

# **Centropa Lesson**

## **Food: Combining 20<sup>th</sup> & 21<sup>st</sup> Century Jewish Cooking**

**Melanie Shaul**  
**Tichon Hadera Bet-Eliezar, Hadera Israel**

Type of School: Israeli Public School  
Course: English as a Foreign Language (EFL)  
Category lesson: Family History Project  
Grade level: heterogeneous 7<sup>th</sup> grade class  
Total time required: two, 45 minute lessons

### **Summary**

Students interviewed and took pictures of a relative while they prepared a favorite family recipe. The students then created a PowerPoint presentation that included their relative preparing the dish; background information about the recipe and the family member; and a recipe from Centropa that will highlight the similarities in Jewish cooking. Students' interactions through family collaborative tasks can provide opportunities for them to acquire knowledge that may ultimately influence their personal development and growth. The importance of learning through family oriented collaborative tasks can enable students to strengthen personal and cultural ties that can facilitate a new understanding of their heritage. Students used recipes from Centropa: <http://www.centropa.org/?nID=61>.

### **Background Lesson Information**

1. Context for lesson: This project was used in a junior high, 7<sup>th</sup> grade, EFL class. "Food: Combining 20<sup>th</sup> and 21<sup>st</sup> Century Jewish Cooking" allows students to engage in dialogue (via interviews) and reading (Centropa recipe site) through a collaborative lesson based on family discussions.

2. Enduring Understanding: Learning about family holiday foods is a way to connect to your family members and family history.

### 3. Goals/Objectives

The overall goal of this lesson is for students to better understand the use of traditional foods during Jewish holidays. Specific goals include:

- Knowledge acquired:
- Student will learn about their family history.
- English cooking words
- Skills acquired:
- Question formation in English: who, what, where, when, why, how – in all tenses
- Reading skills: skimming and scanning and reading for specific information.
- Cooking skills
- Interviewing skills
- Making a video
- Putting together a presentation
- Affecting student behavior:
- We hope this lesson will teach students a greater respect and appreciation for – as well as a better understanding of - their family history and traditions.
- Affecting students' feelings:
- We hope this lesson will instill in students pride in their family and Jewish traditions.

### 4. Resources Needed

#### Centropa Resources

- Centropa Recipe Page: <http://www.centropa.org/?nID=61>

#### Primary sources and materials

- Worksheet for students (see Lesson Plan)
- Computers and Internet access in order to view the Centropa

- recipes site (can be accessed from students' homes or used in class).
- Camera or cell phone in order to take pictures and/or record the actual interview.
  - Computer in order to create a power point presentation.
  - Recipe ingredients.

#### 5. Background skills or knowledge

- Students need to have some interviewing skills.
- Students need command of the Present and Past Simple Tenses
- They need to know question formation and negative and positive sentences
- How to use PowerPoint

### **The Lesson**

1. Motivating student: The best way to motivate students is through their stomachs. I will bring to class a dessert, honey cake, which my family has been making for years. All students will get a piece of cake. I will then ask them with a partner to write down the ingredients for the cake and the possible origins of the honey cake recipe. The class will discuss the possible ingredients and origins of the cake. I will then tell the class that there is one ingredient missing. I will ask them how I can find out which ingredient is missing. We will then have a discussion on the importance of speaking to older family members with regards to family recipes and their origins.

2. Pedagogy: Pair work and classroom discussion

3. The Lesson- Pre interview activities for preparing students for interviewing their relatives. Students will:

- fill in the Family Tree with family members in order to get a better understanding of their personal heritage (see Your Family Tree);

- choose a holiday (Rosh Ha Shana, Yom Kippur, Succoth, Hanukah) and a recipe that their family usually prepares for that holiday;
- find a relative who can show them how to cook the recipe and tell a story about the recipe;

#### 4. Comparing Recipes

- Students go to the Centropa recipe page (<http://www.centropa.org/?nID=61>). This can be done in class if Internet access is available, or students can do it at home.
- On the web site, students should find a recipe that is similar to their family recipe.
- Then, they create a Venn diagram comparing their family recipe with the one they found on the Centropa site. The Venn diagram should show the differences or similarities in ingredients, and any different uses between their family recipe and the recipe Centropa's site.
- Students then write a paragraph summarizing new information that they have learned about the recipe from the Centropa site and Venn diagram exercise.

#### 5. The Post-Interview Lesson

- Hand out and go over the worksheet stating all the elements that need to be in the student PowerPoint presentations (see: Worksheet For Students).
- Students create their PowerPoint presentation using 10 slides, including:
  - the entire family recipe;
  - their family tree;
  - music;
  - pictures of their relative preparing the recipe;
  - parts of the actual oral interview or type captions on each slide;
  - one slide with the Centropa recipe, the name of the dish, the

origins of the recipe, when it is eaten and the reason they chose it.

- Students create a comic strip by going to this site: <http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html>. In the comic strip, they will include
  - the importance of making this food during the holiday;
  - an explanation of how they would feel if they didn't eat this food during the holiday.

NOTE: Students who are working in groups are required to include all the elements in their power point. However if a student is working alone, then s/he does not have to include the comic strip in their presentation.

Note: Students were assessed on their originality and use of English. I did not expect perfect English. Rather, the point of this project was for my students to learn how to ask questions in English, to translate the questions, and to work in groups. As long as they did that and followed the instructions, I gave them a good grade.

### **Reflection**

During the initial stages of the project students were quite apprehensive about interviewing their relatives in Hebrew and then having to translate everything into English. I decided to open up a Facebook page for this class, enabling them to ask each other questions about their project. The Facebook page was kept closed, away from other teens and parents, to avoid criticism.

I designated a few students to be in charge of answering all questions so that students were able to get immediate feedback. In no time, most of the students were helping each other regardless of their expertise in English. They asked questions such as, "Can you

explain what we have to do?” “Does anyone know how to use the video?” A lot of tech questions.