

Language Lizard Unit: Countries and Cultures: Morocco, Poland, Mexico

Countries, Food and Culture: Morocco, Poland, Mexico

Language Lizard Materials Used:

Yum! Let's Eat (Spanish, Polish, Arabic)

Fruit Poster (multi-languages)

Vegetable Poster (multi-languages)

**Lessons can be adapted to use different Language Lizard books in Spanish, Polish, Arabic or to represent other languages/countries.

Focus Languages: Spanish, Polish, Arabic, English

Focus Countries: Morocco, Poland, Mexico

Grades: 2-4 (Written for Grade 3 audience)

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Teaching about Cultures and Foods in Morocco, Poland, Mexico

These two lessons have been designed to help students:

- learn about different foods, cultures and customs of people in Morocco, Poland, Mexico;
- hear and see new languages, and text;
- learn about the geography and location of Morocco, Poland, Mexico;
- build an appreciation of the diverse languages present in the world and in the United States;
- introduce important Social Studies concept such as Culture and Geography; and
- build positive relationships among students in the classroom to promote the acceptance of diversity among students as a part of the classroom environment while demonstrating teacher support of linguistic diversity.

Dual Language Materials Used: The Language Lizard materials used in these lessons include: *Yum! Let's Eat* (Spanish, Polish, or Arabic), *Fruit Poster* (multi-languages) and *Vegetable Poster* (multi-languages).

Alignment with State, National Standards: These lessons are easily aligned with state standards, in Social Studies and Language Arts. They can be adapted to include Mathematics standards or to include Common Core English/Language Arts or Mathematics Standards. The National Council for the Social Studies Themes that these lessons support include: Culture, People, Places and Environment, Individual Development and Identity, Global Connections and Individuals, Groups and Institutions.

Introduction

Rationale

There are many countries all around the world. Every country is unique and different in its own way. However, all countries have elements that are used to define it, such as climate, population, language, government, etc. While these are universal elements, they are different for every country. In order to be a knowledgeable, well-rounded individual, one must be aware that people live differently in different parts of the world and that there are similarities among all people, regardless of country, culture or language. Through this mini-unit, students will develop an understanding of the different characteristics of a country. They will come to know that while these characteristics and elements are universal, there will be differences as well. Food is one of the characteristics of a country. Each country has specific foods that are popular and common because of its geography, climate, history, heritage, culture, trade relationships or other factors. Through research, students will learn more about different foods around the world, with a special focus on Morocco, Poland and Mexico, countries representing various regions of the world and different continents and included in the book, *Yum, Let's Eat!* Overall, students will learn how the different characteristics and elements of a country contribute to the culture of that country and what life is like in that country.

Concepts

There are many different elements or **characteristics** that are used to define a **country**. Despite the fact that these elements are universal and apply to every country, the specifics of these elements are different for every country. For example, every country has some form of **government**. However, not every country functions under the same form of government. **Food** is also an element of a country. These foods stem from the **culture** of the country and while food is a universal thing, each country has specific foods associated with it.

Goals

Students will gain a better understanding of the different elements/characteristics that define a country. They will be able to define these different elements and compare them between the countries of Morocco, Poland, and Mexico. Students will be able to take their knowledge of one of these countries and write a short story of what life would be like if they lived in that country. Students will understand that there are foods specific to each country. Students will be able to research foods associated with the countries of Morocco, Poland, and Mexico and compile a book of recipes of foods specific to one of the countries.

