

Traditional Foods and Places of Interest in our community (updated lessons)

ESTABLISHED GOALS: Standards for World Language in this unit: (The 5 C's)

COMMUNICATION: Communicate in Languages other than English

Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

CONNECTIONS: Connect with other disciplines and acquire information

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

COMPARISONS: Develop insight into the nature of language and culture.

(This lesson is done in the target language of English for the students in Ukraine who are from a foreign language specialized school. My students are specializing in Spanish and so we did not use the target language of our classroom in the United States. The importance of this classroom connected project was to learn more about people living in Ukraine; a culture that would not have been investigated had I not had the experience with Teachers for Global Classrooms.

Desired Results: Students will be able to independently use their learning to....

- 1. Make connections with students about their desires and dreams when they graduate.
(Compare and contrast between cultures and ask why they are the same or different)**
- 2. Investigate traditional foods of their own region; acquire information about traditional foods of Ukraine.**
- 3. Present places of interest in their local region and explore places of interest of the Ukrainian students.**
- 4. Discover and examine the nutritional value in a culture's diet of traditional foods.**
- 5. Identify if one's family, school and community give advice and counseling regarding healthy eating and physical activity.**

Understandings: Students will understand that...

1. Children their age have similar lifestyles and wants to their own.
2. The geography of a region helps determine lifestyle choices.
3. Children greatly value education.
4. Cultural identity affects what children do, eat, and choose for lifetime goals.
5. Nutrients can be consumed in a variety of food sources.
6. Poverty and economics affects a person's nutrition and health.
7. Political systems can affect the ideology of a person.

Essential Questions:

1. Where is Ukraine?
2. What is the government of Ukraine?
3. What are some traditional foods of Ukraine?
4. What is the educational system like of Ukraine?
5. What is the geography of Simferopol, Ukraine?
6. What are some of the cultural traditions/identities of Ukraine?
7. What are traditional foods of New England?
8. What are the main grains, meats, and vegetables used in our traditional foods in the New England region?
9. Does poverty affect our eating habits? Does poverty affect what we have for traditional foods?
10. What is our daily routine? What is the daily routine of a student in Ukraine?
11. What are places of interest to us? Places of interest to tourists that come to our region?
12. What are our similarities and differences toward food, education, and places of interest?

Students will know...

1. The location of Eastern Europe in relationship to the United States.
2. The type of government and political system that runs Ukraine.
3. How the educational system works in Ukraine.
4. The location of the Black Sea and the Crimean Peninsula.
5. Some similarities and differences of the students from the Gymnasium #9 School and their traditional foods, their desired goals and dreams, and places of interest.

Students will be skilled at...

1. Creating an interview for students of their age.
2. Researching (on line) for their places of interest and traditional foods.
3. Presenting a power point or Prezi presentation on their places of interest or traditional foods of New England.
4. Using a technological media of choice for photographing foods from their household.
5. Shopping, preparing and cooking a traditional food for the household.

6. Asking appropriate questions via social media through Edmodo with students from Ukraine.
7. Map reading.
8. Recipe reading.
9. Creating a web page to present their material (optional).

Evaluative Criteria

1. **Accurate:** Students work with mapping skills
2. **Organized:** Students create a questionnaire, fill it out themselves, collect the questionnaire from students in Ukraine, and create an excel sheet comparing and contrasting information.
3. **Accurate:** Students will be assessed on the power point presentation of traditional foods or places of interest presentations (Prezi, web page, other)
4. **Organized:** Students will organize cooking a meal for family members and then send photograph of images to teacher.
5. **Relevant:** Students will compare and contrast local food choices with students in class to determine as to what are the traditional foods of New England. Students will compare and contrast traditional foods of Ukraine with foods of New England.
6. **Relevant:** Students will compare and contrast geography of Ukraine and New England.
7. **Relevant:** Students will discuss (through Edmodo) the comparisons and contrasts of their foods and places of interest. Specific questions will be administered by teachers from both countries.

Assessment Evidence:

1. Students will complete map reading skills via Google Earth and label a map by hand (or on-line) of Ukraine and its relationship to the United States.
2. Students create a questionnaire of interested inquiry of students their age.
3. Students create an excel sheet comparing their answers to that of their global counterparts.
4. Students will create a presentation on foods or places of interest and send it to their global counterparts in Ukraine.
5. Students will discuss in groups to decide what are the 10 best foods to represent the New England traditional foods in a powerpoint . They work in groups to create presentations. Students will receive presentations from Ukraine and compare and contrast technological skills as well as research proficiency between students of both countries.
6. Students will cook a meal and present to a family member. The at-home guardian or parent grades the student on preparation and presentation. A photograph is taken as evidence of work.

7. Students will view and discuss the similarities and differences of places of interest and the geography of the Crimean Peninsula.
8. Students will write a short essay on the political history of Ukraine over the last 50 years.
9. Students will view a You tube on Patriots Day in Ukraine and why they honor WWII. Students will write a personal comment on their feelings about why the Ukraine people feel so strongly about their cultural identity.
10. Students will be assigned to continue conversations with Ukrainian students through questions posed by both teachers in Ukraine and the United States.

Lesson 1: Map reading skills: Determining where Ukraine is located. Determining where the United States is located. (Google Maps, other geography books)

Lesson 2: A Discussion on local foods. Food sources in winter and summer. How does this affect what we eat as our traditional foods? Depending on which New England state, what are our traditional foods? In groups representing the 7 states of New England, find 4 foods that we will use in a power point presentation to send to Ukraine. Create power points, prezis.

Lesson 3: Observe local foods in Ukrainian market places sent via Senora's blog site. What looks to be traditional foods of Ukraine? Research what are the most common grains, meats, vegies, and dairy products used in Ukrainian food?

Lesson 4. View the power points sent by Ukrainian students and discuss food resources there. Taste a few of the foods from the local Ukrainian market (sausage, pancakes, borscht). Discuss and write what you think about their foods.

Lesson 5. In groups, choose 5 places of interest that you would share with a visitor from another country. Create a power point (prezi) of these places. Send these to Ukrainian students. View power point presentations sent by Ukrainian students. Discuss and write about what places would be of most interest to you.

Lesson 6. Students will create a recipe book of Ukrainian and New England recipes together and publish it on-line.

Essential Questions that might arise...

1. What seems to be the staple foods of each region?
2. What impact could these foods have on an individual's health?
3. How can lacking important nutrients affect a society?
4. Is clean water available? How could that effect society as a whole?

5. Does the region lend itself to outdoor activities? Do outdoor activities have an effect on a society's well-being?
6. What are the health habits/food choices of the students locally and globally?
7. How does poverty and economics effect a person's nutrition and health?
8. What are local and international agencies that assist with nutrition projects?
9. How can one research the nutrient content of food?
10. How does one read nutritional labels? How does one find out the ingredients of restaurant foods?