



# **Cocina Latina Homeschool Lesson Plan**

## **Raddish Lesson Plan Road Map**

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We design these lessons to be adaptable and flexible to your students and your life. You can do A Little Taste in ~45 minutes, or you can use the extension activities and make the projects and activities listed last over several lessons or even weeks. The lessons are meant to be interdisciplinary, covering many subject areas at once. Students of all ages can use these materials, with learners who are pre-writers able to draw or verbally share responses.

If desired, you could extend these lessons into a project-based learning unit of study, where students tackle a real world problem and create solutions. The learning happens in the process of getting to the presentation of the solution, and students often find it more meaningful when they are investigating a topic of their choice.

For a deeper look at the topic, A Big Bite offers extension ideas for learners who are able to read, write, and think on a higher level.

We always love to see your finished projects! You can share them in our Facebook group, [The Raddish Table](#), or email us [hello@raddishkids.com](mailto:hello@raddishkids.com).

**Driving Questions:** How does geography affect a country's development and tourism? What do the Latin American countries of El Salvador and Cuba have in common, and how are they different?

## A Little Taste

### Resource List

#### Background Information (also linked within lesson)

- *Let's Explore Cuba*, book by Walt Moon, <https://bookshop.org/books/let-s-explore-cuba/9781512430158>
- *Let's Explore Cuba*, read-aloud by Pixie-Lin's Storytime, <https://www.youtube.com/watch?v=9QMrMvRoU34>
- *El Salvador: the land*, book by Greg Nickles, <https://bookshop.org/books/el-salvador-the-land/9780778797357>
- "El Salvador", article from National Geographic Kids, <https://kids.nationalgeographic.com/geography/countries/article/el-salvador>
- "Cuba", article from National Geographic Kids, <https://kids.nationalgeographic.com/geography/countries/article/cuba>
- "Cuba History in 5 Minutes", video from Past to Future, <https://www.youtube.com/watch?v=H0TmulX-0xM>
- "El Salvador Flower Route and Santa Ana Volcano", video from Growing Up Without Borders, <https://www.youtube.com/watch?v=YOf3bfCGwP0>
- "El Salvador... a family destination", video from Shane Reynolds, <https://www.youtube.com/watch?v=Sw0E-ssSlos>
- "Cuba - A Virtual Field Trip", video from VirtualFieldTripsNet, <https://www.youtube.com/watch?v=vNN8ce2RT3k>
- "Cuba for Kids", video by Master Communications, <https://www.youtube.com/watch?v=io8wXRXDhQ8>
- *Drum Dream Girl*, picture book by Margarita Engle, <https://bookshop.org/books/drum-dream-girl-how-one-girl-s-courage-changed-music-9781520018171/9780544102293>
- *Drum Dream Girl*, read-aloud and drum-along from Music with Ms. P, [https://www.youtube.com/watch?v=F\\_Qezpu9yuY](https://www.youtube.com/watch?v=F_Qezpu9yuY)
- *Buena Vista Social Club* music, Spotify playlist, <https://open.spotify.com/artist/11kBu957KTYoAltZHDm8gW?autoplay=true>

#### Optional Extensions

- Morro Castle, article from Trip Cuba, <https://www.tripcuba.org/morro-castle-havana>
- The Rock Art of the Corinto Cave: El Salvador, informational text from Bradshaw Foundation, [http://www.bradshawfoundation.com/el\\_salvador/index.php](http://www.bradshawfoundation.com/el_salvador/index.php)

- Castles vs. Caves, podcast episode from Smash Boom Best, <https://www.smashboom.org/episode/2018/06/07/smashboombest-castles-vs-caves>
- “14 Beautiful Buildings Radiate Color in Cuba”, article from Architectural Digest, <https://www.architecturaldigest.com/gallery/14-beautiful-buildings-radiate-color-in-cuba>
- “Vivid Expressions: Color Blocking in Cuba”, photo essay from The Culture Trip, <https://theculturetrip.com/caribbean/cuba/articles/vivid-expressions-color-blocking-in-cuba/>
- Color Calculator, color wheel from Sessions College, <https://www.sessions.edu/color-calculator/>
- Buildings Coloring Pages, coloring printables from Coloring Home, <https://coloringhome.com/buildings-coloring-pages>
- Santa Ana Volcano, informational text from Savadorean Tours, <https://salvadoreantraveltours.com/destination/santa-ana-volcano/>
- Make Your Own Volcano, video and instructions from Science Bob, <https://sciencebob.com/make-your-own-volcano/>
- *A Movie in My Pillow*, poem picture book by Jorge Argueta, <https://bookshop.org/books/a-movie-in-my-pillow-una-pelicula-en-me-almohada/9780892392193>