Vocabulary

Culture- the characteristic features of everyday life shared by people in a particular place or time

Language- words, their pronunciation, and ways of combining them that are used and understood by a large group of people

Climate- average/ regular weather conditions of a specific place or region over a period of years

Terrain- surface features of an area of land

Capital- location of a government

Population- whole number of people living in a country or region

Geography- a branch of Social Studies that deals with location of living and nonliving things and the relationships between locations

Government- the agency through which a political unit exercises authority

Agriculture- the science or occupation of cultivating the soil, producing crops, and raising livestock

Exports- to carry or send abroad especially for sale in another country

Imports- to bring goods into a country from another country usually for selling

Recipe- a set of instructions for making something

State Standards:

*Individual lessons identify current PA Social Studies & Language Arts Standards (May 2011)

Potential New Jersey (2009) Content Standards: Social Studies

https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx

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|-------------|---|
| 6.1.4.A.14 | The world is comprised of nations that are similar to and different from the United States. |
| 6.1.4.1.15 | In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. |
| 6.1.4.B 1-3 | Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. |
| 6.1.4.B 4 | Places are jointly characterized by their physical and human properties. |
| 6.1.4.C.9 | Availability of resources affects economic outcomes. |
| 6.1.4.D | Personal, family, and community history is a source of information for individuals about the people and places around them. |
| 6.1.4.D.13 | Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. |
| 6.1.4.D.16 | Prejudice and discrimination can be obstacles to understanding other cultures. |

New Jersey/Common Core English Language Arts Standards can be integrated:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Lesson Plan One: The Different Elements that Make Up a Country

Pennsylvania Standards: Social Studies and Language Arts

PA.SS.EC.6.4.3.G __Identify local geographic patterns of economic activities: Agriculture; Travel and tourism; Mining and mineral extraction; Manufacturing; Wholesale and retail; Health services

PA.SS.EC.6.2.3.I __Identify goods and services produced by the government (e. g., postal service, food inspection).

PA.SS.G.7.3.3.B __Identify the human characteristics of places and regions by their cultural characteristics: Components of culture (e. g., language, belief systems and customs, social organizations, foods, ethnicity)

P.A.R. 1.4.3.A Write narrative pieces (e.g., stories, poems and plays)

Objectives:

1. Students will be able to identify characteristics of a country.
2. Students will be able to create a short story about what life would be like in a different country.

Lesson Introduction/Anticipatory Set:

To begin the lesson, the teacher will ask students about different things that they think make up a country. The teacher will pose questions such as, “What is a country?” “Name countries that you know of.” “What are things that help to define or characterize a country?” “What are things that all countries have?” The teacher will record students’ answers on the board. The teacher will then explain that there are many different elements or characteristics that make up a country, and that each country defines these characteristics differently. Some of these elements include: the geography, climate, resources, and people’s language, religion, culture and daily life. The teacher will show the students several resources, including *Yum! Let’s Eat* (Spanish, Polish, or Arabic). The teacher can also show the *Fruit Poster* (multi-languages) and *Vegetable Poster* (multi-languages). She/he will show students the various languages represented in each resource and remind students that while countries may have main languages, there are many, many languages spoken in each country around the world.

Procedures:

1. The teacher will introduce the world map to the students and give a brief overview of the countries that the students will be focusing on for this lesson. This overview includes where the country is and what continent it is on. (Morocco-Africa; Mexico-North America; Poland-Europe). Students can identify these countries and continents on their own desk sized world maps.

2. The teacher will introduce and define the different elements of a country that they will be focusing on for the lesson: Students will write the information given in their notebooks:

- Location
- Language
- Climate
- Terrain

Capital City
Population
Geography
Government
Agriculture Products
Exports
Imports

3. The teacher will then break the students up into three groups of approximately eight students. This will be done by handing each student an index card with a picture of the country's flag and the name of the country on it and the item they are responsible for, from the list of items in step 2. One group will be learning about Morocco, a second group will be learning about Poland, and the third will be learning about Mexico.
4. Once the students have gotten themselves into their groups, the teacher will hand each group an information sheet about their country. (See end of lesson plans)
5. Students will find the element that they are responsible for and read over it.
6. The teacher will pass each group a poster. The students are to decorate the poster illustrating each element from their country's information sheet.
7. Each student will write and describe their element of the country on the poster.
8. Each group will be given time to use the computer or books to search for pictures of their country.
9. Groups will work together to decorate and complete their poster.
10. Groups will be given time to complete their posters and to practice finding their country on the world map.
11. Once all groups have finished they will present their posters to the class and locate their country on the map.
12. Teacher will have students return to their seats and hand each student a piece paper.
13. Students will be given time to write a brief story of what life is like in one of the three countries they learned about. They must include three of the different elements that they learned about.
14. Teacher will collect the stories upon completion.

