Products, Practices, and Perspectives in the World Language Classroom: A Unit on Mexican Food for a High School Spanish 1 Class

M. Susy Bird
Brigham Young University - Provo

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Products, Practices, and Perspectives in the World Language Classroom:
A Unit on Mexican Food for a High School Spanish 1 Class

M. Susy Bird

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

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ABSTRACT

Products, Practices and Perspectives in the World Languages Classroom: 
A Unit on Mexican Food for a High School Spanish 1 Class

M. Susy Bird
Department of Spanish and Portuguese, BYU
Master of Arts

This thesis project for a Master of Arts in Spanish Pedagogy consists of a four-week, 
five-lesson unit on Mexican food designed for a high school Spanish 1 class. Following an 
overview of the need for more cultural products, practices, and perspectives in the teaching of 
world languages, the project outlines the learning objectives and assessments for the unit and 
describes its implementation in a high school Spanish classroom, followed by an analysis of 
learning outcomes and a discussion of which components of the unit went well along with 
suggestions for improvement. The actual lesson plans are included as appendices.

Key Words: Mexican culture, culture-based lessons, high school Spanish curriculum
Table of Contents

ABSTRACT .................................................................................................................................... ii

CHAPTER 1 ................................................................................................................................... 1
  INTRODUCTION .............................................................................................................. 1
  Overview of Proposed Project ............................................................................................ 4
  Standards-based Guiding Questions ................................................................................... 7
  Unit Planning Grid .............................................................................................................. 8
  Standards-based Unit Objectives ...................................................................................... 10
  Significance of the Project ................................................................................................. 12

CHAPTER 2 ................................................................................................................................. 13
  REVIEW OF RELATED LITERATURE ........................................................................ 13

CHAPTER 3 ................................................................................................................................. 18
  PROJECT DESIGN AND METHODS ............................................................................ 18
  Contextual Factors ............................................................................................................ 18
  Procedures for Developing Project Materials ............................................................... 23
  Description of the Implementation of Materials ........................................................... 25
  Assessment Plan ................................................................................................................ 29
  Assessment Adaptations ................................................................................................. 30

CHAPTER 4 ................................................................................................................................. 31
  RESULTS ......................................................................................................................... 31

CHAPTER 5 ................................................................................................................................... 45
CHAPTER 1
INTRODUCTION

Not too long ago, while teaching my AP Spanish class, the word *merienda* came up. I was baffled when one of my Caucasian students asked what the word meant. I was dumbfounded when I learned that not one of my Caucasian students knew the meaning of that word. I wondered to myself, how can it be possible for my AP Spanish students to not know of a practice so common in so many Spanish-speaking countries? I personally find it a tragedy because all of those students had gone through the Spanish immersion program. They are proficient in Spanish, yet they lack basic cultural knowledge that applies to a large population of the people who speak the target language. The reason might be that there are a few problems most language teachers face. One, we don’t have cultural knowledge from every one of the 21 Spanish-speaking countries. Two, we are already so overwhelmed with the curriculum we have to teach that we do not feel there is enough time to dedicate to culture. Three, some teachers do not think that culture is as important as grammar.

In the past several decades, culture teaching and learning have received increased attention in foreign language education. Culture and language go hand in hand because culture is inseparable from language (Mantle-Bromley, 1992). In order to understand what teachers are expected to teach in a foreign language classroom, a definition of culture must be clarified. Culture is defined as a system of symbols, meanings, and norms passed from one generation to the next, which differentiates groups of people united by certain characteristics such as origin, race, ethnicity, gender, religion, socioeconomic class, or political views (Sysoyev, as cited in Savignon & Sysoyev, 2002). We can try to expand on the meaning of culture, but in reality, culture is just the total way of life of a people (Hemmerly, 1992). It is vital to help students
understand the practices and perspectives of the people who speak the target language. The question that puzzles teachers is, how can we help students understand the culture of the target language in an already crowded curriculum?

The World Readiness Standards for Learning Languages (Figure 1) include culture as one of the areas of focus that must be addressed in a foreign-language classroom. They illustrate how the standards are interconnected, and that all of them are equally important and demand the same level of attention.

*Figure 1. World Readiness Standards for Learning Languages*

The Standards focus on the Five Cs of foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities. The Cultures goal is divided into three sections, Products, Practices, and Perspectives. Products refer to artifacts from the target culture such as books, food, songs, household items, and the like. Practices center on patterns of behavior such as gestures, greetings and leave-takings, holiday celebrations, and entertainment. Perspectives involve beliefs, ideas, attitudes, and values (Bateman, 2006). Of the three Ps of culture, it is suggested that Perspectives is the key element in helping students develop an appreciation of other cultures (Young, 1999). Many foreign language teachers feel inadequate to teach culture because of the challenge it represents to know the practices, products, and perspectives of the culture of 20 Spanish-speaking countries, and consequently, they rely heavily on textbooks to
provide such information. Virtually all contemporary Spanish textbooks by major publishers introduce culture within the context of a topic-based approach; for example, the book *Exprésate* Level 1 by Humbach, Madrigal Velasco, Chiquito, Smith, and McMinn (2004) includes ten chapters. Each chapter has a central topic and country of focus, as well as specific grammar concepts to go with the topic. Chapter 1 is titled *¡Empecemos!* It focuses on Spain and the objectives for the chapter are listed on the first page: subjects, verbs, subject pronouns, numbers to 31, the alphabet, the verb *ser*, punctuation marks, and written accents. Along with the grammatical objectives, there are also communicative objectives included: ask someone’s name and say yours, ask how someone is and say how you are, introduce people and say where they are from, give phone numbers, the time, the date and day, spell words and give e-mail addresses.

It is unclear, however, to what extent the cultural content of textbooks addresses the cultural practices, products, and perspectives outlined in the *Standards*. In my opinion, the material is presented out of context without any cultural background. It leaves the teacher all of the responsibility for incorporating culture into every unit. In my own experience, I feel confident teaching Chapter Six because it focuses on Mexico, and since I am a native of Mexico, I can provide plenty of cultural perspectives related to food, meals, and eating practices; however, when it comes to teaching Chapter Seven, I feel somewhat inadequate because I have no experience with the Argentine culture. I rely on the book to provide information about the culture of Argentina to pass along to my students. The culture is introduced with beautiful pictures related to Argentina with captions explaining each picture. The Teacher’s Edition includes one page of information about *gauchos* and gives the recipe for *chimichurri*. It also gives a little background on the *parrillada*. The book also includes a DVD with interviews of youth from Argentina where they talk a little about their experience with the topic for the specific chapter.
For example, they talk about their breakfast that morning; however, these interviews do not provide comprehensible input because they are conducted in Spanish at a pace that is too fast for my Spanish 1 students to understand. This does not help my students develop a connection to the target culture. In fact, the way the culture is introduced in the book does not provide insights into the practices or perspectives. It does not help my students connect to the target language or culture through participation in authentic Hispanic experiences. The effect is quite the opposite. They only get tidbits of information about the culture to develop the notion that the culture of that specific country is odd or strange. Without talking about the practices and perspectives of other cultures, the students might learn to speak the language, yet they will not know how to behave appropriately among the people of the target culture.

Overview of Proposed Project

Because of the lack of support from textbooks to aid foreign language teachers in including the products, practices, and perspectives of culture in language teaching, I have decided to develop some culture-based lesson plans as my contribution to the teaching of Spanish as a second language. The purpose of this project is to develop a culture-based unit on food that covers a chapter in my textbook by emphasizing food-related cultural practices, products, and perspectives. The target audience for the unit is middle class students, who are mostly Caucasian, and for the most part, have in common religious beliefs and cultural background. This unit will accompany a chapter that focuses on foods and meals. This four-week, five lesson unit is based on Chapter 6 of Exprésate by Humbach, Madrigal Velasco, Chiquito, Smith, and McMinn. It engages beginning high school Spanish 1 students in exploring the theme of food. During the unit, students will learn to order at a restaurant, comment on food, give instructions, and make polite requests using informal commands, indirect object pronouns,
ser and estar, desayunar, almorzar, merendar, cenar and some stem-changing verbs. Major activities include:

- Appropriately accepting or declining an invitation to eat la merienda at a native speaker’s house
- Creating and illustrating on a Venn diagram the similarities and differences of eating habits for breakfast in the United States and in Mexico
- Acting out skits where students demonstrate their understanding of their cultural knowledge of practices related to food shopping and food preparation
- Creating a family menu for a week of daily healthy meals based on the Mexican motto

The unit culminates at a pretend restaurant where students will have to order food and a drink. The students will have the opportunity to sample tacos al pastor, Mexican rice and agua de sandia. Additional assessments of student progress include: vocabulary quizzes and worksheets to practice direct object pronouns and informal commands. The unit assumes that students already know regular verb conjugations in the present tense, the verbs ser, estar, ir and some food vocabulary. The objectives and assessments for the unit are shown below in Table 1.
Table 1

*Learning Objectives and National Standards*

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>ASSESSMENT(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Students will compare Mexican and U.S. cultures in terms of the types of foods people eat for breakfast during the week and on the weekends</td>
<td>Students will fill out a Venn Diagram to make the comparison</td>
</tr>
<tr>
<td>Objective 2: Students will use direct object pronouns in statements and commands placing them in the correct places</td>
<td>Students will complete a worksheet as a homework assignment. They will speak to a partner telling what ingredients they need for a specific Latin dish, and then they will have to replace the ingredient with the correct direct object pronoun. Quiz and written test at the end of unit</td>
</tr>
<tr>
<td>Objective 3: Students will give both oral and written instructions using informal commands</td>
<td>Students will write informal commands and then give oral instructions to the maid on how to prepare a meal. Quiz and written test</td>
</tr>
<tr>
<td>Objective 4: Students will name three foods native to Mexico and their impact in some countries</td>
<td>Students will be able to answer the questions related to the history of three Mexican foods at an activity center and at the end of the unit test</td>
</tr>
<tr>
<td>Objective 5: Students will order food at a restaurant, express feelings of hunger and thirst and use the verbs <em>preferir</em> and <em>me gustaría</em> to say what they want to eat and drink.</td>
<td>The teacher will conduct an oral assessment as the students order a meal at a pretend restaurant</td>
</tr>
<tr>
<td>Objective 6: Students will act out a mini-drama about a Mexican practice related to food.</td>
<td>Students will work in groups of four to create a mini-drama based on a Mexican practice related to food</td>
</tr>
<tr>
<td>Objective 7: Students will incorporate the Mexican motto while planning a menu for a week</td>
<td>Students will create a menu for the week of three meals a day according to the Mexican motto</td>
</tr>
<tr>
<td>Objective 8: Students will express their opinions about food</td>
<td>Students will write on a pretend blog about their favorite restaurants and the foods they serve</td>
</tr>
</tbody>
</table>
Standards-based Guiding Questions

Students will develop communicative proficiency by exploring the following guiding question(s):

1. How are working schedules of Mexico evidence of family unity and eating habits?

2. In what ways have past civilizations influenced the dietary habits of the Mexican people today?

3. How is the Spanish proverb evidence of healthy eating habits?

An outline of the lessons for the unit is shown below in Table 2.
### Unit Planning Grid

