

Estereotipos de la Comida Hispana

Examining Stereotypes in Hispanic Cuisine

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Grade Level	9th – 12th Grade	**Time Frame**	120 minutes
Subject	World Language	**Duration**	2-3 period
Course	World Language		

Essential Question

What are stereotypes, and how does learning about other cultures affect our perception of others?

Summary

Students will define “stereotype.” After doing so, they will share stereotypes they have regarding Hispanic food, watch a few videos that will explain or dispel those stereotypes, and come to a consensus on whether stereotypes are useful. When they have finished the discussion, they will construct a Hispanic dinner menu in Spanish that describes their selections.

Snapshot

Engage

Students anticipate learning by completing a Collective Brain Dump about stereotypes.

Explore

Students discuss Hispanic food using the I Think / We Think strategy.

Explain

Students will use a curated Waklet list of videos to learn about Hispanic foods/customs from different countries/territories.

Extend

Students revisit previous Sticky Bar ideas by citing evidence about Hispanic cuisine to modify previously held notions.

Evaluate

Students design a menu for a Hispanic meal they would serve to their friends.

Standards

Oklahoma Academic Standards (High School)

1: Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
1.2: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
2: Culture: Interact with Cultural Competence and Understanding
2.1: Relating Cultural Practices to Perspectives: Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
2.2: Relating Cultural Products to Perspectives: Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Attachments

- Hispanic Menu (lvl 1)—Estereotipos de la Comida Hispana - Spanish.docx
- Hispanic Menu (lvl 1)—Estereotipos de la Comida Hispana - Spanish.pdf
- Hispanic Menu (lvl 1)—Estereotipos de la Comida Hispana.docx
- Hispanic Menu (lvl 1)—Estereotipos de la Comida Hispana.pdf
- Hispanic Menu (lvl 2)—Estereotipos de la Comida Hispana - Spanish.docx
- Hispanic Menu (lvl 2)—Estereotipos de la Comida Hispana - Spanish.pdf
- Hispanic Menu (lvl 2)—Estereotipos de la Comida Hispana.docx
- Hispanic Menu (lvl 2)—Estereotipos de la Comida Hispana.pdf
- I Think, We Think—Esterotipos de la Comida Hispana - Spanish.docx
- I Think, We Think—Esterotipos de la Comida Hispana - Spanish.pdf
- I Think, We Think—Esterotipos de la Comida Hispana.docx
- I Think, We Think—Esterotipos de la Comida Hispana.pdf
- Lesson Slides—Estereotipos de la Comida Hispana - Spanish.pptx
- Lesson Slides—Estereotipos sobre la comida hispana.pptx

Materials

- Lesson Slides (attached)
- Smart Board
- I Think / We Think handout (attached; one per student)
- Hispanic Menu (lvl 1) handout (attached, 1 per student)
- Hispanic Menu (lvl 2) handout (attached, 1 per student)
- 3 different color sticky notes (1 set of different colored note per student)
- Headphones (one per student)
- Internet-connected devices for each student, such as a tablet or phone
- Poster Paper (one per student pair)
- Poster Markers (two per student pair)
- Pencils or pens

10 minutes

Engage

Teacher's Note: Stereotypes

This lesson deals with the idea of stereotypes, or “a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, preconceived attitude, or uncritical judgment.” This lesson should therefore be taught with a high degree of sensitivity and awareness of your own classroom dynamics.

Teacher's Note: Mentimeter Set-up

Mentimeter is an online tool that allows teachers to gather data from their students and display it in different configurations in real time. K20 LEARN has a Tech Tool for Mentimeter with setup instructions available here. Choose the "word cloud" option when creating your Mentimeter. Be sure to add the link or QR code to **slide 5** in preparation.

Use the attached **Lesson Slides** to guide the presentation. Show **slides 2-4** to introduce the topic, essential questions, and learning objectives. Display **slide 5** and introduce the Collective Brain Dump instructional strategy and the Mentimeter tech tool.

Allow students about one minute to enter their answers to the question: “What are stereotypes?” Minimize Lesson Slides and have the Mentimeter word cloud displayed so students can see their answers populate on the screen as they are submitted. Highlight a few of the largest words, and ask students why they think that was a common answer.

25 minutes

Explore

Transition to **slide 6** and introduce the I Think, We Think instructional strategy. Distribute the **I Think, We Think** handout to all students. Have students fill out the T-Chart where the left column is what they think on their own about the following questions: “What are some characteristics of Hispanic food?” and “What kinds of foods do you think Hispanic people like to eat?”

After giving them ample time to do so, let students discuss in small groups and fill out the “We Think” portion of the handout answering the same questions but as a group. If there is sufficient time, let a few groups share out and have a short class discussion.

