

## **Native American Lesson Plan: Someone's in the Kitchen**

### **Illinois Goals and Standards addressed:**

#### **Application of Learning: Working on Teams**

#### **Language Arts**

All Levels: Goal 1: Comprehend a broad range of reading materials.

Standard A: Apply word analysis and vocabulary skills to comprehend selections.

Standard B: Apply reading strategies to improve understanding and literacy.

#### **Mathematics**

All Levels: Goal 7: Estimate, make and use measurements of objects, quantities, and relationships, and determine levels of accuracy.

Standard A: Measure and compare quantities using appropriate units, instruments, and methods.

#### **Social Science:**

All Levels: Goal 18: Understand social systems, with an emphasis on the United States.

Standard A: Compare Characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

#### **For ESL students:**

Goal 28: Use the target language to communicate within and beyond the classroom setting.

Standard A: Understand oral communication in the target language.

Stage 2: 28.A.2b: Follow instructions in the target language, given one step at a time.

Stage 3: 28.A.3b: Follow instructions in the target language as given in multistep segments.

Standard B: Interact in the target language in various settings.

Stage 1: 28.B.1b: Imitate pronunciation, intonation, and inflection including sounds unique to the target language.

Stage 2: 28.B.2a: Pose questions spontaneously in structured situations.

28.B.2c: Produce language using proper pronunciation, intonation, and inflection.

Stage 3: 28.B.3a Respond to open-ended questions and initiate communication in various situations.

28.B.3b Produce language with improved pronunciation, intonation, and inflection.

Goal 30A: Use the target language to make connections and reinforce knowledge and skills across academic disciplines.

Stage 2: 30.A.2b: Use the target language to make, use, and estimate measurements.

Stage 4: 30.A.4d: Use the target language to describe and compare daily diet, nutrition in areas where the target language is spoken.

#### **Objectives:**

After reading the materials in the Native American historical web site and the recipe directions, students will be able to use the vocabulary necessary to complete the cooking activities and tell others about the food. After practicing using the measuring instruments and utensils in the recipes, students will be able to differentiate among various cooking measurements with an 80% accuracy or above. After reading the web materials and completing the activity, students will be able to discuss the similarities and differences between Native American and other nationalities' foods made in their families. After listening to the content of the materials, and doing the cooking activity, ESL students will be able to understand and use the vocabulary of the lesson, make measurements, and make simple oral comparisons between the foods in the activity and their family's foods.

**Motivation:**

Have students view the online recipes and choose some that look good to them. Discuss the recipes with the students in a pre-cooking lesson, looking at ingredients and methods of cooking. The class may decide which recipes it would like to prepare. Also discuss how these ingredients were procured and how we procure our foods. Note that these recipes are contemporary, but based on very old traditional ones. Are there traditional recipes still prepared in the students' families? Are any of the dishes seasonal? How do you know?

**Materials:**

See the following online recipes for equipment and ingredients

Native American Indian Resources section on recipes.  
<http://indy4.fdl.cc.mn.us/~isk/food/recipes.html#menu>

Searchable Online Archive of Recipes, Native American section  
<http://godzilla.eecs.berkeley.edu/recipes/ethnic/native/>

Optional cooking situations could be: the school kitchen in off-lunch hours, a hotplate for boiling or frying; or microwave oven in the classroom, or a toaster oven for baking, depending on the recipe and age of the students.

**Procedure:**

See recipes for preparation procedures. Be sure to have the students answer questions and talk their way through the cooking to use the new vocabulary. Each group could present their dish to the class with a summary of their ingredients, method of preparation.

**Assessment:**

Students fill out a form that assesses how they think they did on working as a team member, followed instructions, used new vocabulary, and summarized what they learned about another culture. The teacher will give the vocabulary and spelling test mentioned, with words chosen according to the words the class used in their activity. (See word list)

## Self-Assessment Form for Someone's in the Kitchen Lesson

Please rate yourself and your team on the following parts of the lesson by circling the letter you think matches your performance.

### Teamwork:

I fulfilled my assignments on my team.

very well      okay      not very well      not at all

The best thing I did on this project as part of a team was \_\_\_\_\_

Something I could have done better for my team was \_\_\_\_\_

My team members did this really well: \_\_\_\_\_

Something my team members could have improved is \_\_\_\_\_

### Vocabulary Learning:

I scored \_\_\_\_\_ on my vocabulary test because

As a result of this activity, I will be able to talk about cooking and Native American foods

very well      okay      a little bit      not at all

### Measurements:

As a result of this activity, I feel able to measure recipe ingredients

very accurately      usually accurately      sometimes accurately      not at all

The most difficult part of following a recipe is \_\_\_\_\_

I will probably try cooking again.

definitely      maybe      never

### Understanding and appreciating other cultures:

As a result of this activity, I know more about Native American culture in Illinois and can compare it to my cultural traditions. For example I learned:

Among the foods we cooked, the food I liked the best is the \_\_\_\_\_

## **Vocabulary List for Someone's in the Kitchen**

(List may vary from vocabulary used on other Web sites)

agriculture

cultivate

staple (food)

to beat

to blend

to chop

to dice

to drain

drippings

to garnish

hominy

to hull

to peel

pone

to preheat

to puree

to saute

to seed

tepid