**Table 2**

**Outline of Lessons in Unit**

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Lesson 1: Breakfast</th>
<th>Lesson 2: Daily Shopping at el mercado (preparation of meals)</th>
<th>Lesson 3: La comida and the tradition of eating tortillas with the main meal</th>
<th>Lesson 4: La merienda</th>
<th>Lesson 5: Eating out</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Grammatical Structures</strong></td>
<td>Use of verb <em>desayunar</em></td>
<td>Use of direct object pronouns with the verb <em>necesitar</em></td>
<td>Use of informal commands</td>
<td><strong>Servir and probar as commands. Use of ser and estar</strong></td>
<td><strong>Express thirst and hunger, Me gustaría, pedir and preferir</strong></td>
</tr>
<tr>
<td><strong>Targeted Vocabulary</strong></td>
<td>Breakfast foods – <em>jugo, huevos, leche, tocino, pan tostado, pan dulce, frijoles, huevos con chorizo, chilaquiles, menudo</em></td>
<td>Carne, pollo, pescado, cerdo, verduras, zanahorias, elote, lechuga, guisantes</td>
<td>Sopa de…(pollo, tomate, verduras), caldo de..., queso, arroz, bistec, judías verdes, papas al horno, postre</td>
<td><strong>Té, café, chocolate caliente, pan dulce, bocadillos, sándwich de..., tapas</strong></td>
<td><strong>Hamburguesa, papas fritas, torta de..., tacos de..., aguas frescas, refrescos, jamón, carne asada, cilantro, cebolla, sandía</strong></td>
</tr>
<tr>
<td><strong>TOPIC: Conceptual Issue or Social Situation (Context)</strong></td>
<td>The Mexican motto – Eat breakfast like a king, eat the midday meal like a prince, and eat dinner like a pauper.</td>
<td><em>El Mercado</em> Traditional daily grocery shopping in Mexico</td>
<td>Split work schedule to accommodate la comida. Traditional Mexican foods for the main meal including tortillas</td>
<td><strong>Accepting an invitation to eat at a native speaker’s house and la sobremesa</strong></td>
<td>Eating tacos in the street. Eating at a restaurant, asking for the check and leaving a tip</td>
</tr>
<tr>
<td><strong>TEXTS: Culturally Authentic Materials or Realia</strong></td>
<td>A video clip of a dietician from Mexico explaining</td>
<td>Movie clips of shopping at a Mexican and a</td>
<td>A tortilla basket and an embroidered</td>
<td>Students will sample pan dulce and Mexican hot</td>
<td>Clip of taco stands in Mexico. Pictures of food</td>
</tr>
</tbody>
</table>
the reasons why the Spanish proverb works. | Spanish market. The Mexican grocery bag | napkin. | chocolate | street vendors. Taste tacos al pastor and agua de sandia

<table>
<thead>
<tr>
<th>TASKS: Lesson Objectives Linked to Thinking Task(s) Language Functions &amp; Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have to make a Venn diagram with illustrations comparing the Mexican breakfast with what they eat for breakfast.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TALK: Communicative, Interactive Activities (Interpersonal, interpretive, or presentational activities that get students moving &amp; talking in preparation for the assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will take a survey of what their classmates eat for breakfast during the week and on the weekends. At their tables they make a list of three foods they all have in common.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOOLS: (Instructional Strategies, Scaffolding, &amp; Student Use of Tech)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of popular Mexican breakfast foods, with vocabulary and the verb desayunar. Commercial of a Mexican restaurant and the Spanish proverb.</td>
</tr>
</tbody>
</table>
Standards-based Unit Objectives

The unit is designed to address the Standards for Foreign Language Learning as explained below and summarized in Table 3.

a) Students will use the interpersonal mode to conduct a survey of breakfast eating habits of their classmates. They will use vocabulary from the unit and the verb *desayunar*.

b) Students will use the interpretive mode to gain information presented in the form of a commercial, a teacher presentation and a short documentary to be able to interpret and recite the Spanish proverb: *Desayuna como rey, come como principe, y cena como mendigo*. They will also use the verbs *desayunar, comer, merendar* and *cenar* to exchange information related to their own practices.

c) Students will use the presentational mode to convey cultural insights in a mini drama using commands and food vocabulary.

d) Students will use the interpretive mode to gain information from a documentary about the production and consumption of tortillas.

e) Students will use the presentational mode to make a specific simple recipe for a Latin dish. They will use the verbs *cortar, añadir, calentar, mezclar* and *servir* as informal commands with direct object pronouns.

f) Students will use the interpersonal mode to order food at a Mexican restaurant. They will use vocabulary for traditional Mexican foods as well as the verb *me gustaría*.

g) Students will use the interpretive and presentational mode to create a menu for the week of balanced meals using their understanding of the Spanish proverb and vocabulary for the unit.
### Standards for Foreign Language Learning Addressed by the Unit

<table>
<thead>
<tr>
<th>Standard 1.1, Communication (Interpersonal): Students exchange information on the foods they eat for breakfast during the week and on the weekends by conducting a survey in class.</th>
<th>Standard 3.1, Connections: Students reinforce and further their knowledge of history of Mesoamerica through the foreign language and its cultures by exploring certain foods that have been passed down through centuries. Students will also have the opportunity to enhance their mathematics abilities by converting euros and pesos from Mexico to American dollars.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1.2, Communication (Interpretive): Students understand and interpret written language by reading information about traditional foods from four different countries. Students will interpret spoken language to figure out the descriptions and prices of fruits and vegetables in a Spanish market.</td>
<td>Standard 3.2, Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures by watching authentic clips of people of the target language shopping for food, saying what they eat for breakfast and also by reading menus from Spanish-speaking countries.</td>
</tr>
<tr>
<td>Standard 1.3, Communication (Presentational): Students will use the target language in order to give instructions to the maid using commands.</td>
<td>Standard 4.1/4.2, Comparisons: Students demonstrate an understanding of the target culture by comparing the practice of eating breakfast in Mexico with the United States.</td>
</tr>
<tr>
<td>Standard 2.1, Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied by explaining why people work a split work shift in order to accommodate “la comida” with their families or colleagues; why they shop for food every day; and why dinner is the smallest meal of the day.</td>
<td>Standard 5.1, Communities: Students use the target language within and beyond the school setting by interviewing native speakers about their favorite foods, where they shop and how often they shop for food.</td>
</tr>
<tr>
<td>Standard 2.1, Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied by studying the different foods the indigenous people of Mexico passed on to their descendants for many generations.</td>
<td></td>
</tr>
</tbody>
</table>
Significance of the Project

This project has the potential to contribute to world language in substantive ways by giving the students opportunities to discover and apply some of the Mexican traditions related to food that have been handed down through generations for hundreds of years. It also gives the students a broader view of the world as they compare their own practices to others close to them. This unit is also designed to clarify misconceptions students might have of some foods that are considered Mexican by American standards. In general, the students will be able to experience in some ways what is like to be a Mexican teenager when it comes to eating habits.

In the next chapter, I will describe the theoretical framework and research-based best practices that will be used to guide the development and implementation of this project.
A limited number of studies have examined the cultural content of foreign language textbooks. Bateman and Mattos (2006) conducted a study of the content of culture in six Portuguese textbooks (2006). Their findings were disappointing, yet not surprising. They discovered that all six textbooks attempted to include culture along with the language, with varying degrees of success. For their study, Bateman and Mattos focused on the topic of food, specifically common Brazilian foods, eating habits, shopping for food, and eating out. Within the theme, they examined each book for its treatment of practices, products, perspectives, cross-cultural comparisons, use of authentic texts, geographic region addressed, and depiction of heterogeneity within cultures. They report that all six books covered the topic of food. They all included vocabulary lists that incorporated Brazilian foods; however, the books failed to give details as to why these foods were included, when the foods are eaten, and by whom. Some of the textbooks included authentic menus from Brazilian restaurants. This helps the students understand which foods were appetizers, main dishes, desserts, or beverages; however, descriptions of the foods were not included. One of the books included short narratives, but some of the narratives were written by the authors, not authentic narratives, and others were interviews of university students. This reveals that authentic texts were not included, and if they were included, they only focused on a small part of the population. Bateman and Mattos conclude that none of the textbooks that were examined addressed cultural perspectives explicitly.

A study by Young (1999) also sheds some insights on the inclusion of culture in foreign language textbooks. She reveals that teachers with limited knowledge of culture rely on the
textbook as the primary source for culture instruction. She also points out that culture is probably the most pleasant, interesting, and anxiety-free classroom experience for language learners, yet textbooks treat culture as a product, peripheral to language learning. In her experience, textbooks neglect the philosophical perspectives such as meaning, attitudes, values, and ideas of a culture. She concludes that culture instruction in Spanish textbooks falls short of the definition of culture as advocated by the World Readiness Standards for Learning Languages.

In the case of Spanish teachers, it is practically impossible for teachers to be knowledgeable and have personal experiences in all different topics with the culture of twenty-one Spanish-speaking countries. Therefore, textbooks must cover in more in-depth ways the products, practices, and perspectives of the people whose language they are they are trying to teach. I have used three different books for Spanish 1, and I have reviewed two others, and in my experience textbooks generally offer tidbits of cultural information that are not tied to the learning of the concepts of the chapter.

A number of authors have made recommendations for focusing on cultural products, practices, and perspectives in foreign language classes. Taylor and Bateman (2011) offer a list of categories, and an extensive list under each category of cultural content to teach for different levels of Spanish. Under these categories we find the following guidelines for social interaction:

- How to act and react
- Important facts of the physical environment, where, in what, and how do they live?
- Values and attitudes, what do they value, dislike, and care about?
- Patterns of behavior, what are they like and how do they relate and interact with other?
- History, civilization and fine arts, what is the historical heritage of the people and what is their place in their relation and contribution to the world in general?
• Operations and functions of formal institutions, what organized entities affect the lives of the people?

• Current political and economic situation, what is the quality of life like?

Their recommendations under guidelines of social interaction are as follows:

SUGGESTED CULTURAL CONTENT FOR A FIRST-YEAR SPANISH CLASS

At the end of a beginning course, the student will have studied and learned the following content:

1. Guidelines for social interaction (How to act and react)
   A. How do the people greet each other, introduce someone, take leave, etc.?
   B. What are the significant social levels and what conventions must be followed; what avoided?
   C. How is a foreigner expected to act in a formal/informal situation?
   D. Is there social behavior to be avoided, such as gestures (body language, eye contact, proximics, etc.), giving compliments, admiring an object, etc. What is offensive?
   E. How does the name system operate? What titles should be used? What forms of address (such as tú and usted) should be used?
   F. How can one refuse food, services offered, etc.?
   G. Is there physical contact (haptics) which should be observed or avoided (such as touching the head, kissing on cheek, holding hands, etc.)?
   H. What physical proximity is expected, tolerated (proximics) for conversations, seating, etc.?
   I. What are the courtesy patterns, expressions, gestures, actions (such as entering someone’s office, invitations, sending flowers or thank you notes), etc.? (p. 249)

These suggestions are very helpful to guide teachers as to what to research in order to teach students the products, practices, and perspectives of the culture of the target language. If we place culture at the center of language teaching, we will be able to help students not only to learn the language, but also how to interact appropriately with the people of the target language.

Galloway (2001) makes an interesting case when she writes about how her students perceived the world and their own culture. She reveals that her college students demonstrated a severe case of ethnocentrism when they were viewing a world map to practice the difficult concept of when to use ser and when to use estar. Some of their comments were “The United States is in the middle, the United States and Alaska are as big as South America, Europe looks
larger than South America (poor South America)” (p. 4). Galloway proceeds by emphasizing our responsibility as educators to change these misconceptions our students might have. She suggests that students will develop an awareness of self and others through analysis of products, practices, and perspectives of the target language.

