

## OVERVIEW FOR TEACHERS

**LESSON: TACO AL PASTOR**

**GRADES: 6-8**

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 features a Taco Al Pastor and it 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 are supplemented by an educational six-minute video, developed with the guidance of an Emmy Award winning producer from Sesame Street. The materials, including a recipe and comic for students to share with their families, are available in English and Spanish. Learn more at: [www.pilotlightchefs.org/resetthetable](http://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 15<sup>th</sup>, show the video, and encourage your students to select the Taco Al Pastor lunch in the cafeteria that day.

**\*Please note that the total length of this lesson is 60 minutes. If you cannot devote 60 minutes of class time, please skip to page 7 of this lesson and show your students the "Whole World Is a Taco" video to excite them about the Taco Al Pastor lunch!**

## PILOT LIGHT CHEFS LESSON

**LESSON:** TACOS AL PASTOR

**GRADES:** 6-8

**STAGE:** PRE PLANNING

LEARNING OBJECTIVES	COMMON CORE STATE STANDARDS	PILOT LIGHT STANDARDS FOR FOOD & NUTRITION EDUCATION
<p>1. Students will understand that food is a reflection of a person's upbringing in our cultural salad bowl of America – no matter the occasion, food brings us together as a community, and helps shape our own identities.</p> <p><b>Guiding Question:</b> How does food shape our identity?</p>	<p><b>CCSS.ELA-LITERACY.W.6.3.B</b></p> <p><b>CCSS.ELA-LITERACY.W.7.3.B</b></p> <p><b>CCSS.ELA-LITERACY.W.8.3.B</b></p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><b>PL8:</b> Students will understand external and internal influences on food and nutrition behaviors.</p> <p><b>PL8.3.3:</b> Describe how internal and external factors interact to influence food behaviors.</p> <p><b>PL8.3.4:</b> Analyze and critique food behaviors influenced by internal factors.</p>

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**STAGE:** OPENING

GROUP DISCUSSION	LENGTH: (10 MIN)	MATERIALS
1. Pass out the excerpt from “The True Tale of Mexico City’s Tacos al Pastor”  2. Read it aloud with your students.	<b>Questions for class after the read aloud:</b>  1. What is the significance of the Taco Al Pastor for this man?  2. How did it help shape his identity?	“The True Tale of Mexico City’s Tacos al Pastor”

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**STAGE:** ACTIVITY 1

INTRODUCTION TO NEW MATERIAL + GROUP ACTIVITY	LENGTH: (25 MIN)	MATERIALS + NOTES
<p>Today, the students will think about and reflect on their own identities and what brings their families together. They will write poems first individually and then together in small groups.</p> <ol style="list-style-type: none"> <li>1. Pass out the “Where I’m From” handout to each student.</li> <li>2. Show the short clip of George Ella Lyon reading her poem, “Where I’m From”, while students read along from the handout.</li> <li>3. Tell the students that they will be creating their own poem describing their personal experiences and what makes them unique.</li> <li>4. To give students ideas to write about, go through the lines of the poem and point out the personal details that George Ella Lyon wrote of and maybe share a few of your own! There are more examples on the student handout that can be read aloud as well.</li> <li>5. The poem includes examples of bobby pins and newspapers. Have students share some things they have around their home, to spark ideas for each other, or share some that you remember from your childhood. These might include: 1) Items found in the yard &amp; neighborhood; 2) Names of relatives that link to the past; 3) Sayings used at home “If I’ve told you once...” Names of foods and dishes that they can recall at family gatherings – black-eyed peas, tamales, etc. This is a great way to brainstorm before the students begin writing – encourage the students to use the phrase “Where I’m from...” to help them format their poem.</li> </ol> <p>Give students 15-20 minutes to construct their poems. This can be finished at home if not done in this class period.</p>		<p><b>MATERIALS:</b>            “Where I’m From”            Poem</p> <p>Clip of the poem read aloud:  <a href="https://www.youtube.com/watch?v=ZdnHL_yW1dQ">https://www.youtube.com/watch?v=ZdnHL_yW1dQ</a></p> <p>“Other Examples”            Handout</p> <p><b>NOTES:</b>            If a projector and/or speakers are not available, teacher may choose to read the poem out loud.</p>

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**STAGE:** SMALL GROUP ACTIVITY