Using the pre-selected five countries and one territory—Cuba, Spain, Mexico, Columbia, Argentina, Puerto Rico—assign each student a different country or territory. Have students write down their assigned country/territory and inform them that they will begin class tomorrow in their pairs learning more about Hispanic food/customs.

Teacher's Note: Country/Territory Assignments

Ensure that students are assigned in such a way that they are Elbow Partners with someone who has a different country/territory than they do. If there is an odd number of students, you will have to have one group of three OR partner with a student yourself using a different country/territory.

We recommend ending Day 1 instruction here; however, if you have additional class time, you can spend a few minutes reviewing vocabulary for culinary items and essential restaurant phrases.

40 minutes

Explain

Teacher's Note: Preparing the Lesson

Create the bar graph for the Sticky Bars activity in a central location that provides enough space for the six countries/territories plus the students' notes times three. In lieu of three colors of sticky notes, students could answer in ink, pencil, & marker.

Use the picture below as a modeling agent.



Pass out one colored sticky note to all students and display **slide 7**. Using the same color sticky note, each student answers the prompt: *What is one stereotype you can identify about the food of this country?* Using the Sticky Bars instructional strategy, have students place their sticky note answers in the appropriate spot in the classroom. Instruct students to read through the answers provided and see if there are any patterns or common themes. Regroup the sticky notes as needed to align common answers.

Display **slide 8** and walk students through the steps to access the provided Wakelet tech tool. Have students watch the Wakelet curated video(s) of their country/territory. Encourage them to take notes as they learn about their country/territory.

Afterwards, move to **slide 9** and have students pair up with someone who has a different country/territory and create one group Double Bubble Map as a way to compare and contrast the two countries' food/customs. Tell students this information will also be useful when they create their menus later on. Pass out the poster paper and markers—one per pair. Give students enough time to discuss and complete their maps.

Teacher's Note: Using Wakelet

We have already provided a pre-set Wakelet for your use in this lesson; however, if you wish to add any other resources you will need to create your own using a separate account.

10 minutes

Extend

Pass out a different colored sticky note than the first to each student and display **slide 10**. They should reflect back on previous class discussion about the Sticky Bars and answer the new prompt: *What was one stereotype about Hispanic food that wasn't true?* Again, they place these next to a sticky note already on the bar graph. Discuss some of their responses.

Pass out another different colored sticky note to all students and display **slide 11**. Have each student answer the prompt: *What is the most unique thing you saw in your video?* Have students place this note somewhere in the column of their assigned country/territory.

Look over students' pre- and post-sticky notes and facilitate classroom discussions.

Teacher's Note: Stereotypes

It's okay if students' stereotypes about their country's food didn't change. However, if it shifted negatively (i.e. "They eat a lot of seafood in Cuba, and I'm allergic to seafood") then try to realign their way of thinking with some of the following suggestions:

Do you like everything the same as your friend? Why do you think different people like different things?

This part of their culture may seem strange to you, but what is something positive that you learned about their culture/food?

We suggest ending Day 2 of instruction here.

35 minutes

Evaluate

Teacher's Note: Multiple Levels of Handouts

There are two versions of the attached **Hispanic Menu** handout provided. One is a graphic organizer intended for Spanish lvl 1 students, while the other is a writing prompt intended for Spanish lvl 2 students. As different classes move at different paces, feel free to use either handout based upon your students' needs, but ensure that every student in the class gets the same handout.

Display **slide 12** and distribute the attached **Hispanic Menu** handout. Read through the instructions with students and answer any clarifying questions. Tell students they are welcome to use internet searches to help find additional information to complete the assignment as needed.

Level 1 students: Instruct students to use the attached **Hispanic Menu (lvl 1)** graphic organizer provided to plan their meal based on their assigned country/territory. Students should construct their answers in the main course box using full sentences in Spanish. The rest of the boxes can be completed as short answers. Once they have completed this, have students design a menu using their answers on the back of the handout.

Level 2 students: Instruct students to write a plan for a meal that represents their assigned country/territory on the front of the attached **Hispanic Menu (lvl 2)** handout in Spanish and then use the back to design their menu. Remind students that they will have to explain their reasoning for their selections.

Allow students the remainder of the allotted time to work on this along with some time the next class period to finish if necessary.

Resources

- K20 Center. (n.d.). Collective brain dump. Strategies. https://learn.k20center.ou.edu/strategy/111
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- Merriam-Webster. (n.d.). Stereotype. Merriam-Webster.com Dictionary. Retrieved March 16, 2023, from https://www.merriam-webster.com/dictionary/stereotype
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- Teacher Catalina. (2023a, February 15). Colombia vlog - how do Colombians drink hot chocolate? cultural video. YouTube. https://youtu.be/MsKj5f11nYg
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- Wolters World. (2020, April 4). What to eat in Argentina (it’s more than just steak). YouTube. https://youtu.be/5dPLxcondKI