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Lesson Plan
NCTA 2019
The Ohio State University

Title: Hot beverages are a hot topic!

Target Students:

Grades 6-12, ELA or English Language Learners.

This lesson was designed for my high school English Language Learners grades 9-12 who are from various countries.

Objective:

Explore hot beverages in various cultures, analyze their history and describe their flavors and styles. Create an original piece of written work to describe the experience using the five senses. My students are English Language Learners so there will be time spent on descriptive words and how to express and use them correctly.

I was fascinated by the two tea demonstrations that Dr. Noda conducted and let us participate in. I would like to recreate this experience of making and tasting hot beverages with my English Language Learners using beverages from their countries as well as from Japan and China. My students are from Nepal, Bhutan, Somalia, Ethiopia and other countries who have a rich tradition of hospitality and serving culturally relevant hot beverages to guests.

Standards

Common Core

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

English Language Proficiency National Standards

ELP 9-12.3

An English Language Learner can speak and write about grade appropriate complex literary and informational texts and topics.

An ELL can...

deliver oral presentations

compose written informational texts

fully develop the topic with relevant details, concepts, examples, and information

integrate graphics or multimedia when useful about a variety of texts, topics, or events.

Materials needed:

1. Teapots, various teas, water, tea accessories
2. Language glossary of description words for teas
3. Survey for students to complete at home with family about their hot beverage culture
4. Recipe books for teas written in various languages
5. Slides of history of tea culture in East Asia from Dr. Noda's presentation
6. Videos of tea/hot beverage service in other cultures
7. Pictures of tea services
8. Tea tasting notes papers for students
9. Rubric for assessment

Days

3-7 depending on the number of student groups presenting

Method

1. Teacher introduces the concept of tea culture in East Asia using information from Dr. Noda's presentation and material from the curriculum unit Tea and the Japanese tradition of Chanoyu purchased with mini-grant funds.

2. Teacher conducts demonstration of Japanese loose leaf tea, implements for making tea with tasting notes papers for students to complete based on Dr. Noda's presentation during our seminar.
3. Teacher introduces American concept of tea culture with tea bags, mugs and lack of ceremony with tasting notes papers for students to complete
4. Students view All This in Tea film purchased by teacher with mini-grant funds
5. Students complete an analysis of the film to help them examine their own culture around hot beverages.
6. Students work together to create a 3-5 slide powerpoint of the hot beverages from their country or region and demonstrate to the class their historical and cultural significance.
7. Students sample teas and write tasting notes.

Assessments:

Students will be assessed on their ability to verbally communicate information on the culture of hot beverages in their region/country.

Students will create a "tasting notes" paper based on the teacher's model to use with their demonstration.

Final assessment

Students are required to create a written piece of work describing their experience or a hot beverage from a culture that is not their own. Students could choose to create a poem, a diary entry, a recipe with illustrations and background or an essay that compares two different hot beverages. If many students choose to complete the recipe option, these could be compiled into a classroom cookbook!