Bateman and Mattos (2006) recommend that textbooks ought to include a variety of perspectives. Among their suggestions, we can find the following:

- Include cultural practices from different regions of the same country
- Descriptions of places, what they are, why people go there, when they go, and what the place has to offer
- Interviews of people of different ages, not only the same age group as the students who read that specific textbook
- Practices and perspectives from different social classes
- What products are used at what time, season, or holiday

In general, they recommend that textbooks should include information that would help the students make connections to the target culture and language.

Chapter 2 Summary

In summary, although the world language teaching profession has made specific recommendations for the cultural content of textbooks and classes, textbooks have yet to incorporate most of these recommendations. In light of these limitations, I decided to develop a unit that would help beginning students understand and become familiar with the practices and perspectives of mainly Mexican people related to meals and food. This unit is designed to help students understand where the different practices come from and compare them to practices of
their own cultures. By the end of the unit, it is my objective that students will be more tolerant of other cultures, and be more willing to interact with students of other cultures.

The next chapter provides an outline of the processes, pedagogical practices, and timeline I intend to use in the development and implementation of this project.
CHAPTER 3
PROJECT DESIGN AND METHODS

Contextual Factors

There are a number of contextual factors that have influenced the development of this project. They include issues related to the local community served by the school, school demographics, information about the physical affordances and constraints of both the school and my classroom, and the individual characteristics of my students.

Community

Pleasant Grove is a quiet suburban area situated in northeast Utah Valley. It is a town of approximately 34,500 people. About 95% of the population is Caucasian, 4.56 are Latino and the rest is a combination of other races. The median yearly income for a household in 2011 was $63,007. There are some areas that seem very affluent, some areas that are obviously middle class and there is an older side of town that has smaller houses and apartments. Pleasant Grove does not offer many opportunities for people to interact with people of other cultures, but people are friendly, and it is a town where people are supportive of education.

There are five elementary schools, one junior high school and one high school. Each school has a PTA organization in place that helps the schools with needed volunteers. The high school’s PTA helps with volunteers for AP testing; they provide meals for teachers for parent/teacher conference days; and they help with man extracurricular activities as well. The community is very supportive of all the sports. The games are very well attended as well as the plays put on by our drama department.
Characteristics of School and Student Body

Pleasant Grove High School was established in 1912. It began as a one room school at a different location. Two years ago, we celebrated the 100th anniversary of the school. In the 100 years that Pleasant Grove High School has been operating, it has received several renovations. Recently, an addition was built onto Pleasant Grove High School in order to accommodate the number of students enrolled since enrollment increases every year. The school serves grades 10 through 12. Currently, there are 1,933 students enrolled. The table below illustrates the breakdown of the student population.

Table 2

<table>
<thead>
<tr>
<th>Race</th>
<th>White</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Pacific Islanders</th>
<th>Black</th>
<th>Asian</th>
<th>American Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>1636</td>
<td>165</td>
<td>42</td>
<td>24</td>
<td>19</td>
<td>17</td>
<td>7</td>
</tr>
</tbody>
</table>

There are no migrant students in our school because Pleasant Grove is not an agricultural area. There is a student/teacher ratio of 25 to 1. Of course, not all of the classes have 25 students. That would be a perfect scenario, but reality is very different. There are some classes that have forty students because they are required courses. History classes seem to be the ones that have to accommodate a large number of students in order for other specialty classes to take place. There are AP classes, distance education classes from Utah Valley University, and special education classes that have less than 25 students. I dare to say that the average class has about 32 students. There are 77 teachers at Pleasant Grove High School. Of those teachers, 35 of them have Masters degrees, and there is one who is working on a PhD. The school is on a block schedule. There are four periods every day. First period starts at 7:45 and fourth period ends at 2:15. Classes last an hour and twenty minutes. At 11:52 there is a short period called advisory.
Students who are failing classes, have grades less than Cs, or have unexcused absences or more than four tardies, have to stay in their 3rd period classroom for an additional 23 minutes. This time is not meant to be a punishment for the students who are not meeting expectations. It is a time for those students to meet with their teachers in order get the guidance they need to complete their missing assignments. The other students have the privilege of having a longer lunch period as a reward for having good grades.

Characteristics of Classroom and Students

I started teaching at Pleasant Grove High School nine years ago. In the time I have been at Pleasant Grove High School, the only constant I have had is Spanish 1. There are two other Spanish teachers at the high school today, and they wonder how I can cope with five classes of Spanish 1 because they don’t want to teach even one. I personally enjoy teaching Spanish 1 because I find it very rewarding to see the progress my students make in one year. I also like to know that what they can produce in Spanish, they learned in my classroom. I do have to admit that sometimes it is challenging to teach Spanish 1 because most of my students are sophomores. I believe that is the main reason why my colleagues don’t like to teach Spanish 1. It takes a lot of energy to keep control of the class, and come up with activities younger students enjoy. I believe my classroom is fun place to be. I only have five rules I enforce in my classroom.

1. Respect others

2. Be on time

3. Be on task

4. No electronic devices

5. No throwing objects
When students don’t follow the rules, they lose five points from their citizenship grade, which affects their grade. Most students are very good at keeping the rules. The only one that seems difficult for them to keep is Rule Number 4 since they all love their cell phones. In addition to Spanish 1, I also teach one class of AP Spanish. It is quite a contrast to teach both ends of the spectrum, but I happen to love teaching both classes. Teaching AP Spanish has helped me understand what my Spanish 1 students need to succeed in the future because I can see what my AP students lack in their linguistic and cultural knowledge.

My room is a standard classroom. I have the basic needs, which in today’s day and age are an Elmo, a projector, tablets, MP3 recorders, a DVD player, and of course, a laptop computer. One special feature of my classroom is that it is the hang-out place for students in my Latinos in Action class. I teach the only class of Latinos in Action at Pleasant Grove High School. I started the program five years ago, and I have been the advisor ever since. Students in my Latinos in Action class come from different Spanish-speaking countries. Most of my Latino students are Catholic. On the other hand, most of my Spanish 1 students are members of The Church of Jesus Christ of Latter Days Saints. Most of them come from middle class families, and they have about the same level of ability in the second language. I do have to admit that there are a few students that are considered intentional non-learners. I also have a small group of special needs students. One of them is a boy who is considered legally blind. I have to make small adaptation for him with all the assignments. I also have a group of students whom I considered advanced because of their ability to learn the language. These students are taking Spanish for the first time, yet they seem to have a broader understanding of the language than my other students. At Pleasant Grove High School, we do not allow native Spanish-speakers to take
Spanish 1 or Spanish 2. If they are fluent in Spanish, they can start with Spanish 3 in order to learn the grammar they need in order to succeed in the upper levels.

**Instructional Implications**

Based on the contextual factors listed above, I have to say that three of the most important implications that guide teaching and assessment for me would be the fact that approximately 95% of my students are Caucasian, the availability of technology in my classroom, and the number of students in my classroom.

Because Pleasant Grove is such a homogeneous community and most students are Caucasian, I feel that I have the responsibility to offer my students the cultural knowledge they would not get otherwise. They do not have the opportunity to interact with people of other cultures on a daily basis. Therefore; I believe that in order to prepare them for the future, I have to offer them different cultural perspectives.

I dare to say that technology has revolutionized education. Thanks to technology, my students can see the world from their own desk. I have found that students are very interested in how other people live. I like to show them videos from different Spanish-speaking countries to illustrate the cultural practices we are talking about in class. I also have eight tablets to use in class, which facilitates research by the students in the classroom. Of course the projector makes everything more interesting to view because it is easier for all of the students to view the screen. I have found that students improve their pronunciation when they have to record and listen to themselves on the MP3 recorders. I also have access to a mobile computer lab which has 37 computers in two carts. I believe that technology has greatly improved my teaching because it makes it possible for me to show my students cultural products and practices they could not view before.
I am extremely glad the administration has noticed the need for additional Spanish 1 classes. When I started teaching at Pleasant Grove High School, there were three Spanish 1 classes, three Spanish 2 classes, three Spanish 3 classes, one Spanish 4 class and one AP Spanish class. Today, we have five Spanish 1 classes, four Spanish 2 classes, three Spanish 3 classes, two Spanish 4 classes and one AP Spanish class. Because of the additional sections of Spanish 1, I have an average of 28 students in each Spanish class. It might seem a large number for teachers somewhere else, but in Utah, it is a manageable number of students in order to have interactive activities.

These contextual factors and their implications were used to develop the materials, assessment plan, and design for instruction described in the subsequent sections of this chapter.

Procedures for Developing Project Materials

Since the food unit is my favorite chapter in the book, I decided to include as many products, practices, and perspectives regarding meals and food preparation in Mexico as I can. I have organized the lessons, so they progress through typical meal times from morning to night.

1. *El desayuno* – I would like my students to learn the Spanish proverb: *desayuna como rey, come como príncipe y cena como mendigo*. I would like to introduce them to typical Mexican breakfasts for weekdays and traditional weekend breakfasts.

2. Shopping at *el mercado* – I would like them to see a Mexican *mercado*. I would like them to know there are supermarkets like the ones in the United States, but that many people opt to shop for fresh produce in a *mercado*.

3. La comida – I want my students to understand the different work schedules, and why stores close in the middle of the day. Many people have the misconception that all Mexican people take a nap in the middle of the day because all the businesses are
closed. I would like my students to know that we don’t have a meal called lunch because we don’t eat a meal around noon. They will become familiar with la comida, and the role it plays in a Mexican home.

4. *La merienda* – I want my students to understand that this meal cannot be compared to the dinner they usually eat in the United States. I also want them to know the proper way to accept or decline an invitation to eat at a native speaker’s house.

5. Eating out at a restaurant or a taco stand – I would like my students to know some of the different practices we have when we eat out. I want them to become familiar with *tacos de la calle*, as well as eating out with friends. Along with the cultural concepts, I want them to learn how to communicate in Spanish.

In order to carry out my lesson plans, I will have to prepare materials to support my quest to help my students become familiar with Mexican products, practices and perspectives dealing with food and meals.

Day 1 - I will have to design a short survey for my students to interview each other about the breakfast foods they eat during the week and on the weekend in order for them to compare what they eat to what Mexican youth eat. I need to find a short video where they show different breakfast being prepared. I also have to create a PowerPoint that will show pictures of different popular breakfasts for the week and the weekend.

Day 2 - I need to find videos of a *mercado*. I need to bring my Mexican grocery bag to display, and I have to make copies of notes of the PowerPoint I prepared to introduce different dishes from Spanish speaking countries. I also have to make a small worksheet to guide my students in the practice of commands to give the maid.
Day 3 - I need to create a PowerPoint of different business schedules from Mexico, so students can see that working hours in Mexico are very different than in the United States. I will need to make a worksheet where students can write the business hours from the different businesses mentioned in the PowerPoint. I also have to make a worksheet where my students can write the commands they will give the maid in order to make la comida.

Day 4 - I will set up learning centers. I will need a reading for them with questions for them to answer. I will need to find and download videos of recipes for different meriendas. I will also need a short worksheet where the students can mark what they hear or see about the different recipes. I will also write a short paragraph of information that includes vocabulary they are supposed to know. I will need to order pan dulce, and I need to make chocolate caliente for them to sample.

Day 5 - I will need to find a video of tacos de la calle in order to illustrate the Mexican practice of eating at taco stands. I need to make a guide for them to create their part of a conversation with a waitress. I need to order tacos al pastor and Mexican rice for them to sample as we celebrate El Cinco de Mayo. I will have to find pictures of aguas frescas, and make agua de sandia.

