

Argentina: Rosario in Argentina (There Is No Food Like My Food! Series)

Grade Level(s): PIJ

Subject Area(s): Social Studies, World Geography and Cultures, Multicultural Studies

Synopsis:

Rosario is 11 today. After eating a breakfast of stuffed croissants, rye cakes and other delicacies, she shops with her mother for her birthday party. They will eat torta frita, a fried cake, and then later on the hacienda, a grand barbecue, known as asado.

Learning Objectives: Students should be able to...

Compare and contrast their culture, family, and activities with Rosario's culture, family and activities.

Compare the way their basic needs are met with the way Rosario's needs for food, clothing and shelter are met.

Demonstrate an appreciation for the diversity of cultures on our planet.

Locate Argentina on a map or globe.

Identify cultural traditions of Argentina.

Vocabulary:

Argentina, Buenos Aires, South America, Europe, United States, Pampas, Spain, Paraguay, Spanish Conquistadors, Italians, Guarani Indians, croissants, typically, hacienda, specialty, compliment, digesting, national, braised, vertical, breed, kilograms, horsemen, hectares, filet, terrace, climate, leeks, spinach beets, region, ritual, nutritious, gourd, steep, squash, sweet potatoes, lard, veal, fiesta.

Pre-Viewing Activities:

Locate Argentina on a map or globe. Ask students on which continent Argentina is located. Point out Brazil, Buenos Aires, the Atlantic Ocean, the Pacific Ocean, and the Andes Mountains on the map. Make sure viewers know where Argentina is in relation to the rest of the world, including the United States and North America.

Discuss general characteristics of Argentina such as climate, geographical features, the people, customs, etc.

Ask students to draw or describe their favorite food. Discuss the need all living things have for food as fuel. Next, look at the nutritional value of the students' favorites.

Post-Viewing Questions and Discussions:

Describe Rosario's family. How is her family similar or different from your own? What does Rosario's mother prepare for breakfast? What do you like to eat for breakfast? Where do Rosario and her mother go to purchase groceries? Where do you buy groceries? Describe the city in which Rosario's family lives. How is it like or unlike your town? Do you live in a large city or a small town? What is the capital of your state?

Describe Rosario's home? How is it similar or different from your home? What does Rosario call her home? How big is it? What kinds of activities take place there? What is a gaucho? Describe an asado? Where does the asado take place? What is the name of the man who is in charge of the asado? Where does her family get their vegetables? Do you have a garden? If so, what do you grow in your garden? How big is your garden?

Compare and contrast Rosario's activities to your own. How are they similar or different? What kind of food does Rosario make for her friends? Why do her friends come to her house? What kinds of activities do you do for your birthday? What else does Rosario do for her birthday?

What does Rosario get to do with her father? What are some of the foods she and her mother prepare for dinner?

Further Activities:

As a class, research a variety of ethnic dishes. Choose a few that the whole class could help prepare and have a cooking day.

Have students prepare a geographic profile of Argentina noting its size, location, climate, natural resources and outstanding cultural traits. Have the students describe Argentina's history, principal industries, people and major tourist attractions.

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France: Raphael in Brittany (There Is No Food Like My Food! Series)

Grade Level(s): PIJ

Subject Area(s): Social Studies, World Geography and Cultures, Multicultural Studies

Synopsis:

Raphaël is 12 and lives in Brittany on the northwestern Atlantic coast of France. Crêpes and seafood are the local specialties, and since it is Easter, Raphaël decides to make a shellfish meal for the whole family. He catches and prepares the complete feast!

Learning Objectives: Students should be able to...

Compare and contrast their culture, family and activities with Raphael's culture, family and activities.

Compare the way their basic needs are met with the way Raphael's needs for food, clothing and shelter are met.

Demonstrate an appreciation for the diversity of cultures on our planet.

Locate France on a map or globe.

Identify cultural traditions of France.

