



Passport to Spain 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 Passport to Spain 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 card, and introduction card. Happy cooking! Happy learning!

Lesson 1: Spanish Paella and Daily Life in Spain

Activity Time: 45-60 minutes

Learning Outcomes

- Students will see that children in a different country share similarities in their daily lives despite differences in culture, religion, and location.
- Students will learn about the daily life of a school age child in Spain.
- Students will discuss some cultural differences between the daily routines of Spanish and American students.
- Students will describe their daily routine.
- Younger students will use time words like first, next, and finally.
- Older students will include the time that they do each activity and the activity's duration.
- Students will write, draw, or create a video or dramatization of a day in their life.
- Students will read the **Paella Glossary** to become familiar with the tools and ingredients used in making traditional Spanish Paella.
- Students will read and practice the **Featured Culinary Skill- How to Dice**.
- Students will make and share Spanish Paella with family and friends.



Materials

- Recipe guide, ingredients, and tools listed within.
- An Atlas or a World map
- Activity- A Day in Your Life - possible materials:
 - Construction paper, yarn, writing or drawing materials
 - Blank cartoon strips
 - Video Camera
 - Props for a dramatization
 - Etc.

Optional Books

- [A Life Like Mine](#) by DK
- [Children Just Like Me- A new celebration of children around the world](#) by DK

Resources

- For Older Students- day in the life extension
<https://www.globalonenessproject.org/resources/lesson-plans/day-life>
- A day in the life of a child in Spain <http://www.timeforkids.com/destination/spain/day-in-life>
- School Schedules <https://www.angloinfo.com/how-to/spain/family/schooling-education/school-schedule>
- A typical day (with mealtimes named and explained) <http://nothemingwaysspain.blogspot.de/2011/09/typical-spanish-day.html>

Videos

- Spain Daily life (3:51) <https://www.youtube.com/watch?v=IV9x5iWlQFo>
- Spanish vs. American Supermarkets (4:53) https://www.youtube.com/watch?v=a49YukZ_Fcw
- Destination Spain- National Geographic (5:09) <https://www.youtube.com/watch?v=oyXNducx4QQ>
- Geography of Spain (5:00) <https://www.youtube.com/watch?v=VPGF2iplOnc>
- Spain Fun Fact Series Episode 45- Mocomi Kids (1:41) <https://www.youtube.com/watch?v=0dIDdCUHcDs>
- All About Spain for Kids 1 (1:57))
https://www.youtube.com/watch?v=NFhpiW8qd_k



1. Introduction- Spain

- Before you begin:
 - Watch the video- Geography of Spain
(5:00) <https://www.youtube.com/watch?v=VPGF2iplOnc>
 - Preview it to increase your own knowledge and see if it is developmentally suitable for your students.
- **Ask:** What do you already know about Spain?
- **Bring** an atlas, world map, or globe to the class table.
 - **Share** the map and/or books about Spain
 - **Explore** together: Locate bodies of water, mountain ranges, surrounding countries, capital city, etc.
 - **Ask:** How is the geography of Spain similar and different to where you live?
- **Watch** a video on Spain:
 - For older students:
 - Geography of Spain
(5:00) <https://www.youtube.com/watch?v=VPGF2iplOnc>
 - For younger students:
 - Spain Fun Fact Series Episode 45- Mocomi Kids
(1:41) <https://www.youtube.com/watch?v=0dIDdCUHcDs>
 - All About Spain for Kids 1 (1:57))
https://www.youtube.com/watch?v=NFhpiW8qd_k
- **Ask:** What do you think it would be like to live in Spain?
 - Have students **share** their ideas aloud or by drawing pictures, etc.
- **Say:** Today we are going to be learning about what life is like for a child living in Spain.

