

LOS TEJANOS THE TEJANO KITCHEN

An Exploration of Culture through Food
Based on Texas Essential Knowledge & Skills
Kindergarten through Third Grade



UTSA INSTITUTE OF
TEXAN CULTURES
A Smithsonian Affiliate

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Introduction

Dear Educator,

The Tejano contribution to the Texan identity and culture are significant, and can be seen all around us in architecture, art and music, the ranching, farming, and labor industries, and in the foods we eat. *The Tejano Kitchen: An Exploration of Culture through Food* resource guide provides students with hands-on learning activities that give them the opportunity to engage with and make personal connections to the past *and* present, where they will refine critical thinking skills while learning about the uniqueness of Tejano cuisine. The contents of this guide are based on Art, Social Studies, and English Language Arts and Reading TEKS for grades K through 3.

For additional resources and information on ITC exhibits and tours, please visit <http://www.texancultures.com/resources/>

If you have any questions or would like more information on materials, resources and services for students and educators, please do not hesitate to contact us.

Respectfully,

The Institute of Texan Cultures

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Using this Educator Guide

The Tejano Kitchen: An Exploration of Culture through Food features a series of interactive, inquiry-based and hands-on activities for your use in the classroom. These activities, developed for grades K through 3, are designed to help younger students utilize prior knowledge in better understanding the basic foods that make up Tejano cuisine, learn about and be able to identify the geographic origins of those foods, and discuss how Old and New World foods play a key role in the modern kitchen. As a culminating experience, students will use what they have learned to create a class cookbook. While these activities are designed to be completed as an entire series, please feel free to modify and/or expand upon them to meet your individual classroom needs.

“Big Picture” Understandings:

The following “Big Picture” Understandings are woven throughout the lessons provided in this guide. These understandings help students identify and connect with important thematic concepts that will come up throughout their studies in Texas geography, economics, and culture.

- Food is a basic human need.
- Food is an important aspect of all cultures.
- The food we eat, how we get it, and who prepares it is a form of communication that helps us tell others what’s most important to us.
- New and Old World foods blended together to create the Tejano cuisine and foods we enjoy in Texas today.

Classroom Activities:

Tejano Foods – This image-based discussion activity assesses students’ prior knowledge and introduces them to the key foods that make up Tejano cuisine.

Old World, New World – This matching activity builds upon the concepts introduced in *Tejano Foods* and provides students with a hands-on exploration of specific foods and their Old and New World origins. Students will create food index cards and match them to their proper locations on maps of the Americas and Europe.

Create a Class Cookbook – Students will demonstrate their understanding by illustrating and writing the recipe for a dish of their choosing. Student recipes will be compiled into a classroom cookbook depicting food as an important aspect of our shared culture.

Tips for Making *The Tejano Kitchen* Work for You:

- Focus on making cross-curricular connections with the material. These lessons were especially designed to tie together concepts in nutrition, culture, history, language arts, and geography. You can extend learning experiences by incorporating simple take-home activities or adding in a math component to a lesson using favorite recipes. Modification and extension ideas are provided throughout the lessons to help you get started.
- Focus on quality discussion with your students, emphasizing critical thinking skills when answering questions. There are no right or wrong answers!
- Be creative! The kitchen is a great place to have some fun and learn at the same time. Consider bringing in simple cooking implements from home to show students, or schedule a field trip to a restaurant kitchen or local Museum such as the Institute of Texan Cultures. You can even bring in a few foods or spices (Old World cinnamon and New World vanilla work great!) to let students see and smell these items in person. Share your favorite family recipe with your students.

Tejano Foods

In this activity, students will learn about the key foods that make up Tejano cuisine. Students will examine images of common food items from the Old and New Worlds and engage in a discussion regarding their origins and uses in Native American and early Tejano dishes. Emphasis will also be placed on the different methods for acquiring various food items, and how those methods have changed through time.