Closure:

To close the lesson, the teacher will hang the three posters in the front of the room and ask comparison questions such as, "Which country has the greatest population?" and "What is the difference between their climates?" Teacher will close by asking students, "Why is knowing the different characteristics of a country important?" The teacher will have students use the think-pair-share strategy to answer the question.

Assessment:

The teacher will observe student participation during the group activity. She/he will use poster as a way to assess student understanding of each country. The teacher will collect the short stories from students and review.

Materials:

Yum! Let's Eat (Spanish, Polish, or Arabic)

Fruit Poster (multi-languages)
Vegetable Poster (multi-languages)

Nonfiction/Informative texts on their countries

Information sheets, included

Paper, Pencils, Maps, Poster board, craft materials, computer access (if possible)

Possible additional informational resources about countries:

World Book Encyclopedia DVD

Culture Grams

Lesson Plan Two: Classroom Cookbooks

Pennsylvania Standards- Geography and Family Consumer Sciences

PA.SS.G.7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics: Components of culture (e. g., language, belief systems and customs, social organizations, foods, ethnicity)

PA.FACS.11.3.3.F Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).

Objectives:

1. Students will be able to identify foods common in Morocco, Poland or Mexico.
2. Students will be able to research a recipe representing an important food or ingredient from Morocco, Poland or Mexico, and create a page of a classroom cookbook.

Lesson Introduction/Anticipatory Set:

To begin the lesson, the teacher will read the book, *Yum! Let's Eat!* to the students.

Throughout the book, the teacher will ask questions such as,

“Have any of you ever tried this food?”

“Have you ever traveled to any of these places or know someone who has?”

“What is the main ingredient in this food?”

After finishing the story, the teacher will show the students the three different copies of the books, and explain that each one of these books tells the same story but in a different language (Arabic, Polish and Spanish). The teacher will explain that just like there are different languages for different places all around the world, there are also different foods for different places all around the world. The teacher will remind students that the languages selected represent the countries chosen for yesterday's country research (Arabic for Morocco, Polish for Poland, Spanish for Mexico). The teacher will have students identify Morocco, Poland and Mexico on the world map.

Procedures:

1. Teacher will explain to students that food is an element of each country. Each country has foods that are specific to their culture. In the earlier lesson, students investigated one of three countries: Morocco, Poland or Mexico and recorded what crops are grown in or imported to each of these countries. Often, foods that are important in various countries are items that the country has grown, historically, and therefore, people have easy access to such foods or ingredients.
2. The teacher will explain to students that today they will be creating a class cookbook made up of recipes of different foods from these three countries, that illustrate major foods or ingredients that are important to those countries.
3. The teacher will define **recipe** for students.
4. Students will be assigned their food to research by picking a piece of paper out of a basket. The name of the country the food is from will be on the back. The teacher may choose to continue to develop understanding of Morocco, Poland and Mexico or select new countries.
5. Students will then have the opportunity to use computers or information about various

countries pre-selected by the teacher, so that they can research their recipe. They will use the website foodbycountry.com, or other pre-selected resource.

6. Once students have had the opportunity to find a recipe. They will print out the information they found.

7. Students will then go back to their classroom and create their page in the classroom cookbook. They will fill out the template the teacher passes out that was created for the cookbook. They may adapt the recipe or keep the recipe as they find it. In either case, they should credit the resource where they found the recipe.

8. Students will then have the opportunity to decorate their page for the cookbook. Students should identify major ingredients in their recipe that are likely to have come from raw materials (crops) grown in their country.

9. Once each student has created their page for the book the teacher will compile the book, using string or any other book-making technique they choose.

Closure:

As a closing activity, the class will come together and each student will share the food and recipe that they contributed to the cookbook and what country it is from. Students should identify on the world map, the country they selected and suggest how their selected food is similar to and different than something they eat with their families.

