

## Unit Title: Experiencing the Arab Culture through Food

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View the recorded Arabic Teacher's Council Roundtable on [Planning Your Arabic DC Field Trip](#).

Language and Level / Grade	Arabic	Approximate Length of Unit	5 days
Performance Range	Novice low to mid	Approximate Number of Minutes Weekly	100 minutes a week
Theme/Topic	A Field Trip to an Arab Restaurant		
Essential Questions	<ul style="list-style-type: none"><li>● How do I understand the Arab culture?</li><li>● What can I learn about Arab nations and their cultures through visits to local restaurants that serve their food?</li><li>● In what ways could visiting an Arab restaurant help me connect with Arabic language, culture and my peers?</li></ul>		
Social Justice Standards	<p><b>Identity #2.</b> Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</p> <p><b>Identity# 3.</b> Students will recognize that people’s multiple identities interact and create unique and complex individuals.</p> <p><b>Diversity #8:</b> Students will respectfully express curiosity about the history and food experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p><b>Justice # 11.</b> Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</p> <p><b>Action #18:</b> Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p> <p><b>Action # 20:</b> Students will work with friends, family and community members to make our world better/fairer for everyone and will plan and coordinate actions in order to achieve our goals.</p> <p><i>Include any social justice standards that are relevant to the lesson from Learning for Justice, which can be found at <a href="https://www.learningforjustice.org/frameworks/social-justice-standards">https://www.learningforjustice.org/frameworks/social-justice-standards</a></i></p>		
Unit Goals			

<i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"><li>● Practice and correctly use relevant vocabulary</li><li>● Learn about Arab culture’s food, eating customs, and food-related practices</li><li>● Express likes and dislikes</li><li>● Compare and contrast</li><li>● Ask and answer questions</li><li>● Construct simple sentences</li><li>● Describe food using adjectives</li><li>● Practice navigating to places on a map</li></ul>		
Summative Performance Assessment Tasks			
<ul style="list-style-type: none"><li>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</li><li>• The tasks follow the format of the IPA, but are integrated throughout the unit.</li><li>• The template encourages multiple Interpretive tasks.</li><li>• The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</li><li>• The tasks incorporate 21<sup>st</sup> Century Learning.</li></ul>	Interpretive Mode		
	Read the website and menu of the restaurant to which the field trip is planned and select items students plan to order based on a set budget.	Listen to a video recipe of an authentic Arab dish made by a native Arab chef for Arab audience and answer true/false and multiple choice comprehension questions.	Compare and contrast items on the field trip’s restaurant menu with items on menus of favorite local restaurants and menus of restaurants in Arab countries.
	Presentational Mode		Interpersonal Mode
	<b>Polished/Pre-prepared:</b> Students will research and select an authentic recipe of a popular Arab dish. They will make a shopping list of the ingredients they will need and the amounts of each adjusted for the size of the group to be served. They will give a short presentation about the dish and the process of preparation.		<ul style="list-style-type: none"><li>● Rehearse interactions at the restaurant by practicing customer/server role play</li><li>● Ask and answer questions about menu ingredients and prices</li><li>● Express likes and dislikes of food purchased; express gratitude</li></ul>
	<b>On Demand:</b> Write a review of the restaurant in Arabic highlighting dishes liked most, the atmosphere, etc. Create a new suggested menu (what would you add and what would you remove?)		
Standards			

<b>Cultures</b> (Sample Evidence)  <i>Indicate the relationship between the product, practice, and perspective</i>	<b>Relating Cultural Practices and Products to Perspectives using ACTFL Standards for Foreign Language Learning,</b> <a href="https://www.actfl.org/uploads/files/general/Documents/AppendixAStandardsforFLExecsumm.pdf">https://www.actfl.org/uploads/files/general/Documents/AppendixAStandardsforFLExecsumm.pdf</a>	
	Students gain knowledge and understanding of the target culture by examining the food items, food customs and traditions, and the values placed on food products and practices. What value is placed on specific dishes and ingredients? Why?	
<b>Connections</b> (Sample Evidence)	<b>Making Connections to Other Disciplines</b>	<b>Acquiring Information and Diverse Viewpoints</b>
	Connections to sciences (nutrition, geography), economics, environmental studies (how climate affects types of foods grown, seasonal food items, affordable and profitable food products and practices), social sciences and humanities (how media and literature capture values and perspectives on food)  See “Lifelong Learning” below.	Students examine cultural values and perspectives around growing/sourcing, preparing, serving, storing and preserving food. Students reflect on how certain food items/dishes are more appropriate for certain occasions such as weddings (e.g. mansaf in Jordan) while others are more appropriate for other occasions (e.g. maftool for funerals; ka’ak on Eid, etc.).  See “Cultural Comparisons” below.
<b>Comparisons</b> (Sample Evidence)	<b>Language Comparisons</b>	<b>Cultural Comparisons</b>
	Students research food-related cognates, words borrowed from other languages, and common food words from Arabic origins (coffee, saffron, cumin, etc.)	Students identify and examine similarities and differences between students’ own cultures and the target language culture: what are the food staples in each? What are the nutritional values of those staples and how do they compare and contrast? Students may be interested in researching farming and animal slaughter practices in their own culture vs. the Arab culture and what the differences mean in cultural perspectives surrounding these practices. Do animal rights look/sound/feel the same in different cultures? For example, the fun fact that eggs need refrigeration only in the USA due to the commercial practice of washing them before selling them brings up the question of what’s more important: sanitation or food preservation? Where’s the

