

Cultures

Optional Student Activities Employing the Five C's of Word Language Learning
Based on the Traveler's Passport to the Caribbean, Central, and South America

Note: 'Agri' in Latin means 'field;' 'cultura' means 'cultivation'

- A. (Investigate the relationship between countries' closeness and similarities in agriculture)** How does closeness of one country to another influence culture? In one of the three regions of Latin America, find two countries that are close to each other. To locate these, check the maps on pages 32-33 for the Caribbean and Central American countries and page 42 for the South American countries. Find five similarities between the two that might include growing similar crops or producing similar products; speaking both Spanish and another language that is the same, using the same colors or symbols in their national flags, eating similar foods and prepared dishes, etc. What are some other possible factors that show similarities? Organize your thoughts and create a chart to present them to your teacher and classmates. (Remember that these are simply *possible* reasons!)
- B. (Explain the relationship between agricultural crops and favorite food dishes)** Your friend and you are starting a new restaurant in this country that features one or two food specialties from each of the three regions of Latin America (the Caribbean, Central America, and South America). Since your success depends on having patrons from each of these three regions, create a menu which shows a picture of two traditional specialties from each region above for a total of six dishes. Next, read through the 'Products' section of each region to find two ingredients that are probably used in each region's foods. Include these in your menu as well. Be ready to present your delicious-sounding menu, designed in Spanish of course, to other students and your teacher.
- C. (Reflect on the relationship between U.S. food supply and Latin America-a new perspective)** Understanding a culture and then relating to that same culture often depend upon a person's connection to it through means in addition to language. Each year, the Caribbean, Central American, and South American* regions provide a large variety of fruits and vegetables for our consumption which, otherwise, may not be available in the mainland U.S. during the winter months. (Examples include papayas, bananas, pineapples, cacao for chocolate etc.) The goal of this project is to discover/review some of the connections which make this availability possible. Over the next two weeks, make a collection of fruit and vegetable stickers that you find on fruits and vegetables imported from the above *regions. As you collect the stickers, check the pages of the traditional cuisines of the Caribbean (page 22), of Central America (page 29), and of South America (page 43). For each region, identify a country which produces one of these imported fruits used in a typical American dish. Then, for each region, identify one of the imported vegetables used in a typical American dish. You will then have six different foods that demonstrate connections between Latin America and the United States. Display your findings on a poster in Spanish or do a brief talk in Spanish about these findings to your classmates and your teacher.