2. A Day in the Life: Spain

- **Read** about Andrea Crespo, an 11 year-old that lives in Madrid, Spain.
 - <http://www.timeforkids.com/destination/spain/day-in-life>
 - Click on the clocks at the bottom of the screen to see what she does at different times of day.
- **Watch** a video for another idea of what a day is like for a Spanish child.
 - Spain Daily life (3:51) <https://www.youtube.com/watch?v=IV9x5iWlQFo>
- Have a discussion. **Ask:**
 - Was life in Spain like you thought it would be?



- What things are the same in your life? Different?
- What do children in Spain do that you would or wouldn't like to do?
- What surprised you? Etc.

Extension Ideas

- Older Students: Explore the day in the life of a child from another country
 - <https://www.globalonenessproject.org/resources/lesson-plans/day-life> - Amar, a 14 year-old that lives in India.
 - Watch a short film (preview for suitability) with discussion questions and writing projects attached.
- Younger Students: Read these books or look at the pictures and discuss.
 - A Life Like Mine by DK books and Unicef
 - Children Just Like Me- A new celebration of children around the world by DK

3. A Day in Your Life

- **Say:** Now it is your turn to teach children in other parts of the world what a typical day is like for you!
- **Ask:** What day do you want to share? Is it a school day, a weekend, a day with swimming lessons or a playdate? You choose.
- Younger Students:
 - Prompt them by asking them questions like:
 - How does your day start?
 - What do you do **first** when you get out of bed?
 - What happens **next**? And **then**...? **Finally**, or **at the end** of the day.... What do you do? (these are developmentally appropriate time markers for young children).
 - You can scribe for younger students and record their answers or have them draw pictures to capture the idea of what they do at each point in the day.
 - (This is not a finished product, just an aid to share their day in the next step.)
- Older students:
 - Make a list of what they do during the day with the times associated.



- For example: at 6:30am my alarm goes off- get up, get dressed. 7:15 eat cereal for breakfast and finish my homework, at 7:45 ride my bike to school, etc.
- (This is not a finished product just an aid to share your day in the next step.)
- **Ask:** How do you want to share your life with others? You can:
 - Write a story
 - Make a video
 - Create a play/ dramatization of your day complete with props.
 - Make a cartoon strip.
 - A list with times and activities like Andrea Crespo did.
 - A photo book with captions and times of what you did during the day.
- Have students rehearse how they will share their day with others.

Extension Ideas

- Resources for teaching more about telling time:
 - Developing a sense of time: <https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-how-children-develop-sense-time/>
 - Good ideas about teaching clock concepts: <http://www.parents.com/kids/development/intellectual/learning-to-tell-time/>
- **Ask:** How can you make your day better? How can you make someone else's day better?

4. Kitchen Prep

- Read the Spanish Paella recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Paella Glossary** to become familiar with the tools and ingredients used in making traditional Spanish Paella.
- Read the **Featured Culinary Skill- How to Dice.**
- Discuss kitchen safety. Specifically, stove top safety (Visit Raddishkids.com/pages/safety).

5. Prepare Spanish Paella



- a. Ask children to read or describe each step.
- b. Together, follow the steps in the recipe.
- c. Give each child a turn to dice, smash, and add ingredients.
- d. When the Spanish Paella is ready, eat, taste and share!
- e. While friends are eating:
 - i. Share the new vocabulary that you learned in the **Paella Glossary**.
 - ii. Teach what life is like for a child in Spain.
 - iii. Perform or share "A Day in Your Life."



Lesson 2: Churros con Chocolate and Salvador Dalí Art

Activity Time: 60-90 minutes

Learning Outcomes

- Students will learn about Salvador Dalí and Surrealist art.
- Students will describe what is seen (including both literal and expressive content) in selected works of art.
- Older students will learn the surrealist terms: *juxtaposition, dislocation, transformation, metamorphosis, double image painting, Paranoiac-Critical Method, symbols, laws of nature reversed.*
- Students will create a work of art inspired by a Dalí painting.
- Students will discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture, and surrealist terms).
- Younger students will demonstrate beginning skill in the manipulation and use of sculptural materials to create form and texture in works of art.
- Older Students will create a representational sculpture based on people, animals, or buildings
- In the **Featured Culinary Skill** students will learn how easy **Using a Pastry Bag** can be.
- Students will make Churros con Chocolate to share with their friends and family.