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		tipping point for what’s healthy and what’s profitable?
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	Students identify what makes a difference locally and globally by increasing their knowledge and appreciation of Arab culture. Joining or forming cultural clubs and creating opportunities for groups outside the classroom to experience the Arab culture through cooking, food sampling, Arab restaurant outings, or sharing of information about Arab traditions and holidays are ways to help build positive communities and alliances. Students may elect to start or join campaigns to counteract cultural appropriations such as false claims about the origins of popular foods like hummus, falafel, etc.	Is the ideal healthy dish universal? How does it look in the students’ own culture with their regular food staples versus the target language’s culture and its food staples? For example, what are the equivalents to camel and lamb meats in students’ cultures? What percentages of the general population can afford eating such food regularly there vs. here? Are popular food items/ingredients sourced sustainably?
Connections to Other Standards	See Social Justice Standards above.	
Toolbox		
Can Do Statements		
Interpretive	<ul style="list-style-type: none"><li>● I can <b>identify</b> the main ideas of a short video/website/advertisement/infographic.</li><li>● I can <b>follow</b> simple written or spoken directions to prepare a dish from the Arab culture.</li><li>● I can <b>understand</b> the written/spoken main ingredients of a dish.</li><li>● I can <b>explore and appreciate diverse</b> cultural practices and perspectives surrounding food in the Arab culture.</li></ul>	
Presentational	<ul style="list-style-type: none"><li>● I can <b>present</b> a recipe and food prep process of an Arab dish using Arabic words for ingredients and amounts and adjectives and adverbs describing the process.</li><li>● I can <b>create</b> and <b>share</b> an alternative menu featuring Arab dishes with allergy-friendly alternatives.</li><li>● I can <b>compare</b> menus of Arab and non-Arab restaurants in my own community noting similarities and differences.</li></ul>	

<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>I can <b>ask</b> and <b>answer</b> questions related to food.</li> <li>I can <b>interact</b> with a server at a restaurant to order food in Arabic.</li> <li>I can <b>say</b> thank you and you're welcome in Arabic.</li> </ul>		
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary	
<p>*Expressing an opinion: expressing likes and dislikes أُحِبُّ / لا أُحِبُّ</p> <p>*Describing: يشبهه / لا يشبهه مالح، حلو، حامض، مر بارد، حار، دافئ، معتدل</p> <p>*Identifying &amp; Listing: نحتاج: كيلو كوب ملعقة رشة</p> <p>*Explaining: لماذا؟ لأن عندما بعد / قبل</p>	<p>Questions: هل / أين / متى / ما / كم / كيف</p>	<p>مطعم حمص - فلافل - شاورما - كباب - خبز - شاي - قهوة مناقيش زعتر - زيت - جبنة - لحم وعجين</p>	
	<p>Negation: أريد / لا أريد أحب / لا أحب أفضل / لا أفضل يشبهه / لا يشبهه</p>		
	<p>Adjectives: لذيذ / طيب / نظيف / غالي / رخيص</p>		
	<p>Preposition: على / في / ب</p>		

Lesson Plan (five days)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
<b>Day 1</b>	What do we know about Arab food and eating habits in the Arab world (fast food and regular meals)?	I can identify 4 types of food that are staples as Arab street food.	- shawarma شاورما - falafel فلافل - hummus حمص - bread خبز - food طعام	هذا / هذه hādhā / hādhīhi - (.this (m./f	Start with KWL chart. Mark the field trip date on the classroom calendar.  Watch a video introducing Arab street food. The teachers will stop after each segment

