

OVERVIEW FOR TEACHERS

LESSON: A MIXED SALAD

GRADES: 3-5

Dear Teachers:

On October 15, 2015, Chicago Public Schools, the USDA, and Pilot Light will partner to provide all CPS students with an incredibly delicious chef-designed meal. The menu will feature a Taco Al Pastor and adheres to the USDA's healthier school lunch nutrition standards, includes locally-sourced food, and connects directly to the lesson below.

Pilot Light is a Chicago-based nonprofit organization that partners chefs and teachers to develop Common-Core aligned classroom lessons that teach kids food basics and get them excited and curious about the true power of food! Lessons include an educational six-minute video, developed with the guidance of Emmy Award winning producer from Sesame Street. Materials available in English and Spanish, including recipe and a comic, for students to share with their families. Learn more at:

www.pilotlightchefs.org/resetthetable

DON'T MISS THIS OPPORTUNITY: The more your students know about the food on their plates, the more likely they are to make healthier choices! Please teach this lesson in your classroom on the morning of October 15th, watch the video, and encourage your students to select the Taco Al Pastor lunch in the cafeteria that day.

PILOT LIGHT CHEFS LESSON

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STAGE: PRE PLANNING

LEARNING OBJECTIVES	COMMON CORE STATE STANDARDS	PILOT LIGHT STANDARDS FOR FOOD & NUTRITION EDUCATION
<p>1. Students will be able to define 2-3 reasons why people immigrate.</p> <p>2. Students will be able to identify how food represents the cultures of the Chicago immigrants.</p> <p>3. Students will be able to identify how ethnic food dishes fundamentally changed once immigrants moved to the United States.</p>	<p>3RD GRADE CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>PL8-Students will understand external and internal influences on food and nutrition behaviors.</p> <p>PL 8.2.1. -Describe how external factors, such as family, peers, media, history, culture and history influence food behaviors.</p>

PILOT LIGHT CHEFS LESSON**LESSON: A MIXED SALAD****GRADES: 3-5****STAGE: PRE PLANNING****COMMON CORE STATE STANDARDS, CNTD.****4th GRADE****CCSS.ELA-LITERACY.RI.4.7**

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

5th GRADE**CCSS.ELA-LITERACY.RI.5.7**

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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STAGE: OPENING

GROUP DISCUSSION	LENGTH: (15 MIN)	MATERIALS
<p>1. Move students to the rug and read aloud selected passages from “Coming to America: The story of Immigration” by Betsy Maestro</p> <p>a. This read aloud will provide an introduction to people immigrating to the United States from various countries around the world.</p> <p>b. This will connect with the engagement activity. Students will get an understanding of why people moved to the United States.</p>	<p>Questions for class after the read aloud:</p> <ol style="list-style-type: none"> 1. What were some reasons people immigrated to America from their home countries? 2. Why is America called a "mixed salad"? 3. What countries moved to America? 	<p><u>Book: http://www.amazon.com/Coming-America-The-Story-Immigration/dp/0590441515</u></p> <p>- Pilot Light has provided scanned images of the “Coming to America” on the Reset The Table website. If you do not have the book available, you may choose to use this excerpt with your students.</p>

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STAGE: ACTIVITY 1

INTRODUCTION TO NEW MATERIAL + GROUP ACTIVITY	LENGTH: (30 MIN)	MATERIALS + NOTES
<p>1. Activity – Part I (students’ understanding of each ingredient is not a main objective in the lesson. Understand the various ingredients before so you can help answer questions.)</p> <p>a. Students will be assigned a country. These countries have been predetermined and are included in the Pilot Light Country Cards. Students will be given a “name card” with their: 1. Country 2. Continent 3. Signature Dish 4. Ingredients and 5. Reason for immigration. All countries represent continents read from the book “Coming to America”</p> <p>b. Meeting new nations: Simulate students moving from their nation to the United States and meeting other countries to form new foods. Students will be given an opportunity to meet other students in the class from other countries. The objective will be for students to identify the various countries that came to the United States and the foods that came with them.</p> <p>c. Based on the ingredients in the signature dishes, students in small groups will create a new dish with the combination of other country dishes.</p> <p>d. Students will create a new dish and create a new name. The foods will be recorded on their New Recipe activity sheet.</p>		<p>MATERIALS: Pilot Light Country Name Cards</p> <p>NOTES:</p> <p>Teachers should model how to complete this activity by using a sample country before distributing the cards to all students.</p> <p>**Decide how you want students to move around the room. Explain and model expectations for volume levels, movements, asking questions and writing during activity.</p>

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STAGE: ACTIVITY 1

GROUP ACTIVITY	LENGTH: (30 MIN)	MATERIALS + NOTES
<p>Directions to read aloud to students: Many of the countries that immigrated to America and Chicago brought signature food dishes. These foods represented part of their native cultures. Cultures are the beliefs, customs, arts, and ways of life for a particular group of people. Examples include Music, Dance, Art, Traditions and of course -- Food! America's cuisine has changed over the years as all these different cultures came together to form new foods. Today you will represent one country and their signature dish. You will meet people from different countries to create new foods!</p> <p>You will receive a "Country Card" to wear during this activity. Review the location of your country, climate, signature food, and ingredients. You will be given an opportunity to meet people from other nations and combine their national food with yours. Use the space below to write combine ingredients from your list and another country. Once you have added all needed ingredients, give your dish a new name!</p>		<p>MATERIALS:</p> <ul style="list-style-type: none"> -Pilot Light Country Name Cards -Activity Part I Worksheet
<p>Students will master this activity when they:</p> <ul style="list-style-type: none"> i. Understand the identified motives for immigrants leaving their home country. ii. Understand that national cultures came to the United States in the form of food. iii. Understand how food brings people together. 		

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STAGE: GROUP CLOSING + VIDEO

GROUP ACTIVITY	LENGTH: (15 MIN)	MATERIALS + NOTES
<p>Students will return to the rug or seats with their completed new recipe form.</p> <p>Ask students the following questions to make connections:</p> <ol style="list-style-type: none"> 1. Which countries did you meet today? How do you think that connects with people immigrating to America and forming new neighborhoods? 2. How does food represent someone's culture? 3. How did food bring people together today? 		
<p>Show students the "Whole World is a Taco" video</p> <p>Have students respond to the following questions after watching the video:</p> <ol style="list-style-type: none"> 1. After watching the video, 2. What are tacos? 3. Would you say that all tacos are Mexican? 4. When people moved to the United States, how did their national food dishes change? <p>Remind students that they will have the option to have an Al Pastor Taco in the lunch room on October 15h, 2015 for the Reset the Table event. Give them the comic and recipe sheet and encourage them to share what they learned with their families at home.</p>		<p>Pilot Light video: www.pilotlightchefs.org/resetthetable</p> <p>The video will be available to view on October 9, 2015.</p> <p>Pilot Light comic and recipe sheet</p>

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STAGE: ASSESSMENT

ASSESSMENT	MATERIALS + NOTES
<p>Have students complete the Part II Reflection Page Assessment.</p> <p>Key Understandings:</p> <ul style="list-style-type: none"> • Food brings people together. • Food represents peoples' cultures • People immigrated to the United States and Chicago for many different reasons. 	<p>MATERIALS:</p> <p>-Part 2 Reflection Page</p>
REFERENCES	
<p>Maestro, B., & Ryan, S. (n.d.). Coming to America: The story of immigration.</p>	