Materials

- Recipe guide, ingredients, and tools listed within.
- Art books from the library featuring Salvador Dalí, Antoni Gaudi and Pablo Picasso.
- For the art project:
 - Younger Students
 - Playdough, clay, or plasticine in a variety of colors
 - Toothpicks
 - Optional materials- googly eyes, scraps of fabric, pieces of Lego, etc.
 - Older Students
 - Older students
 - Variety of art supplies: paints, markers, paper, brushes, magazines for collage, etc.



Optional Books

- Discovering Great Artists- Hands-on-Art for Children in the Styles of the Great Masters by MaryAnn F Kohl and Kim Solga
- Dalí and the Path of Dreams by Anna Obiols and Joan Subirana
- Salvador Dalí and the Surrealists: Their Lives and Ideas by Michaels Elsohn Ross

Resources

- Salvador Dalí- kid friendly bio <http://artsmarts4kids.blogspot.de/2008/04/salvador-Dalí.html>
- Dalí bio http://www.ehow.com/about_5110769_interesting-salvador-Dalí.html
- The Elephants (1948) explained <http://samui-art-gallery.com/salvador-Dalí-elephants-painting-review-and-analysis/>
- Persistence of Memory (1931) explained <http://legomenon.com/salvador-Dalí-persistence-of-memory-melting-clocks-meaning.html>
- Florida Alliance for Arts Education www.faae.org

Videos

- Get Surreal with Salvador Dalí BRIEF VERSION (9:09) <https://www.youtube.com/watch?v=ST52WsmUIM>

Lesson Plan Adapted From:

- <http://artwithmrssmith.blogspot.de/2009/06/art-lesson-Dalí.html>
- <http://www.se7en.org.za/2010/05/15/se7en-and-a-salvador-Dalí-celebration>
- <https://www.crayola.com/lesson-plans/in-time-with-salvador-Dalí-lesson-plan/>

1. Introduction- Spanish Artists

- **Read** together the **Spanish Artists** section of the Churros con Chocolate recipe guide.
- **Provide** students with art books to look at or online images of Salvador Dalí, Antoni Gaudi and Pablo Picasso's work.
- Activity- **Food for Thought:** Research or choose one famous work of art by each artist. What makes it unique and interesting?
 - Prompt students to talk about, color, materials, lines, subject matter, light, how it makes them feel etc.



2. Who was Salvador Dalí?

Note to teachers- *Salvador Dalí was eccentric and some of his works and opinions may not be suitable for all students. The information and paintings shared in this lesson plan should be appropriate for all students, but please preview outside material first.*

Salvador Dalí was born in Catalonia, Spain in 1904. He was interested in art from a very young age. He began drawing classes when he was only twelve years old. In 1922, Dalí went to Madrid to study at the Academia de San Fernando.

While he was at school there, he painted in the Cubist style and experimented with another style called Dadaism. After four years of school, he felt that his professors had nothing more to teach him, so he left.

At this time, Dalí began to experiment with Surrealism. He also developed many strange styles of dress: he grew his hair long and wore sideburns and he dressed in suit coats, socks and short pants that stopped at the knee. He also grew a thin mustache that curved up at either end. This mustache and the surrealist style lasted the rest of Dalí's life.

Dalí not only painted, but also created sculpture, worked on films (including Disney and Hitchcock), made jewelry, experimented with photography, and helped design the Dalí Theater and Museum in Figueres Spain.

In his lifetime, he was as famous for his eccentric and wacky behavior as much as his artwork. In 1955, Dalí filled up a white Rolls Royce Phantom II with 1100 pounds of cauliflower and drove it from Spain to Paris. He also had an anteater and an ocelot as pets. At the London Surrealist Exhibition in 1936, Dalí gave a lecture wearing an old-fashioned deep-sea diving suit to represent how he existed in the bottom of the sea of subconsciousness. However, he almost suffocated!

