

# Food And Spices Around the World

Created by: Xiaoli Doty, Licking Heights Middle School

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## Lesson Plan Background:

- **Demographics**
  - **Theme/Topic:** Food and Health
  - **Subjects/Grade Level:** Chinese I, 7 -8th grade
  - **Suggested duration:** 45 min class period
  - **Introduction to lesson:** Student will show the origin of food resource and make a comment
- **Connection to Standards/Common Core**
  - Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.
  - Name very familiar people, places and objects
- **Essential Question**
  - Where do we import food and spices from?
- **Learning Objectives**
  - Tell the resources of a couple of food/spices;
  - Make a comment on food and spices
- **Materials Needed**
  - Moon cake, aniseed, curry, tea, jujube, white ear mushrooms, markers, dice

## Lesson Plan Details:

- **Pre-Assessment of Prior Knowledge**
  - [Food and Spices from Abroad Survey](#)
- **Teacher-Student Interaction**
  1. Step Warm-up: [Gallery walk](#) (6 images of food and spices will be posted on the wall)
  2. Big Paper: Student will draw food and spices which are from other countries
  3. Vocabulary introduction:
    - a. Listening: introduce vocabulary with images and items
    - b. Identifying:
      - i. Bingo: Student copy vocabulary on the bingo sheet, the teacher will say the vocabulary, student will cross it out accordingly, each Bingo sheets are randomly organized ->
      - ii. Pair Work: students will have markers with different colors, they will cross out the vocabulary when heard the vocabulary has been called ->
      - iii. Rip Bingo: students will copy vocabulary on a bingo sheet, and rip off the called vocabulary
    - c. Tell: student will roll the dice in group of four, each number on the dice relate to a vocabulary which are numbered, and tell the vocabulary, the rest of the class will
      - i. run to the vocabulary posted on the wall scattered around the classroom, the last

## LESSON PLAN

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students arrived will be eliminated until they lost the whole group

ii. Point at the [spinning globe/Map of the World](#) to show where it's from

4. Review vocabulary: Game: I Got It First: 2 students, 2 chairs, 1 marker, student will grasp the marker when they heard the key vocabulary
5. Research where the listed food and spices are from "SEE -> THINK -> WONDER"
6. Presentation

- **Closing Activity**

- Comment on the presentation.

- **Post-Assessment**

- Q/A Quiz: *Food/Spices from abroad*

### Lesson Plan Resources/Next Steps:

- **Resources**

- [Survey](#)
- [Gallery walk](#)
- [Spinning globe](#)
- [Map of the World](#)

- **Extension Activities/Cross-Curricular Connections**

- [Research on what else is from abroad](#)
- *Interview friends and teacher about Global Movement*

### Resource Support:

This lesson plan was developed by Xiaoli Doty, who participated in the [Global Teacher Seminar 2023: Global Movement of Goods and People](#). The seminar was a partnership with the Center for African Studies (CAS), Center for Latin American Studies (CLAS), Center for Slavic, East European and Eurasian Studies (CSEEEES), East Asian Studies Center (EASC), and Middle East Studies Center (MESOC) and funded in part by U.S. Department of Education Title VI National Resource Center grants to The Ohio State University. The content of this lesson plan does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Lesson plans are available online for classroom use worldwide and can be accessed at the [Global Teacher Seminar Resource page](#).



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