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			أكل/ - manqousheh منقوشة - tabboleh تبولة - zaatar wa zeit زعتر وزيت - cheese جبنة		<p>and discuss. Ask questions in Arabic: What did you see? When are they eating this food?</p> <p>Students use the video worksheet to jot down their notes in English. The teacher writes key words in Arabic on the board or a chart.</p> <p>Discussion about practices and habits.</p>
Day 2	Prepare for the field trip.	I can ask and answer questions about food ingredients, prices.	<p>Question words:</p> هل / أين / متى / ما كم / بكم / كيف <p>Verbs:</p> أريد / لا أريد	هل عندك ؟ هل هناك ؟ في ؟ allergy) (check	<p>Teacher gives students a copy of the restaurant's menu, students mark the items they want to try, calculate the total cost to make sure it's within agree-upon budget.</p> <p>Students identify and practice questions and phrases to use at the restaurant.</p> <p>Practice customer/server role play.</p> <p>IDENTIFY &amp; MATCH (flashcards)</p> <p>The teacher gives flashcards, one of which has the Arabic word and the other has the equivalent English word or picture to match the Arabic word.</p> <p>Distribute the cards and ask the students to stand up, right hand behind their back, the card in the left hand, walk around, find your match, give high five and sit down</p>

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					<p>together. They will say the word and ask a question/answer. They can do it again with a different partner.</p> <p>Alternative or additional activity: Working in pairs or small groups: one student draws the secret word, while others guess it by saying it or writing it.</p>
<b>Day 3</b>	Field trip day	<p>I can express opinion about products I try.</p> <p>I can express gratitude.</p> <p>I can request items and ask about their prices.</p>	<p>من فضلك أريد ..... بكم الساندويتش؟ شكرا / عفوا هذا لذيذ / طيب</p>	<p>من فضلك أريد ..... بكم ____؟</p>	<p>Meet the restaurant owner, if possible, and ask about the restaurant's story, which area of the Arab world it represents most, what dishes served mean in the Arab culture and how are they prepared differently here.</p> <p>If appropriate, students ask what does the restaurant do with leftover food? Does it go to waste or to organizations that collect food and transport it to shelters and those in need? Students reflect and journal their thoughts in English.</p> <p>Questions to the server about dish ingredients, allergens, alternative options.</p>

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Day 4	Reflections and comparisons	I can express opinions about food taste, prices, restaurant atmosphere, interactions with restaurant staff, etc.	أحب/ لا أحب أحببت / لم أحبب أعجبنى وجبة غداء وجبة عشاء	هل أحببت ؟ نعم، أحببت أو لا، لم أحبب _____	<p>Students reflect on the similarities/differences between American restaurant/fast food and food tried at the Arab restaurant.</p> <p>Watch an authentic video recipe and create a shopping list of ingredients and amounts adjusted to the size of group to be served.</p> <p>(Lingohut vocabulary activity: <a href="https://www.lingohut.com/en/y771547/arabic-lessons-grocery-shopping-list">https://www.lingohut.com/en/y771547/arabic-lessons-grocery-shopping-list</a>)</p>
Day 5	Reviews and presentations	I can compare and contrast food I tasted/learned about with my regular food	أفضل الشاورما أفضل البرجر المنقوشة تشبه البيتزا	أفضل / لا أفضل يشبه / لا يشبه تشبه / لا تشبه	<p>Use a 3-circle Venn diagram to compare and contrast items on the field trip's restaurant menu with items on menus of favorite local restaurants and menus of restaurants in Arab countries.</p> <p>Suggest new menu items to add with alternative options/replacements for customers with allergies.</p> <p>Write a restaurant review on a social media site or write a thank you note to someone you interacted with during the visit.</p>



Resources	
<p>Suggested itineraries for field trips in the Washington DC region:</p> <p>DC–Dupont Circle area:</p> <ul style="list-style-type: none"><li>- Museum of the Palestinian People: <a href="https://mpp-dc.org/">https://mpp-dc.org/</a></li><li>- Middle East Books and More: <a href="https://www.middleeastbooks.com/">https://www.middleeastbooks.com/</a></li><li>- Muncheez: <a href="https://www.muncheezdc.com/">https://www.muncheezdc.com/</a></li></ul> <p>Northern Virginia:</p> <ul style="list-style-type: none"><li>- Khan El-Khalili (cultural clothes, décor, perfumes, and household items)</li><li>- Mediterranean Bakery (café and grocery store) or Jerusalem Restaurant (nice sit-down restaurant)</li><li>- Al-Hikma Bookstore</li></ul>	