



Taste of Mexico Lesson Plan for Homeschool

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your Taste of Mexico box, this lesson plan divides your box into 3 45-90 minute lessons you can use and adapt to support your homeschool study, pre-k – middle school. Depending on your timeframe and child's age and engagement, these can be taught together or separated for a longer lesson. Please refer to the curriculum provided in your box: recipe guides, activity cards, skill card, and introduction card. Happy cooking! Happy learning!

Lesson 1: Mexican Street Tacos and Mexican Folk Art

Activity Time: 30-90 minutes

Learning Outcomes

- Students will identify the elements of art (line, color, shape, texture) in their environment and in works of art.
- Students will describe what is seen -- both literally and expressively -- in works of art.
- Students will view and describe art from Mexico.
- Students will identify and describe various reasons for making art.
- Students will learn how *amate* paper is made.
- Optional- students will present or write about a work of art that is reflective of his/her own culture.
- Students will make and share Mexican Street Tacos.

Materials

- Recipe guide, ingredients, and tools listed within.



Amate Art Project

- Brown paper bag or craft paper
- Scissors
- Black permanent marker
- Tempera or acrylic paints in bright colors, including white
- Paint brushes
- Video- Amate papermaking with the Otomi Indians (2001)- YouTube (4:18)
https://www.youtube.com/watch?v=a0ZsnDf_I4s
- Images of Amate Bark Painting from Google Image Search or images from books.
- Map of Mexico, *optional*
- Agua Fresca ingredients, *optional*

Amate Art Lesson Adapted from www.incredibleart.org/lessons/high/Grace-Amate.htm

Websites used to create this lesson

<http://www.babble.com/latina/diy-mexican-folk-art-for-kids>

<http://www.mexican-folk-art-guide.com/amate-paper.html>

I. Introduction

- a. Show students images of Amate Bark Paintings either from online search or from books. Ask students the following questions and record on chart paper.
 - i. How do the paintings make you feel?
 - ii. What shapes/patterns do you see?
 - iii. Can you find any common themes in the paintings?
 - iv. What are common figures that are painted?
 - v. What color is the background?
 - vi. Are there certain colors that are used more?
 - vii. What do you notice about the technique of the paintings?
 - viii. What is it made out of?
 - ix. Where do you think this art style comes from? Why?
 - x. Why do you think people paint this way?
- b. Tell the students that they are going to be making their own Amate (pronounced “ah-MAH-tay) paintings today.



Amate Paper History

Amate Paper has been made for thousands of years. The earliest amate paper recovered dates to 75 CE from the site of Huitzilapa, Jalisco. Amate was used most extensively during the Aztec Empire. This paper had a variety of uses. First, it was assigned to the royal sector, to be used as gifts on special occasions or as rewards for warriors. Second, it was used as a writing surface for keeping records such as inventories and accounting. Finally, the paper also had a sacred aspect and was used in rituals along with incense.

In modern times the knowledge of making amate paper was kept alive only in a few towns in the mountains of Puebla and Veracruz states such as San Pablito, an Otomi village and Chicontepec, a Nahuatl village. The making of paper here was something only shamans did until the 1960s, keeping the process a secret. Amate became more commercialized when the shamans saw there was a demand for their religious paper, and which point they began to sell them in markets in Mexico City.

How Amate Paper is Made

Amate is a type of paper produced from the fibers of the bark of a fig tree. Watch the video Amate papermaking with the Otomi Indians (2001)- YouTube (4:18) https://www.youtube.com/watch?v=a0ZsnDf_I4s. Discuss the materials, and processes used to create the paper.

Amate Paper Art

Amate is used for intricate paper cutouts like we make paper snowflakes. It is also used to make beautiful paintings which are what you are going to do today.

2. Amate Painting

- a. Review the properties of Amate Paintings that the students noted in the introduction. Highlight these features:
 - i. border
 - ii. colorful paint
 - iii. repeated shapes (flowers, leaves)
 - iv. white for contrast
 - v. black outlines
 - vi. themes of animals, plants, sun/moon face
 - vii. background is the brown paper only
- b. Have students crumple the brown paper being careful not to rip it. Then, flatten it out. Students can repeat this process a number of times to simulate the look of Amate.
- c. Older students can pre-sketch their intended drawing on another piece of paper. Remind them to design and leave space for a border. Younger students can draw a picture with a black marker and paint it in.



- d. Paint your picture. Remember to use bright colors and white for contrast.
- e. Let the painting dry and then go back and outline with thick black marker or black paint.
- f. Prepare to share your painting with your friends and family.
 - i. Why did you choose the colors?
 - ii. What is the theme of your picture? What inspired it?
 - iii. What is the purpose of the border?

