STARTALK 2010   Confucius Institute, U of M, Minnesota

Unit plan   Food culture in China  (culture course credits)   Josephine Auyeung

Student: Students are in 9-12 grade with diversity background. Students have had one year Chinese language training in this class; there are 1/3 Mongs, 1/3 Asians, and 1/3 Caucasians. There are about equal number of male students and female students in this class.

Class size: 20-25 students

Class environment: Students will sit in a circle and/or sit in rows. The classroom arrangement depends on the lesson plan and instruction strategies.

Length: 5 – 8 weeks (it could be developed for one semester if the sub-topics are incorporated into the main topics. For example, the eating manners at home and at the restaurants could be introduced.....)

Goals:

1. Students will understand the cultural beliefs influencing their eating and cooking behaviors
2. Students will understand cultural aspects in food preparation and food enjoyments
3. Students will understand food relating to cultural special occasion and festivals.
4. Students will consider to adapt and to modify their eating and cooking behaviors.
5. Students will be able to make connection with the community they are in through the cooking show.

Standards:

1. 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.
2. 4.2 Students demonstrate understanding of the concepts of culture through comparisons of Chinese culture with their own.

Essential Questions:

1. What are the characteristics of Chinese food and what are cultural impacts on food preparation?
2. What and how beliefs influencing food preparation, cooking methods and eating behaviors?
3. How would you react to the cultural difference through cooking and eating?
4. What are the cultural myths about food in China?

Assessments:

1. Informal
   a. Students will participate the class activities
      i. Web-activities will help students to compare their eating and cooking cultures in the United States to the eating and cooking cultures in
      ii. Students will be tested the knowledge on words/phrases/sentences related to eating and cooking culture in China
   b. Student will use rubrics on color, aroma, flavor and balance or not in Chinese to rate the food the instructor presented to them
c. Students will be assessed on verbal to say the name of the food, and the words on cooking methods when they go on field trip to the grocery store to pick out ingredients for the cooking show.
d. Students will be assessed on the food culture in China when they are in group to prepare the cooking show and the final debate on food culture in the United States and in China
e. Peer assessments
   Students will use the same rubrics they use to rate the food prepared from the cooking show

2. Formal: It combines listening, speaking, reading and writing

Cooking show: Prepare a Chinese dish

1. Using one Chinese cooking method to prepare A dish
2. Poster: Name of the dish, ingredients used in the dish in Chinese character
3. Peer assessments: Students will use the Chinese rubrics (color, aroma, flavor) to rate the dish prepared by classmates
4. Reflection paper: Students write about their experience in English (300-400 words) on how the cultural concept has influenced their choice of cooking ingredients for the show.

Debate: Topic: “Pros and cons of the Chinese and the American food concept”

1. Students work in groups, 5 students in one group.
   2 groups are pro and the other two groups are con
2. Students can use their notes, advance research on the topic, prepare the arguments on index cards
3. Each group has only 5 minutes, each group member has a minute to present one opinion
4. Each group has two minutes to give their counter “attack”
5. After the debate, each student will write 300 – 500 reflection paper in English. Students are required to write about the point s/he has argued in the debate.

   Concept and language
1. Construct a balance recipe for cooking show in Chinese
2. Checking and Revised their initial daily meal plan in the beginning of the unit
3. Debate on Chinese meal is better than the United States meal

Rationale for the curriculum unit

Everybody needs food for survival; and everyone has his or her preference how to prepare a beautiful, editable dish to enjoy. Behind the eating and cooking preference, one’s subtle eating and cooking philosophy could be magnified. Although some students might not have thought about the way they eat at home or their parents cook the meal for them would contain some unspoken “belief” that they do not know of. Some students are choosy what to eat or what not to eat than the other students. The choosy students and not choosy students alike might not think about why they would have preferences in foods. Food is neutral and is a good channel to introduce the Chinese food culture; which is different from their culture.

