**UNIT 3 ASSIGNMENT – LESSON PLAN**

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**Lesson Title:**

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| Fiesta Tejana, Una Celebración de la Cultura y la Comida Méxicana |

**Grade Level(s) and Subject:**

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| Grades 9-12, Spanish, French, and ELL – all levels |

**State Curricular Standards:** A list of standards (with codes) that are satisfied/addressed by the lesson plan.

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| Kansas Curricular Standards for World Languages  Goal Area: CULTURES Standard 2.1 Relating cultural Practices to Perspective  Goal Area: COMPARISONS Standard 4.2 Cultural Comparisons  Goal Area: COMMUNITIES Standard 5.1 School and Global Communities |

**Curriculum Goals and Objectives:** In 3-4 lines, explain, in concrete and specific terms, what students will gain from your lesson plan.

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| Students will learn about authentic/traditional Mexican food and celebrations by researching and then participating in a community fiesta. They will use Spanish they have learned to communicate with others. They will read and translate a recipe and make the food they have chosen for the fiesta. They will also plan and participate in activities during the fiesta. |

**Time Required:**

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| Approximately 5 days of class time, some homework time and 2 to 3 hours for the fiesta. |

**Multicultural Goals:** Please check or highlight one or more.

Developing Multiple Historical Perspective

Developing Cultural Consciousness

Increasing Intercultural Competence

Combating Racism, Prejudice, and Discrimination

Developing Awareness of the State of the Planet and Global Dynamics

Developing Social Action Skills

**Primary Source Bibliography:** Please review definition at (<http://research.library.gsu.edu/primaryhistory>). Identify your source(s) so that others can find it such as websites with hyperlink or books with title, and publication date and (optional) link to on-line purchasing site.

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| <https://www.comedera.com/platos-comida-mexicana-recetas/>  <https://kroger.softcoin.com/programs/kroger/tumesa/?banner=Dillons&origin=tumesa#recipes>  These are two probable example sources that I will use – the students will be expected to find others as well and research enough about the source to verify authenticity (i.e. it is not a blog with a recipe that a traveler to Mexico liked and it is therefore not necessarily a typical recipe.) |

**Other Resources Used:** What non-primary sources or other items did you use that added a deeper understanding of this lesson’s topic? You may also include resources that teachers might appreciate if they want more background information.

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| Hispanic students can and should use family knowledge and experience to help them learn more about foods and activities that are traditional and how some of these may have changed or been adapted as they have lived in the United States. A part of the preparation for the fiesta will also be finding community members who will help us create an authentic fiesta. |

**Required Materials / Supplies:**

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| These will depend upon the students’ choices for their part in the fiesta. |

**Vocabulary:** Please define vocabulary words; put foreign words in italics.

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| Vocabulary to be learned and used will vary according to student work. |

**Instructional Delivery/Student Activities:** Give as much detail as possible about the learning methods and activities.

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| Students will be given the various components of the assignment in written form as well as in class discussion. Some of the work will be individual such as choosing and making an authentic Mexican food item. Other work will be done collaboratively such as the activity planning. Canvas may be used as a delivery method as well as a paper handout containing the same information. |

**Background Information:** Include background information that a teacher would be able to use in lectures and lessons. This can be in outline form or prose but should be complete and presented in the same way and with the wording that you would use to teach this lesson yourself. Remember, other teachers should be able to use your lesson plan to teach their class.

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| The introduction to this project would include a discussion of our idea of Mexican food and what foods appeal to people in Mexico or those from Mexico now living in the United States. What are some assumptions that we might have? Where do we get our ideas about traditional Mexican food. This is a good opportunity to have any students from Mexico or with family ties to Mexico to talk about their own experiences and comparisons. Students who have traveled to Mexico should also be encouraged to share their experiences. The discussion might also include familiar restaurants and food chains that serve “Mexican food”.  The introduction to the ¡Disfrutamos! portion of the project is just enough to give the students an idea of what they should be looking for and some ideas to get them started. They should discuss different possibilities in their group or class to arrive at something they would like to see happen as a part of the fiesta celebration. Students of Mexican heritage can be very helpful with this part. Parents or other community members could be invited to class to talk about typical celebrations and activities that might interest students. We will likely have a class time devoted to trying out the activity – hopefully with the help of parents or community members. Activities might include learning to make fresh corn tortillas or Mexican hot chocolate. Another option could be to learn to dance the Jarabe Tapatío or the salsa. Students with musical abilities could be encouraged to learn to play or sing a traditional Mexican song or lead others in singing. |

**Procedural Breakdown:** A step-by-step procedural breakdown, including instructions for reproducibles.

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| Most of the work will be carried out by the students with guidance and suggestions from the teacher. The goal is student-driven research and activities. Information will be presented in class to get the students started and to give them an idea of the goal for Fiesta Night. Students will have a copy of the general guidelines for the project and the grading sheet.  Other work to be done will be advertising the Fiesta. This will be accomplished by our Foreign Frogs club (our school’s language club). Advertising will be done in our school as well as in the community.  I will write a letter to be sent to parents of class students inviting them to be a part of Fiesta Night and to enjoy seeing what the students have learned and accomplished. The letter will be written in both English and Spanish to include parents whose first language is Spanish.  Other preparations will include arrangements for the use of facilities. |

**Materials:** Include all materials (handouts, articles, instructions, worksheets, etc.) needed to successfully implement the lesson. You may send materials separately, using the following file name: “Last Name, First Name–Unit 3 Material #”

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| File: Popovich Michelle-Unit 3 Material 1  This is the student handout giving them the requirements for the three parts to the project they will be doing. |

**Assessment / Evaluation:** How will you know to what degree studentshave met your goals and objectives for this lesson? Design and include grading rubric or peer-evaluation form used for teacher evaluation. You may send rubrics separately, using the following file name: “Last Name, First Name–Unit 3 Rubric”

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| File: Popovich Michelle-Unit 3 Rubric  This is a student handout stating what the student will be graded on and how the points will be distributed for the 130 point project. This is the form that will be used by the teacher for grading as well. |