Extensions

- g. Research an artist that paints in the Amate style.
- h. Have students bring in a piece of art that reflects their own cultural background.

3. Fun Bites – Mexican Street Market

- a. Together read the Fun Bites Section of the Recipe Guide.
- b. Do you see any of those foods at your local farmers market or grocery store?
- c. Get ready to create your own Mexican Street Market complete with Mexican Street Tacos and Amate Art on display.
- d. **Optional-* make some Agua Fresca to go with your tacos.
<http://www.thekitchn.com/bright-fruity-refreshing-10-thirst-quenching-aguas-frescas-172349>

4. Kitchen Prep

- a. Read the Mexican Street Tacos recipe card together.
- b. Identify and gather ingredients.
- c. Gather tools.
- d. Read the Skill Card- Tortilla Making if you are going to make your own.
- e. Discuss kitchen safety. Specifically, stove top safety (Visit Raddishkids.com/pages/safety)

5. Prepare Mexican Street Tacos

- a. Ask students to read or describe each step.
- b. Together, follow the steps in the recipe.
- c. Give each child a turn to juice, measure and grill.
- d. While the chicken is marinating, set up the Amate paintings and create your very own Mexican Street Market.
- e. When the Mexican Street Tacos are ready, eat, taste and share!



Lesson 2: Easy Cheesy Enchiladas and Food Production of Mexican Crops

Activity Time: 30-90 minutes

Learning Outcomes

- Students will learn about native crops.
- Students will learn about native Mexican crops, how they grow and in what dishes they are used.
- Students will learn where in Mexico tomatoes are grown.
- Student will read a story and answer questions about the food system and who is involved.
- Students will make Easy Cheesy Enchiladas to share with their family.

Materials

- Recipe guide, ingredients, and tools listed within.
- Map of Mexico
- *The Story of Miguel's Tomatoes* pages 93-95- <http://www.fao.org/3/a-y2735e.pdf>
- Steps in the Food System, page 92 (same document as above)
- Discussion Questions see attached
- Coloring tools
- Paper and pencil
- *Optional*- toy trucks, building blocks etc.

Food System Lesson Plan Adapted from

- www.fao.org

I. Introduction- Fun Bites- Common Mexican Ingredients

- Ask students what they think a *native* crop is? Native plants are species that came to an area naturally and have lived there for a long time. They have adapted to live with the animals and the environment to keep a natural balance.
- Use the fun bites recipe guide to read about Mexico's native crops and how they are used.
- Ask students if they have tried any of these foods? Which ones? Did they like them? Why or why not?
- Bring some tomatoes to the table and let the students observe them.
- Ask the students what they know about them.
 - Are they a fruit or a vegetable?
(They are fruits because of the fact that they have seeds inside the edible part. A vegetable does not have seeds in the part that you eat.)



- ii. Have you eaten tomatoes before?
- iii. How were they prepared?
- iv. How do you think the tomatoes grow? As a root? On a tree/bush? On a vine?
- v. Where do you think they grow?
- f. Tell students that today you will talk about the long journey that foods make to reach our table.
- g. Most Mexican tomatoes are grown in the region of La Frailesca in the southern Mexican state of Chiapas.

2. The Story of Miguel's Tomatoes- (This story illustrates the food system)

Younger Students

- a. Read the story aloud. Set students up with paper and coloring tools.
- b. Tell the students that this story is going to discuss the 5 major steps for food to arrive on the table. For pre-writers, fold letter paper in half and title each half page with a step in the food process. Writers can copy their own titles.
 - i. Getting ready to grow the food
 - ii. Growing the food
 - iii. Moving the food from the field.
 - iv. Processing, selling or storing the food
 - v. Preparing and eating the food
- c. As you read have the students listen and draw what they hear in the appropriate section.
- d. Use the Discussion Questions (attached) to assess learning. Pick and choose questions as age appropriate.
- e. Optional Extensions:
 - i. Have students act out the steps in the Food System using toys or created props.
 - ii. Have students pick up a food item and imagine its journey from a tiny seed. Have them dictate the story or tell it to a friend.