First Week

1. Food concept:
   a. Original: five elements: gold 金, wood 木, water 水, fire 火, earth 土
      
      http://en.wikipedia.org/wiki/Wu_Xing
The relationship of 5 elements
b. Yin / yang 阴/ 阳 related to food products
c. Hot / cold 热/ 冷 related to cooking methods

**Second Week**—It is the focus of this unit curriculum

2. Food for life:
   a. Balance in eating cooking fan / cai 饭锅 rice cooker/ 菜锅 wok
   b. Cooking methods: Stir fry 抄, deep fry 炸, steam 蒸, roast 烤, boil / stew 焖
      Cooking utensils: wok 锅, bamboo steamer 蒸笼, roast box, pot
   c. Health: long noodle / animal internal organ

**Third Week**

3. Food for enjoyment:
   a. Color, aroma, flavor 色 / 香 / 味
   b. Bring good tidings 福/ 禄 / 壽 / 喜 / 財 (A specific foods for symbolize these five tidings)
      Birthday: “long life” noodle ...... (长寿 麪)
      Wedding: lotus seeds ...... (蓮子)

**Fourth Week**

4. Food for occasions:
   a. Special food for special occasions
      Birthday 生日 / Wedding 结 婚 / Funeral 丧礼 / New Year 新年
   b. Festivals
      Dragon Boat Festivals 龙舟节 / Mid-autumn Festival 中秋节 / 月饼
      Qing Ming Festival 清明节 .........

**Fifth Week**

5. Conclusion of the unit
   a. Food myth-fortune cookie/animal internal organs eating
   b. Cooking show 烹饪 比赛
   c. Debate

**Lessons**

**Week One: Food Concept**
Goals:

**Culture:** Students are able to see the differences between Chinese food culture and American food culture; and what is the underlying philosophy behind eating and cooking.

**Language:** Students are able to say the five elements in Chinese, plus yin, yang.

Brain storming:

a. What an American meal is like?—what and why
   It bases on food pyramid
b. What a Chinese meal is like?—what and why
   It bases on five elements

**Web categorization** activities: (whole class, group, partners)—typical American food and typical Chinese food.

What is American meal like?

What is Chinese meal like?


Introduction of five elements and yin-yang comparison

1. **Style of Chinese meal**
   a. Rice and dishes
   b. grains and animal with vegetables
      What are grain produce and what are animal meats?

2. **Division of Chinese style foods (regions)**
   a. Northern: flour based: pasta, noodle, steam buns, dumping / flavor is garlic and vinegar
      Beijing, Tientsin, shantung
   b. Southern: stuffed chicken, symbolized plenitude and satisfaction
      Hunan and Szechwan

Any foods items from regions mentioned above are common among American? Any food items in America bear any meanings?

3. **Yin / yang 阴/阳**

   **Hot / cold 热/冷**

<table>
<thead>
<tr>
<th>Yin Foods</th>
<th>Yang Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabbage</td>
<td>Beef</td>
</tr>
<tr>
<td>Carrots</td>
<td>Chicken</td>
</tr>
</tbody>
</table>
Language:

Students are required to know the yin / yang and hot / cold Chinese characters and their radical.

Students are required to know all the ten Chinese words in yin /yang food groups. They had a unit on food before, the items in yin / yang should be easy for them. The students will practice listening skills with listening drill on circle, matching, writing the vocabulary words when the classroom teacher says the words to them.

Students are required to search 10 food items from the internet sites to give a accurate classification of yin /yang food group.

Write then read to class: 这是...(hot/cold; yin/ yang) ...吃物.

Students will write 4-5 sentences in Chinese, and then read their written sentences to the class.

Week two: Food for Life

Goals:

1. Students are able to use their learned knowledge to point out what are the differences between American cooking and Chinese cooking.
2. Students are able to understand what is the “balance” cooking in Chinese culture.
3. Students are expected to understand and to memorize the cooking words with correct radicals.

Day 1: Food preparation: cooking techniques

Review: 5-8 minutes

a. Check-in (Students describe what foods they had in the past week. Was the food they had last week similar to Chinese food, yin / yang philosophy?)
b. The vocabulary words from last week
   Flash cards matching: English meaning / pinyin / characters (whole class, partner practice)
c. Review quiz on vocabulary words. (10 points)
   Matching meaning / pinyin /characters
   Teacher says a vocabulary words, students select a correct tone mark of that word.
   Each word gives 4 choices.

