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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Advanced Culinary Arts |
| **Lesson/Unit Title** | Global Cultures and International Cuisines |
| **TEKS Student Expectations** | **130.255. (c) Knowledge and Skills**  (4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:  (A) Replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian  (B) Synthesize indigenous ingredients from global cuisine to create innovative dishes  (C) Justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Analyze differing global cuisines * Recognize distinguishing characteristics of global cuisines * Observe traditions related to food from global cultures and cuisines * Consider global cuisine and the future of international cuisines |
| **Rationale** | One of the most endearing parts of the Culinary Arts course is a notion that food is worth a lot more than what you pay for it. For many cultures, food is not only a way of life, but a component of life interwoven into life’s biggest and most memorable moments. This lesson will help you to see the connection between food and life in many cultures and explore that connection. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Cuisine:** Foods and methods of preparation traditional to a region or population  **Culture:** Behaviors and beliefs characteristic of a particular social, ethnic or age group  **Ethnicity:** The fact or state of belonging to a social group that has a common national or cultural tradition  **Gourmet:** Food involving high-quality ingredients and skilled preparation  **Traditional Foods:** A significant element of cultural heritage; production and sale are critical economic inputs to many regions |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Cardstock * Family recipes * Food service cookbooks * Highlighters * Recipes from culinary arts textbooks   **Supplies:**   * For optional activity in the Independent Practice/Laboratory Experience section:   + Groceries     - Will be determined based upon choices made by students and instructor during the course of the lesson   + Kitchen equipment as needed     - Will be determined based upon choices made by students and instructor during the course of the lesson and also based upon availability of such equipment * Copies of handouts   **PowerPoint:**   * Global Cultures and International Cuisines   **Technology:**   * Free iPad App   + Creative Cuisine Cookbook – Lite Fun, original recipes shared by several top chefs from around the country.<https://itunes.apple.com/us/app/creative-cuisine-cookbook/id409704247?mt=8> * Infographics:   + Global Palates  Ethnic cuisines and global flavors are a long-term trend on restaurant menus.<http://www.restaurant.org/Restaurant/media/Restaurant/SiteImages/News%20and%20Research/Ethnic%20cuisine/GlobalPalates2015_infographic.jpg> * TEDx Talk:   + Food is not only culture, it’s Diplomacy: Leah Selim Leah Selim is a co-founder of Global Kitchen, a social enterprise that hosts immigrant-led cooking classes to promote cultural exchange and awareness through food. In her recent TEDx talk, she discussed how food, identity, environment and politics intersect – contributing to a larger concept known as “gastrodiplomacy”. It is through the communal act of sharing food that ideas can be exchanged freely, an essential first step in growing a community.<http://tedxgowanus.com/talks/>   **Graphic Organizers:**   * Global Cultures and International Cuisines Notes * Global Cultures and International Cuisines Notes (Key) * Same Dish, Different Name   **Handouts:**   * Global Grocery Worksheet * Global Grocery Worksheet (Key) * International Cuisines Flashcards * Rubric for Visual Display or Glogster EDU |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  This is a very powerful lesson that can not only teach your students about international foods but can also allow your students to share their passions about the foods that they know best. This will, in turn, help you get to know and learn about your students.  Gather several recipes from differing cuisines and cultures. White-out or cut off the titles of each recipe and have a few for viewing at each table. Have the students look them over as a warm up exercise.  After the students have time to study the recipes, ask students what cuisine or culture their dish originated from or is known for.  As students begin to answer, ask the following questions:   * How did you choose the cuisine you felt the dish was a part of? * Were there any ingredients listed that made you choose that way? * Were there any cooking methods that made you choose that way? * Was there any particular equipment mentioned that led you to their decision? * What is the name of the dish that you are holding? * What are dishes similar to the recipe you have just read?   Discuss answers with students.  This activity will allow you to present the lesson’s concepts to your students. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute graphic organizer Global Cultures and International Cuisines Notes so that students may take notes during slide presentation.  Introduce PowerPoint Global Cultures and International Cuisines – Culinary Arts and lead a discussion about ethnic foods.  View YouTube videos:   * Our Global Kitchen: Food, Nature, Culture American Museum of Natural History In the new exhibition Our Global Kitchen: Food, Nature, Culture, the American Museum of Natural History explores the complex and intricate food system that brings what we eat from farm to fork.<https://www.youtube.com/watch?v=a1dQlyNVpTI> * Global Palates: Ethnic Cuisines and Flavors in America  The National Restaurant Association set out to explore how familiar Americans are with various cuisines and items, where they typically eat them, and how they feel about those choices.<https://youtu.be/0sQY7ODS-Xs>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * copy of slide presentation provided |