Older Students

- f. Tell the students that this story is about the 5 major steps to deliver food to your table.
- g. The steps involved in the Food System include:
 - i. Getting ready to grow the food
 - ii. Growing the food
 - iii. Moving the food from the field.
 - iv. Processing, selling or storing the food
 - v. Preparing and eating the food
- h. Have students read the story and answer the discussion questions (attached) either in writing or with a partner.
- i. Optional Extensions:



- i. Have the students write a letter to their “mother plant” as if they are a tomato making its way through the food system.
- ii. Have students choose a food and research its journey from farm to table.
- iii. Read and discuss child labor in the Mexican food industry. Article and videos found here: www.graphics.latimes.com/product-of-mexico-children/

3. Kitchen Prep

- a. Read the title page together.
- b. Identify and gather ingredients and tools.
- c. Discuss kitchen safety, in particular oven safety. (Visit Raddishkids.com/pages/safety)

4. Prepare Easy Cheesy Enchiladas

- a. Ask children to read or describe each step.
- b. Give each child a turn measuring, stirring, rolling enchiladas etc.
- c. Once the Easy Cheesy Enchiladas are ready, Eat, Taste and Share!
- d. While you are eating, share what you learned about the system that makes food available for everyone. Show your drawings of the 5 steps or act out the journey the tomato made so that you can be eating Easy Cheesy Enchiladas today!



Lesson 3: Chilaquiles Breakfast Nachos and the Landforms of Mexico

Activity time: 60 minutes

Learning Outcomes

- Students will learn the geographical term *landform*.
- Students will learn about a number of different landforms and how they are formed (mountain, plateau, isthmus, canyon, etc).
- Students will connect their general learning about landforms to specific examples found in Mexico.
- Students will choose one or more Mexican landforms to research.
- Students will demonstrate their new learning through writing, pictures or a presentation.
- Students will make Chilaquiles Breakfast Nachos.
- *Optional- students will make a salt dough 3 dimensional map.

Materials

- Recipe guide, ingredients, and tools listed within
- Whiteboard or chart paper
- Landforms Defined- Student Worksheet (attached)
- Landforms Defined- Teacher Resource (attached)
- Video YouTube (3:57) Landforms, Hey!: Crash Course Kids #17.1
<https://www.youtube.com/watch?v=FN6QX43QB4g>
- *Optional*
 - Atlas
 - Map of Mexico (print your own floor size map for free at:
<http://www.yourchildlearns.com/megamaps.htm>)
 - Books about Mexico
 - Travel magazines/brochures about Mexico
 - Printable landform worksheet:
https://www.superteacherworksheets.com/landforms/landforms-1_WMWNF.pdf

Resources consulted for this lesson plan

- <http://worldlandforms.com/landforms/list-of-all-landforms/>
- <http://kids.nationalgeographic.com/explore/countries/mexico/#mexico-dancers.jpg>
- <http://www.atozkidsstuff.com/mexico.html>
- <http://www.oocities.org/teacherkab/countries/mexico.htm>



- www.amazingclassroom.blogspot.ie/2011/09/teaching-landforms.html
- www.kidworldcitizen.org/2012/01/29/3d-salt-dough-maps/

I. Introduction- Fun Bites- Geography of Mexico

- Read together the Fun Bites- “Geography of Mexico” of the Recipe Guide.
- Ask the students questions such as:
 - Have you ever been to Mexico? What was it like? Where did you go? Did you see any of the places on the map?
 - Have you seen a mountain range before? What did it look like? How is it different than just one mountain?
 - Have you seen a canyon? Where was it? What did it look like? Etc.
 - Have you been to the capital city of your state? The country? What did you see there? Was there anything special about that city?
 - The Rio Grand is a river but also a border. How do you think that works? Why do you think the country uses that as a dividing line?
 - Mexico has lots of beautiful beaches. Do you have a favorite beach that you visit? Do you know how that beach was made?
- Today we are going to talk about how landforms like beaches and mountains are created!

Landforms

75% of Earth is covered with water. That leaves only one quarter of the Earth’s surface above water. The earth is very diverse: some parts are lush and green while others are frozen solid. Some areas stretch high up into the clouds, and others are flat as far as the eye can see. Our planet is a stunning combination of various physical features. These different physical features are called landforms. *Landforms* are any natural formation of rock and dirt found on earth. A landform can be as large as a mountain or as small as a hill. The various landforms were formed by natural processes such as erosion, wind, rain, and weather conditions, like ice and frost. Natural events like earthquakes and volcanic eruptions caused by tectonic plate movement also create new landforms.

