**Lesson Plan Design – McDonald’s in Venezuela - ¿yuca o papas fritas?**

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| **Proficiency Level of Tasks in This Unit:**  **Middle School; Novice Low** [***Novice Low/ Mid/ High Intermediate Low/ Mid/ High***](http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Expectations-for-Learning) | |
| **Theme or Topic (s): Fried Yuca at McDonald’s in Venezuela** | |
| **Essential Question (s): How does food represent your culture? What does McDonald’s represent culturally? Should all experiences in an American-born fast food restaurant be the same, no matter where in the world they are located?** | |
| **Learning Target for Intercultural Communication**   * **Culture:**   *Intercultural*  [***Can-Do Statements***](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Expectations-for-Learning)   * **(Optional)**   **Communication:**  *Interpretive, Interpersonal and Presentational* [***Can-Do Statements***](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Expectations-for-Learning) | * **Investigate:** In my own and other cultures I can choose what I would order off an authentic fast food menu. * **Interact:**   I can state what I like and do not like to eat when presented with menu choices. I can read a comprehensible article in the target language and answer questions what I have read. |
| **Standards and Competencies**  ***NOTE: You do not need to do all of these in this one lesson***  *Grade levels:*  [***K–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_PreK-12_Standards_with_links_may9_2014.pdf.aspx)[***6–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_6-12_Standards_with_links_-9may2014.pdf.aspx)[***9–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL-9-12-Standards-with-links_may9_2014.pdf.aspx) | <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/NL-NH-Standards-Grades-7-12_April-01-2020.pdf.aspx?lang=en-US>  Interpretive: Comprehend information from familiar, everyday contexts from authentic texts that are spoken, written, and signed.  Interpersonal: Communicate in spontaneous written, spoken, and signed conversations on very familiar, everyday topics.  Presentational: Inform, narrate, and express preferences and opinions using a variety of practiced or familiar words, phrases, or simple sentences.  Intercultural: Identify typical products and practice to help understand perspectives in native and other cultures using the target language. |
| **Formative Practice and Assessments:** *How/when will I check for understanding (interpretive, interpersonal, presentational, culture, vocab, grammar) and guide my instruction to ensure that students are progressing toward the learning outcomes for the unit? (IE activities, quizzes, bell ringers, games, exit tickets, etc.)*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| Students will be formatively assessed as they read the comprehensible article aloud and answer the questions. The teacher will be able to quickly check for comprehension.  Students will also be assessed as they discuss their food preferences as they read a McDonald’s menu from Venezuela. | | |
| **Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic of this unit? What activities will be used?*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| The students will be given yucca at the beginning of the lesson to pass around and describe what they think it is in the target language. The teacher can gather the cultural knowledge of the class to see if anyone knows what it is. The teacher will also lead the class in comprehensible questions about a daily trip to McDonald’s so they can show what they know about the topic. These questions will be in English so students can begin to think about the topic. Sample questions are below:   * Do you like McDonald’s? * What do you eat there? * What foods are popular at McDonald’s? * Are there McDonald’s in other countries? Have you ever been to one? | | |
| **Activities** *(in class, in the target language) /* **Instructional Strategies and Resources:** *Overview of helpful instructional strategies for this unit (tech integration, native/heritage speakers, students with disabilities, gifted students, career connections, etc.)*  *NOTE: What audio, video or text will we use throughout this unit for practice?*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| This lesson is designed for a Spanish I classroom of students who are all blind or visually impaired. I generally have about 3-4 students in a class, and it involves a lot of hands-on application. This can easily be adapted to any novice-level class, however.  The lesson will begin with students passing around a yucca plant while the teacher asks questions in English. What do you think this is? Do you eat it? Is this a fruit or a vegetable? Is this similar to something we eat in the United States? Where could you buy this? Once we have passed this around, the teacher will lead the students in the class discussion about McDonald’s. Finally, students will make a list in the target language of what they would typically order from McDonald’s on a given day (“Yo pido…”).  Once students have discussed these topics, we will read the article about how McDonald’s in Venezuela switched from French fries to fried yuca in their restaurants because of trade restrictions with the United States (article about trade restriction - <https://time.com/3656919/mcdonalds-venezuela-french-fry-shortage/>)  (please see attached for student reading). As we read, we will discuss the cultural implications of this and will pass around a potato to compare with the yucca plant. Students will answer the questions on their own.  After students have finished their questions, they will break into groups of two or three and will research a McDonald’s menu from Venezuela: <https://www.mcdonalds.com.ve/menu>  In their groups, they will state what they like to eat from the menu and what they do not like to eat. They may use a screen reader to help make the website accessible. Finally, students will make a list of what they would order from the McDonald’s in Venezuela to compare and contrast with their list they made at the beginning of class to see how they compare culturally.  Differentiation: Due to the small nature of my classroom of 3-4 students, I can easily differentiate and customize to students’ learning needs. The primary mode of differentiation will be accessibility: assignments will be given in braille, large print, or electronically so students can best get the format they need. Students will also be equipped with a screen reader, if needed. The article students will read can be expanded or shortened to accommodate student ability. Generally, I will also differentiate readings by working with students and doing a read-along or letting them choose to read on their own. Students can expand on their answers compiling their list, and scaffolding can be provided for students who need additional support while choosing from the McDonald’s menu (me gusta…no me gusta…). | | |
| **Closing/Reflection Activity:** *How are students engaging with ideas from another culture? What it means for them? (in the target language)*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| Students are engaging with ideas from other cultures by making cross-cultural comparisons. They are reflecting on a common cultural restaurant and seeing how it compares in Venezuela. They are given a broader sense of how ingrained in the culture food is.  Reflection Question: How does a fast food experience in the United States compare to a fast food experience in Venezuela?  **Rubric:**  Level One - I can read a Venezuelan McDonald’s menu in the target language and choose what I want to eat using a complete Spanish sentence. I can make cultural comparisons between McDonald’s using the target language with structured phrases.  Level Two - I can read a Venezuelan McDonald’s menu in the target language and choose what I want to eat using some supports from my teacher. I can make cultural comparisons between McDonald’s using both the target language and my first language.  Level Three - I rely on my teacher to help me read a Venezuelan McDonald’s menu, and I choose what I want to eat using my first language. I cannot make any cultural comparisons between McDonald’s in either language. | | |