



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Lesson Information

Lesson Title:	Swahili Modules
Course:	Viungo? More than Vanilla! Spices & More from the Swahili Coast, Grades 1-6
Lesson Designer:	David J. Cedor

Desired Results

Lesson Objective(s):

Students will be exposed to the key food-related commodities produced on the Swahili Coast that have played an essential role in Indian Ocean and international trade networks and reflect on how these spices have “spiced up” the lives of everyone on earth, including North Americans. Students can share how these spices are used in traditional American, Mexican, Latin American, and Filipino cuisine and infer that food and beverage preferences form an integral part of our diverse cultures and affect our lives.

Essential Questions: *What is culture? Does culture only involve languages and a group’s preferred music? Are food and beverage preferences also a part of culture? How did spices that only grow in far-off foreign regions (in places like East Africa or S. Asia) become essential in North American Cuisine(s)?*

Standards

Strand 4: Geography

Concept 1: The World in Spatial Terms

PO 1. Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates).

PO 2. *Interpret political and physical maps using the following map elements:*

a. title

b. compass rose (cardinal and intermediate directions);c. symbols; d. legend; e. scale

g. grid (latitude and longitude)

PO 4. *Construct charts and graphs to display geographic information.*

Cultural Competencies

Analyze and evaluate practices, products, and perspectives of the culture studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, history, and traditions of their own cultures (as applicable).

Interact at a culturally competent level in familiar and some unfamiliar cultural situations (e.g., community events, travel, service activities, interactions).

Connections (CON)

<p>PO 5. Describe characteristics of human and physical features: <i>b. human – (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county, languages spoken)</i></p> <p>PO 6. Locate physical and human features using maps, illustrations, images, or globes: <i>b. human (i.e., equator, four hemispheres, city, state, country, roads, railroads, languages spoken)</i></p> <p>Concept 4: Human Systems PO 4. Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population.</p> <p>PO 6. Describe elements of culture in areas studied (e.g., Mexico, Central and South America).</p>	<p><i>Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving. The student can:</i></p> <p>Analyze and synthesize information gathered in the target language to think critically and solve problems in other content areas and real world situations in the culture(s) studied and (as applicable) in one's own culture.</p> <p>Comparisons (COMP) <i>Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own. The student can:</i></p> <p>Analyze and compare features of different registers of language, cultural perspectives as reflected in a variety of genres (e.g., literature, blogs, podcasts, newspaper articles), and regional varieties (e.g., differences in pronunciation, intonation, stress, dialects, vocabulary, grammar).</p> <p>Research cultural traditions and authentic works in order to analyze the viewpoints and their impact on cultures (e.g., recognize stereotypes).</p>
<p>Materials Needed:</p> <p>A large classroom World Map</p> <p>Large Chart Paper for Classroom Spice Web</p> <p>1-2: Handout for kids to label pictures / photos</p> <p>3-6: Lined paper for students' "Quick-Write" and for them to list spice examples, as well as copy down the class' "Master Spice Web."</p> <p>1-6: Swahili-English-Spanish Chart for East African Spices [<i>for 1-2 Spanish is filled in</i>]</p> <p>1-2: Exit Ticket Realia: Have students match vanilla and cinnamon to their pictures. Introduce nutmeg to build up students' knowledge base! <i>Kinesthetic</i> <i>Olfactory</i></p>	<p>Anticipated Time One-45-60 minute session; <i>three sixty minute sessions for students conducting inquiry-based learning / project-based learning as an extension.</i></p>

3-6: Exit Ticket Paper for Quick-Write: “What do you now know about spices, and what’s the most important “Take Home Message” of this lesson?”

Extension: Internet for further research and inquiry-based learning. Results can be presented as a group and individually in teams of 5 (one for each essential Swahili Coast spice) or 6 (which would also include a team spokesperson / group facilitator). Use “jigsaw” to enable kids to practice.

Extensions Note:

Extensions are especially suitable for 5th and 6th grade students, as well as any students in “Gifted and Talented” or accelerated programs. Inquiry-based learning re: the 5 key spices’ geographic origins, historical and modern usage, as well as loci of production, is highly recommended. Student teams can then present the results of their research to the whole class using a poster and mini-presentation format.

Background Information: Relevant Maps

http://geoalliance.asu.edu/sites/default/files/maps/World-pa_0.pdf

Foods and Beverages (“Cuisine”) as an Integral Part of Culture(s)

(13-17 minutes) **Anticipatory Set: Holiday Specialties, Typical Foods and Culture(s), including Quick-Write for Grades 3-6**

- 1. Grades 1-2:** Give students handouts with pictures of traditional “Holiday Foods” (pumpkins with pumpkin pies), as well as an ice cream sundae (with vanilla ice cream) and a picture of vanilla flan, and cinnamon rolls for them to label and associate with specific occasions: limited to vanilla & cinnamon. *5 minutes*

Grades 3-4: Have students do a “Quick-Write” re: “*What’s the spice that you use most often on your food and what are your favorite spices during the traditional November-December Holiday Season?*” *7 minutes for 3-6*