Before you begin, you'll need to gather the following materials:

- Old World and New World food picture cards (pages 8 and 9)
- Common New World Foods images (page 7)
- Board or flip chart paper to display in the front of the classroom
- Dry erase or flip chart markers
- World map or globe

Background Information and Introduction:

Indigenous traditions mixed with Spanish traditions to create a unique culture that is especially evident in the Tejano kitchen. Modern “Tex-Mex” style dishes such as chili con carne, tamales, and fajitas were made possible by the combination of plants, animals, and cooking traditions of at least two continents. Animals native to the Americas include deer, bison, and turkey, and plants native to the Americas include corn, beans, and squash. Corn, beans, and squash – known as the “Three Sisters” – provide people with all the necessary nutrients to survive when eaten together. Chocolate is also native to the Americas. Food changed after the Spanish and other immigrants from around the world arrived in the Americas. Animals brought to the New World include goats, pigs, and cows, and plants include wheat, rice, sugar, and apples. All of these different foods blended together to make the food we eat today.



Directions:

Part I: Introduction and Plants of the Old and New Worlds

1. To prepare for the activity, cut out the Old and New World food picture cards and set them aside. Using flip chart paper, create two circle charts, one labeled “Old World” and one labeled “New World” in the center of each chart. Place these charts at the front of the classroom. You may choose to have your students sit on the carpet near you at the front of the room, “circle time” style.
2. Introduce the activity with a discussion about basic needs, emphasizing the importance of food, water, clothing, and shelter. Why do we need these things to live? Where do you get your food? Most students will likely respond with “the grocery store,” but encourage them to look beyond and think about whether or not those foods are grown, gathered, or hunted. Ask students if they have a garden at home. It may be helpful to write out or illustrate humans’ basic needs on the white board or chart paper.
3. Continue the discussion using the following prompts to guide you:
 - What kinds of foods do you eat? What are some of your favorite foods, and where do they come from? Why are those foods your favorites?
 - Has a friend or relative ever shared a new food with you that you had never tried before? How did you feel when you tried that new food? Did you like it? Why or why not? **Use this prompt to guide you in introducing the topic of the blending of cultures through the sharing of food.** When different groups of people travel far away and meet others for the first time, they share food. When food is shared, new meals are created, and culture changes. Food is important to people all over the world.

4. Tell students they will now learn about some of the foods the earliest people in the Americas hunted and grew. Point out North and South America on the map, making sure to orient students to their personal location. Tell students that these areas made up what the Spanish called the “New World.” Hundreds of years ago, the Spanish people traveled from another faraway place called Europe, also known as the “Old World.” When they arrived in the Americas, they discovered LOTS of new foods they had never seen before! Show students the image of the corn, beans, and squash below. Ask students if they can identify these food items, and what dishes they may be used in. How does this corn look different than the corn we eat today? How are these foods acquired? Were they grown, hunted, or gathered? Tell students that corn, beans, and squash were very important to the people living here in the Americas hundreds of years ago. All three of these foods provided people with everything they needed to be healthy.
5. Next, show students the image of the hot chocolate below. Ask students if they are familiar with this food and if they can describe how it is used today. Chocolate was used by the Tejano people to make hot chocolate drinks, similar to the drinks we enjoy today! Write the words “chocolate” and “corn, beans, squash” on your “New World” circle chart using different colored markers.
6. Show students the image of the fresh produce. Ask students if they can identify these food items, and what dishes they can be used in. How are these foods acquired? Tell students these foods were also used by the people living in the Americas. Add these food items to your “New World” circle chart.
7. Tell students that the food we enjoy today comes from many different places. When people move to a new place, they bring their favorite foods with them to blend in with their new home. Point out the “Old World” on your map or globe.
8. Show students the image of the wheat below. Ask students if they can identify this important food item and what dishes it may be used in. Wheat is a very important ingredient in bread, and is a plant that is native to the Old World. Add “wheat” to your circle chart labeled “Old World.”



Part II: Animals of the Old and New Worlds

9. Gather your Old and New World picture cards. Tell students that they will now learn about some of the animals that were native to the Old and New Worlds.
10. Introduce each animal of the Old World, informing students that these were the animals that lived in the Old World. These foods were brought to the New World when people moved. Ask students to identify each animal

and describe how it is acquired and used for food. Place the picture cards on your circle chart labeled “Old World.”