Description of the Implementation of Materials

Lesson 1 – The first lesson will focus on breakfast. I will start the lesson by having the students conduct a survey of five students in order to find out what they eat for breakfast during the week and on the weekends. At their tables they will compare notes and pick three breakfast foods they have in common in their survey in order to compare them with the foods eaten at breakfast in Mexico. I will show a PowerPoint of traditional Mexican breakfast for weekdays and for weekends. The students will take notes. They will need to know the name of the dish
and what it consists of, as well as the Spanish proverb “Desayuna como rey, come como príncipe, y cena como mendigo.” The third source of information is a short interview of a Mexican dietitian. It is easy to understand because they show pictures to illustrate what he is saying. He also mentions the Mexican motto. The assessment of the day is a Venn diagram where the students will be able to demonstrate their understanding of the similarities and differences of the breakfast foods eaten in the United States and Mexico.

Between lessons I will take a day to teach grammar concepts and practice them in order to master them. Before the second lesson I will teach direct object pronouns in order to prepare my students for the tasks of the next lesson.

Lesson 2 – The focus is on shopping at a Mexican market in preparation for fixing the main meal of the day. I will start the lesson by showing students a PowerPoint presentation of different foods from Spanish-speaking countries. The students will take notes on the handouts of the PowerPoint I had previously prepared for them. After the presentation, the students will have to speak to their table partners in order to compromise on which dish they want to make. After they reach an agreement, they will look up the recipe on the class tablets for the dish they want to make. They have to make a grocery list in Spanish of the ingredients they need. They will have to tell their partner what they need by naming the object and then changing the statement to replace with the name of a direct object pronoun. I will then show students a video clip of a Mexican market, and I will introduce them to the Mexican grocery bag. The assessment for the day is their list of ingredients and the direct object pronouns they will use to replace them. This assessment will demonstrate the students know how to find the direct object pronoun that replaces the object in the sentence.
After Lesson 2, I will teach informal commands, and the students will play a game with their table partners where they will conjugate a list of verbs as commands.

Lesson 3 – The focus is on the main meal of the day, *la comida*. We will start the lesson by looking at a PowerPoint of pictures of different business’ schedules from Mexico. The students will write the times the businesses are open on the worksheet I had previously prepared. After the presentation, the students will discuss at their tables what the schedules have in common. They will have to name the thing they have in common as well as three theories as to why they have that one thing in common. The answer I will be looking for is that all of the schedules have a break in the middle of the day. I am confident most of the students will come up with the theory that the businesses close in order for the employees to go home to eat the main meal with their families. After establishing that people eat the main meal of the day between 2:00 and 3:00 p.m., they will have to tell the maid instructions on what to make for *la comida* and how to make it. The students will practice informal commands and vocabulary from the chapter to tell the maid what to do. They will role play by taking turns being the maid and the señora or señor de la casa. Students will discuss and make a list at their tables of what they usually do to get ready for dinner. I will write on the board three things the students name. Next, I will show them a short clip about tortillas, and I will introduce them to the tortilla embroidered towel and the tortilla basket. I will emphasize the fact that in order for a Mexican family to eat *la comida*, they have to have fresh tortillas at the table. The assessment for the day will be an exit ticket where the students will have to name three things they learned that day regarding *la comida*.

After Lesson 3, I will teach commands with direct object pronouns. The students will play basketball while I do a quick informal assessment. I will divide the class in two groups, and
as one team lines up and shoots baskets, keeping track of the points made, I will do an assessment to check for understanding of the group that is not playing basketball. I will give a verb and an object, and the students will have to change the verb to a command with a direct object pronoun. When I have assessed all the students in the group, they will switch, and I will assess the group that already played basketball.

Lesson 4 - The focus will be on la merienda. For this lesson I will set up learning centers. I will divide the class into two groups that will rotate around each of the four stations for their group.

- Station 1 – Students will read information about foods native to Mexico and answer questions about the reading.
- Station 2 – Students will write comments using commands and the verbs ser and estar.
- Station 3 – Students will watch three short videos of recipes for three different meriendas. They will have a check sheet to fill out as they watch and listen to the videos.
- Station 4 – Students will have the opportunity to appropriately accept or decline an invitation to eat a merienda at a native’s house. They will fill out an information sheet as I tell them about the Mexican tradition to decline an invitation to eat, even when they want to eat. After they fill out the paper with the correct expressions in Spanish, I will offer them pan dulce and chocolate caliente. They will have to appropriately accept or decline the invitation.

The assessment for this day is the collection from each station where the students will have to use all three modes of communication.
After Lesson 4, the students will have the opportunity to collaborate in groups of four in order to write and perform mini-dramas where they will demonstrate their understanding of culture, grammar and vocabulary.

Lesson 5 – Students will watch a short clip of a taco stand in Mexico City. They will also view pictures of different taco stands or taquerías. Students will get to order at a restaurant as I do an oral assessment by playing the waitress. Before the assessment, the students can plan their dialog by to insure they include all the requirements. This is a good opportunity for my struggling students to get some support from their table partners as they plan their dialog. When I do the oral assessment, I will ask additional questions to the students who are gifted in order to make it more challenging for them; however, I will make sure they know how to answer the additional questions. After the students place their order, they will get to eat tacos al pastor with Mexican rice and agua de sandia.

After Lesson 5, we will do a test review of all the concepts they need to master as well as cultural practices and perspectives they learned.

Assessment Plan

In order to assess the concepts taught in the unit, I will have an assortment of tests that evaluate the students’ knowledge of grammar and culture using all modes of communication. I will be constantly doing informal assessments as the unit progresses to see if the students are learning the concepts they must master by the end of the unit. This unit will be taught during the month of April. It will take 20 days to cover the material because of the traditional high school schedule that involves A/B days. There are five lessons based on food-related topics that focus on cultural products, practices, or perspectives. For this unit I have accumulated a variety of authentic materials that will help my students understand the cultural practices and perspectives.
of Mexican people. There will be five days left in the unit that will be used as follow up since the students will need more practice with the concepts in order to master them. They will also have a day to do a test review and another day to take the test.

Assessment Adaptations

I plan to make the following adaptations for students with special needs:

1) Students who are gifted will have the option to put the commands to prepare a meal in sequence to accomplish the task during the unit test.

2) Students who have learning disabilities will have the opportunity to write what they want to say and practice orally with their partners in order to get feedback and some help before the oral quiz.

3) Students who are learning disabled will get support from their table partners to prepare the written pre-assessment portion in preparation for the written assessment which they will do independently.
I tried to develop assessments that would demonstrate to what point my students reached each objective regarding cultural practices and perspectives of Mexican people concerning food along with the grammatical structures that go along with the chapter. For every unit I have to give an assessment mandated by the district. The district has given us the rubrics to evaluate each assessment; however, I saw the need to modify the speaking and writing rubrics because the district failed to include a category for task completion. I think it is important for students to speak, but I think they should address the task, so if they are told to describe their family, they should describe their family. Some students can talk about school instead of describing the family, and they can do very well, but they did not complete the task. For every assessment I tried to include opportunities for my students to demonstrate what they had learned each day.

I chose to report on my B1 class. It is my smallest class, yet the group is very diverse. Lesson 1 was an introduction to the Mexican motto and traditional Mexican breakfasts for weekdays and weekends. For Objective 1 of the unit, students had to use the interpretive mode to listen to information regarding traditional breakfasts during a PowerPoint presentation, a television commercial, and an interview of a dietitian to learn about traditional Mexican breakfast foods and the importance of the Spanish proverb. In order to demonstrate their understanding, they had to compare the traditional Mexican breakfast with breakfast they usually eat in the United States on a Venn diagram. I believe the content validity of this assessment is very high since the students have to demonstrate their understanding by drawing the pictures of the foods and label them in Spanish. I believe that would give me enough information to recognize if they knew the different foods they were introduced to and whether they were eaten
in Mexico or the United States. Figure 1 below illustrates the results of this particular assessment, with students’ scores converted to percentages of the total possible score. This histogram shows the number of students who scored in the 0-9%, range, 10-19%, 20-29%, 30-39%, and so forth, with the last bar on the right representing students who scored 100%.

_Figure 1. Results of Venn diagram Breakfast Comparison_

![Breakfast Comparison](image)

The students’ mean score was .65 and the standard deviation = .41. This graph reveals that six students did not do the assignment, resulting in a score of zero, which greatly affects the class average. I have to mention that some of the students who scored 80% did not color the illustrations, which lowered their score by five points. This does not necessarily mean that they did not know the content. It only shows they were a little neglectful.

For Objective 2, I wanted students to become familiar with a dish from a Spanish-speaking country as well as the proper uses of direct object pronouns in order to meet the objective; therefore, I created a worksheet that would guide the students while they looked up a recipe from the choices they were given with the PowerPoint presentation of traditional dishes.
from Spanish-speaking countries. They had to look up the recipe on the Internet using our classroom tablets or their phones, and then they had to talk to their table partners about the ingredients they needed using direct object pronouns instead of the objects to tell their partners what they need for that specific recipe. I think the assessment was valid, but it lacked authenticity. Results of this assessment are shown in Figure 2.

*Figure 2. Results of Direct Object Pronoun Worksheet*

![Bar chart showing the results of the Direct Object Pronoun Worksheet]

For this assessment, the mean score was .85 and the standard deviation = 26. This chart illustrates that all but two students reached my goal of scoring at the 75% level or better. One of the students who scored 20% is a special needs student. There was also one student who did not turn in the assignment.

The assessment for Objective 3 was a reflection of the lesson that focused on *la comida* and informal commands. The assessment is meant to measure the students’ understanding of informal commands and the routine of a Mexican family to get ready for *la comida*. The students had to write instructions for the maid in the imperative. After they wrote the instructions with the verbs they were required to use, they practiced orally while role playing...
being the maid and the señor or señora de la casa. Results of this assessment are shown in Figure 3.

Figure 3. Results of Activity Giving Instructions in the Imperative

![Imperative Verb Forms](image)

The mean score for this assignment was .91 and the standard deviation = 12. It is evident by this chart that most of my students reached the objective. Many of them got 100% on the assessment.

The assessment for Objective 4 is a collection of assignments given at each learning center using different modes of communication. At Station 1, they have to use the interpretive mode to read information regarding the indigenous people and foods of Mexico. The students had to answer questions pertaining to the reading. At Station 2, students had to use the presentational mode to write sentences as commands using the verbs servir and probar as commands. At Station 3, students had to watch three short videos about food preparation for la merienda. The students have to mark on a chart some of the ingredients used in the recipes. At Station 4, the students used the interpersonal mode to accept or decline an invitation to eat a
merienda at a native speaker’s house. At Station 4 they also got to eat pan dulce and chocolate caliente which served as an extrinsic motivation. I also conducted an informal assessment as the students commented on the food. I believe these activities gave the students the opportunity to demonstrate their understanding of the Mexican culture as well as the targeted grammatical structures by using the language for culturally correct communication. Students’ performance on the questions about the reading on indigenous foods is shown in Figure 4.

*Figure 4. Results of Questions About Indigenous Foods*

For the reading of indigenous foods of Mexico, the mean score was .57 and the standard deviation = .36. This graph shows us that five students did not complete the assignment; therefore, the results are not very accurate because those five students were not assessed.

For Objective 5, the students had to order food at a restaurant, and to show understanding of the cultural differences of eating out. I opted to do the oral assessment and the evaluation as they were speaking because I have done recordings in the past, and I had to spend a tremendous amount of time listening to the recordings. I played the waitress, and the students had to order their food using the verb me gustaría and vocabulary from the chapter. It did not matter to me what they ordered from the options given as long as they did it correctly. They also had to use the verb preferir as I gave them a different option for their meal. Before they left,
they had to ask for the check, and each one had to insist on paying the check. I believe this activity gave the students the understanding that in Mexico they have to ask for the check as opposed to the United States where they bring the check quickly at the end of the meal. This also allowed them to show their ability to conjugate the verb preferir and to use me gustaría. The students thoroughly enjoyed the activity, and were very eager to do the assessment because as soon as I took their order, they could serve themselves tacos al pastor, Mexican rice and agua de sandia. Results of this assessment are shown in Figure 5.