### Conceptual Knowledge - What Do You Want Them to Know?

1. Cuba and El Salvador are both Latin American countries who share many geographic features and have other similarities, but are also culturally unique and each beautiful in their own way.
2. Tourism is an industry that tries to attract people to visit unique sites and have new experiences.

### Key Vocabulary

- Geography - the study of places and the relationships between people and their environments
- Colonization - when one country takes control of another country or region, establishing a settlement, or permanent part of the colony, in order to control the area and gain riches
- Climate - the weather conditions prevailing in an area over a long period of time
- Topography - the study of the forms and features of land surfaces

### Cross-Curricular Links

- Language Arts, Social Studies, Science, Fine Arts

### Project Idea/Scenario

Learn about the countries of El Salvador and Cuba, then create a travel pitch for your favorite of the two to entice others to visit.

## Plan the Process: What Will the Students Do?

Learn about some of the geographic tourist attractions in Cuba and El Salvador and basic information about these countries. Choose one to spotlight as a tourist destination and create a project that highlights some features of that country.

### Warm-up Activity - Activating Background Knowledge

- Think about the tourist attractions near where you live or from your favorite vacation destination. Write a list of activities and sights.
  - How many of them are dependent upon the geography of where you live? (For example, are they landforms or other geographic features?)
  - Find the countries of El Salvador and Cuba on a globe or world map. Do you think they are warm or cool climates? How do you think the climate and geography of the country affects life there?
- Today you will learn about both countries and evaluate both as possible tourist destinations. They have geographic similarities and some cultural overlaps, but your job will be to learn about both and choose one to focus on for a project that encourages others to visit.

### Sequence/Procedure

1. [Read](#) or listen to [read-aloud](#) of *Let's Explore Cuba*, and then read *El Salvador: the land*.
  - a. What are the similarities between the two countries? What are the differences?
  - b. Make note of the geographic and climate similarities. Have you been to a similar climate or country before?
2. Browse the National Geographic articles about [Cuba](#) and [El Salvador](#).
  - a. What have been some problems these countries have faced?
    - i. Possible answers include poverty, war, and poor relationships with other countries. Colonization caused some of these problems that persist today; if you would like to learn a bit more about the complicated history of Cuba, you can check out [this video from Past to Future](#).
  - b. Despite problems in both countries, most people who live in El Salvador and Cuba remain very proud of their country and people. Do you have pride in where you live, in spite of the problems that your area faces?
3. Watch videos about tourism and geography of the two countries. Check out the [El Salvador flower route and Santa Ana volcano](#) and the [video about visiting El Salvador as a family](#). For Cuba, watch [the virtual field trip](#) followed by the video [Cuba for Kids](#).
  - a. What images are most striking to you in these videos?
  - b. Make note of the colors that are most prominent in these videos. Do both countries feature brighter colors? Or would you say one is brighter or more tropical feeling than the other?
  - c. Are the tourist attractions natural geographic features or are they man-made? Does one country feature more of a certain type than the other?

4. Complete the handout on page 8. Use the information you record there to choose which of the two countries you are most interested in featuring in your project.
5. Choose a project from the creation list below to complete that will allow you to show someone else why they should choose to visit this country someday. Share your project over any of the recipes from *Cocina Latina* Raddish kit.

### Possible Creations

1. Consider what things a traveler should anticipate or prepare for before arriving in one of these countries. Think about the climate and must-see sights. Create a guide for travelers of how to pack and plan for their trip to the country.
2. Design and film a commercial that showcases some of the visual elements of the country you selected. Consider your audience (are you targeting adults, kids, or a combination?) and tailor your pitch to appeal to your specific audience.
3. [Read \*Drum Dream Girl\*](#) or [listen to the video/drum read-aloud](#) and [listen to some different Cuban music for inspiration](#). Involve a drum or similar beat to write a song that highlights the features of the country you selected to promote.