11. Introduce each animal of the New World, informing students that these were the animals already living here when the Spanish moved here. They had never seen or eaten these animals before! Ask students to identify each animal and describe how it is acquired and used for food. Place the picture cards on your circle chart labeled “New World.” **Be sure to leave enough space on your circle charts to add additional index cards created by your students for the next activity.**

Closure:

1. Remind students that all of these different foods blended together to make the food we eat today. When we move and share with others, culture changes, and so does the food we eat. What else changes? (Possible answers could include clothing, music, buildings, and language).
2. Why is food important? Where and how did people get their food when they couldn’t shop at grocery stores?

Common New World Foods



Corn, beans, and squash



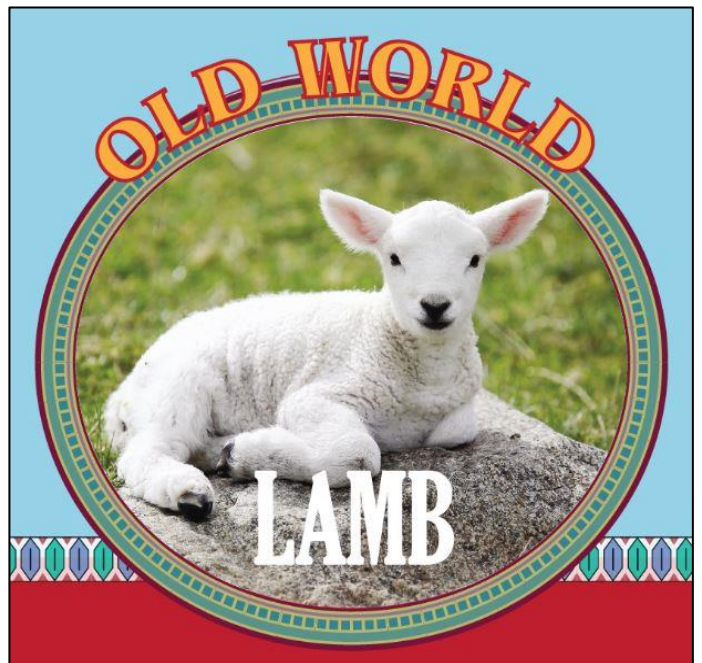
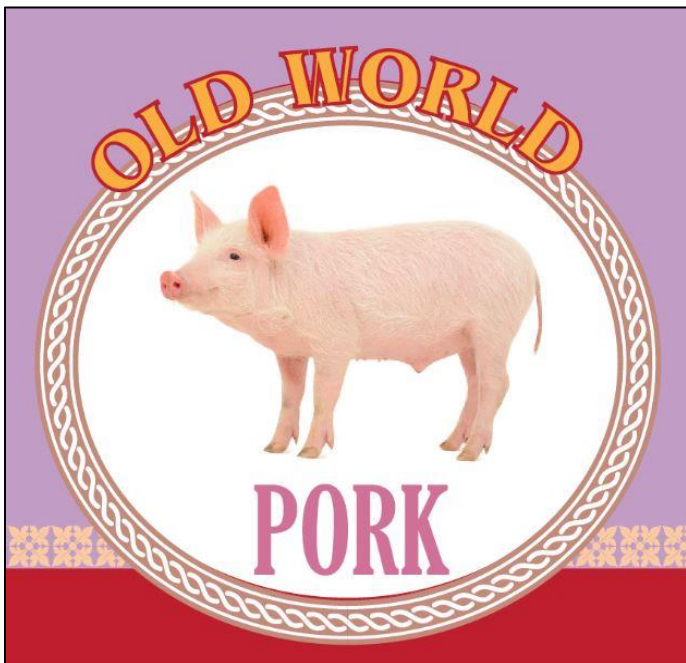
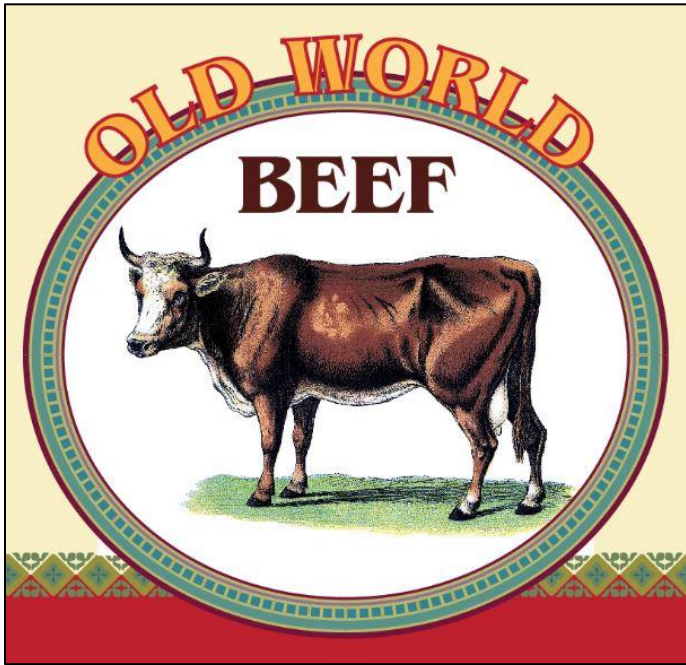
Hot chocolate