Dalí died, on January 23 1989, of heart failure at the age of 84. His funeral was held at the Teatro-Museo, where he is buried in a crypt.

Fun Fact: Salvador Dalí created the logo for Chupa Chups lollipops!



3. What is Surrealism?

Younger Students

- Surrealist painters wanted to discover a new reality by mixing dreams with the imagination to create strange and unusual paintings. These paintings allowed individual artists to express new emotions that would make us think.
- One way that Surrealists did this was by putting together two things that don't usually go together. One funny example of this is Lobster Telephone (1936) <http://www.tate.org.uk/art/artworks/Dalí-lobster-telephone-t03257>

Older Students

- Provide students with the Surrealism Worksheet
- **Watch** the video: Get Surreal with Salvador Dalí BRIEF VERSION (9:09) <https://www.youtube.com/watch?v=ST52WsmUIM>
- Have students fill in the Surrealist Techniques that they learn about in the video:
 - **Laws of Nature Reversed**- a living thing can become a lifeless object
 - **Juxtaposition**- putting two different things side by side that don't normally go together
 - **Transformation**- turn something familiar into something strange
 - **Dislocation**- objects are placed where they shouldn't be
 - **Metamorphosis**- when an object is changed into something else
 - **Symbols**- reappear over and over again to represent something
 - **Paranoiac-Critical Method**- a process to look at an object and see other things in it that don't really exist
 - **Double Image Paintings**- where one form contains two or more images

4. Dalí Inspired Art

- **Younger Students**- The Elephants (1948) Los Elefantes
 - **Show** students the painting. **Discuss**:
 - What do you see? Shapes, colors, lines.
 - What is weird about the painting?
 - How does it make them feel?
 - Would you want to ride on these elephants? Why or why not?
 - Why do you think that Salvador Dalí painted them this way?
 - What makes the painting Surreal?
- **Share**: Now you are going to have a chance to create your own small Dalí-like surreal creatures!



- **Provide** students with sculpting materials.
 - Tell them not to give their creatures playdough legs—that’s what the toothpicks are for!
- **Display** your Dalí creatures.
 - (Optional) Create a background to place your creatures against.

Older Students- The Persistence of Memory (1931)

- **Show** students the painting. **Discuss:**
 - How does this painting make you feel?
 - What images do you see?
 - What surrealist techniques are at work?
 - What do you think the melting clocks represent? Is time something the painter sees as flexible? Why or why not?
 - What do melting clocks mean to you?
 - If you could ask Dalí a question about this painting, what would it be?
- Discuss time.
 - **Ask:** Does time seem to stop or freeze for you sometimes? Do some days never seem to end? Think of a way to interpret these feelings.
- **Share:** Now you are going to have an opportunity to create your own surrealist work of art. Your challenge is to create your own interpretation of how you see time passing.
- Provide students with whatever art supplies you have on hand.
- **Ask:** What surrealist techniques will you use?
- Have students create their own surrealist art work, name it, and display it.

Extension Ideas

- Study another Spanish artist and create a piece of art inspired by them.
- Visit a museum and look for Surrealist art.
- Study Cubism or Dada.

5. Kitchen Prep

- Read the title page together.
- Identify and gather ingredients and tools.
- Read the **Featured Culinary Skill- Using a Pastry Bag**
- Discuss kitchen safety. Specifically, stove top safety (Visit Raddishkids.com/pages/safety).



6. Prepare Churros con Chocolate

- Ask children to read or describe each step.
- Give each child a turn measuring, preparing pastry bags, and squeezing out churros.
- While the churros are baking, set up your gallery of Dalí inspired art work.
- When the Churros con Chocolate are ready, eat, taste and share!
- Share your art with your friends and family and tell them a bit about Salvador Dalí and Surrealism.