2. Landform Discussion

- Ask students to name as many landforms as they can.
- Optional Video YouTube (3:57) Landforms, Hey!: Crash Course Kids #17.1 <https://www.youtube.com/watch?v=FN6QX43QB4g>
- Invite students to choose 5 or more landforms to define. Have them write their answers in the first two columns of Landforms Defined Student Worksheet



- (attached). Teacher Resource sheet is also attached. Great resource for landform definitions is: <http://worldlandforms.com/landforms/list-of-all-landforms/>
- d. Now have students do research about specific examples of those landforms in Mexico. They can start with the Fun Bites- Geography of Mexico or use an atlas or books about Mexico or the internet.
- <http://kids.nationalgeographic.com/explore/countries/mexico/#mexico-dancers.jpg>
 - <http://www.atozkidsstuff.com/mexico.html>
 - <http://www.oocities.org/teacherkab/countries/mexico.htm>
- e. Extensions
- Older Students choose one or more Mexican Landforms to research in greater depth
 - Younger Students can make a landform flip book.
www.amazingclassroom.blogspot.ie/2011/09/teaching-landforms.html
 - Together, you can create a salt dough map of Mexico complete with landforms! www.kidworldcitizen.org/2012/01/29/3d-salt-dough-maps/
 - Print a free floor size map of Mexico at home and have students fill in details.
<http://www.yourchildlearns.com/megamaps.htm>
 - Make a diorama or three dimensional model of a landform of their choice.
 - Visit a landform that is nearby. Have students bring a notebook or sketchpad to take notes and draw pictures. Ask the student to look for other landforms in your area that they would like to explore, visit, or learn about.

3. Kitchen Prep

- Read the title page together.
- Identify and gather ingredients and tools.
- Discuss kitchen safety, in particular the importance of washing hands after handling raw eggs. (Visit Raddishkids.com/pages/safety)

4. Prepare Chilaquiles Breakfast Nachos

- Ask children to read or describe each step.
- Give each child a turn slicing, dicing, stirring, cracking, etc.
- Once your Chilaquiles Breakfast Nachos are ready, gather your family and friends together to Eat, Taste and Share!
- While you have everyone together you can teach them about landforms of Mexico.

Discussion Questions for The Story of Miguel's Tomato:

Understanding the Food System

Getting ready to grow the food:

What did Miguel need for his tomatoes?

What would happen if these things were not available?

Could Miguel grow tomatoes without these supplies?

Growing the food:

What did Miguel need for the tomatoes to grow?

Could Miguel's tomatoes have grown if these were not available?

Moving food from the field:

Where were Miguel's tomatoes moved to after he and Ana picked them?

How far did the tomatoes travel for Miguel and Ana's dinner?

How far did the tomatoes travel to get to the city? How did they make this journey?

How many people were involved in moving the tomatoes?

What would happen to the tomatoes if the cart or truck broke down on the way?

Processing or selling the food:

How did Ana process the tomatoes?

How did Miguel sell his tomatoes?

How did Pedro re-sell the tomatoes?

What happened to the tomatoes at the food processing factory?

Why are these steps important in a food supply?

What would happen if foods could not be processed to be available later?

Eating the food:

Discuss how people need money to buy their food (unless they grow their own as Miguel and Ana do).

Discuss how people must understand how to use food safely and choose foods that keep them healthy.

Discuss the problems that could arise with each of the above steps and how the food would then not be available for people to eat.

Discuss the difference between the tomatoes that Miguel and Ana ate right away and those that came back in a can.

Storing the food:

Have students consider the waste of food that happens due to pests like insects and rodents.

Have students consider the waste of food that happens due to spoilage.

What does protecting the food supply from these dangers mean for hungry people?

Questions are adapted from <http://www.feedingminds.org>

Landforms Defined- Teacher resource

For tons of other landforms and their definitions <http://worldlandforms.com/landforms/list-of-all-landforms/>

Landform	Definition	In Mexico
Peninsula	A piece of land surrounded by water on three sides.	Baja Peninsula Yucatan Peninsula
Mountain	A landform that rises high above its surroundings. Taller than a hill, usually with steep slopes and a rounded or sharp peak.	Pico de Orizaba 18,491ft above sea level
Mountain Range	Mountains are rarely found alone. Groups of mountains are called ranges.	Sierra Madre Occidental
Canyon	Very steep sides and “stepped” or layered walls. Forms when rivers wear away at rocks for millions of years.	Copper Canyon
Plain	An area of flat land.	Gulf Coast Plain- east of the Sierra Madre Occidental Range
Coastal Plain	Flat land that meets the ocean/sea.	
Isthmus	A narrow stretch of land which joins two land masses.	Isthmus of Tehuantepec
Coast	Where the land meets the ocean. Can be rocky, steep, flat or sandy.	Pacific Coast
Beach	A sloping shoreline consisting of sand, gravel, soil or other sediment.	Tulum, Playa del Carmen, Cozumel

Landforms Defined

Landform	Definition	In Mexico
Ex. Peninsula	Ex. A piece of land surrounded by water on three sides.	Ex. Baja Peninsula Yucatan Peninsula