Fresh Produce: What foods can students identify in this image?

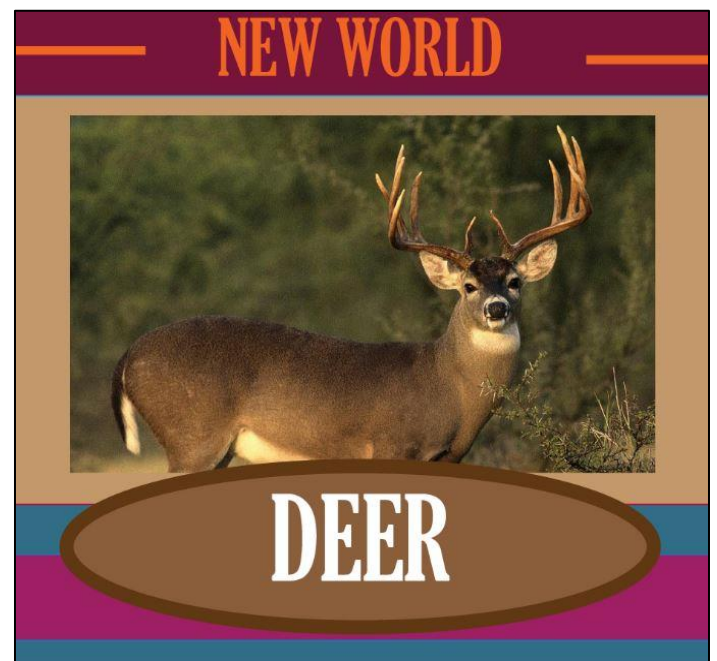
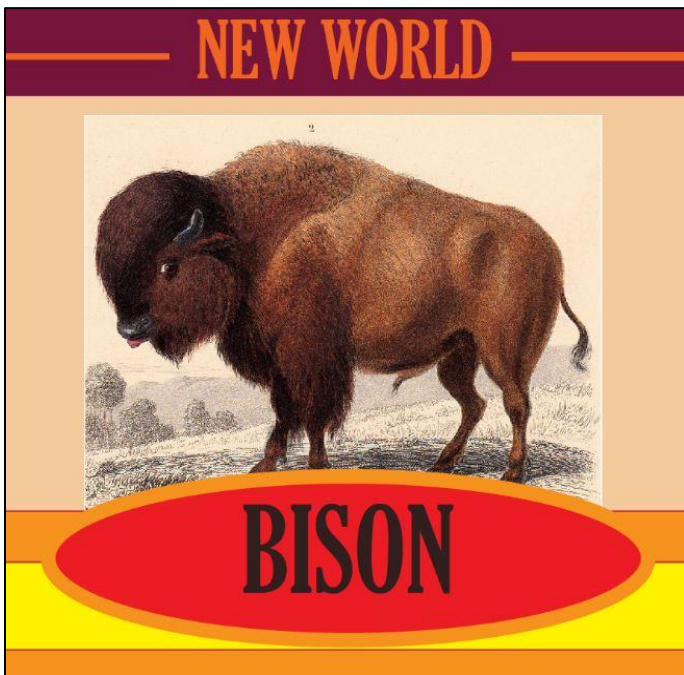
Old World Food Picture Cards

Directions: Use these picture cards to engage your students in a discussion regarding the geographic origin of each food item common to the Tejano diet according to the activity outlined above. Place each picture card in their proper location on your class charts.