Lesson 3: Tapas Trio and Geography, Agriculture and Food of Spain

Activity time: 60 minutes

Learning Outcomes

- Students will learn the **History of Tapas**.
- Students will learn about different **Types of Tapas**.
- Students will also learn the Spanish terms *raciones*, and *pintxos*.
- Students will explore Spanish cuisine through a **Pictograph Map** in this month's included activity.
- Students will learn that Spain is divided into 17 regions and that each region has famous foods associated with them.
- Students will locate 5 regions (Valencia, Extremadura, Andalusia, Catalonia, and Castile and León) on a map and match the famous food that is associated with it.
- Students will research the famous foods for 3 additional regions (Galicia, Castillo Lan Mancha, and Basque Country).
- Students will research the famous foods associated with the region that they live in and will create their own Tapas dishes that reflect their regional ingredients.
- In the **Featured Culinary Skill** students will practice **Oven Safety**.
- Students will make Tapas Trio.

Materials

- Recipe guide, ingredients, and tools listed within
- An Atlas or a world map
- "Taste of Spain" Map Activity, included in the Passport to Spain Box
- "Passport To Spain" Map, included in the Passport to Spain Box
- Seasonal foods from your region.

Resources

- Seasonal Food Guide www.sustainabletable.org/seasonalfoodguide/
- Seasonal Ingredient Map
<http://www.epicurious.com/archive/seasonalcooking/farmtotable/seasonalingredientmap>
- List of Spanish Tapas recipes with some references to region http://www.spain-recipes.com/spanish_tapas.html



- Galicia- <http://www.galiciaguide.com/Galicia-index.html>
- Basque Country- <http://www.basquecountry-tourism.com/basque-gastronomy/pintxos/>
 - <https://tourism.euskadi.eus/en/>
 - <https://www.britannica.com/topic/pintxo#ref1197867>
- Castilla La Mancha
 - <http://www.red2000.com/spain/region/rcman.html>
 - <http://www.spainthisway.com/regions/castilla-la-mancha.php>
 - <http://www.cheese.com/manchego/>
 - <http://www.thekitchn.com/the-cheesemonger-all-about-man-73179>

Videos

- How Locals Do Tapas in Spain on Travel with Kate (3:40)
<https://www.youtube.com/watch?v=7mFE9k0E-2Y>
- **Introduction- History of Tapas**
 - **Read** the **History of Tapas** section of the Tapas Trio recipe guide with your students.
 - **Ask:**
 - What do you think of the story?
 - Can you think of any other reasons people might have created Tapas?
 - **Share:** Tapas History

One of the reasons that Tapas are so popular (besides the fact that they are delicious!) is timing. If you did the Spanish Paella lesson you know that people in Spain do not usually eat dinner before 9:30 or 10:00 pm. Late dinners mean that after work and school people are hungry. Tapas are the perfect snack to tide them over until a late dinner.

In Spain, some tapas come free with your drink, some are one bite, some are served as “raciones” which means “plates to share” and some are served on a piece of bread which makes them “pintxos”.

Tapas are usually found in crowded bars where most customers eat standing up. No one stays for very long.
- **Read** the **Types of Tapas** section of the Tapas trio recipe guide together.
 - **Ask:**
 - Have you ever eaten any of these foods?
 - Have you tried other tapas?



