The diversity of food in Spanish
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Resumen

Objective: The student will identify the linguistic and cultural roots of food.

National Standards for Learning Languages:
    • Interpretive Communication (Standard 1.2): Demonstrate comprehension of content from authentic audio and visual sources.
    • Cultures: Practices and Products (Standard 2.1 and 2.2): Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s).
    • Connections: Acquiring new Information (Standard 3.2): Acquire information from other content areas using authentic sources (DVUSD 3).
    • Presentational Communication (Standard 1.3): Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (DVUSD 8).
    • Comparisons: Language (Standard) 1.4): Demonstrate understanding of the nature of language through comparisons of the language studied (DVUSD 9).

Key Vocabulary:

árabe	comida	aceituna	zanahoria
náhuatl	préstamo	ingredientes	naranja
moro(s)	albahaca	sandía	alcachofa
indígena	limón	azafrán	toronja
arroz	aguacate	chile	chocolate
nopal	jitomate	elote	tamal
guacamole	totopo	camote	musulmán
azteca			

Lesson 1: Borrowed words in Spanish

The student will define the term "préstamo" (borrowed word) and will identify some "préstamos" in English that come from Spanish.

Steps:
1. The student will read the article "Las palabras extranjeras" from <u>Dos mundos: Comunicación y comunidad</u> (Terrell 190) and will answer the comprehension questions.

2. The student will demonstrate comprehension of current borrowed words adopted into the Real Academia dictionary by pairing a picture with a sentence. This activity can be used to group students. The pictures and words from this activity, come from an article from BBC Mundo published online. Unfortunately, I couldn't find the original article, because it's an older article. (See Document "Palabras extranjeras grouping")

3. The class will create a list of borrowed words from Spanish into English, and from Arabic, Náhuatl and English into Spanish. This list should be saved in order to be able to add more borrowed words as the unit progresses.

Lesson 2: Ingredients: Muslim and/or Aztec cultural influence

The student will identify the origin of ingredients from a recipe.

Steps:
1. The student will choose a recipe of a typical dish from Spain or Mexico from one of the following websites:
http://allrecipes.com.mx/
http://www.arecetas.com/spain/index.html

*It is very important that the recipe be a typical dish, in order to emphasize the origin of the ingredients.

The student will prepare a powerpoint with a list of ingredients and preparation steps. The student will identify the linguistic origin of at least 5 ingredients by looking up the word in the Real Academia de España dictionary or on a list of Nahuatl vocabulary created by the teacher. (See Powerpoint, "comida template" and "list of nahuatlismos")
http://www.rae.es/

2. The student will present said presentation. (See Documento "Criteria para comida" or "Rubric for food")

3. As a group, students will discuss the patterns they noticed from the slides (for example, food categories, prefixes, suffixes, etc).

Lesson 3: The cultural and geographical origins of food

The student will identify the place of origin of a food.

Pasos:
1. El estudiante investigará la procedencia de un ingrediente de su receta o de la lista de vocabulario clave al usar uno de los dos sitios web:
www.enciclonet.com
www.britannica.com

*El uso de Enciclonet requiere que la persona se registre, pero es gratis entre un año. Entonces, yo creé una cuenta y pasé el usuario y la clave a los estudiantes.

2. El estudiante colocará una foto de su ingrediente en un mapa. (Véase al documento "Mapa de comida" o al Smart Notebook file "Mapa de comida")

3. En grupo, los estudiantes compararán el origen lingüístico encontrado en el diccionario con el origen geográfico encontrado en la enciclopedia. Los estudiantes compararán sus conclusiones con las hojas "Quick Info" del libro de Garces (105 y 225).

4. Student will sort key vocabulary words by their linguistic and cultural origin by sorting words and/or images on cards or on a Smart Notebook file. (See Document files "Sort Arabic Nahuatl food" and "Sort Arabic Nahuatl food image" or Notebook files "Sort Arabic Nahuatl food and "Sort Arabic Nahuatl food image")

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