Topic Introduction: 10 minutes

Cooking methods and cooking procedures: video / movie clip

a. American TV show: Cooking show (2 minutes)
b. Chinese video: Cooking class (2 minutes)

**Brain storming: List** (6 minutes)

Students are given a sheet of paper with two parts, each part has two columns: the first part is to ask students to list all the ingredients they have seen in the American Cooking show and the Chinese cooking class. The second part is to ask students to relist the ingredients for the same dish if they cook it. Students will give rationale(s) of their choices.

**Cooking methods**: 20 minutes


The website has more than 5 cooking methods / techniques, the most 5 common methods / techniques are introduced.

The website has some description of how to cook and what are the utensils are used to cook.

Steam 蒸, stir-fry 炒, deep fry 炸, roast 烤, pan fry 煎

Common radical: fire 火

Common characteristics of the radical: 火 is used to cooking; for steam and pan fry 火 + 水

The pinyin for each Chinese character is given; and students are given time to practice matching the pinyin to the characters, and to the English meaning.

Using Responsive technique:

Using actions relating to the cooking words will help students to memorize the cooking words.

*Example I for word or phrase:*

Steam: boiling sound with the wriggling fingers from low to high indicating steaming.

Deep fry: the hissing bubble sound with a pair of long chopstick to indicate the deep frying.

Stir fry: using a Chinese spatula to mix the food in the wok.

Roasting: turning your whole body in a circular slowly to indicate the Chinese way to roast a duck.

*(Each action will ask students what is this action, what is the name of the cooking method, what is the radical of the word; students are expected to respond to each question)*

*Example II for a sentence:*

Teacher asks: What am I doing? 我在作什么?

Students respond: You are pan frying. 你在煎东西.

The first fire (10 minutes)
The teacher reads a story about fire the class. The story of how did Chinese make fire from drilling into woods. The Chinese idiom (钻木取火) is from the story. This story is found from the following site.


Fire burns wood to generate energy for cooking. In the same way, food can generate energy for human as well. For steam and pan fry need some water to continue to cook to make it “perfect”. Water can stop fire, and can continue steaming.

**Assessment:**

**Worksheet:** Students are asked to add the radicals to the given Chinese characters; and describe in English what kind of cooking method is it? Name one American food is prepared used that cooking method. (This is could be formal assessment)

***Think about:** Do Chinese eat raw vegetables and meats?

**Day 2: Cooking Technique II**

**Warm-up exercise:** (10 minutes)

Students use their target language to share what they had with the students. Students are asked to use 2 – 3 sentences to describe what kinds of food they had last night to the class. The description includes the ingredients in the dish and how does the dish prepared.

**Review and practice:** (10 minutes)

a. Students say the cooking techniques by looking at the pictures, then pinyin, then character.

b. Students work in group with 3. Each group has a poster size paper, a marker, a pair of scissor and a cuisine magazine. Each group selects a picture representing each Chinese cooking method. On the poster, 5 Chinese cooking techniques in Chinese character, 5 pictures match the techniques, and finally, describe what ingredients used in that cooking. This section can be both Chinese and English. It has to be 50 / 50 in both languages.

**How does yin / yang relate to cooking techniques** (15 minutes)

Group work: each group has a new poster size paper and a marker

The teacher draws yin / yang on the board to ask students what they see, how they interpret it.

Ask students to describe what they see. (write down the thoughts on the poster paper)

Then put the quote below on the screen. (list the information from the paragraph on the paper)
It says:

“Yin and yang, hot and cold. male and female is the philosophy of yin and yang lies at the heart of Chinese culture. The first references to yin and yang come from the I Ching, the five classic works compiled and edited by Confucius. Taken literally, yin and yang mean the dark side and sunny side of a hill. People commonly think of yin and yang as opposing forces. However, it is really more appropriate to view them as complementary pairs. The Chinese believe problems arise not when the two forces are battling, but when there is an imbalance between them in the environment. Floods, divorce, or even a fire in the kitchen - all can be attributed to disharmony in the forces of yin and yang.