- Optional, **watch** a video to experience eating tapas in Spain:
 - How Locals Do Tapas in Spain on Travel with Kate (3:40)
<https://www.youtube.com/watch?v=7mFE9k0E-2Y>
- Optional, explore more Spanish Tapas recipes: http://www.spain-recipes.com/spanish_tapas.html.
 - **Ask:** Which ones would you like to try?
- **Share:** Today you are going to learn about the 17 regions of Spain. Each region has their own famous foods, which are often incorporated into delicious tapas dishes.
- **Pictograph Map**
 - **Read** together the Activity **Pictograph Map** included in your Passport to Spain box.
 - Use the information on this card to complete the **Passport to Spain Map**, also included in your box.
 - **Discuss** the types of tapas dishes you might make with each famous food.
 - i. **Explore** this list for ideas: http://www.spain-recipes.com/spanish_tapas.html
 - Choose one of the following three regions and research their famous foods and tapas. (Here are some websites to get you started.)
 - i. **Galicia**
 1. <http://www.galiciaguide.com/Galicia-index.html>
 - ii. **Basque Country**
 1. <http://www.basquecountry-tourism.com/basque-gastronomy/pintxos/> <https://tourism.euskadi.eus/en/>
 2. <https://www.britannica.com/topic/pintxo#ref1197867>
 - iii. **Castilla La Mancha**
 1. <http://www.red2000.com/spain/region/r-cman.html>
 2. <http://www.spainthisway.com/regions/castilla-la-mancha.php>
 3. <http://www.cheese.com/manchego/>
 4. <http://www.thekitchn.com/the-cheesemonger-all-about-man-73179>
 - Add the information you learn to the **Passport to Spain Map**.
- **Create Your Own Tapas Dish**



- **Share:** It is your turn to be a Spanish tapas chef! (But with a regional twist!)
- Have students choose a famous food that is in season in their region.
 - Explore a farmer's market or check out one of these websites for ideas:
 - Seasonal Food Guide www.sustainabletable.org/seasonalfoodguide/
 - Seasonal Ingredient Map <http://www.epicurious.com/archive/seasonalcooking/farmtotable/seasonalingredientmap>
- Have students **decide** what type of tapas they would like to make. Ideas:
 - Tortilla
 - Croquetas
 - Pintxos
 - Raciones
- **Ask:** What other flavors or foods do you think would complement your ingredient? Remember to keep it simple!
- Have students **design** their own tapas. Ideas:
 - Draw a picture.
 - Write a recipe
 - Make the tapas to taste and share.

Extension Ideas

- Research if there is a tapas restaurant near where you live and go for a fieldtrip.
- Pick other regions in Spain to research.

• Kitchen Prep

- Read the title page together.
- Identify and gather ingredients and tools.
- Read the **Featured Culinary Skill- Oven Safety**

• Prepare Tapas Trio

- Ask children to read or describe each step or each dish.
- Give each child a turn wrapping, seasoning, and building the tapas.
- Once the Tapas Trio is ready, gather your family and friends together to eat, taste, and share!
- While everyone is enjoying their Tapas Trio, teach them about the history of tapas and show them on a map the regions that your Tapas Trio comes from.

Surrealism

Adapted from Florida Alliance for Arts Education www.faae.org

Surrealism was one of the most important art movements of the 20th century. While Impressionists and Cubists were concerned with painting *how we see*—by blurring lines, or by showing an object from different sides at the same time—the Surrealists were concerned with painting *how we think*.

They wanted to discover a new reality by mixing dreams with the imagination to create strange and unusual paintings that allowed individual artists to express new emotions to make us think.

Surrealism began after World War I (in the 1920s) when a group of European artists decided to try to escape the things they believed caused the war—governments, religions, philosophies, artistic styles, everything! They wanted to build a better world from the bottom up and tried to do so by getting in touch with the subconscious—the part of our brain that's thinking and remembering even when we think it's turned off.

Dalí's surreal paintings often look just like really odd photographs—done in the perfect and exact lines that the Impressionists and Cubists were trying to get away from! It's as if the Surrealists were saying their dreams were as real as anything else we can see or hear in the world, so real they could even be photographed.

If you pay attention, you can still see the influence of Surrealism on TV, in music, and in the movies. Can you come up with any examples off the top of your head?

Surrealism Worksheet

Watch *Get Surreal with Salvador Dali BRIEF VERSION (9:09)* <https://www.youtube.com/watch?v=ST52WsmUIM>

What techniques did the Surrealists use in their works?

Technique	Explanation	Painting Example
Double Image Paintings	Where one form contains two or more images	Slave Market with the Disappearing Bust of Voltaire

What technique do you find the most interesting? Why?
