

Book: *Latino Cuisine and Its Influence on American Foods: The Taste of Celebration*
Chapter One: Immigration: Creating Change

Subject area(s): Social Studies, Geography

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify foods that Europeans introduced to the Americas.
- 2) Identify foods the Europeans took back from the Americas.
- 3) Make a map graphically illustrating the “cross culturization” of the diets of the Europeans and the Native American cultures.

Materials needed:

- ✓ Outline maps showing Europe and the Americas
- ✓ Markers, colored pencils
- ✓ Atlases

Activities:

- 1) The teacher will explain that students will show how the diets of European and Native cultures in the Americas were influenced by each other by creating a map showing which foods came from Europe to the Americas and which foods came to the Americas from Europe.
- 2) Using the information from this chapter, students should draw an arrow on the map for each food that the Europeans took back with them and each food the Europeans introduced to the Americas. Students should label each arrow with the name of the food. If particular countries are mentioned (i.e., tomatoes from Mexico to Italy or potatoes from Peru to Ireland), the arrows should be drawn between those countries and those countries should be labeled. Students may use an atlas to aid in this part of the assignment. If no particular countries are mentioned, the arrows may be drawn from anywhere in the Americas to the general regions of Spain and Portugal. Arrows going from the Americas to Europe should be one color, and arrows from Europe to the Americas should be another color. A key should be included somewhere on the map.

Assessment:

- ✓ Did the student accurately identify which foods crossed from Europe to the Americas and from the Americas to Europe?
- ✓ Did the student label all arrows? Are arrows pointing in the right direction?
- ✓ Are arrows color coded? Is a key provided?
- ✓ Did the student draw any arrows to and from particular countries mentioned in the text?

Note: The following sites are suggested as sources of free printable maps:

<http://www.eduplace.com/ss/maps>

<http://www.factmonster.com/statemaps.html>

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Chapter Two: Inception: Reaching Regions and Restaurants

Subject area(s): Home and Careers, Art

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Define Spanish words often found on American menus.
- 2) Create a restaurant menu using these terms.

Materials needed:

- ✓ 12" x 18" white construction paper
- ✓ Markers, colored pencils
- ✓ Examples of restaurant menus

Activities:

- 1) The teacher will explain that the students will create a menu for a fictitious restaurant using the terms found on pages 40 and 41. The teacher should show examples of restaurant menus so the students can see various ways of organizing a menu.
- 2) The students should include at least two breakfast items, three lunch items, and four dinner items, as well as at least one appetizer or dessert. The menu should include not only the name of the item but a brief description as well.
- 3) The students should fold their paper in thirds to create a tri-fold menu found in many restaurants. They should come up with a name for their restaurant and design an attractive cover for the menu. The inside pages should include a decorative border or other artwork.

Assessment:

- ✓ Did the student create at least 10 menu items as described above using the terms from the text?
- ✓ Did the student include a brief description of each item?
- ✓ Did the student design a cover for the menu and create a name for their restaurant?
- ✓ Did the student include interior artwork or decorative borders on the inside pages of the menu?

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Chapter Three: Innovation: “Fusing” Foods

Subject area(s): Home and Careers

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Define Nuevo Latino Cuisine; tell who its founders were, when and where it originated, and how it differs from what Americans know as traditional Mexican cuisine in terms of ingredients and cooking methods.

Materials needed:

- ✓ Computers with Internet access
- ✓ Writing paper
- ✓ Pen, pencil

Activities:

- 1) The teacher will explain that Nuevo Latino cuisine is an up-and-coming trend in food service. Students will be doing research to find out whom, in addition to Chef Douglas Rodriguez, is responsible for this trend, when and where it originated, and how it differs from what Americans know as traditional Mexican cuisine.
- 2) Two good resources for the research are <http://www.nuevo-latino.com> and <http://www.restaurant.org>. Students should answer all of the questions and write up their findings in a brief essay, making sure to properly cite where they found their information.

Assessment:

- ✓ Did the student answer all questions accurately and completely?
- ✓ Did the student put their findings into acceptable essay form?
- ✓ Did the student properly cite their sources?

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Chapter Four: Ignition: Fiery Fast Foods

Subject area(s): Economics, Math (graphing)

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify several Latin American fast-food chains.
- 2) Graph the growth of these chains.