New World Food Picture Cards

Directions: Use these picture cards to engage your students in a discussion regarding the geographic origin of each food item common to the Tejano diet according to the activity outlined above. Place each picture card in their proper location on your class charts.



Old World, New World

In this activity, students will use what they learned during the “Tejano Foods” lesson to illustrate Old and New World food items on index cards. Students will match up each food item to its proper location on maps of the Old and New Worlds, then create simple recipes using the ingredients.

Before you begin, you’ll need to gather the following materials:

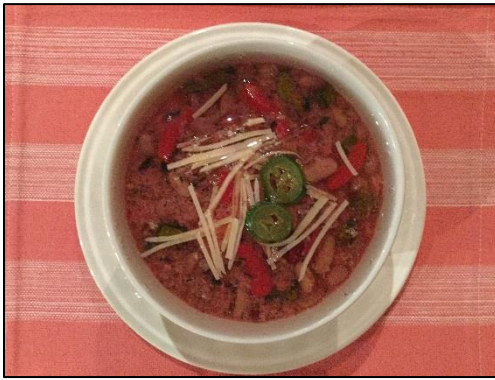
- Blank index cards
- Crayons, markers, or colored pencils
- Map of the Americas and map of Europe
- Circle charts created during the “Tejano Foods” activity
- Board or flip chart paper
- Dry erase or flip chart markers

Directions:

1. Remind students of the different kinds of foods people grew, hunted, and gathered in the Old and New Worlds, referring to the circle charts you created during the “Tejano Foods” lesson. Remove or cover the circle charts so that they are no longer visible.
2. Distribute one index card to each student. Assign students the number 1 or 2, 1 for Old World and 2 for New World. Instruct students to draw a picture of a food item from either the Old World or the New World, depending on which number they have been assigned. They may draw and color their foods. You may wish to walk around the room and monitor students as they complete their activity, guiding them as needed. The youngest students may need some assistance. Give students adequate time to complete their cards, and collect them when finished. Shuffle the cards.
3. Prepare a large table with a map of the Americas at one end and a map of Europe on the other.
4. Split the class into roughly five groups of four students each. Distribute four cards to each group. Instruct students to work together to place the cards where they think they belong on the maps of the Old and New Worlds.
5. As an entire class, discuss the results. Uncover your circle charts, then allow students the opportunity to come up to the front of the room to place their cards in the appropriate spot.
6. Instruct students to look at all of the different types of foods they see on each chart. What kinds of meals could you make using each of the foods? Put together a simple “menu” using student responses on the board or on chart paper. Encourage students to think of ways to mix the Old World foods with the New World foods to create new dishes. If you have very young students, you may wish to skip this step depending on their specific skills and abilities.

Closure:

1. Close by showing students images of modern day Texas Mexican dishes. Tell students that all of the meals in these pictures were made by blending foods from different parts of the world together. Below are a few images from our exhibit to help you get started.



Chili con carne is an excellent example of culinary cultural exchange in Texas. Cumin, black pepper, garlic, onion, and beef are all foreign imports, while the chiles that give the dish its signature bite have Mexican roots.



Tamales are cornmeal dough wrapped around a filling and steamed. Enjoyed by the ancient Maya, Mexica, and Inca, tamales have been part of the Central American diet for thousands of years. Tejanos' Mexican ancestors brought tamales to Texas.

Extension/Modification Idea:

- Home-school connection: Have students bring in pictures of foods they have cut out of magazines or newspapers at home to add to the Old and New World circle charts.

