

Instructional Lesson Plan
English Education
Buffalo State College

Lesson Focus: “Fish Cheeks” by Amy Tan: Exploring Cultural Identity

Through Food

Duration of Class: 38 minutes

Subject: ELA

Grade Level: 9th grade

Contextual Factors:

Mrs. Barstys teaches 5 classes all of them are 9th grade. Two classes are I.P.E., one ELL and two others are honors. All classes are ethnically, racially, and linguistically diverse students. There are some who are fairly quiet, though whether or not their withdrawn behavior is due to shyness or due to lack interest. However, I’ve observed that even students who tend to be withdrawn or seem disinterested step up when my mentor teacher Christine Barstys or I engage them in class discussion or working in small groups with classmates. The class is located within an urban high school. Classroom is technology equipped, desks are placed in standard way facing the white board and smart board.

Pre-assessment:

Through this lesson, students will understand what role food plays in culture and how it shapes cultural identity. Through watching and learning about different national dishes around the world, discussion, and creating an ode to their favorite food I hope to demonstrate better understanding of multiculturalism. I also aim for students to recognize how they can relate to Amy Tan, even if they are American or do not have a largely foreign family.

Essential Questions:

- What role does food play in culture?
- How does food shape your cultural identity?

Next Gen Common Core Standards:

- **9-10R5:** In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
- **9-10R9:** Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)
- **9-10W1d:** Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
- **9-10SL1c:** Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Objectives:

The students will:

- Summarizing and synthesizing ideas
- Analyzing and interpreting key literary elements, and how they contribute to theme

Preparation/Instructional Materials and Resources:

- Smart Board
- [Google slides](#)
- [Top 10 National Dishes Around the World - YouTube](#)
- [Tariq's Ode to Corn - YouTube](#)
- [An Ode to Your Favorite Food](#)
- Journals
- Something to write with: pencil/ pen

Procedures for Instruction: Includes differentiation in lesson delivery to meet needs of all learners.

How do you plan on engaging all students? What will you do? What will the students do?

Introduction:

1. Explain students that we will talk today about different types of food and explore cultural identity through food
2. Ask students to take few minutes to think and answer these two questions in their journals
 - a. Describe your favorite home-cooked meal or one of your favorite childhood snacks or meals.
 - b. What made it special for you?
 - c. Ask students if anybody would like to share

Procedure:

3. Watch a video about cultural food around the world
4. Ask students to think about the role food plays in their life
5. Ask students also to write in their journals some kinds of food they saw in the video that caught their attention or some type of food that they saw and not familiar with it
6. After watching the video have a discussion with students
7. Watch a video about Tariq's Ode to Corn
8. After the teacher will pass out copies of the handout with An Ode to Your Favorite Food
9. Ask students to consider what snack/ food they love and try to imitate Tariq's Ode to Corn
10. For the rest of the lesson time students will work on the Ode to Food. They can work with a partner or individually

Closure:

Ask the students if anyone would like to share their Ode to Favorite Food with the class. Share your example.

Explain to students that tomorrow they will read the short story "Fish Cheeks" by Amy Tan. Ask them as a homework assignment to think and respond to the question: Think of an occasion when you felt different or didn't fit in. How did you react? Did you try harder to fit in, or did you celebrate your uniqueness?

Assessment:

- The teacher will assess the students' progress at the end of the lesson when instructing them to respond to the prompt about an occasion when they felt different or didn't fit in.
- The teacher will track student learning by participation in class discussions