

## **Foods that Came to the New World from the Old World**

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## **Caribbean Diversity Brevard Public Schools**

**Title:** Foods that came to the New World from the Old World via the Caribbean

**Overview:** Students will study/research the geographical origins of common foods now shared by the Old World and the New World.

**Time Required:** 2 weeks – Non-block schedule

### **Target Audiences:**

**SS:** 7<sup>th</sup> grade World Cultures

**WL:** Spanish I

### **Materials required:**

**SS:** World Cultures & Geography – Eastern Hemisphere by McDougal Littell, Internet access, Voice Thread, Power Point, paper, pencil, colored pencils

**WL:** Realidades by Prentice Hall (Chapter 3B), Internet access, Voice Thread, paper, pencil, colored pencils

### **Cross-curricular connections:**

**SS:** Geography, Spanish

**WL:** Geography, History, Science

### **Lesson objectives and SSS:**

**SS:**

1. Research and list contributions made by Old World cultures to the cuisine of Caribbean societies
2. Know the country of origin of the food
3. Learn the physical geography of the Caribbean using GoogleEarth ([www.earth.google.com](http://www.earth.google.com))

**SS.A.2.3.1** Understands how language, ideas and institutions of one culture can influence other cultures (e.g. through trade, exploration and immigration)

**SS.A.2.3.4** Understands the impact of geographical factors on the historical development of civilizations

**WL:**

1. Demonstrate knowledge and ability to use the vocabulary of the shared cuisine of the Caribbean
2. Categorize the foods into the food pyramid introduced in Chapter 3B
3. Analyze the food pyramid and divide the new foods into one of two groups: good for one's health or bad for one's health
4. Learn the physical geography of the Spanish-speaking countries located in the Caribbean
5. Identify cognates and words borrowed from another language

**FL.C.1.1.2** Participate in an activity in the target-language class that is based on a concept taught in a content class

**FL.C.1.2.2** Use target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class

**FL.D.1.1.1** Know examples of word borrowing from one language to another

**Teaching activities:**

**SS:**

1. Divide the class in half. One half of the class researches and makes a list of the foods that came to the New World from the Old World and the other half researches and makes a list of foods that went to the Old World from the New.
2. Using the list of foods generated, divide the class into small groups and assign one food per group. For the food assigned, students will find a picture of the food, a recipe that contains that food item, an explanation of its origin and a map showing the geographical area of consumption.

**WL:**

1. Students will choose at least five of the foods that were introduced in the Social Studies class that are used in Caribbean recipes to add to the Spanish vocabulary list for Chapter 3B.
2. Students will draw maps of the Spanish-speaking countries located in the Caribbean where these foods are consumed. Maps need to include the country's capital, average temperature and topography.
3. Students will create a Wordle ([www.wordle.com](http://www.wordle.com)) of the additional vocabulary. The new vocabulary includes colors, sizes, shapes and qualities of taste: rojo, amarillo, verde, negro, morado, marrón, anaranjado, azul, blanco, gris, rosado, verde, grande, pequeño, largo, corto, redondo, ovalado, triangular, cuadrado, dulce, amargo, suave, duro.

**Assessments:**

**SS:** Each small group will create a Voice Thread or Power Point presentation with the following information: a picture of the food, a recipe that contains that food item, an explanation of the origin and a map showing the geographical area of consumption. Additional credit will be earned for bringing in the food item or a dish that contains the specific food item as an ingredient.

**WL:** Using Voice Thread, students will prepare a presentation in Spanish describing two food items of their choice using the Chapter 3B grammar elements which are: the verb "ser" and forming the plurals of adjectives. In the presentation students will have a picture of the food, describe the food's color, size, shape and quality of taste, tell which category of the food pyramid it fits into and say if the food is good for one's health or bad for one's health.

**Rubrics for SS and WL assessments:**

<b>WORLD LANGUAGE RUBRIC</b>	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>Score 4</b>
Amount of information provided	You provide 3 or fewer required elements.	You provide 4 of the required elements.	You provide a picture, a description of the color, size, shape and quality of taste.	You provide slightly more information than requested.
Use of new and previously learned vocabulary	You use very little variation of vocabulary with frequent usage errors.	You use limited vocabulary with some usage errors.	You use an extended variety of vocabulary with very few usage errors.	You use a variety of extended vocabulary with no or almost no usage errors.
Correct use of verbs and grammatical structures	You use many repetitions of incorrect verb forms.	You use frequent repetitions of incorrect verb forms.	You use very few incorrect verb forms.	You use no incorrect verb forms.

<b>SOCIAL STUDIES RUBRIC</b>	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>
Completion of task	Your presentation is not ready on time and consists of only a picture of the food and a recipe.	Your presentation is ready on time and consists of at least a picture of the food, a recipe and a short description of where it came from in the Old World.	Your presentation is on time and exceeds expectations by your bringing in that food item or a dish that contains that specific food item.
Quality of presentation	Your presentation includes only a picture and the recipe with very little additional information about the food's origin and geographical area of consumption.	Your presentation includes a picture of the food item, a recipe and an explanation of the origin of the food and the geographical area of its consumption.	Your presentation fulfills all the requirements of the assignment but exceeds expectations in the quality of the Voice Thread or Power Point Presentation, enhancing the information learned by the other students.