographic
 - a. Find 2 beverages and 3-5 breakfast foods from Peru and either Spain, Italy or France. LABEL THEM IN THE TARGET LANGUAGE ON THE INFOGRAPHIC

- b. Find a picture of the items above. Use google in the target language for authentic picture
 - c. google.it google.fr google.es google.pe
 - d. How do Peruvian breakfast foods compare to breakfast foods in Italy, Spain or
 - e. France? ANSWER IN THE TARGET LANGUAGE

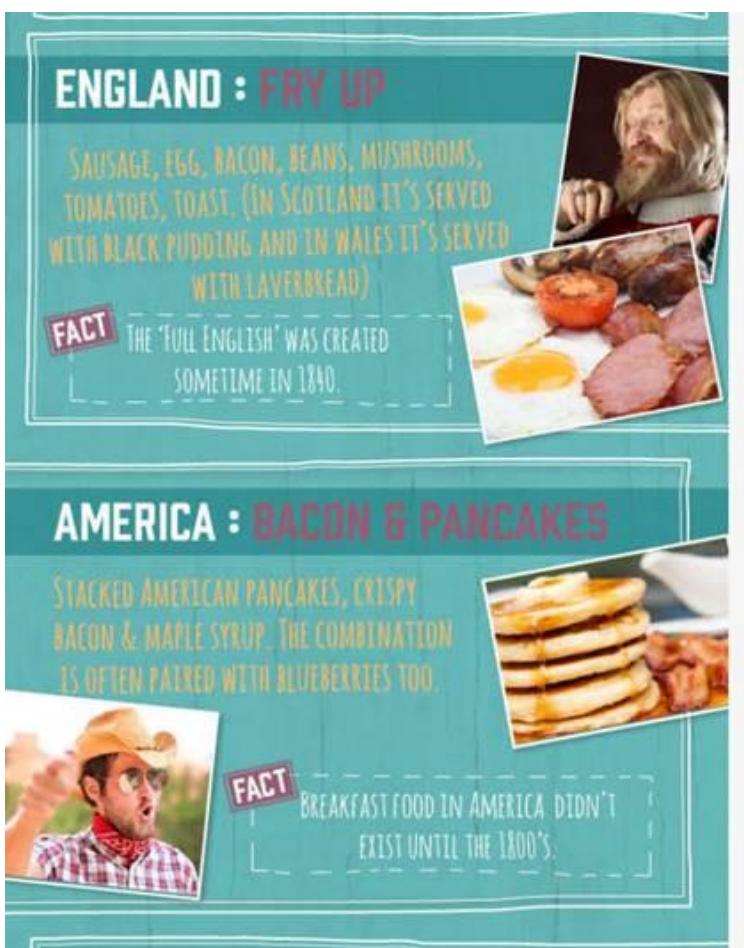
Assessment: Create an infographic using your groups target languages to show the foods consumed in Spain, Italy and France and how and if they are influenced by Foods in Peru. You can use

<https://www.canva.com/create/infographics/> <https://piktochart.com> <https://infogr.am/>
<https://venngage.com>

The infographic needs to be divided and show breakfast in Peru plus either Spain/Italy or Spain/France.

The last area of your infographic will include words that are similar across the languages. Create a catchy title for these language buddies.

Example: Bistecca/Bifteck/Biftec= steak Pollo/Poulet/Pollo=chicken



BONUS POINTS: INCLUDE INTERESTING FACTS ABOUT THE BREAKFAST FOODS

Breakfast Around the World Assessment Rubric:

	Exceeds Target 100%	Meets Target 85%	Approaches Target 70%	Below Target 55%
Do we understand you? Comprehensibility	The reader understands me without difficulty. No interpretation needed by sympathetic reader	The reader mostly understands me. Minimal interpretation needed by sympathetic reader.	The reader understands me with occasional difficulty. Some interpretation is required by sympathetic reader.	The reader does not clearly understand me. Significant interpretation is required by sympathetic reader
How well do I use the language? (Language Control & Vocabulary Use)	I am mostly correct when producing simple sentences and make errors when creating with the language. My writing is rich in appropriate vocabulary.	I am mostly correct with memorized language. My vocabulary reveals basic information.	I am correct only at the word level. My vocabulary is limited and/or repetitive.	I use English instead of the target language. I obviously use of an online translator.
Mechanics	I make no errors in spelling, punctuation, accent marks and/or capitalization.	I make few errors in spelling, punctuation, accent marks and/or capitalization.	I make some errors in spelling, punctuation, accent marks and/or capitalization.	I make many errors in spelling, punctuation, accent marks and/or capitalization.

Content	<p>Infographic shows obvious connections between target country and Peru</p> <p>All foods and drinks are labelled on the rubric</p> <p>Infographic shows typical breakfast foods in both languages</p>	<p>Infographic shows some connection between target country and Peru</p> <p>Most foods and drinks are labelled on the rubric</p> <p>Infographic shows breakfast foods in both languages.</p>	<p>Infographic shows few connections between target country and Peru</p> <p>Some foods and drinks are labelled on the rubric</p> <p>Infographic shows typical breakfast foods in one language.</p>	<p>Infographic does not show connections between target country and Peru</p> <p>No foods and drinks are labelled on the rubric</p> <p>Infographic shows typical breakfast foods in English</p>
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Lesson #2 Instructions: Food Connection Group Activity Total Points: 100

1. Share your group's Google Doc with all three World Language teachers. We will be monitoring individual progress while working

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2. Research 1 food that travelled from Peru to Europe

Your research may be in English.

Put ALL of your research into your group's shared Google Doc

Your research needs to include:

When did the food arrive to Europe?

Who brought the food to Europe?

How was it first used when it arrived in Europe?

Who were the first people to eat the new food?

Was it well received?

When was it first featured in cooking or what was the first recipe to use the food?

3. On your group's infographic include the research in your **TARGET LANGUAGE**. Use simple sentences with verbs conjugated in the Present, Past or Imperfect tenses.

Example: La quinoa è venuta in Italia. Le quinoa est arrivé en France.

La quinoa llegó en España.

4. Find a Mediterranean recipe for each Target Country that would not have happened if Peruvian ingredients had not influenced the cuisine. Each recipe MUST be in the TARGET LANGUAGE. Put your recipe in the Google Doc.

5. Read the recipes and write about them on the Infographic in the TARGET LANGUAGE. Include the name of the recipe and the following:

Ingredient list, photo of the dish, state what time of day it eaten, state which course it would be in on a menu, do you like it and why

6. The last area of your infographic will include words that are similar across the languages. Come up with a catchy title for these language buddies

Example: Bistecca/Bisteck/Bifteck= steak Pollo/Poulet/Pollo=chicken

7. Share your group's Infographic with all 3 teachers

Corn	Pepper
Potato	Tomato
Coffee	Pumpkin
Chocolate	

ON YOUR GOOGLE DOC

Research and Recipe

ON YOUR INFOGRAPHIC

How the food travelled to Europe sentences in each Target Language
Photos of each recipe
Ingredient list for each recipe
Recipe information listed above
Language similarities

Infographic websites:

<https://www.canva.com/create/infographics/>

<https://piktochart.com>

<https://infogr.am/>

<https://venngage.com>

See attachment for Food Connection Assessment and Rubric