GROUP ACTIVITY	LENGTH: (15 MIN)	MATERIALS + NOTES
<ol style="list-style-type: none"> <li>1. Break class into small groups of 5 or 6 students.</li> <li>2. Have each student pick their favorite line (or two) from their poem. Then, ask them to create a new poem with those lines that represent their group to share with the class. They may put it on anchor chart paper, or just on a separate sheet. (5-10 minutes)</li> <li>3. Have students share their poems orally with the class. (5 minutes)</li> <li>4. Questions to ask the students as they share:               <ul style="list-style-type: none"> <li>• How did food come across in your poems?</li> <li>• Does it act as a piece of your identity, much like the man in the story we read at the beginning of class?</li> <li>• How does food shape who you are?</li> </ul> </li> </ol> <p>Have students keep in mind how food is a venue of establishing our identity and culture, adding to our ethnic, social and spiritual belonging in our community and society.</p>		<p><b>MATERIALS:</b></p> <p>- Anchor Chart Paper</p>

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**STAGE:** GROUP CLOSING + VIDEO

VIDEO	LENGTH: (10 MIN)	MATERIALS + NOTES
<p>Food brings people together, and food is also a way for people to share their culture with others. Today, students, you will be coming together as a school community to eat the Taco Al Pastor with Pilot Light.</p> <p>As you eat the taco today in the cafeteria, keep in mind your own identity and how food not only brings us together, but how it shapes who we are as an individual.</p> <p><b>Show students "The Whole World is a Taco" video.</b></p> <p><b>Have students respond to the following questions after watching the video:</b></p> <ol style="list-style-type: none"> <li>1. Would you say that all tacos from Mexico?</li> <li>2. When people moved to the United States, how did their national food dishes change based on their cultural identity?</li> </ol> <p>Give students the Comic and Recipe Sheet and encourage them to share what they learned with their families at home.</p>		<p><b>MATERIALS:</b></p> <p>Pilot Light "The Whole World is a Taco" video:  <a href="http://www.pilotlightchefs.org/resetthetable">www.pilotlightchefs.org/resetthetable</a></p> <p><b>The video will be available to view on October 9<sup>th</sup>, 2015.</b></p> <p>Pilot Light Comic and Recipe Sheet</p>

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**STAGE:** ASSESSMENT

ASSESSMENT	OPTIONAL EXTENSION ACTIVITIES	REFERENCES
<p>Finished poem</p> <p>Conversation in small groups – creation of poem together</p>	<p>1. Research the foods from their own culture and even the history of the Taco Al Pastor. This piece from NPR ties in both the history of the taco, and human geography:  <a href="http://www.pri.org/stories/2015-05-07/thank-ottoman-empire-taco-youre-eating">http://www.pri.org/stories/2015-05-07/thank-ottoman-empire-taco-youre-eating</a></p> <p>2. Have students research the different neighborhoods in Chicago, even their own to discover the uniqueness of each. Use the idea from: <a href="http://learning.blogs.nytimes.com/2014/10/02/10-ways-to-explore-and-express-what-makes-your-community-unique/?_r=0">http://learning.blogs.nytimes.com/2014/10/02/10-ways-to-explore-and-express-what-makes-your-community-unique/?_r=0</a></p> <ul style="list-style-type: none"> <li>• Pilsen Neighborhood – Mexican Culture – how our city celebrates Mexican heritage in the Pilsen Neighborhood.</li> <li>• <a href="http://www.encyclopedia.chicagohistory.org/pages/2477.html">http://www.encyclopedia.chicagohistory.org/pages/2477.html</a></li> <li>• <a href="http://roadtips.typepad.com/a_salesguys_guide_to_the_/2015/05/a-culinary-walking-tour-of-chicagos-pilsen-neighborhood.html">http://roadtips.typepad.com/a_salesguys_guide_to_the_/2015/05/a-culinary-walking-tour-of-chicagos-pilsen-neighborhood.html</a></li> </ul>	<p><a href="http://www.afar.com/magazine/the-true-tale-of-mexico-citys-tacos-al-pastor">http://www.afar.com/magazine/the-true-tale-of-mexico-citys-tacos-al-pastor</a></p> <p><a href="https://www.youtube.com/watch?v=ZdnHI_yW1dQ">https://www.youtube.com/watch?v=ZdnHI_yW1dQ</a></p> <p><a href="http://www.georgeellalyon.com/where.html">http://www.georgeellalyon.com/where.html</a></p> <p><a href="https://foodandidentity.wordpress.com">https://foodandidentity.wordpress.com</a></p> <p>Poem idea: “Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development” 2002, Teaching for Change.</p> <p><a href="https://miles-o-resources.wikispaces.com/file/view/Where+I'm+From+Poetry.pdf">https://miles-o-resources.wikispaces.com/file/view/Where+I'm+From+Poetry.pdf</a></p>