### Extensions

1. Between visiting [Morro Castle in Cuba](#) versus [the caves in El Salvador](#): which would you pick to visit? Write an argument for the better attraction in your eyes. Use the argument strategies included in the [Smash Boom Best episode Castles vs. Caves](#) to support your case.
2. Cuba, and particularly Havana, is featured often in photographs because of the vibrant colors of the buildings and cars. Read [one](#) or [both](#) of the two photo essays about the colors of the buildings for inspiration. Use [a color wheel](#) to fill in your own picture of brightly colored buildings. You can draw your own street or use [a building picture from the coloring pages site](#). Consider how to use features on the color wheel site to explore supplementary and triadic colors.
3. Read more about the [El Salvador Santa Ana volcano](#), then [create a volcano](#) and write a poem about Santa Ana (use Salvadoran poet, Jose Argueta's, [A Movie in My Pillow](#) book of poetry for inspiration).

**Driving Questions:** What varying factors have influenced the rich food culture of Peru?

## A Big Bite

### Resources

- *A Child's Day in a Peruvian City*, picture book by Sara Andrea Fajardo, <https://bookshop.org/books/a-child-s-day-in-a-peruvian-city-american/9780761414087>
- Peru Climate, Peru Travel Guide, <https://peru-travel-info.com/peru-climate.html>
- "7 Must Try Peruvian Foods", video from Michael Makes Films, <https://www.youtube.com/watch?v=vrMTAD140dc>
- "Peruvian Cuisine according to Virgilio Martinez Véliz", article from National Geographic, <https://www.nationalgeographic.co.uk/travel/2019/08/peruvian-cuisine-according-virgilio-martinez-veliz>
- Earth Science for Kids: Topography, explanatory text from Ducksters, [https://www.ducksters.com/science/earth\\_science/topography.php](https://www.ducksters.com/science/earth_science/topography.php)
- "Virgilio Martinez of Centrale Restaurant, Peru: Translating Wisdom", video from Michelin Guide Asia, <https://www.youtube.com/watch?v=0hQEfMbrIZ8>
- "Peru's Asian Infusion: Influences from China and Japan", video from The Culinary Institute of America, <https://www.youtube.com/watch?v=Y3xrl2gl8uU>
- "I ate a 17 course tasting menu at one of the best restaurants in the world", article from Business Insider, <https://www.businessinsider.com/central-restaurant-lima-photos-2017-4>
- "A History of Peru in 9 Dishes", article from Parts Unknown, <https://explorepartsunknown.com/peru/a-history-of-peru-in-9-dishes/>
- "How to write 'delicious' restaurant menu descriptions that sell more food", article from Gloria Food, <https://www.restaurant-website-builder.com/restaurant-menu-descriptions>
- Country flags of the world, chart from Countries of the World, <https://www.countries-ofthe-world.com/flags-of-the-world.html>
- The World's 50 Best Restaurants, <https://www.theworlds50best.com/list/1-50>

### Project Idea/Scenario

Learn how Peruvian food has been affected by its geography and people. Create an artifact showcasing the various influences on Peruvian food.

### Sequence/Procedure

1. Consider the foods popular in your region. Why are they popular? What factors have led to their popularity? Are they regional? Are they inspired by a certain ethnic group or population?
  - a. What do you know already about Peru and its cuisine? Can you name any of its geographic features or describe its climate?