Vocabulary:

France, St. Malo (city), Atlantic Ocean, Cancale, Mount Saint Michel Bay, Brittany, region, ramparts, 12th century, fortified, lookout towers, admire, mooring post, port, spider crabs, crabmeat, creperie (restaurant serving only crepes), crepes, specialty, buckwheat, skill, Easter, seafood, shellfish, buoy, mussels, sea bass, croissant, baguette, appetite, variety, cauliflower, leeks, recipe, stall, oyster, oyster farmer, natural environment, kilometers, low and high tide, profession, oyster bed, exposed, tradition, bakery, lobster, raw, nutcracker, chef, career.

Pre-Viewing Activities:

Locate France on a map or globe. Ask students on which continent France is located. Point out Brittany, Paris and the Atlantic Ocean on the map. Make sure viewers know where France is in relation to the rest of the world, including the United States and North America.

Discuss general characteristics of France such as climate, geographical features, the people, customs, etc.

Ask students to draw or describe their favorite food. Discuss the need all living things have for food as fuel. Next, look at the nutritional value of the students' favorites.

Post-Viewing Questions and Discussion:

Describe Raphael's family. How are they similar or different from your family? What kind of work does Raphael's father do? What kind of work do your parents do? How does Raphael help his parents? What kind of chores do you do for your family? With whom does Raphael work on Easter morning? Compare the town where Raphael lives to your own town. How are they similar or different? Do you live in a small town or a big city? What bodies of water are located near you?

What kind of food does Raphael like to eat? How is his food similar or different from the kind of food you eat? What are some common foods from France? What are some common foods from your country? Describe some of the dishes for which Brittany is famous. Raphael says that France has over 300 varieties of a certain kind of food. What kind of food is he describing? Would you enjoy eating French food? Why or why not?

Compare and contrast Raphael's activities to your own. How are they similar or different? What meal does Raphael prepare? List and describe the foods he prepares. Describe the shops that Raphael visits. What kind of food does he buy there? How are they similar or different from the stores in which you shop? What kind of work does Raphael do with his cousin?

Further Activities:

As a class, research a variety of ethnic dishes. Choose a few that the whole class could help prepare and have a cooking day.

Have students prepare a geographic profile of France noting its size, location, climate, natural resources, and outstanding cultural traits. Have the students describe France's history, people, language, principal industries and major tourist attractions.

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Japan: Shuntsuke in Japan (There Is No Food Like My Food! Series)

Grade Level(s): PIJ

Subject Area(s): Social Studies, World Geography and Cultures, Multicultural Studies

Synopsis:

Ten-year-old Shuntsuke lives in Kyoto. Breakfast starts the day with broth, rice, fish and dried seaweed. Later, he shops in a huge market with his mother for the family sushi dinner of rice, vegetables and fish. Everyone sits on the floor round the table, eating with chopsticks.

Learning Objectives: Students should be able to...

Compare and contrast their culture, family and activities with Shuntsuke's culture, family and activities.

Compare the way their basic needs are met with the way Shuntsuke's needs for food, clothing and shelter are met.

Demonstrate an appreciation for the diversity of cultures on our planet.

Locate Japan on a map or globe.

Identify cultural traditions of Japan.

Vocabulary:

Japan, Kyoto, bouillon, sea, algae, omelet, fermented, soybeans, transparent, ancient, capital, imperial, temple, palace, stalls, jellyfish, rapeseed, eggplant, cucumbers, marinate, brine, preserve, immerse, soy sauce, ginger, seasoning, microscopic, sardines, grate, elastic, New Year's Day, flower root, lotus, burdock, sea cucumbers, turtles, purify, yen, predictions, sacred, mushrooms, chopsticks, straining, vinegar, sorghum flowers, squash, varieties, raw, sushi, impatiently, catastrophe.

Pre-Viewing Activities:

Locate Japan on a map or globe. Ask students on which continent Japan is located. Point out Tokyo, Kyoto, the Pacific Ocean, China and Asia on the map. Make sure viewers know where Japan is in relation to the rest of the world, including the United States and North America.