Assessment:

The teacher will observe participation during the lesson. The teacher will use the page of the cookbook that students complete to assess their understanding.

Materials:

Yum! Let's Eat! (Arabic, Polish and Spanish editions)

Fruit Poster (multi-lingual)

Vegetable Poster (multi-lingual)

Baskets, Pieces of paper with types of food on them, art supplies, Computers, Template for page in cookbook, String

Student Resources:

<http://wordcentral.com/home.html>

(This can be used by students to define any words they do not know throughout the unit.)

<http://www.foodbycountry.com/>

(This website will be used by students to find recipes and information about the food they have to research.)

Teacher Resources:

<http://wordcentral.com/home.html>

(This was used to find the definitions of the different elements used in Lesson One.)

<https://www.cia.gov/library/publications/the-world-factbook/>

(This website was used to find the information to create the student handouts in Lesson One.)

Food _____

Country _____

By: _____

Recipe

List of ingredients:

How do you make this food:

When is this food eaten:

Any Interesting facts

Morocco

Kingdom of Morocco

Language

Arabic (official)
French (government, and business)
Other languages

General Climate

Mediterranean, becoming more extreme in the middle of the country

Terrain

Northern coast and middle of country are mountainous with large areas of bordering plateaus, valleys, and rich coastal plains

Capital City

Rabat – more than 2 million people live there

Population

31,968,361 people
Poland is the country with the 38th largest population.

Geography

Northern Africa, borders the North Atlantic Ocean and the Mediterranean Sea, between Algeria and Western Sahara
A little larger than U.S. state, California

Government

Constitutional Monarchy- one person (monarch) governs country within the limits of the constitution
Independence Day is March 2, 1956

Agriculture Products

barley, wheat, citrus fruits, grapes, vegetables, olives; livestock; wine

Exports

clothing and textiles, electric components, inorganic chemicals, fish, transistors, crude minerals, petroleum products, citrus fruits, vegetables,

Imports

crude petroleum, textile fabric, telecommunications equipment, wheat, gas and electricity, transistors, plastics

**Add country map and flag

Poland

Republic of Poland

Language

Polish (98% of the country)

Other

General Climate

Mild temperatures with cold, cloudy, severe winters with regular precipitation; summers are warm, not too hot regular rain showers and thunderstorms

Terrain

Mostly flat plain; mountains along southern border

Capital City

Warsaw – more than 2 million people live there

Population

38,441,588 people

Poland is the country with the 34th largest population.

Geography

Central Europe, east of Germany

Slightly smaller than the U.S. state, New Mexico

Government

Republic- Chief of State is the head; citizens have greatest power through voting

Independence Day is November 11, 1918

Agriculture Products

Potatoes, fruits, vegetables, wheat; poultry, eggs, pork, dairy

Exports

Machinery and transport equipment, manufactured goods, miscellaneous manufactured goods, food and live animals

Imports

Machinery and transport equipment, intermediate manufactured goods, chemicals, minerals, fuels, lubricants

**Add country map and flag

Mexico

United Mexican States

Language

Spanish, 92% of the population
Spanish, plus other native languages, 6% of the population

General Climate

Varies from tropical to desert

Terrain

High, rugged mountains, low coastal plains, high plateaus, desert

Capital City

Mexico City – more than 19 million people live there

Population

113, 724, 226 people
Mexico is the country with the 11th largest population.

Geography

Middle America, borders the Caribbean Sea and the Gulf of Mexico, below the United States, borders the Pacific Ocean

Government

Federal Republic- country made up of states who govern themselves under a republican government
Independence Day is September 16, 1810

Agriculture Products

Corn, wheat, soybeans, rice, beans, cotton, coffee, fruit, tomatoes, beef, poultry, dairy products, wood products

Exports

Manufactured goods, oil and oil products, silver, fruits, vegetables, coffee, cotton

Imports

Metalworking machines, steel mill products, agricultural machinery, electrical equipment, car parts, aircraft parts

**Add country map and flag