Grades 5-6: Have students do a “Quick-Write” re: *What’s the spice that you use most often on your food and what would eating be like if the only thing you could add to your food were salt, i.e., if there weren’t any spices at all?*
- 2. Teacher states:** “Scholars, today we will explore the influence of spices on our culture(s) and our personal lives. Many of the foods we enjoy in America have come to us from other cultures and even faraway continents. The diversity of foods Americans enjoy adds to our quality of life, and spices imported into the US from far-off regions make food much tastier!” *1 min.*
- 3. Prompt students to individually reflect on what comes to mind when they hear the word “spice” or the term “spices.” They should then think-pair-share with a partner and record as many examples as they can in 2 minutes.**

4. Afterwards, students will raise their hands and share their examples with the class. ELLs/"Shy" students can be asked to repeat examples that were just shared by their colleagues. The teacher will record students' examples on a web on large chart paper that all students can see and refer to during discussions. Students will copy the complete web on paper. (3-5 minutes)
5. Teacher states: "Scholars, I'm sure that you can think of some upcoming [*or*: popular] holidays celebrated in America in the months of November and December. One is the most American of all holidays, and it is always celebrated on a certain Thursday in November. In fact, it was during Abraham Lincoln's presidency that it was decided that all US States should have this feast of gratitude on the exact same day. Now, which specific celebration am I referring to?" [Students exclaim "Thanksgiving!"] "And what is the pie that is most often served on Thanksgiving?" [Students respond "pumpkin."] "Outstanding, you are 2 for 2 as far as right answers go. So, how about now telling your peers which spice is most often used when making our pumpkin pies?" [Tell them, "It is nutmeg"- if no one guesses correctly, and add that "nutmeg is also sometimes put on top of eggnog during the Christmas Season."] "Okay, I've got to ask one last question? Where does nutmeg not come from?" [Field answers] "It's certainly not from the USA! My internet research indicates that most nutmeg bought in America nowadays is from either Indonesia (in SE Asia) or the island of Grenada in the Caribbean. However, a lot of nutmeg used to be grown in East Africa, close to the Indian Ocean. In fact, some American teachers recently saw nutmeg growing in Zanzibar, which is in East Africa. Zanzibar was once the capital of Oman, which is an Asian country on the Persian Gulf. All of this means that nutmeg has Asian, African, and even American connections like pumpkin pie!" 2 minutes

Linguistic Diffusion Activity (13-17 minutes)

Students will repeat each of the following terms after the teacher says them using phonics rules (breaking words into syllables and sounding them out) to pronounce them (almost!) correctly. [**Think-Aloud Format**] Then, the students will complete a graphic organizer that translates from Swahili the term "spice(s)," as well as 3-7 key regional East African spices [depending on grade level and/or time constraints], into the English and Spanish languages. This provides a concrete example of a case study in linguistic diffusion, involving the Indian Ocean, Asia, Africa, the Iberian Peninsula, and the Americas.

Swahili-English-Spanish Chart for East African Spices

Important Swahili Coast Commodities:

Swahili	English	Spanish
viungo	spice(s)	especial(s)
vanila	vanilla	vainilla

mdalasin	cinnamon	canela
kungumanga	nutmeg	nuez moscada*
karafuu	cloves	clavos
pilipili manga	black pepper	pimienta negra
zafarani	saffron	azafran**

Higher Order Thinking Questions:

*“Do you notice any patterns? Which patterns do you detect? In your opinion, what might explain such a pattern? What’s more important for a linguistic pattern- **that the spelling is the same or that the sound is similar**? Why do you draw that conclusion?”*

**“Nuez moscada literally means ‘Muscat Nut,’ and it represents the term for nutmeg in Spanish, French, Italian, Portuguese, and German. Query: What does Muscat- the capital of Oman- have to do with nutmeg? Is there some sort of a special connection between Oman, the Swahili Coast, and nutmeg? Why is nutmeg brought into connection with Muscat? Is there a historical explanation?”*

***The saffron sold in Zanzibar actually came from the nearby island of Pemba. In Spanish there is an accent on the second “a,” which should be added.*

Assessment: (10 minutes)

1-2: Exit Ticket Realia: Have students match **vanilla** and **cinnamon** to their pictures. Introduce **nutmeg** to build up students’ knowledge base!

Kinesthetic

Olfactory

3-6: Exit Ticket Paper for Quick-Write: “What do you now know about spices, and what’s the most important *“Take Home Message”* of this lesson?”

Closure: (3 minutes)

“Students, please share with a shoulder partner what you learned today, as well as what specific information surprised you the most and why that was the case.”

Teacher states: *“Students, today- as scholars- we have explored the concept of culture, and used Swahili and Spanish, as well as English words. You have witnessed how different cultures include many components, including both languages and the traditional foods and drinks that we consume. Certain spices add additional flavors to our foods and beverages. The imported spices that we*

personally prefer are not right or wrong, but what we enjoy most of all. So, what's it going to be for you today, some real vanilla ice cream, a gooey cinnamon roll, or some pumpkin pie with a tiny bit of nutmeg? It's your cultural free choice! That freedom is also an important part of the American way, isn't it?"

Extra Credit Options: (2 minutes)

With parental permission, search for and record which spices can be found in your kitchen.

Alternatively interview your family members and list each person's 3 favorite spices.

Math Extension: We can tabulate the results and make a graph that summarizes the results of this survey.

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Higher Order Thinking Questions:

Do you notice any patterns? Which patterns do you detect? In your opinion, what might explain such a pattern? What's more important for a linguistic pattern- *that the spelling is the same or that the sound is similar?* Why do you draw that conclusion?