Discuss general characteristics of Japan such as climate, geographical features, the people, customs, etc.

Ask students to draw or describe their favorite food. Discuss the need all living things have for food as fuel. Next, look at the nutritional value of the students' favorites.

Post-Viewing Questions and Discussion:

Describe Shuntsuke's family. How are they similar or different from your family? What do they do together each morning? What kinds of activities do you enjoy with your family? With whom does Shuntsuke go shopping? Compare the city where Shuntsuke lives to your own town. How are they similar or different? Do you live in a small town or a big city?

What kind of food does Shuntsuke like to eat? How is his food similar or different from the kind of food you eat? What are some common foods from Japan? Besides rice, what is eaten with almost all meals? What is used as a seasoning or a fresh vegetable? What do Shuntsuke and his family drink? What are some common foods from your country? How was food preserved before refrigerators existed? What is dried fish actually made of? Would you enjoy eating food from Japan? Why or why not?

Compare and contrast Shuntsuke's activities to your own. How are they similar or different? Describe the shops that Shuntsuke and his mother visit. What kind of food do they buy there?

How are they similar or different from the stores in which you shop? What kinds of food does Shuntsuke's mother have him taste? How is Shuntsuke's religious experience like or unlike your own? What do he and his mother do at the fountain? What do you think this means?

Further Activities:

As a class, research a variety of ethnic dishes. Choose a few that the whole class could help prepare and have a cooking day.

Have students prepare a geographic profile of Japan noting its size, location, climate, natural resources, and outstanding cultural traits. Have the students describe Japan's history, people, language, principal industries and major tourist attractions.

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Senegal: Cheik in Senegal (There Is No Food Like My Food! Series)

Grade Level(s): PIJ

Subject Area(s): Social Studies, World Geography and Cultures, Multicultural Studies

Synopsis:

Cheik is 8 and lives in Dakar. His family organizes a big meal to celebrate a visit from his godfather. The food is charcoal-grilled outdoors, which is typical of this warm country, and the best pieces are given to the guests.

Learning Objectives: Students should be able to...

Compare and contrast their culture, family and activities with Cheik's culture, family and activities. Compare the way their basic needs are met with the way Cheik's needs for food, clothing and shelter are met.

Demonstrate an appreciation for the diversity of cultures on our planet.

Locate Senegal on a map or globe.

Identify cultural traditions of Senegal.

Vocabulary:

Senegal, Africa, Dakar, Asecna quarter (region in Dakar), Almadies (a beach), South America, Atlantic Ocean, terrace, godfather, fritter, courtyard, national, impurities, parsley, pimentos, garlic, eggplant, bouillon, shellfish, shrimp, squid, patels, sea urchin, millet, curdled, garnishes, impolite, kilometers, skewers, strike, catastrophe, lag, stalls, merchandise, menu, popular, fascinating.

Pre-Viewing Activities:

Locate Senegal on a map or globe. Ask students on which continent Senegal is located. Point out the Sahara Desert, Egypt, the Mediterranean Sea, and the Atlantic Ocean on the map. Make sure viewers know where Senegal is in relation to the rest of the world, including the United States and North America.

Discuss general characteristics of Senegal such as climate, geographical features, the people, customs, etc.

Ask students to draw or describe their favorite food. Discuss the need all living things have for food as fuel. Next, look at the nutritional value of the students' favorites.

Post-Viewing Questions and Discussion:

Describe Cheik's family. How are they similar or different from your own? Where does his father work? Where do your parents work? Who lives with Cheik? How many people live in your home? What does Cheik eat for breakfast? What do you like to eat for breakfast? Draw or describe Cheik's house. How is it similar or different from your house? Draw or describe your house? Why do families in Senegal have sheep?

What kind of food does Cheik like to eat? How is his food similar or different from the kind of food you eat? What are some common foods found in Senegal? What are some common foods from your country? Where is most of the cooking done? Where does Cheik's family eat their meals? Where do you eat your meals? Describe the way Cheik's family eats their food. What do the children do during the meal? How do you help prepare or serve a meal at your house?