Figure 5. Results of Role Play of Ordering in a Restaurant

The mean score for this assessment was .91 and the standard deviation = .22. This chart demonstrates that only one student did not meet the objective at the 75% level and that one student was absent. This assessment was one of the most successful ones of the unit because the students put forth more effort because they got to eat as soon as they placed their order.

In order to assess Objective 6, my students created a mini-drama of a situation including a cultural perspective, commands, direct object pronouns and vocabulary from the chapter. I
wish I could have recorded some of their mini-dramas because they were so authentic and so culturally accurate and included extensive vocabulary. I did the assessment of the groups using the rubric given by the district. All the students had to have a speaking part. Results of this assessment are shown in Figure 6.

*Figure 6. Results of Mini-Drama Assessment*

The mean score for this activity was .86 and the standard deviation = .30. Besides the two students who were not assessed, everybody in the class reached the objective.

The assessment for Objective 7 was the creation of a weekly menu in which the students demonstrate their understanding of the Mexican motto, Mexican foods and vocabulary. They had to use illustrations and they had to have it organized by day. Results of this assessment are shown in Figure 7.
The mean score for the menu was .55 and the standard deviation was .40. The data for this assignment are inconclusive because seven students did not turn in the assignment. As a matter of fact, I had to go back at the end of the school year and add the menus that were handed in at the end of the term. I included the results that the students would have received had they turn in the assignment on time.

For the assessment for Objective 8, the district’s assessment, the students had to comment on a blog. They had to write about their favorite restaurants and express what foods they liked and did not like. I used the rubric given by the district, but I included my addition of task completion to the rubric. The students were given a scenario, and they were to respond appropriately. Results are shown in Figure 8.
The mean score for the blog was .58 and the standard deviation was .37. Once again the number of students who did not do the assignment makes it impossible to collect accurate data, but of the students who did the assignment we can see that all but one met the objective at the 75% level. One student got 50% because he does not care very much about his grades. He does the same in other classes.

The unit test at the end of the unit assessed multiple objectives:

1. Compare and contrast the traditional Mexican breakfasts with the traditional American breakfasts

2. Be able to use direct object pronouns in sentences

3. Be able to use the imperative form

4. Be able to name some of the indigenous foods of Mexico and the role of the tortilla in *la comida*

5. Be able to order at a restaurant

6. Be able to act out a Mexican practice related to food.

7. Be able to incorporate the Spanish proverb into meal planning

8. Be able to express opinions about which foods they like and don’t like
At the end of the unit, students had one day to review in class. We made a study guide that included all of the objectives for the chapter. Some students were absent, and did not get to do the study guide. As a result, students’ scores on the unit test were quite spread out. I believe that a combination of circumstances is the reason for such low scores for 14 of my students. Some of these circumstances are: choir and orchestra tour during the unit, illness, deaths in the family, and just plain indifference towards school (see Figure 9).

*Figure 9. Students’ Scores on Unit Test*

![Unit Test Scores Chart](chart.png)

The mean score was .52 and the standard deviation = 36. At the time when I collected the data, there were five students who had not taken the test. The test was administered when the choir and orchestra were on tour; therefore, some of my more advanced students were absent. At the end of the term, they came to make up the test, but those scores are not included in the results chart. According to the results only ten of my students reached the objective.

**Analysis of Student Learning**

My objective for this unit was to help my students learn the grammatical and cultural content. I was aware that not all of my students would learn 100% of the material; therefore, I set the goal to help them reach at least 75% on each objective. The pie chart in Figure 10 shows...
the number of students who reached the 75% goal for the unit objectives, as measured by the unit’s exam.

*Figure 10. Students’ Performance on Unit Exam*

![Students' Scores](image)

For the most part, the students who did the activities and assignments met the objectives, but there were a few who did not meet the objectives because of reasons that had nothing to do with my teaching. For example, I had a student who lost two grandparents this term. She had to travel to California for the funerals, and she was distraught because she had to go through the stages of grief. I had a student who had surgery during this term, so he was absent for half of the term. I also have a student in this particular class who is in one of the sports teams who had a winning streak and had to miss class several times. The choir also had their yearly tour during this time, and it affected attendance in my classroom. The low scores on some assignments can be attributed to the fact that the students did not do the assignment at all. It does not necessarily mean the students did not know the content. The test at the end of the unit gave students the opportunity to demonstrate their abilities, but some of them did not perform to their ability. I
know for a fact they know the material because they answered correctly during informal assessments, yet they got it wrong on the test. I cannot figure out why this happened.

I was very disappointed with some of my students’ performance because I know they have the potential to do much better. I guess one of the main reasons why students do not seem to perform at a higher level is the fact that absences create late work. I have noticed that when students have to make up work, they do not do as well as when they are in the classroom. I have a rule that all work has to be turned in within a week of the absence, but at Pleasant Grove High School, failing is not an option. We have to do everything in our power to help students pass all of their classes. I can take points off the assignments when they are turned in extremely late, but we cannot reject late work when the student is failing. I can see how it is in the students’ best interest to do that, but at the same time it is very difficult for the teacher to keep accepting late assignments. As I was collecting data to do this analysis, the biggest problem I faced was the fact that many of the assignments had not been turned in. As a matter of fact, the final project for the unit was not included in the results pie chart because so few students turned it in on time that I could not collect accurate data.

Analysis of the Successes and Failures of Unit Activities

In this section I would like to give a report of the success and failure of some of the activities in this unit. One of the most successful activities in this unit was the first lesson. It started very well by doing a survey of what the students eat for breakfast during the week and on the weekends. I think the students had the time to contemplate how their eating habits regarding breakfast changes on the weekends. This was a good introduction to the traditional breakfast foods we only eat on the weekends in Mexico. The students were very excited to learn about traditional foods, and they were very interested in breakfast presentation and the commercial
they watched. They made very positive comments about the different foods from Mexico. They were able to compare the traditional breakfast foods of the United States and Mexico. I think the main reason why this lesson was successful was that the lesson had a logical sequence.

Another successful activity was the *la merienda* lesson. The learning centers were a good way for my students to get acquainted with the concept of *la merienda* through different activities. Students really enjoyed the interpersonal communication activity where they had to accept or decline an invitation to eat at a native’s house. One possible reason for the success of this activity was that they got to eat *pan dulce* with *chocolate abuelita*. This extrinsic motivation was what my students needed to put forth more effort.

The third successful activity was the introduction to *la comida* lesson. I showed them a series of pictures of schedules for different businesses in Mexico. The students wrote down the opening and closing times on a sheet I had prepared for them. After the students write down the information for all the schedules, they had to talk to their table partners and come up with one thing the schedules had in common. After they came up with a thing in common, they had to come up with three theories as to why businesses close in the middle of the day for several hours. The students were fascinated with the startling differences in work schedules between Mexico and the United States. I think this activity gave the students the opportunity to use higher level thinking to come up with reasons why the business schedules are different than in the United States.

Along with the successful activities, I also had my share of unsuccessful activities. One of them was the activity of giving instructions to the maid. I thought it would be a good way to practice commands while learning about the Latin tradition for middle class families to have a maid. The students had done a worksheet to practice commands, and they all did very well, yet
when it came time to write down the instructions in the imperative, they seemed lost. I had modeled the activity, so I thought they would be able to do the task, but I was wrong. I think one of the reasons why this activity was not successful was that we were in a rush to finish the lesson because the class period was almost over.

Another failed activity was the activity where students had to write the ingredients to one of recipe of one of the Latin dishes in the presentation, and then they had to tell their table partners what they needed for the recipe using direct object pronouns. I think this activity simply lacked authenticity. I felt it was not something my students would have to do if they were in Mexico staying with a Mexican family.

This chapter has reported on student learning outcomes for each of the eight learning objectives for the unit. Chapter 5 will discuss the decisions I made while teaching and the ways in which I modified individual activities to meet my students’ needs. It will also include an overall reflection on the success of the unit and the resulting implications for instruction and for my own professional development as a teacher.
CHAPTER 5

DISCUSSION AND IMPLICATIONS

Instructional Decision-Making

I have the privilege of teaching five Spanish 1 classes, so I get the chance to improve my lesson plans whenever I think they need improvement as I progress during the day. I have three Spanish 1 classes on A days and two on B days. By the time I get to teach B2, I have improved the lesson to the point that I think works best. One of the problems with this scenario is the fact that my B2 class is a challenging class because I have several students who take a lot of energy to control and to keep on task; therefore, it is difficult to determine if the lesson plans were more effective.

While I was teaching this unit, I tried to prepare ahead of time the worksheets and study guides my students would need, but when I was teaching the la comida lesson, my students seemed a little lost. I had assigned the students to convert verbs to commands and combined them with words from the vocabulary in order to give instructions to the maid on what she had to do to fix the main meal. The students already knew how to conjugate informal commands, yet they really struggled to perform the task, so during my lunch time I created a short worksheet to guide the students through the task. I described the scenario and included some blank lines where they could write their instructions. I believe the students needed a little time to go through the process of conjugating the verbs in the imperative on paper before they felt confident to do the oral practice. The classes that had the worksheet in preparation for the task seemed more comfortable with the assignment.
I had several instances like the one I described above where I did not anticipate what the challenges for my students would be. I also had to change some of the requirements because I did not anticipate how long it would take to do all the activities.

One of the main adjustments I had to make was not assigning homework because it took the whole class period to finish the assignments and activities in class so that there was no time left to assign and explain the homework for the day. It seemed a little challenging to have the continuance from one day to the next. I did not expect it to be so complicated because I had planned a day after each culture lesson plan to work on grammatical structures and do additional oral practice. As a matter of fact, I gave my A1 class a survey to find out their opinion of the unit, and one of their comments was that we went too fast. I don’t think I can spend more days on this specific unit since we barely have time to spend four weeks on each unit in order to accomplish the eight units the district mandates.

For the short clip of an interview, I had already planned on guiding the students while watching the video. This is something I usually do. We watch a segment, and I pause the movie to check for understanding. It helps the students to stay focused because they know that whatever they do not understand I will clarify during the pause. I included as part of the breakfast lesson, an interview of a dietitian from Mexico who explains why Mexico is the number one country in obesity. The interview is meant to be for native Spanish speakers; however, the images they showed helped my students understand the message. During the video, I also wrote statistics on the board and paused the movie in order to have a discussion about the problems we have with overeating and the lack of exercise. The students were very enthusiastic, and they were very interested in learning how the Spanish proverb: Desayuna como rey, come como príncipe, y cena como mendigo can prevent obesity. I believe this was the most
successful lesson because I planned ahead where I had to pause the movie and the information I
needed to write on the board in order for students to understand what the interview was about. I
did not notice any problems while I was teaching this lesson. Now that I have to look back and
evaluate how the lesson went, I realize I should have had something for them to write in order to
keep track of the facts I wanted them to remember, which brings me back to the idea I had
towards the end of the unit to keep a unit journal. The journal would help the students to keep
track of the grammar and cultural concepts they need to learn in this unit. I will consider using
one next year.