Create a Class Cookbook

In this culminating experience, students will use what they have learned about food as an important aspect of culture to draw and illustrate their favorite foods and write the recipes to go along with them. Student recipes will be compiled into a class cookbook.

Before you begin, you'll need to gather the following materials:

- Enough copies of the "My Favorite Recipe" handout to distribute to your students
- Crayons, markers, or colored pencils
- A binder or notebook to compile student recipes

Directions:

1. Begin by telling students that they will be creating a class cookbook filled with everyone's favorite recipes. Just as Old and New World foods and cultures blended together to create something new in the past, so do foods and cultures today. Our family recipes are reflections of our cultural identity.
2. Engage students in a class discussion. Ask students to share with the class their favorite foods and recipes. How many of their favorite recipes use Old and New World foods? Encourage students to think about each of the different foods that go into their favorite meals, and where they might come from. When asked where their food comes from, students may reply "The grocery store." Instruct them to think about whether those foods were grown, hunted, etc., and who might have been involved in acquiring those foods. Refer to your circle charts and maps to help students tie in what they already know about Old and New World foods. Ask students to think about the tools needed to prepare their favorite meals.
3. Tell students that they will be writing the recipe for one of their favorite foods. Give them free choice about what they wish to write about. This part of the activity can be completed in or outside of class, with guidance or without, and can be as detailed as you would like depending on the skills and abilities of your students. Here are a few suggestions on how you may conduct the activity:

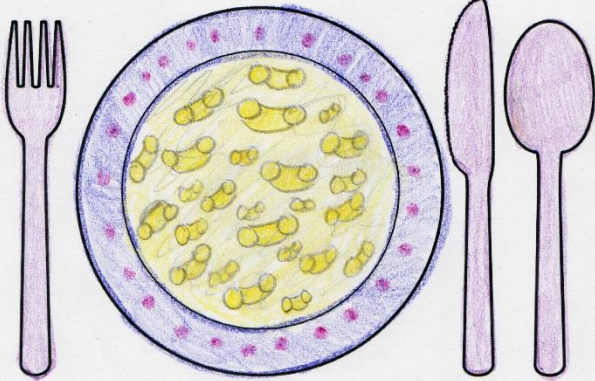
- **In class:** Individually assist or instruct students in writing the name of their favorite recipe at the top of the handout. Give them time to draw and color their favorite food on the plate. Then, instruct students to write the very basic steps involved in creating the recipe. Let children write (or dictate to you) the steps they think they need to take to make that food, the most important consideration being *sequence*. You may also wish to create sentence starters to guide your students. Some students may be able to complete the entire handout on their own.
- **At home:** This activity can also be completed at home with the assistance of the student's parent or guardian. After completing the assignment at home, students can bring their recipes to read and share with the class the next day.

4. After students have completed their illustrations and recipes, have them complete a gallery walk. Display student recipes throughout the classroom. Have some students stand next to their work while the "walkers,"

Name: Miss C. Date: _____

My Favorite Recipe
Directions: Draw and color your favorite food on the plate. Then write the recipe below.

My favorite recipe is: Macaroni and Cheese



Step 1: Mix cheese and noodles in a bowl.

Step 2: Put it in the oven at 350°. Wait 30 minutes.

Step 3: Take it out of the oven.

Step 4: Serve it to your friends.

split into shifts, engage in a conversation about their favorite recipe with the student displaying his or her work. Allow students to share their favorite recipe, tell why it is their favorite, and if it is something they eat often at home. Have groups rotate to the next stop every three to five minutes. You may also choose to have students share their recipes with a partner, in small groups, or as an entire class.

Closure:

1. Reinforce the four “Big Picture” Understandings with the students (page 3).
2. Discuss the students’ recipes as a class. What was similar or different between them? Do some students have the same favorite recipes? How does each student’s recipe reflect their culture and what is important to them? Do students’ favorite recipes include a mixture of foods from different cultures or parts of the world?