**How does the concept of yin and yang relate to food?** A basic adherence to this philosophy can be found in any Chinese dish, from stir-fried beef with broccoli to sweet and sour pork. There is always a balance in color, flavors, and textures. However, belief in the importance of following the principles of yin and yang in the diet extends further. Certain foods are thought to have yin or cooling properties, while others have warm, yang properties. The challenge is to consume a diet that contains a healthy balance between the two. When treating illnesses, an Oriental physician will frequently advise dietary changes in order to restore a healthy balance between the yin and yang in the body. For example, let's say you're suffering from heartburn, caused by consuming too many spicy (yang) foods. Instead of antacids, you're likely to take home a prescription for herbal teas to restore the yin forces. Similarly, coughs or flu are more likely to be treated with dietary changes than antibiotics or cough medicines. “

The common cooking techniques according to yin / yang are:

**Cooking Methods**

<table>
<thead>
<tr>
<th>Yin Qualities:</th>
<th>Yang Qualities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Deep-frying</td>
<td>• Boiling</td>
</tr>
<tr>
<td>• Roasting</td>
<td>• Poaching</td>
</tr>
<tr>
<td>• Stir-frying</td>
<td>• Steaming</td>
</tr>
</tbody>
</table>

**Last group work:** (15 minutes)

Each group is to create 2 main courses meal according to the quote below.

“**The challenge is to consume a diet that contains a healthy balance between the two**”. (the two is yin and yang)

**Assessment:**

Students will write a 200 words reflection paper in English on, “What do I do to appreciate a “balanced meal” in my environment. In conclusion, each student will type ONE sentence in Chinese, either pinyin or character to indicate the degree they like the balance meal.

The degree words in Chinese are:

喜欢 / 不喜欢 / 很喜欢 / 很不喜欢

The sentence pattern is:

S + V + N
Day 3: Cooking utensils to prepare a Chinese food

Whole class discussion: (5 minutes)

What are the reasons Chinese do not prefer eat raw food?

The story from last class mentioned that the human experiences dictated the cooking methods. Do you agree? How’s about the food culture in your own culture?

Review: A drill sheet is given to students before introduce the Chinese cooking utensils to the class.

The warm-up sheet: (5-10 minutes)

1. Matching the Chinese action verbs to the English meaning
2. Matching the radicals to the given Chinese characters
3. Matching the pinyin to the Chinese character

Vocabulary words: (5 minutes) Reviewed vocabulary words the students have learned before, such as: chicken 鸡, beef 牛, pork 猪, green vegetable 青菜, egg 鸡蛋, dumpling 水饺/饺子, fish 鱼 and 包子.

Activity:

1. Students work with partners 1 or 2 students to use the 5 different cooking verbs plus the food words to make a phrase (3-5 minutes)

Example: 煎蛋,

2. Students will make sentences from the phrases they have already done

Example: 我煎蛋.

It leads to what kind of cooking utensils Chinese use for cooking?

Cooking Utensils (15 minutes)—names and practices

The most commons and frequent use utensils in cooking

a. Bamboo steamer 蒸笼
b. wok 锅
c. frying spatula and strainer

Responsive technique:

Visual: Picture presented, students repeat after the teacher says the words.
Pinyin of the words presented, students repeat the word after the teacher. The teacher puts the pinyin next to the picture.

Chinese character are presented, again students repeat after the teacher. The teacher puts the Chinese character words below the pinyin word.

(Each step, the teacher will ask what is in the picture, what is this pinyin word, and what is this Chinese character words for a few time. Students are expected to answer all these prompts)

More radicals: 蒸(火)笼(竹)—using fire to steam and using the bamboo to make the steamer

锅 – the radical is 金 (metal) to make the wok

Activities: (10 minutes) Flash cards with partners

1. Two sets of flash card for each group. One set is for radical; the other set is the Chinese characters. One student put one card on the table; the other student will find the radical to make a correct character. Both of the students will say the word. Each student will help each other to produce a correct sound.
2. Another two sets flash card are given to each group. The practice is the same; yet the flash card will include the radicals and the characters from last class.

(This is informal assessment. The classroom teacher will walk around to assess and to listen whether the students have learned what they are supposed to learned from the class).

Assessment:

** Assignment: Students are asked to do a 100 - 200 words research in English on “what are the muti-functions wok has in Chinese cooking?”.

***Think about: How do Chinese preserve the food nutrients in Chinese cooking?

Day 4: Food preparation

Review: Bingo Game: (15 minutes)

It is to assess students’ listening skills and character recognition.