Another problem I did not anticipate was the fact that there are always students who are
absent. I seldom have a day when I have all my students in class. As I developed the lesson
plans, I did not plan on what my students would do to fulfill the assignments if they were absent.
It just happened that I taught this unit while the choir and orchestra were on tour, so several of
my students were absent for two or three days. This was a difficult challenge because some of
the cultural experiences could not be duplicated. After I realized I did not have make up
assignments, I decided to do a make-up session during advisory. I wrote the announcement on
the board a few days before it was meant to take place in order to give students plenty of time to
prepare. The center activities were easy to make up because they could do the assignments on
their own. They did have to come to my room to watch the merienda videos on the tablets. The
only center they could not make-up was the center where they had to accept or refuse an
invitation to eat at a native’s house where they eat pan dulce with chocolate caliente because of
the inconvenience it represents.
Reflection and Self-Evaluation

Evaluation of Materials

I am quite satisfied with most of the materials I used for this unit. The videos were extremely effective to illustrate the cultural products or practices I wanted students to learn about. It is difficult to explain with words what a Mexican mercado is like, but watching a short video of La Merced in Mexico City was very effective. It was very clear to see how the Mexican shopping bag is part of our shopping at a mercado experience.

The worksheets I prepared were very useful in guiding the students while they watch the videos or in order to keep track of their task. I learned they need something to write while going through the lesson in order to help them stay focused.

The activity centers were probably the most effective activities in the unit. I think it is because students know they only have 12 minutes to perform each task. I also like the fact that activity centers gave students the opportunity to practice cooperative learning. They seem to do very well talking through something that might be a little difficult to understand, like the reading about foods native to Mexico. The reading about foods native to Mexico was a little difficult to understand, but I watch them work together to create meaning, and they were very successful.

I do have some students who struggled because of some of the materials I used in the unit. It is mainly my underachievers that struggled because when they heard the videos, which are for native speakers, they became discouraged and did not even try to understand. I noticed some of them just tuned off the video. They did not go to sleep because I do not allow my students to put their heads on their desk, but if I did, I am sure about five of my students would have gone to sleep because they were not willing to try.
Implications for Materials Development

For the la merienda lesson, I had the students watch three short videos of three different recipes for meriendas: mantecadas, gorditas de nata y picatostes in order for them to become familiar with some of the most popular foods for la merienda. They had a short worksheet where they had to mark some things they heard in the videos, for example, if it had certain ingredients, or if it was fried, or if it was something they would like to sample. At the time of the assessment, the menu for the week, very few students mentioned the meriendas they learned about. They all remembered pan dulce because they ate pan dulce with chocolate caliente. So, as I thought about how I can change things in the future so students remember some more details of the lessons, I had the idea that students should keep a chapter journal. I will definitely have to cut a little from the lesson in order for them to write in their journal. I believe keeping a journal will help the students go back to their entries for the day and find information to help them complete the final project since one of the problems was that they did not remember the names of those foods.

Implications for Personal Professional Improvement

After contemplating how this unit went, I realize I have to improve in certain areas. One of these areas is the inclusion of more meaningful oral activities. One of the ways I plan on improving is by attending at least one language conference every year since they offer a variety of workshops in which the goal is to help students communicate in the target language.

I also realized that teaching this unit was easier for me because I am a native of Mexico and the chapter focused on Mexico; however, I do not have the knowledge or the experience to teach culture more in depth when it comes to the other nineteen Spanish-speaking countries. It represents a serious challenge because that means I have to look for the cultural products,
practices and perspectives of these countries in relation to the topic of each chapter. Unfortunately, there are no culture classes for each country at universities where we could get to know the cultural products, practices and perspectives from each Spanish-speaking country. By good fortune, there are only eight chapters covered in each level; therefore, I only have to focus on gathering information for eight countries. I happen to have friends from every Spanish-speaking country included in Level 1. I will have to do research, and I will have to conduct ethnographic interviews of as many people as I can from each country.

Personal Reflection

I thoroughly enjoyed creating lesson plans and preparing materials for this unit. There are so many products, practices and perspectives we can share about the Mexican culture related to food that it was very difficult to limit the information for each lesson. Most of my students told me it was their favorite unit. I wish I did not have to include the section mandated by the district because I had other ideas I wanted to implement; however, I believe my students learned more about the cultural products, practices and perspectives related to food and meals from Mexico than they have in other units. They demonstrated that knowledge in the conversations they had with their classmates. I learned that it is possible to include activities that might be challenging, but if they are well-scaffolded, they can be very successful.

Future Directions

If someone were to continue with the unit I have created, I would recommend doing a unit comparing the foods from different regions of Mexico. Mexico is so rich in culture and traditions. Every region has its own particular foods. Mexico City alone could take a whole unit to cover the extremely different and varied foods they have. Another suggestion would be to develop a unit of foods for different holidays or different occasions. There is so much to cover
related to this topic that we could do a unit for each Spanish speaking country as well because we have language in common, but our foods and traditions are very unique.

Conclusions

I hope this unit will help some teachers who did not have the knowledge of some of these Mexican traditions to include more products, practices, and perspectives in their units. I hope the work I have done will help some teachers that do not have the time to create every unit from scratch. Many ideas I have used in my classroom have come from other teachers who were willing to share their work.
References


APPENDIX A

Lesson Plans

*El desayuno*

Daily shopping at *el Mercado*

*La comida*

*La merienda*

Eating out
LESSON 1: EL DESAYUNO

Standards-based Objective: Students will be able to compare traditional Mexican breakfasts with what they eat for breakfast during the week and on the weekends – The class period lasts 80 minutes.

Students will have ten minutes to use interpersonal communication to take a survey of five classmates asking what they eat for breakfast during the week and on the weekends. At their tables, they will compare their results, and they will have to make a list of the three most common breakfasts for their table. They will have to use the verb *desayunar* and vocabulary for breakfast: *jugo de* (naranja, manzana, uva), *leche*, frijoles, huevos (fritos, con chorizo, divorciados), tocino, pan (tostado, dulce), *chilaquiles*.

Assessment Task: Students will complete a Venn diagram to compare the traditional breakfasts of Mexico with the traditional breakfasts on the United States. The teacher will provide a check list in order to keep the students focused.

Context for the Lesson: The Mexican motto, presentation on Mexican breakfasts, the Mexican restaurant commercial showing traditional breakfasts, the dietitian explaining the Mexican motto will give students the information they need to compare to the traditional American breakfasts.

**Targeted Grammatical Structure:** Students will use the verb *desayunar* to express to eat breakfast.

**Key Vocabulary Words:**
1) los chilaquiles
2) los frijoles
3) los huevos (con chorizo, fritos, divorciados)
4) el jugo de *(uva, manzana, naranja)*
5) la leche
6) el pan (tostado, dulce)

Plus some vocabulary words that are cognates: el cereal, la fruta, el café.
PRE-ACTIVITY

1. Warm-up: Students will review breakfast foods with pictures and will conduct a survey of what their classmates eat for breakfast 10 min

DURING ACTIVITIES:

2. Contextualized Experience: Students will watch a commercial of a Mexican restaurant that focuses on traditional Mexican breakfasts. They will also see a presentation of traditional Mexican breakfasts eaten during the week and on the weekends 25 min

3. Focus on Meaning: Students will explore the meaning of the Mexican motto as they watch a documentary of a dietitian explaining the benefits and problems of the Mexican diet today. 15 min

4. Focus on Form: Students will explore how the meal names become -ar ending verbs in Spanish 4 min

5. Focus on Communication: Students will share with a classmate three traditional Mexican breakfasts and three traditional American breakfasts using the verb desayunar conjugated correctly 4 min

POST-ACTIVITIES

6. Closure: Students will create a Venn diagram where they will compare the traditional breakfast foods of Mexico and the United States with illustrations and captions 20 min

7. Homework: Students will look up a recipe to create a recipe card with one of the Mexican breakfasts from the presentation they are interested in learning to make 15 min
Encuesta

Nombre ________________________ clase _____ fecha ________________

Pregunta a cinco compañeros que desayunan entre semana y los fines de semana.

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<tr>
<th>Entre semana</th>
<th>Los fines de semana</th>
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¿Cuáles comidas tienen en común?

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<thead>
<tr>
<th>Entre semana</th>
<th>Los fines de semana</th>
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</tbody>
</table>
El desayuno en México y en los Estados Unidos

Estados Unidos

México

Los dos
Comparación del desayuno mexicano y americano

Checklist

There are five points possible for every category. The Venn diagram must show the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Breakfast foods that are only eaten in the United States</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>Breakfast foods that are only eaten in Mexico</td>
<td>5</td>
</tr>
<tr>
<td>Points</td>
<td>Breakfast foods that are eaten in both countries</td>
<td>5</td>
</tr>
<tr>
<td>Points</td>
<td>Drawn and colored illustrations of all foods</td>
<td>5</td>
</tr>
<tr>
<td>Points</td>
<td>The drawings must be labeled in Spanish</td>
<td>5</td>
</tr>
</tbody>
</table>

Points Possible 25 Points Earned
LESSON 2: GROCERY SHOPPING AT EL MERCADO

Standards-based Objective: Students will be able to exchange information about what they need for a specific Latin dish recipe using direct object pronouns, and they will be able to give instructions of how to make a recipe. The class period lasts 80 minutes.

Students will use the interpretive mode to listen to a presentation of traditional foods of all Spanish-speaking countries. They will also use the interpretive mode to listen to a clip of shopping at a Mexican market. They will use the presentational mode to present instructions on how to make a traditional dish from a Spanish-speaking country.

Assessment Task: Students will have to make a grocery list in Spanish of the ingredients they will need to make a traditional dish from Latin America or Spain. They will have to present a recipe to their table.

Context for the Lesson: Students will compare their family’s shopping patterns with the Mexican tradition to shop daily at the market.

Social Issue
Students will be able to compare the Mexican tradition of shopping every day at the market and their own cultural grocery shopping habits.

Culturally Authentic Materials
Video of people shopping at a Mexican market
A Mexican grocery bag.

Content from Other Disciplines
Students will compare the ingredients they use in their foods classes with the ingredients used for Latin dishes.

Targeted Grammatical Structure: Use of the verb *necesitar* with direct object pronouns

Key Vocabulary Words:
1) la carne
2) el cerdo
3) los guisantes
4) el pescado
5) el pollo
6) el queso
7) las zanahorias
PRE-ACTIVITY

1. Warm-up: Students will watch a short video of a Mexican market and a Spanish market. They will write down the prices of some of the produce 10 min.

2. Contextualized Experience: Students will watch a presentation of Latin foods, and together with their table will decide on a dish they would like to learn how to make. They will use a tablet to look up the recipe. They will have to make a grocery list in Spanish of the ingredients they need. They will also have to watch a YouTube video to learn how to make the dish. 40 min.

3. Focus on Meaning: Students will make a list of ingredients to different recipes and compare ingredients of foods they eat with ingredients of the Latin dishes. They will come up with the staples of three different countries. 5 min.

4. Focus on Form: Students will have to tell their tablemates what they need, using the verb *necesitar* and direct object pronouns. 5 min.

5. Focus on Communication: Students will explain how to make a Latin dish to their table 12 min.

POST-ACTIVITIES

6. Closure: Students will share how often their parents do the grocery shopping. They will come up with theories of why many people in Mexico go to the market every day. 5 min.

7. Homework: Students will need to look at the newspaper ads or go to the grocery store to find out how much money it would take to make the recipe they chose. 15-30 min.
Use the information you received in the presentation to do the following activity.