Modification/Extension Ideas:

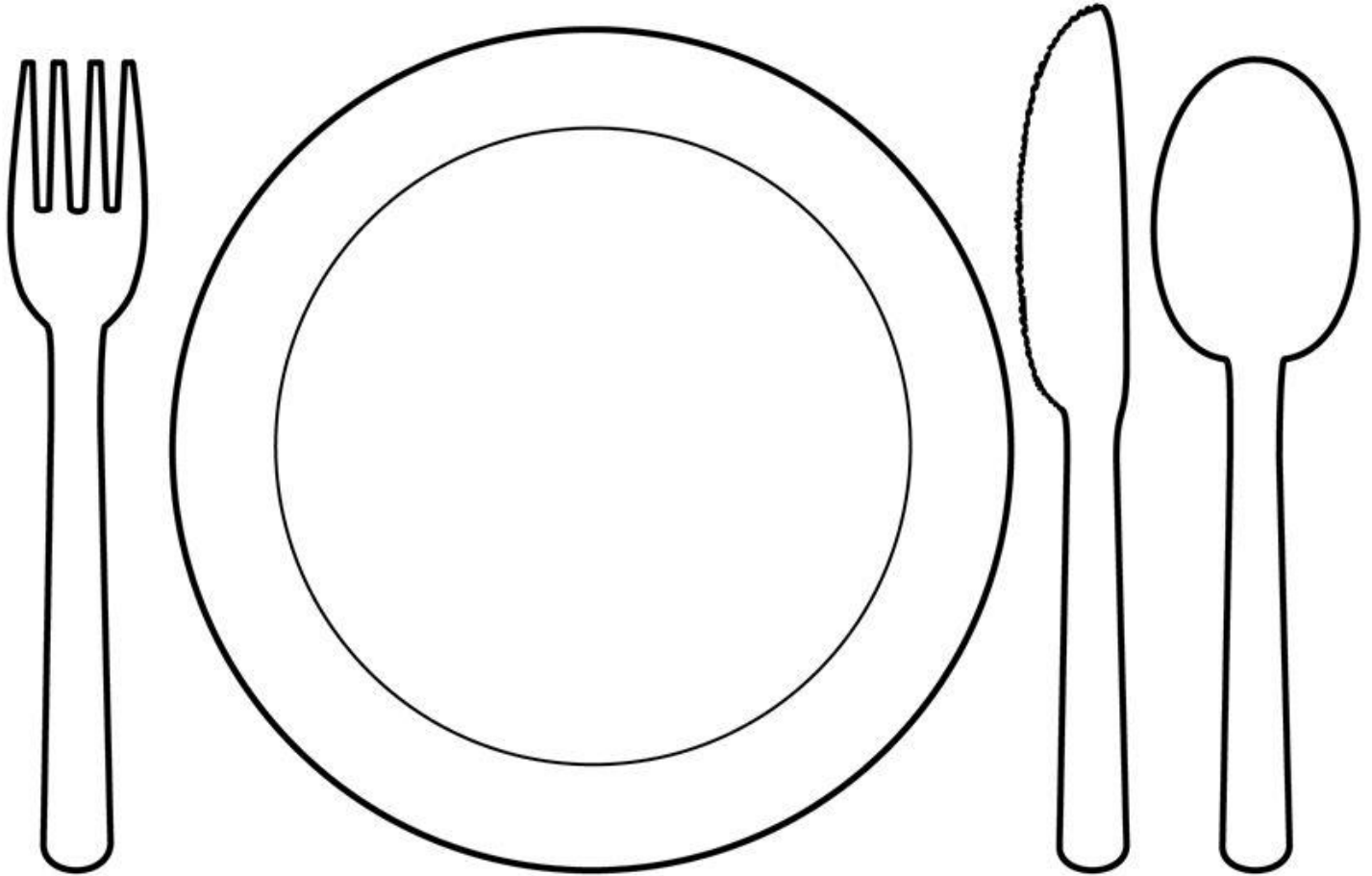
- You may modify Step 4 and have students practice reading skills. Working with partners or in small groups, have students exchange recipes and practice reading them to each other.
- Incorporate a math component with older students by helping them determine more precise numbers of ingredients needed to create their dishes.