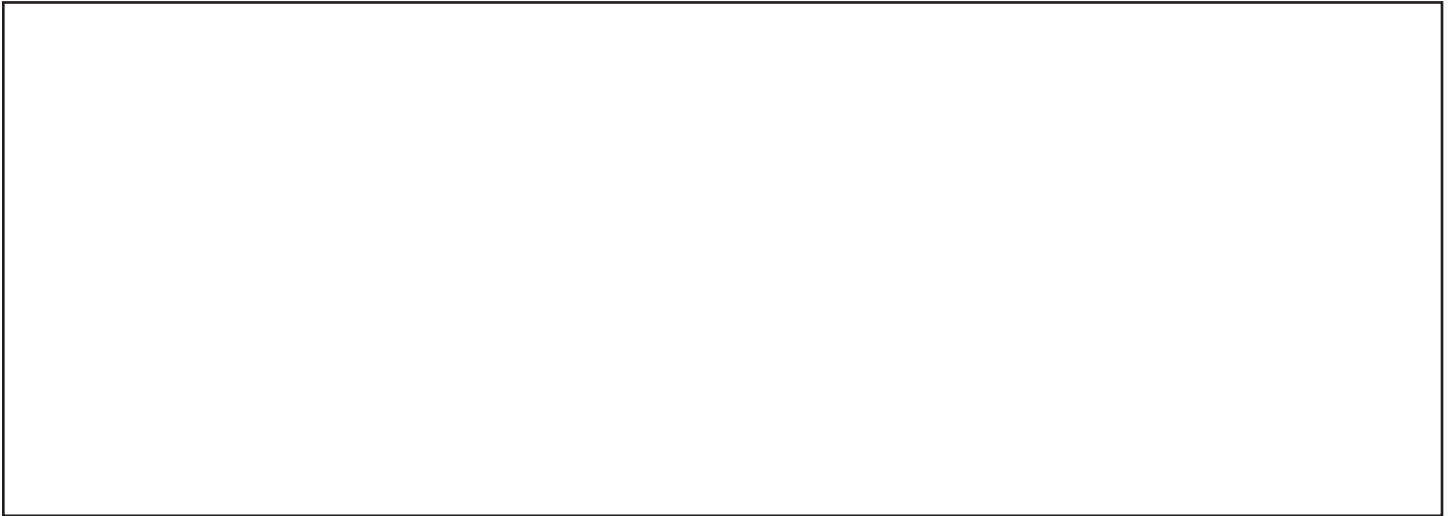
- b. According to the list of the world's 50 best restaurants, Peru is the only country in either North or South America that is featured twice in the top 10. What do you think could be some reasons for its vibrant food culture?
2. [Read A Child's Day In a Peruvian City](#). What kinds of foods are mentioned? Which are regional and which are ones that are popular throughout Peru?
  - a. Watch the [video about Must Try Foods in Peru](#). Were there overlaps between the food in the book and the foods featured in the video?
3. Review about [the weather and climate in Peru](#). How do you think this affects the food grown in the region?
  - a. Consider the topography of the country and its different zones. How does this make Peru unique?
4. A lot of the Peruvian food that is recognized internationally has to do with the indigenous flavors and foods being honored and used in new ways. The chef Virgilio Martinez Véliz has played a large role in this.
  - a. [Read the article about him](#) and his work bringing Peruvian cuisine to the world's attention.
  - b. [Watch the video interview](#) with Martinez, and then [watch the video about Peru's Asian immigrants](#) and their influence in the country.
    - i. Do you feel that Peru's integration of other cultures and cuisines is typical of other countries, or different?
5. Take a closer look at Central, the number 6 restaurant in the world. [Read the article from Business Insider](#) about the experience of eating at one of these restaurants.
  - a. How many of the ingredients are familiar to you?
6. Complete handout on page 9 about [dishes from Peru featured by Parts Unknown](#). What are the influences and evolutions of these dishes?
7. Choose a project to complete that highlights the cuisine of Peru and its indigenous origins. Share your project over lomo saltado or any of the dishes from the *Cocina Latina* Raddish kit.

### Possible Creations

1. Create an infographic guide showing where the foods came from and its modern version/ interpretation today. Use photography or illustrations to show how the dish began and modern iterations of the dish that can be enjoyed at high-end restaurants.
2. Write up menu descriptions to entice the diner into choosing to eat at a Peruvian restaurant. Create your own menu or use the Central menu for inspiration. Use descriptive language; refer to [the guide about how to write great menu item descriptions](#) for direction.
3. Create your own 3D topographical map of Peru (use play dough or other materials). Consider if you want to highlight the vegetation or other geographic features. Mark the different crops grown in different areas, and mark the various country influences [using small flags of the different immigrant cuisines](#) that were introduced.

### Attractions of Cuba and El Salvador

Select one geographic feature of Cuba and draw it here. Make sure to color it in to accurately represent it.



Select one geographic feature of El Salvador and draw it here. Make sure to color it in as accurately as possible.



What do the countries have in common?

What are their biggest differences?



## Peruvian Food



What does the vegetation map help you to understand about Peruvian agriculture?

Fill out the chart below showing the evolution of some prominent Peruvian foods.

Dish	Indigenous ingredients used	Influences on the dish over time	How might the dish be served today?
Juanes			
Quinotto			
Cebiche			