1. Di (tell) a tus compañeros de mesa cual comida quieres hacer.
   __________________________________________________

2. Tú y tus compañeros tienen que decidir en una comida que quieren hacer.
   __________________________________________________

3. Busca (look for) en el Internet la receta (recipe) de la comida.

4. Haz (make) una lista de los ingredientes.
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

5. Di (tell) a tus compañeros un ingrediente que necesitas para la comida. Usa el complemento del objeto directo (direct object pronoun)
   Ejemplo: Necesito pollo, lo necesito para ...(name of dish)
LESSON 3: LA COMIDA

Standards-based Objective: Students will be able to use the presentational mode and the imperative to give instructions to the maid in order to prepare for dinner. They will also be able to describe the work schedule in Mexico.

Students will use the interpretive mode to exchange information about the time when they usually eat dinner. They will have to find the average time for the students at their table, and compare it with the time of the main meal in Mexico.

Assessment Task: Students will give instructions to the maid in order to get ready for dinner. They will have to use the verbs *ir*, *preparar*, *agregar*, *hacer* and *cortar*. They will write them before the oral activity, and they will turn them in at the end of class.

Context for the Lesson: Students will have the opportunity to explain the different schedules for the main meal of the day, as well as to give instructions using the imperative to replicate the common practice of having a maid in Mexico.

Social Issue
Students will be able to explain why most businesses close in the middle of the day in Mexico, and the preparation for dinner.

Culturally Authentic Materials
Students will compare a Mexican table set for *la comida* (tablecloth, an embroidered napkin and basket for the tortillas) with a table set for dinner in the United States.

Content from Other Disciplines
Sociology

Targeted Grammatical Structure:

Key Vocabulary Words:
1) a comer
2) el arroz
3) el bistec
4) las judias verdes
5) las papas al horno
6) el postre
7) la sopa de (pollo, verduras, tomate)
PRE-ACTIVITY

1. Warm-up: The students will view a slideshow of different business schedules in Mexico. They will have to come up with theories as to why businesses close in the middle of the day. 20 min.

2. Contextualized Experience: Students will view a short documentary of how tortillas are made and the role they play in the main meal of the day. 10 min.

3. Focus on Meaning: Students will compare a table set for la comida in Mexico to a table set for dinner in the United States. 5 min.

4. Focus on Form: Students will give instructions to the maid using the imperative. They will write them first, and then they will practice orally. 15 min

5. Focus on Communication: Students will ask the students at their table the time when they eat dinner. They will find the average time for their table. 5 min.

POST-ACTIVITIES

6. Closure: Exit ticket – Students will write three things they learned today concerning la comida that are different from their own culture. 5 min.

7. Homework: Students will research the origin of the tortilla. They will also have to find two other foods native to the American continent that are staples to Latin American cooking. 20 min.
Es hora de hacer la comida. Tú tienes que decir a la sirvienta que hacer. Usa los verbos preparar, hacer, cortar, agregar, e ir en el imperativo para darle (give her) instrucciones en el orden correcto.

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________
Haz una lista de 3 cosas que aprendiste (aprender) hoy de la hora de la comida en México

1. __________________________________________

2. __________________________________________

3. __________________________________________
LESSON 4: LA MERIENDA

Standards-based Objective: Students will be able to use interpersonal communication to accept or decline an invitation to eat at a native speaker’s house. The lesson was created for an 80 minute class period.

Students will accept an invitation to eat la merienda at a friend’s house who is a native speaker. They will use *ser* and *estar* to describe the food. They will also describe the sobremesa.

Assessment Task: Students will create a menu for the week based on the Mexican tradition.

Context for the Lesson: Students will use their knowledge of the Mexican culture to eat a merienda.

Social Issue
Accepting or declining an invitation to eat at a native speaker’s house

Materials Culturally Authentic
Students will sample a merienda of pan dulce

Content from Other Disciplines
Students will use skills learned in their computer technology class to work on the tables

Targeted Grammatical Structure: *Ser and estar servir* and *probar* as commands

Key Vocabulary Words:
1) los bocadillos
2) el café (con leche)
3) el chocolate caliente
4) los picatostes
5) el sándwich de …
6) las tapas
7) el té
PRE-ACTIVITY

1. Warm-up: Students will watch 2 short videos of recipes of popular foods for la merienda.

2. Contextualized Experience: Students will accept an invitation to eat la merienda at a native speaker’s house. They will sample a traditional Mexican merienda. They will also experience the Latin practice of la sobremesa.

3. Focus on Meaning: Students will compare the calories in a merienda to the calories in a traditional American meal eaten at the same hour as the merienda. They will have to list two benefits to eating a merienda instead of a heavy meal.

4. Focus on Form: Students use the verbs servir and probar as commands and Ser and estar as they complement the hostess.

5. Focus on Communication: Students will practice accepting and declining an invitation to eat at a native speaker’s house in a culturally acceptable way.

POST-ACTIVITIES

6. Closure: As a class, we will visit a blog of a woman in Uruguay to see her menu for the week.

7. Homework: Students will prepare a menu for seven days as if they were in Mexico. They must include what they have learned about the three different meals. They must make them culturally and nutritionally accurate.
Marca con una X la información que escuchas en los videos

<table>
<thead>
<tr>
<th>Video de …</th>
<th>Mantecadas</th>
<th>Gorditas de nata</th>
<th>Picatostes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comidas para la merienda</td>
<td>Se comen en México y en España</td>
<td>Se comen en México</td>
<td>Se comen en España</td>
</tr>
<tr>
<td>Parecen ricos/as</td>
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<tr>
<td>Son fritos/as</td>
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</tr>
<tr>
<td>Tienen huevos</td>
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<td></td>
</tr>
<tr>
<td>Tienen leche</td>
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<td></td>
<td></td>
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<tr>
<td>Tienen agua</td>
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</table>
La comida de dos continentes

Much of the food that is consumed around the world today is made from ingredients that came originally from the Americas. Tomatoes, chocolate, corn, chile peppers, vanilla, pears, and potatoes are some of the foods that the Spanish conquistadors presented to the kings of Europe. Read the following article in order to learn more about the history of four of these foods.

El tomate

El tomate es originalmente de México. Cuentan⁴ que cuando los exploradores llevan el tomate a Europa en el siglo XVI, nadie lo quiere comer! Por su color rojo tan fuerte, todos piensan que es una fruta venenosa. Los exploradores aseguran que lo pueden comer sin problema y la gente poco a poco empieza a probarlo².

En la actualidad⁵, el tomate es un ingrediente básico en la preparación de platos⁶ alrededor del mundo.

El chocolate: ¿para beber o comerciar?

El chocolate es original de América Central. En México, los aztecas lo usaban (used) con varios propósitos⁷. Antes del trabajo, los hombres lo tomaban (would drink it) por la mañana, hervido⁸ con miel, agua y vainilla, y otra vez, por la tarde, después de la comida. Para el Gran Moctezuma, último líder de los aztecas, el chocolate era (was) su bebida diaria y además, un elemento importante en los ritos, en las ceremonias y para comerciar⁹.

---

¹ They say ² to taste it ³ today ⁴ dishes ⁵ purposes ⁶ boiled ⁷ to trade
Se dice que el maíz empieza a cultivarse\(^1\) en América desde hace 10,000 años. Todos los miembros de la cultura maya comen maíz, desde el esclavo\(^2\) hasta el rey. El *Popol Vuh*, libro religioso de los mayas, cuenta que el hombre mismo\(^3\) se hace de\(^4\) maíz. Cuando los exploradores españoles vienen a México prueban el maíz por primera vez en forma de tortillas y tamales.

Hoy en día, el maíz constituye un 20% de las calorías consumidas mundialmente\(^5\). En Estados Unidos se produce el 45% del maíz del mundo (mucho de éste destinado al ganado\(^6\)) y en el continente de África el maíz es el grano que más se cultiva.

Los chiles, sin duda, son el ingrediente más representativo de la comida mexicana en el mundo. En México hay más de cien variedades de chiles con nombres y sabores\(^8\) diferentes. Algunos de los chiles más típicos son el serrano, el chipotle, el guajillo y el habanero, nativo de Yucatán y ¡muy picante!

Los grupos indígenas usan el chile para añadir sabor a los frijoles, las salsas, los arroces\(^9\) y los moles.\(^10\) Aunque el uso del chile no es tan popular entre los europeos, la llegada de éste a Asia cambia la cocina de la región para siempre. Hoy día se consumen más chiles en Tailandia que en cualquier otro país del mundo.

---

\(^1\) to grow \(^2\) slave \(^3\) man himself \(^4\) is made of \(^5\) worldwide \(^6\) livestock
\(^7\) world’s hot spice \(^8\) tastes \(^9\) rice dishes \(^10\) sauces

**Después de leer**

1. Al principio, ¿por qué creen los europeos que el tomate es venenoso?
2. ¿Qué usos tienen los aztecas para el chocolate?
3. ¿En qué comidas prueban los europeos el maíz?
4. ¿De qué está hecho el hombre según los mayas?
5. ¿En qué país del mundo se consume la mayor cantidad de chiles?
Nombre ___________________________ clase _____ fecha _________________

México

La comida de dos continentes

El tomate
1. Where did the tomato originate? _______________________________

2. What did people in Europe in the XVI century do when they were introduced to the tomato?
   __________________________________________________________

El chocolate
3. Who discovered chocolate _________________________________

4. When did they drink it? _________________________________

El maíz
5. How long have people in the Americas been cultivating corn?
   __________________

6. Who eats corn in the Mayan culture? _________________________________

Los chiles
7. How many varieties of chiles are there in Mexico? __________________

8. Which country consumes more chiles than any other country in the world?
   ________________________________________________
LESSON 5: EATING OUT

Standards-based Objective: Students will use the interpersonal mode of communication to order food in a restaurant. This lesson was created for an 80 minute class period.

Students will be able to express thirst, hunger, and what they want to eat at a restaurant or a taco stand.

Assessment Task: Students will videotape each other while they pretend to order at a restaurant.

Context for the Lesson: Students will suggest to their friends to go to a restaurant or a taco shop. They will have to express their preference of what they want to eat, either a hamburger or tacos.

Social Issue
Students will ask for the check at a Latin restaurant appropriately

Culturally Authentic Materials
Students will sample agua de sandía

Content from Other Disciplines
Students will use mathematical skills to compare prices of tacos in pesos to prices of hamburgers in dollars.

Targeted Grammatical Structure: me gustaría, pedir and preferir

Key Vocabulary Words:
1) las aguas frescas
2) la carne asada
3) la cebolla
4) las papas fritas
5) la piña
6) los refrescos
7) la torta de jamón
PRE-ACTIVITY

Warm-up: Students will watch a video clip of people eating tacos and aguas frescas in the streets of Mexico.

DURING ACTIVITIES: [TEXTS: An audio recording, comic strip, interview, newspaper or magazine article, poem, song, story, textbook reading, TV show, video clip, etc.]

Contextualized Experience: Students will pretend to order at a restaurant and get the check. 10 min.

Focus on Meaning: Students will watch a short video of people eating tacos de la calle

Focus on Form: Students will use the verbs me gustaría, probar and pedir as they pretend to eat at a restaurant. 10 min.

Focus on Communication: Students will take turns pretending to be a customer at a taco stand or restaurant. 10 min.

POST-ACTIVITIES

Closure: Students will use tablets to look up prices of tacos in Mexico and compare them to the prices of hamburgers in the United States. 15 min.

Homework: Students will research Mexican restaurants in their area, and they will make a list of foods they would like to sample along with their descriptions and their prices. 30 min.
<table>
<thead>
<tr>
<th>Buen provecho</th>
<th>acabo de comer, gracias</th>
<th>la sobremesa</th>
</tr>
</thead>
<tbody>
<tr>
<td>No gracias</td>
<td>la merienda</td>
<td>gustas</td>
</tr>
</tbody>
</table>

1. This is what you say when you would like to have a serving of what is being offered.  
   ______________________________________________________

2. When you fish eating a meal, you stay at the table to talk.  
   ______________________________________________________

3. When someone is eating, you would say ____________________________.

4. When you don’t want to eat what is being offered, you say  
   ______________________________________________________.