Name: _____ Date: _____

My Favorite Recipe

Directions: Draw and color your favorite food on the plate. Then write the recipe below.

My favorite recipe is: _____



Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Texas Essential Knowledge and Skills for Social Studies

§113.11. Social Studies, Kindergarten. (b) Knowledge and skills. (5) Geography. The student understands physical and human characteristics of place. The student is expected to: (B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location. (6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to: (A) identify basic human needs of food, clothing, and shelter; and (C) explain how basic human needs can be met such as through self-producing, purchasing, and trading. (11) Culture. The student understands similarities and differences among people. The student is expected to: (B) identify similarities and differences among people such as music, clothing, and food. (15) Social studies skills. The student communicates in oral and visual forms. The student is expected to: (A) express ideas orally based on knowledge and experiences; and (B) create and interpret visuals, including pictures and maps.

§113.12. Social Studies, Grade 1. (b) Knowledge and skills. (6) Geography. The student understands various physical and human characteristics. The student is expected to: (C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location. (17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts. (18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to: (A) express ideas orally based on knowledge and experiences; and (B) create and interpret visual and written material.

§113.13. Social Studies, Grade 2. (b) Knowledge and skills. (7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to: (C) explain how people depend on the physical environment and natural resources to meet basic needs. (8) Geography. The student understands how humans use and modify the physical environment. The student is expected to: (A) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil. (19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) express ideas orally based on knowledge and experiences.

§113.14. Social Studies, Grade 3. (b) Knowledge and skills. (18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) express ideas orally based on knowledge and experiences; (B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and (C) use standard grammar, spelling, sentence structure, and punctuation.

Texas Essential Knowledge and Skills for Art

§117.2. Art, Kindergarten. (b) Knowledge and skills. (1) Perception. The student develops and organizes ideas from the environment. The student is expected to: (A) glean information from the environment, using the five senses; and (B) identify colors, textures, forms, and subjects in the environment. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) create artworks, using a variety of colors, forms, and lines; (B) arrange forms intuitively to create artworks; and (C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.

§117.5. Art, Grade 1. (b) Knowledge and skills. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors, forms, and lines; (B) place forms in orderly arrangement to create designs; and (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.

§117.8. Art, Grade 2. (b) Knowledge and skills. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) express ideas and feelings in artworks, using a variety of colors, forms, and lines; (B) create effective compositions, using design elements and principles; and (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and modeled forms, using a variety of art materials.

§117.11. Art, Grade 3. (b) Knowledge and skills. (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) create artworks based on personal observations and experiences; (B) develop a variety of effective compositions, using design skills; and (C) produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately. (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to: (A) identify general intent and expressive qualities in personal artworks.

Texas Essential Knowledge and Skills for English Language Arts and Reading

§110.11. English Language Arts and Reading, Kindergarten. (b) Knowledge and skills. (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to: (A) plan a first draft by generating ideas for writing through class discussion; (B) develop drafts by sequencing the action or details in the story; (C) revise drafts by adding details or sentences; (D) edit drafts by leaving spaces between letters and words; and (E) share writing with others. (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations. (21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively by facing speakers and asking questions to clarify information; and (B) follow oral directions that involve a short related sequence of actions. (22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language. (23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

§110.12. English Language Arts and Reading, Grade 1. (b) Knowledge and skills. (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas); (B) develop drafts by sequencing ideas through writing sentences; (E) publish and share writing with others. (27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers and ask relevant questions to clarify information; and (B) follow, restate, and give oral instructions that involve a short related sequence of actions. (28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language. (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

§110.13. English Language Arts and Reading, Grade 2. (b) Knowledge and skills. (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas); (B) develop drafts by sequencing ideas through writing sentences; and (E) publish and share writing with others. (28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers and ask relevant questions to clarify information; and (B) follow, restate, and give oral instructions that involve a short related sequence of actions. (29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking

clearly at an appropriate pace, using the conventions of language. (30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

§110.14. English Language Arts and Reading, Grade 3. (b) Knowledge and skills. (29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and (B) follow, restate, and give oral instructions that involve a series of related sequences of action. (30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. (31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.