| **Guided Practice \*** | Note to teacher:   This section has several activities that may be used in this lesson. You may choose to do all of the activities with your students or choose an activity or activities that will work best in your class.  Distribute handout Global Grocery Worksheet.  Access the website below from the American Museum of Natural History and view on a projector.   * Global Grocery Biodiversity provides the ingredients in many things you eat and use every day. <http://www.amnh.org/ology/features/globalgrocery/>   Allow students to complete the worksheet as you scroll over the different food items.  Students may complete this assignment on their own if they have access to computers.    View the YouTube video:   * Andrew Zimmern Explains Why World Cuisine Is So Similar Co-creator and host of Bizarre Foods and Bizarre Foods America talks about why food is so similar all around the world.<http://youtu.be/97w3wH1bA-s>   Distribute the graphic organizer Same Dish, Different Name.  Have students identify dishes utilizing common and familiar ingredients across cultures. Examples are provided.  Discuss their findings in class.  Option: Building on the Same Dish, Different Name activity, divide class into subgroups of two or three students.  Allow students to use the Internet or cookbooks available to locate five recipes from an assigned cuisine to help them discover the similarities in the different cuisines, utilizing the one common ingredient such as rice, bread, pasta, potatoes and so forth.  Suggested websites:   * World Recipes Recipes from the most popular cuisines in the world.<http://uktv.co.uk/food/homepage/sid/425>   Students may present their recipes using PowerPoint, Microsoft Word® or a Prezi®.  Lead a discussion about the recipes on the:   * Similarities and differences in the dishes * Part of the recipe that makes it characteristic of the cuisine * How the ingredient is used in the recipe   Take the quiz as a class to help students see the connection between food and family.  If you choose to extend this activity past taking the quiz as a class, you could ask for food centered traditions from the students to see their experiences and family traditions.  Discuss the quiz results and answers.  These activities give your students an opportunity to practice and apply the skills you taught them during direct instruction.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutor * monitor progress |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Note: Print the International Cuisines on cardstock, separate and place in a basket before class begins. Blank cards are provided to include other cuisines not listed.   Divide the class into subgroups of two or three students.  Students will work with partners to research cuisines:   * Region of the world in which the cuisine originated * Traditions related to food * Most popular dish * Cooking equipment unique to the cuisine * Dining traditions for that cuisine * Map and/or general information on your assigned cuisine * Availability of ingredients * Foods typical of the associated region’s agriculture and horticulture   Distribute Rubric for Visual Display or GlogsterEDU® and review so students know what is expected.  Option: Utilizing the graphic organizer Same Dish, Different Names and the five different recipes, expand on the assignment by allowing the students to make a dish of their choosing from a recipe they researched.  By having a common ingredient across all of your students and across the dishes researched in the above assignment, the dishes created in this assignment can be executed at a relatively low cost because most recipes will have shared ingredients.  This lesson can be expanded into a cross-curricular activity or even a schoolwide activity by creating a celebration of the community’s various cultural groups and foods.  Invite parents and family members to the event to share the foods from their cultures and to talk about their own histories and food stories.  You can extend this project even further with the creation of a multi-cultural cookbook project for your students.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for assignments * reduce assignment |
| **Lesson Closure** | Review terms, definitions, and objectives.  Close the lesson by debriefing – a form of reflection immediately following an activity or at the end of class.  Debrief with your students by asking the following questions and allowing them time to answer:  Classroom discussion questions to close:   * What is the difference between culture and cuisine? * Why has food become such an integral part of your family’s lives? * What obstacles do food centered traditions face in order to continue to be passed along? * What cuisines seem to have the richest food centered traditions and why? * Have any food cultures found their way into the “mainstream”? * What is the value of this lesson? Why is it important to know more about various cuisines and cultures? |
| **Summative/End of Lesson Assessment \*** | Students will present their assigned cuisine and their work done on their cuisine poster.  Assess student presentations with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * give much encouragement and praise |