Materials needed:

- ✓ Graph paper
- ✓ Colored pencils

Activities:

- 1) The teacher will explain that line graphs are an excellent tool for comparing.
- 2) The teacher will pass out graph paper and colored pencils and explain that students are going to graph the growth rates of several Latin American fast-food chains that are recent additions to the fast-food marketplace. Though their graphs will be rough estimates of growth since they do not have statistics for each year since the chains opened, they will allow the students to compare overall growth rates. Using the data from page 58 of the text, students will create a line graph to compare the growth rates. The students should label the x axis as year and the y axis as number of locations. They should use a different colored pencil for each of the chains listed and provide a key. They should also title their graph.
- 3) Once graphs are complete, have students analyze their results:
Which chain has grown the fastest? (Baja Fresh)
Which chain has the slowest growth rate? (Chipotle)
Which two chains have very similar growth rates? (El Pollo Loco and Taco John's)
Bonus: What does El Pollo Loco mean? (The Crazy Chicken)

Assessment:

- ✓ Did the student correctly label and title the graph?
- ✓ Did the student provide a key for the graph?
- ✓ Is the student's graph accurate and complete?
- ✓ Was the student able to accurately analyze the results?

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Chapter Five: Broadening the Beverage World

Subject area(s): Social Studies, Math (graphing)

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify the top coffee-producing countries in the world.
- 2) Identify the top coffee-consuming countries in the world.

Materials needed:

- ✓ Computers with Internet access or print reference resources such as almanacs and encyclopedias
- ✓ Graph paper
- ✓ Colored pencils

Activities:

- 1) The teacher will begin by polling the class as to their coffee habits—how many students drink coffee? How many have parents or other household members that drink coffee? Is coffee prepared at home, purchased outside the home, or both? How much coffee do they think is consumed by the members of their household on an average day?
- 2) The teacher will explain that students may choose to research either the top five coffee-producing countries or the top five countries in terms of per capita coffee consumption. They will graph their results and properly cite their sources. Two good online resources are <http://www.coffeeresearch.org> and <http://www.infoplease.com>.
- 3) After the graphs are completed students will share their results. Are the top five coffee-producing countries all in Latin America? Are any of the top five countries in terms of coffee consumption in Latin America?

Assessment:

- ✓ Did the student correctly label and title the graph?
- ✓ Did the student properly cite the source(s) of information?
- ✓ Did students share and compare their results?

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Chapter Six: Alluring Alcohol

Subject area(s): Home and Careers

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) Identify the ingredients in virgin daiquiris and margaritas.
- 2) Research recipes.

Materials needed:

- ✓ Computers with Internet access or recipe books with drinks recipes
- ✓ Writing paper
- ✓ Pen, pencil
- ✓ Ice, blender, ingredients
- ✓ Disposable cups

Activities:

- 1) The teacher will divide the class into groups of three or four students to research recipes for nonalcoholic versions of daiquiris and margaritas. Each group should find one recipe for each. They should prepare a production sheet of the ingredients required to make enough for the entire class to sample, as well as step-by-step instructions to prepare the drink. Students may use the Internet or recipe books. A good source for online recipes is <http://www.allrecipes.com>.
- 2) The last 10 to 15 minutes of class should be reserved for each group to present their recipes and the class to vote on the one daiquiri and one margarita recipe they'd like to try.
- 3) The teacher will procure the ingredients and equipment necessary to prepare the two recipes chosen by the class. The second class will be devoted to preparing and sampling the two recipes and voting for the class favorite.
- 4) As an extension, the class could compile a recipe booklet of the recipes found by all the groups for both daiquiris and margaritas.

Assessment:

- ✓ Did each group locate a recipe for a nonalcoholic version of a daiquiri and a margarita?
- ✓ Did each group prepare a complete and accurate production sheet for each of their recipes?

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Chapter Seven: Influence: Hitting Home

Subject area(s): Home and Careers, Math (graphing)

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Graph the results of a class survey on how often Latino-inspired foods are eaten by the class at home.
- 2) Graph the results of a class survey on what Latino-inspired foods are eaten by class members.

Materials needed:

- ✓ Copies of survey questions for each student
- ✓ Graph paper
- ✓ Colored pencils

Activities:

- 1) The teacher will explain that the class will be conducting a survey as to what Latino foods are eaten at home by students and how often.
- 2) Class should discuss the questions and format for the survey. An example might be:
Which Latino foods are eaten in your home?
(list several from the chapter and have students circle all that apply)
How often are Latino foods eaten in your home?
Never
Once a month or less
2–3 times a month
Once a week
More than once a week
- 3) The teacher will tabulate the results and write them on the board.
- 4) Students will construct a bar graph for each question, making sure that they give their graphs a title and label both axes.

Assessment:

- ✓ Did the student accurately label each graph and give each a title?
- ✓ Did the student accurately graph the results of the class surveys?

Extension: Students could take the survey questions home and survey parents and grandparents as to which, if any, Latino foods were eaten in their homes as they were growing up and how often. Students could then compare the results with those from their class. Were there differences? Based on what they learned in this chapter, what might be the reason(s) for these differences?