Action recognition / bingo-(teacher says a sentence twice, students look for a word or a phrase in a specific column) traditional bingo rule is applied. (2 rounds)
Answering the questions teacher asks in English, students find the answer in Chinese in the bingo table.

Example: Teacher: Do you eat cold rice?

I do not like eat cold rice.

<table>
<thead>
<tr>
<th>一</th>
<th>二</th>
<th>三</th>
<th>四</th>
<th>五</th>
</tr>
</thead>
<tbody>
<tr>
<td>我喜欢……</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>我很喜欢.....</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>我不喜欢……</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>我很不喜欢.....</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>我最喜欢……</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does cooking time and fire require to make a balance and healthy meal according to Chinese belief Yin / Yang — discovery activity (20 minutes)

Students are asked to examine two Chinese recipes (菜譜) and two American recipes on:

a. Examine the ingredients, balance?
b. Examine the portions, balance?
c. Examine the cooking time and the fire, (is it always big fire?) to finish the cooking
d. Examine any yin ingredients or yang ingredients on the recipes
e. Compare the Chinese recipes and the American recipes, which recipe is the best model for yin and yang cooking

Group work

a. 4 students in a group
b. 15 minutes for this activity
c. Each group will have a poster size paper / a marker / 2 Chinese recipes & 2 American recipes
d. Students will present what they have discovered from the 4 recipes

The poster would look like this:

<table>
<thead>
<tr>
<th>Name of dish 1</th>
<th>Name of dish 2</th>
<th>Name of dish 3</th>
<th>Name of dish 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Copy for the recipe)</td>
<td>Chinese dish</td>
<td>American dish</td>
<td>American dish</td>
</tr>
</tbody>
</table>
### Write down in English

1. Ingredients
2. Portion
3. Time
4. fire

### Comments: Balance?
Overcook? Nutrient?
Yin more or Yang more? Like this recipe?

---

**Group presentation** (15 minutes - each group has 3 minutes)

(Posters will be put on the bulletin board for the rest of the week)

**Assessment** on the presentation

Language:

1. Writing on the poster
2. Speaking: each student is expected to present one recipe with his/her comments on one of the recipes.
3. The sentence starts like this.....

这菜譜叫.........

这菜譜有.........

我 喜欢/很喜欢 /不喜欢/很不喜欢 菜譜，因为.........

---

**Day 5: Cooking Demonstration**

**Rationale:** It is a within school collaboration with consumer science department. It is a connection to the community.
The first choice: A chef will be invited from the culinary school in town. A second choice: A chef will be invited from the local Asian Restaurant.

The cooking demonstration includes:

1. Briefly explain the philosophy behind cooking
2. The ingredients combination to produce the best color, aroma, flavor
3. The importance of the cooking utensils in Chinese cooking
4. The important of the cooking fire, the cooking time and steps to put ingredients into the appropriate cooking utensil to produce a delicious dish
5. Students have a chance to taste the cooking and fill out the observation chart

Review: (10 minutes)

Before the chef arrives, students are quizzing each other on the following items.

1. The philosophy behind cooking—five elements, yin /yang balance
2. The cooking techniques
3. The cooking utensils

Lesson goal: It is to prepare students for next section – food for enjoyment

Observation and Recording chart:

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Utensils</th>
<th>Rate</th>
<th>1 is lowest -- 5 is highest</th>
<th>Yin / yang balance? How?</th>
<th>Enjoy? Which part?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment:

Students will recapture the event in writing. Each student will write 350-500 words English essay to retell the cooking demonstration; with 50 words on personal reflection.
Food for Enjoyment:

Balance in a meal:

Balance in eating cooking fan 饭 /cai 菜
Rice—grains (calorie) cai (animal + vegetable)
Cooking utensil: 饭锅 rice cooker/ 菜锅 wok

http://www.index-china-food.com/food-culture.htm

A balanced Chinese diet comprises 40 percent grains, 30 to 40 percent vegetables, 10 to 15 percent meats and the rest in fruits and nuts.

How would food elicit your appetite?