Compare and contrast Cheik's activities to your own. How are they similar or different? Who comes to visit Cheik and his family? What is a godfather? Do you have a godfather? If not, what person, in your life, is similar to a godfather? What do you do when friends or relatives visit you? Where does Cheik's godfather take him? Have you ever been to a beach? If so, where? How is Cheik's market like or unlike the places you in which you shop?

Further Activities:

As a class, research a variety of ethnic dishes. Choose a few that the whole class could help prepare and have a cooking day.

Have students prepare a geographic profile of Senegal noting its size, location, climate, natural resources, and outstanding cultural traits. Have the students describe the history, people, language, principal industries and major tourist attractions of Senegal.

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Spain: Antonio in Spain (There Is No Food Like My Food! Series)

Grade Level(s): PIJ

Subject Area(s): Social Studies, World Geography and Cultures, Multicultural Studies

Synopsis:

Eleven-year-old Antonio lives in Mogarras, a small village in the Spanish Mountains. His parents run a gourmet restaurant, and on Easter Sunday the family has its own hornazo, a pastry case filled with chorizo and eggs.

Learning Objectives: Students should be able to...

Compare and contrast their culture, family and activities with Antonio's culture, family and activities.

Compare the way their basic needs are met with the way Antonio's needs for food, clothing and shelter are met.

Demonstrate an appreciation for the diversity of cultures on our planet.

Locate Spain on a map or globe.

Identify cultural traditions of Spain.

Vocabulary:

Spain, Madrid, Mogarras (mountain village), Spanish, Salamanca, festivities, aromas, specialties, region, marinated, olive oil, veal, impatient, stew, thyme, bay leaves, spring water, pure, village, dozen, nougat, wine, history, mayor, Spanish Civil War, ancestors, bakery, tradition, pastry, brioche, advice, Easter, initials, squash, tortilla, omelet, chick peas, simmered, pressure cooker, sauté', portion, Twelfth Night, accompanied, apprentice, appetite, embers, kilometers, skewers, marzipan.

Pre-Viewing Activities:

Locate Spain on a map or globe. Ask students on which continent Spain is located. Point out Madrid, the Mediterranean Sea and the Atlantic Ocean on the map. Make sure viewers know where Spain is in relation to the rest of the world, including the United States and North America.

Discuss general characteristics of Spain such as climate, geographical features, the people, customs, etc.

Ask students to draw or describe their favorite food. Discuss the need all living things have for food as fuel. Next, look at the nutritional value of the students' favorites.

Post-Viewing Questions and Discussion:

Describe Antonio's family. How are they similar or different from your family? What kind of work do Antonio's parents do? How did the family restaurant get started? What do your parents do to earn a living? How big is Antonio's family? Compare the village where Antonio lives to your own town. How are they similar or different? Do you live in a small town or a big city? Where is Antonio's village located?

What kind of food does Antonio like to eat? How is his food similar or different from the kind of food you eat? What are some common foods from Spain? What are some common foods from your country? What is the tradition surrounding the Easter bread? Would you enjoy eating food from Spain? Why or why not?

Compare and contrast Antonio's activities to your own. How are they similar or different? What special meal does Antonio share with his family? Describe the preparation. How do you celebrate with your family? Describe the shop that Antonio visits. What kind of food does he

buy there? How is it similar or different from the stores in which you shop? Describe Antonio's school. How many students go to his school? Why do you think the school enrollment is so small? Where does Antonio eat his lunch? Would you enjoy eating and visiting your grandparents everyday? Why or why not?

Further Activities:

As a class, research a variety of ethnic dishes. Choose a few that the whole class could help prepare and have a cooking day.

Have students prepare a geographic profile of Spain noting its size, location, climate, natural resources, and outstanding cultural traits. Have the students describe Spain's history, people, language, principal industries and major tourist attractions.

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