

No Reservations / Sin Reservaciones, Grade 9-12

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(Secondary Spanish I, II, III)

Objectives:

The students will name foods considered exotic or unusual here in the United States, and learn why foods eaten by people change within regions and cultures. The students will observe some common Mexican plates, as well as unique exotic Mexican dishes. They will create a Menu for a Mexican restaurant, making sure to include some exotic indigenous Mexican dishes.

TEKS §114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School

The student gains knowledge and understanding of other cultures. The student is expected to:

- demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied;
- demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

TEKS §114.22. Levels I and II - Cultures. (c)(2)(A, B)

The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:

- use resources (which may include technology) in the language and cultures being studied to gain access to information;
- use the language to obtain, reinforce, or expand knowledge of other subject areas.

TEKS §114.22. Levels I and II - Connections. (c)(3)(A, B)

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:

- demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
- demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied;
- demonstrate an understanding of the influence of one language and culture on another.

TEKS §114.22. Levels I and II - Comparisons. (c)(4)(A, B, C)

The student participates in communities at home and around the world by using languages other than English. The student is expected to:

- use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate;
- show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

TEKS §114.22. Levels I and II - Communities. (c)(5)(A, B)

The student gains knowledge and understanding of other cultures. The student is expected to:

- use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied;
- use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

TEKS §114.23. Levels III and IV - Cultures. (c)(2)(A, B)

The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:

- use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information;
- use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

TEKS §114.23. Levels III and IV - Connections. (c)(3)(A, B)

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:

- use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
- use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied;
- use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.

TEKS §114.23. Levels III and IV - Comparisons. (c)(4)(A, B, C)

The student participates in communities at home and around the world by using languages other than English. The student is expected to:

- use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate;

- show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.

TEKS §114.23. Levels III and IV – Communities. (c)(5)(A, B)

Focus:

Ask students to name foods they consider “exotic.” Discuss with students why local resources often play the greatest factor in what people eat within cultural groups.

Procedure:

- View and discuss the photos and information about various dishes from Mexican restaurants. Explain to students what many of the elements are, including corn tortillas, mole, varieties of beans, beef, fresh fruits, guacamole, and in some cases, insects. Ask students why these may be part of these people’s diets.
- Allow the students to view the Travel Channel’s program “Bizarre Foods,” which goes into more depth and explains many of the foods the students have already observed and discussed. If this is not available, the class may view the “Bizarre Foods” website at <http://travel.discovery.com/tv/bizarre-foods/bizarre-foods.html>.
- Students will create a Mexican restaurant menu which includes some of these exotic foods. These menus can be used to run a mock restaurant in order to teach additional food vocabulary. Teachers may wish to take students on a field trip to eat in a local Mexican restaurant where they can order in Spanish.

Evaluation:

The students will turn in the restaurant menu for a class work or quiz grade.

Extension:

Advanced learners may select another Spanish speaking country and research some of that country’s exotic dishes. They may bring pictures of the dish and explain why it is eaten in the culture they’ve studied. Students may also find a recipe for a food such as mole, prepare the food, and give other students the chance to taste one or more of the foods studied.

Modification:

Struggling learners may need extra time to complete the menu project, or may be allowed to work with a peer.

Materials:

- [Photos of Mexican foods](#)
- Travel Channel program, “Bizarre Foods,” **or**
- [Bizarre Foods](#) website on *The Travel Channel*
- Construction paper, pencils, markers