1. (color, aroma, flavor) – feed your sensitivity
   Eye, nose, mouth, hand, heart (看, 闻, 吃)-(拿, 满足)
2. nutrition in one dish or in a meal
3. Food presentation: food art work

http://boscodsoouza.tripod.com/yinandyangfood.pdf

Foods are classified by the five tastes: sweet, sour, bitter, salty and pungent. Each taste acts on or has direct influence on a specific vital organ. When each taste is consumed in moderation, it benefits the corresponding organ. Over-indulgence in any taste harms the organ and creates imbalance among the five vital organ systems.

To have students to use the rubrics to rate a dish /a meal in a picture.

<table>
<thead>
<tr>
<th>What to rate</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color 色</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Aroma 香</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Flavor 味</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Balance</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

1. 很不好看  2. 不好看  3. 好看  4. 很好看
1. 很不好闻  2. 不好闻  3. 好闻  4. 很好闻
1. 很不好吃  2. 不好吃  3. 好吃  4. 很好吃

Food for Occasions:

Special foods for special occasion/festivals
History, folk tales, phonetic meanings
1. Birthday—red eggs, noodles
2. Wedding—lobster, chicken (dragon / phoenix)/ lotus seed in red bean soup (desert)
3. New Year—fish
4. Festivals—Mid Autumn festival

Mid-autumn Festival — moon cake 中秋节/月饼
Folk tale: story telling
Food: moon cake
Video on moon cake making

How it tastes?
Present a whole moon cake / cut another moon cake into four, students are using a rubric to rate the moon in a scale 1 – 4 (4 is the highest score)

Rate: color, aroma, flavor (1st for prediction), 2nd rating for conclusion

<table>
<thead>
<tr>
<th>What to rate</th>
<th>1st rating</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Color 色</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aroma 香</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavor 味</td>
<td>before taste 1 2 3 4</td>
<td>after taste 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

1. 很不好看  2. 不好看  3. 好看  4. 很好看
1. 很不好闻  2. 不好闻  3. 好闻  4. 很好闻
1. 很不好吃  2. 不好吃  3. 好吃  4. 很好吃

How to express your experience? (feeling, opinions)

可是 (but) 也 (also, as well)

A. Verbal report according to their experience (Any combinations)
   这个月饼不好看_____好吃．
   这个月饼很好看_____很好吃．

B. Writing report according to their experience
1. 这个月饼
2. 这个
3. 这

Unit Conclusion

1. Food myth

"A theory of the "harmonization of foods" can be traced back to the Shang dynasty's (16th to 11th century B.C) scholar Yi Yin. He relates the five flavors of sweet, sour, bitter, piquant, and salty to the nutritional needs of the five major organ
systems of the body (the heart, liver, spleen, lungs, and kidneys), and he stresses their role in maintaining good physical health. In fact, many of the plants used in Chinese cooking such as scallions, fresh ginger root, garlic, dried lily buds, and tree fungus have properties of preventing and alleviating various illnesses. The Chinese have a traditional belief that food and medicine share the same origin and that food value.”

http://library.thinkquest.org/20443/g_food_drink.html

2. Debate:
   Instructions:
   a. Two groups students for two sides
   b. One is pro and the other is con
   c. 30 minutes for preparation
   d. Debate for only for 15 minutes
   e. Two minutes conclusion

Debate: “Animal internal organs, from Yin/yang perspective, are good to your health.”

Do you agree or not agree, and why?

After debate:

Each student will express their own opinion in writing in English. (300-400 words)

3. Cooking Show

Instructions:
   a. Group search for a recipe to match the assigned cooking method
   b. Group discussion: foods for cooking show, cooking utensils, cooking techniques, food presentation
   c. Field trip to oriental market to pick up cooking ingredients for the show
   d. Preparation for the cooking show: such as cutting food, name the dish, poster writing...
   e. Cooking show

Group: 5 students in a group

The main ingredient require: Tofu

The rest of ingredients are students’ choice.

Time to cook: 20-25 minutes

Presentation: Brief introduction of the dish, share the reasons to choose certain ingredients, steps to finish the cooking

Rubrics for judge

Poster includes:
   1. Name of the dish matches the dish presentation
   2. List of ingredients in the dish
3. Steps of cooking process

Assessments:

1. Peer assessment (using the previous rubrics)
2. Invites two other teachers from other disciplines to be a judge
3. Students are required to write an individual reflection paper on their experience participation in Food culture unit

Prize: Will be determined.