5. A light meal eaten in the evening is called _________________________.

6. When you are eating something you offer by saying __________________.
BEGINNING SPANISH – Level 1
UNIT 7: Assessment: Presentational Writing

Learning Targets

✓ I can write a description of a restaurant and its menu.
✓ I can give recommendations of what to order in a restaurant.

Proficiency Goal

Scenario 2
You are on a Spanish-language blog and several people have made posts about their favorite restaurants. You are planning to post a description of your favorite restaurants in the next couple of days sharing what they have to offer. The following questions have been answered by others in their postings:

- What kind of food is offered at each restaurant?
- What are your favorite things to order?
- What foods do and/or don’t you like?
- When do you go?
- With whom do you go?

be sure to include any other information you may want to present to make your posting interesting.

Planning/Outline

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

75
Level 1: Presentational Writing Rubric

Name:  
Class:  
Date:  
Unit:  
Objectives:  

End of Year Target: Novice Mid  

I can interact, with help, using words, phrases, and memorized expressions. I can answer simple questions on very familiar topics.

<table>
<thead>
<tr>
<th></th>
<th>4- Mastery Exceeds Expectations</th>
<th>3- Developing Meets Expectations</th>
<th>2- Emerging Approaching Expectations</th>
<th>1- Exploring Below Expectations</th>
<th>Score / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensibility</td>
<td>Fully understandable with some errors that do not impede comprehensibility</td>
<td>Generally understood by sympathetic readers (like teacher)</td>
<td>Partially understandable with errors that force interpretation</td>
<td>Minimally or not comprehensible (Even by a sympathetic reader)</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Language Use (Vocabulary, Expressions)</td>
<td>Extensive unit vocabulary and memorized expressions.</td>
<td>Adequate unit vocabulary and some memorized expressions.</td>
<td>Some unit vocabulary and memorized expressions.</td>
<td>Minimal unit vocabulary and memorized expressions.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Structure / Accuracy</td>
<td>Excellent control of unit structures, few or no mistakes</td>
<td>General control of unit structures, some mistakes</td>
<td>Limited control of unit structures, several mistakes</td>
<td>No control of unit structures, many mistakes</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Spelling and Punctuation</td>
<td>Few or no mistakes</td>
<td>Some mistakes</td>
<td>Several mistakes</td>
<td>Incomprehensible</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>Student wrote in complete sentences.</td>
<td>Student wrote mostly in complete sentences</td>
<td>Student wrote in broken sentences</td>
<td>Student wrote in one or two word phrases.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Task Completion</td>
<td>Fully completes the task</td>
<td>Completes 75% of the task</td>
<td>Partially completes the task</td>
<td>Did not complete the task</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Total out of 24
# Level 1 Interpersonal/Presentational Speaking Rubric

**Name:** __________________________  **Class:** __________  **Date:** ________________  **Unit:** __________

**Objectives:**

End of Year Target: Novice Mid I can interact, with help, using words, phrases, and memorized expressions. I can answer simple questions on very familiar topics.

<table>
<thead>
<tr>
<th></th>
<th>4- Mastery Exceeds Expectations</th>
<th>3- Developing Meets Expectations</th>
<th>2- Emerging Approaching Expectations</th>
<th>1- Exploring Below Expectations</th>
<th>Score / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensibility &amp; Pronunciation</td>
<td>Fully understandable with some errors that do not impede comprehensibility</td>
<td>Generally understood by sympathetic listeners (i.e., teacher)</td>
<td>Partially understandable with errors that force interpretation</td>
<td>Minimally or not comprehensible (Even by a sympathetic listener)</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Language Use (Vocabulary, Expressions, Gestures)</td>
<td>Extensive unit vocabulary and memorized expressions.</td>
<td>Adequate unit vocabulary and some memorized expressions.</td>
<td>Some unit vocabulary and memorized expressions.</td>
<td>Minimal unit vocabulary and memorized expressions.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Structure / Accuracy</td>
<td>Excellent control of unit structures, few or no mistakes.</td>
<td>General control of unit structures, some mistakes.</td>
<td>Limited control of unit structures, several mistakes.</td>
<td>No control of unit structures, many mistakes.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Fluency (Rate or Speed of Speech)</td>
<td>Spoke with ease.</td>
<td>Occasional awkward pauses.</td>
<td>Paused often.</td>
<td>Paused more than they spoke.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>Student spoke in complete sentences.</td>
<td>Student spoke mostly in complete sentences.</td>
<td>Student spoke in broken sentences.</td>
<td>Student spoke in one or two word phrases.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Task Completion</td>
<td>Completed the task.</td>
<td>Completed 75% of the task.</td>
<td>Partially completed the task.</td>
<td>Did not address the task.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

**Total of 24**

**Notes:**
Fill in the blank with the correct vocabulary word from the word bank
1. Yo como cereal con _________________.
2. Ana corta el pollo con _________________.
3. Nosotros bebemos refresco en _________________.
4. Yo sirvo la sopa en _________________.
5. Yo sirvo el bistec con papas al horno y ensalada en _________________.
6. Yo me limpio la boca con _________________.
7. Tú comes ensalada con _________________.

Your family has a new sirvienta working at your house. You need to give her instructions in Spanish to make the main meal (it’s not called lunch). If you can, also put the instructions in the correct sequence (be aware of irregular verbs).

añadir          cortar          calentar(e→ie)          preparar          hacer

8. ________________________ Make soup
9. ________________________ Cut the vegetables
10. _______________________ Prepare the main meal
11. _______________________ Add the ingredients
12. _______________________ Heat the water

Use direct object pronouns instead of the objects in the following sentences. Look at the model.

Ana sirve la cena → Ana la sirve.

13. Juan come zanahorias. _______________________
14. Pedro quiere comer bistec. _______________________
15. Yo hago la cena. _______________________
16. Ellos quieren probar el postre _______________________
17. Nosotros bebemos refrescos _______________________
Put three meals in order according to the Mexican motto

18. ________________________    el almuerzo
19. ________________________    la cena
20. ________________________    el desayuno
     la merienda
     la comida

Your younger brother never listens to you the first time. You always have to tell him a second time to do things. Please fill in the blanks with the commands for your younger brother.

21. Eat your breakfast ________________________________.
22. Eat it now ____________________________________.
23. Drink the milk ________________________________.
24. Drink it ______________________________________.
25. Make a sandwich (with French bread) ________________________.
26. Make it. ________________________________

Conjugate the verbs desayunar, almorzar (o→ue), comer, cenar and merendar (e→ie) to say at what time you eat each meal.

27. ________________________________
28. ________________________________
29. ________________________________

Cultura de México

30. Mexico City is the capital of Mexico. What do we call it in Mexico?
   ________________________________

31. The main meal of the day in Mexico is between ______________ o’clock.
32. ________________________________ is the traditional birthday food of Mexico.
33. The ________________ invented the chocolate.
34. Businesses in Mexico close in the middle of the day in order to
   ____________________________________________________.

Many Mexican people go to the market every day because
   ____________________________________________________.
APPENDIX B

Samples of Student Assessments
En EEUU desayunamos:
- Frutas
- Tocino
- Hotcakes
- Ortigas
- Naranja
- Huevos rancheros

En México desayunan:
- Menudo
- Barbacoa
- Pan Dulce
- Cereales
BEGINNING SPANISH – Level 1
UNIT 7: Assessment: Presentational Writing

Learning Targets

- I can write a description of a restaurant and its menu.
- I can give recommendations of what to order in a restaurant.

Proficiency Goal

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- What kind of food is offered at each restaurant?
- What are your favorite things to order?
- What foods do and/or don’t you like?
- When do you go?
- With whom do you go?

Be sure to include any other information you may want to present to make your posting interesting.

Planning/Outline

El tomate

1. Where did the tomato originate? **Mexico**

2. What did people in Europe in the XVI century do when they were introduced to the tomato? **No one wanted to eat it**

El chocolate

3. Who discovered chocolate **Aztecs**

4. When did they drink it? **Morning, after eating**

El maíz

5. How long have people in the Americas been cultivating corn? **10,000 years**

6. Who eats corn in the Mayan culture? **Everyone**

Los chiles

7. How many varieties of chiles are there in Mexico? **More than 100**

8. Which country consumes more chiles than any other country in the world? **Thailand**
Chapter 6 Test

Nombre: ____________________________ Clase: __________ Fecha: __________

<table>
<thead>
<tr>
<th>La cuchara</th>
<th>el cuchillo</th>
<th>el plato</th>
<th>el vaso</th>
</tr>
</thead>
<tbody>
<tr>
<td>El tenedor</td>
<td>la servilleta</td>
<td>el plato hondo</td>
<td></td>
</tr>
</tbody>
</table>

Fill in the blank with the correct vocabulary word from the word bank

1. Yo como cereal con ____________.
2. Ana corta el pollo con ____________.
3. Nosotros bebemos refresco en _________.
4. Yo sirvo la sopa en ____________.
5. Yo sirvo el bistec con papas al horno y ensalada en ____________.
6. Yo me limpio la boca con ____________.
7. Tú comes ensalada con ____________.

Your family has a new sirvienta working at your house. You need to give her instructions in Spanish to make the main meal (it’s not called lunch). If you can, also put the instructions in the correct sequence (be aware of irregular verbs).

añadir  | cortar  | calentar(e→ie)  | preparar  | hacer

8. ¡Haz la sopa! Make soup
9. ¡Corta las verduras! Cut the vegetables
10. ¡Prepara la comida! Prepare the main meal
11. ¡Añade los ingredientes! Add the ingredients
12. ¡Calienta el agua! Heat the water

Use direct object pronouns instead of the objects in the following sentences. Look at the model.

Ana sirve la cena → Ana la sirve.

13. Juan come zanahorias. ____________
14. Pedro quiere comer bistec. ____________
15. Yo hago la cena. ____________

84
16. Ellos quieren probar el postre  **Ellos lo quieren probar (Ellos quieren probar)***
17. Nosotros bebemos refrescos  **Bebemos los refrescos**

**Put three meals in order according to the Mexican motto**

18. el desayuno  **el almuerzo**
19. la comida  **la cena**
20. la merienda  **el desayuno**
   **la merienda**
   **la comida**

**Your younger brother never listens to you the first time. You always have to tell him a second time to do things. Please fill in the blanks with the commands for your younger brother.**

21. Eat your breakfast  **desayuna tu desayuno**.
22. Eat it now  **Desayunalo ahora**.
23. Drink the milk  **Bebe el leche**.
24. Drink it  **Bebe el**.
25. Make a sandwich (with french bread)  **Haz una torta**.
26. Make it  **Hazla**.

**Use the verbs desayunar, almorzar (o→ue), comer, cenar and merendar (e→ie) to say at what time you eat each meal.**

27. yo desayuno a las 10:00  
28. yo como a las 2:00  
29. yo meriendo a las 6:00  

**Cultura de México**

30. Mexico City is the capital of Mexico. What do we call it in Mexico?

31. The main meal of the day in Mexico is between  **2 and 3** o’clock.
32. **Mole** is the traditional birthday food of Mexico.
33. The **Mexicans** invented the chocolate.
34. Businesses in Mexico close in the middle of the day in order to **eat the main meal of the day**.
35. Many Mexican people go to the market every day because **they want to eat the food fresh**.