| **References/Resources/**  **Teacher Preparation** | **Textbook:**   * *Culinary essentials.* (2010). Woodland Hills, CA: Glencoe/McGraw Hill. * *Foundations of restaurant management & culinary arts: Level one.* (2011) Boston, MA: Prentice Hill.   **Websites:**   * Global Grocery Biodiversity provides the ingredients in many things you eat and use every day. <http://www.amnh.org/ology/features/globalgrocery/> * Our Global Kitchen: Food, Nature, Culture Take a journey around the world and through time. Stroll through an ancient market, cook a virtual meal, peek inside the dining rooms of illustrious individuals and consider some of the most challenging issues of our time. <http://www.amnh.org/exhibitions/past-exhibitions/our-global-kitchen-food-nature-culture> * World Recipes Recipes from the most popular cuisines in the world.<http://uktv.co.uk/food/homepage/sid/425>   **YouTube:**   * Andrew Zimmern Explains Why World Cuisine Is So Similar Co-creator and host of Bizarre Foods and Bizarre Foods America talks about why food is so similar all around the world.<http://youtu.be/97w3wH1bA-s> * Global Palates: Ethnic Cuisines and Flavors in America  The National Restaurant Association set out to explore how familiar Americans are with various cuisines and items, where they typically eat them, and how they feel about those choices.<https://youtu.be/0sQY7ODS-Xs> * Our Global Kitchen: Food, Nature, Culture American Museum of Natural History In the new exhibition Our Global Kitchen: Food, Nature, Culture, the American Museum of Natural History explores the complex and intricate food system that brings what we eat from farm to fork.<https://www.youtube.com/watch?v=a1dQlyNVpTI> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Journal entries * Utilize Four Corners Vocabulary/Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Other articles pertaining to this lesson students may read include:   * 6 Factors That Influence Our Food Choices As the old adage goes, you are what you eat. This is especially true when it comes to the food choices people make, which are influenced by a wide variety of internal and external factors that may actually have little to do with the food itself.<http://www.ehow.com/info_10017422_6-factors-influence-food-choices.html> * Cultural Influences on Diet More than just tradition, cultural influences on diet affect health and longevity<http://www.ehow.com/list_7343127_cultural-influences-diet.html> * Factors Influencing People’s Food Choices Several factors contribute to a person’s decision about what to eat, including region and culture, religion, socioeconomic status, and health.<http://www.ehow.com/info_10019629_factors-influencing-peoples-food-choices.html> * Reading strategy: Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | Food is a central activity of mankind and one of the single most significant trademarks of a culture. **-Mark Kurlansky,** ‘Choice Cuts’ (2002)  When I walk into my kitchen today, I am not alone. Whether we know it or not, none of us is. We bring fathers and mothers and kitchen tables, and every meal we have ever eaten. Food is never just food. It’s also a way of getting at something else: who we are, who we have been, and who we want to be.  **-Molly Wizenberg**  Rice is not simply rice, it is life itself.  **-Nichiren,** 13th-century Buddhist leader-philosopher  Food brings people together on many different levels. It’s nourishment of the soul and body; it’s truly love.  **-Giada DeLaurenitis** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * What types of food does your family usually make to celebrate special occasions? * I think food brings people together because… OR I do not think food brings people together because… * Do you usually try new foods? Why/why not? * Foods that my family makes from scratch are… * My favorite international cuisine is…   **Writing Strategies:**   * RAFT writing strategy is designed to demonstrate student understanding of material in a creative and relevant way.   + Role – Restaurant Owner   + Audience – Potential Customers   + Format – Flyer   + Topic – Attracting customers to your restaurant by advertising POPULAR CULTURAL FAVORITES (to match your cuisine) |
| **Communication**  **90 Second Speech Topics** | * The difference between cuisine and culture is… * How does culture help shape cuisine? * Three things I learned about international cuisine are… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Rewrite family recipes (refer to writing strategy) and create a cookbook that can be passed on to families.  Students can seek and obtain a working chef to serve as an expert in their field to do a volunteer demonstration for the class/program. This would serve as an excellent lesson in professional communication and networking as well.  **Infographics:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.   * Global Palates  Ethnic cuisines and global flavors are a long-term trend on restaurant menus.<http://www.restaurant.org/Restaurant/media/Restaurant/SiteImages/News%20and%20Research/Ethnic%20cuisine/GlobalPalates2015_infographic.jpg>   **TEDx Talk:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TEDx Talk.  Food is not only culture, it’s Diplomacy: Leah Selim Leah Selim is a co-founder of Global Kitchen, a social enterprise that hosts immigrant-led cooking classes to promote cultural exchange and awareness through food. In her recent TEDx talk, she discussed how food, identity, environment and politics intersect – contributing to a larger concept known as “gastrodiplomacy”. It is through the communal act of sharing food that ideas can be exchanged freely, an essential first step in growing a community.<http://tedxgowanus.com/talks/> |
| **Family/Community Connection** | Students may bring in a family cookbook or recipe for discussion with the class.  Students may help cook at home the next time the family prepares a meal and allow them to discuss with the class what they did to help and what they observed/learned.   Interview a family member that makes a traditional recipe from memory and get very specific verbal details on how to make the dish while taking notes.  Create a standardized recipe using the handout Parts of a Recipe from the lesson Recipe for Success: Breaking Down a Recipe.  Students may share their family recipe with the class. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  Culinary Arts A team event – recognizes participants enrolled in occupational culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see<http://www.ysa.org>  Example:  Volunteer at the local homeless shelter to prepare meals, cater a luncheon or rewrite recipes. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)