Welcome to our webquest about foods in Spain! Have you ever thought how a country's food reflects its culture, geography and climate? Although you may have eaten at a Mexican restaurant, have you ever eaten a meal from Spain? What was it like? Spanish foods are different than Mexican dishes although both countries have a variety of delicious foods. Through these activities, you will become familiar with some well known foods in Spain and see how they compare with foods you eat here in the United States. After you complete your Foods in Spain webquest, what Spanish foods do you think you would like to try? Enjoy your exploration of Spain and its fabulous and vast selection of delicious foods!

With your partner, you will review the videos and websites referenced here in the Foods in Spain webquest. Assignment 1. You and your partner will answer a questionnaire about the Foods in Spain based on the website and videos you will be reviewing. You will find the questionnaire under the Processes and Resources tab. Assignment 2. You and your partner will create a menu for a Spanish restaurant. You will create a Spanish Restaurant menu in PowerPoint that you will email to me and that you will present to the class. A. You and your partner will write 3 key points summarizing your thoughts about your webquest of Foods in Spain at the end of your Spanish menu powerpoint. An example of a key point might come from the video World Food Market - Barcelona. For example: Spain is the leading producer of olive oil in the world. You may include more than 3 key points, if you choose. B. You and your partner will also include in your menu powerpoint as part of your summaries, a Spanish dish that you might like to prepare.

Our Foods in Spain Webquest will take 3 days (please pace your activities) please scroll down below to see all webquest resources. Getting Started. As we continue our discovery of Spain focusing now on the Foods of Spain, you will work with a partner. 2. You will divide up the materials to review with your partner with each of you reviewing a few of the websites and videos so you will have time to answer the questions in the time allotted. 3. You will divide up the questions on the questionnaire with your partner. 4. You will also work on your menu project with your partner and you will divide up menu categories with each of you creating several menu categories for the menu powerpoint. Each menu category should be on a new powerpoint slide. 5. Please review the website: http://spanishfood.about.com/od/discoverspanishfood/a/spanishmenu.htm to become familiar with menu categories used in Spain and Spanish restaurants. These are the American equivalent to appetizers, first course, second course, etc. You can also find sample menus at this site. Assignment 1 - The Questionnaire - finish day 1 (document attached below). You will answer the Foods of Spain questionnaire dividing up the questions with your partner. You will answer the questions based on the websites and videos that you are reviewing with your partner. You will give me a copy of you and your partner's answered questionnaire as soon as you are finished with it - this should be finished on day 1. Assignment 2 - The Menu (days 2 & 3). 1. Spanish name for your restaurant. 2. Prices for each menu item (using Euros as Spain does - use the currency converter website link). 3. Accurate use of Spanish menu vocabulary. 4. Menu items should be in Spanish and English. 5. Brief description of all menu items. 6. No spelling errors. 7. Creativity in menu design and colors to make your menu appealing. 8. Images in menu design depicting restaurant logo and items on menu. 9. At least five (5) items should be included in each menu category. 10. Categories for Menu Entremeses/Tapas - appetizers Primer Plato - first course Segundo Plato - second course Platos Principales - main course Postres - desserts Bebidas - beverages Summary 1. At the end of you and your partner's menu powerpoint, you will summarize at least 3 keypoints or thoughts based on your webquest research about Foods in Spain. An example of a key point might come from the video World Food Market - Barcelona. - Spain is the leading producer of olive oil in the world. You may include more than 3 key points, if you choose. 2. List 3 foods in Spain that you think you and your partner would like to eat. 3. 1 Spanish dish that you and your partner would like to cook, based on your webquest research. If you finish early or just want to check out additional info, look at the Summary & More tab for expanded learning opportunities with additional activities, ideas and games to play! Enjoy and Thanks!
This is the rubric that I will use to grade your menu. In addition to your Menu PowerPoint presentation including the items listed under Assignment 2 on the Process and Resources tab, your PowerPoint will also include the following: The final slides of your menu powerpoint presentation will include three (3) key points that stood out for you regarding your webquest of Foods in Spain. An example of a key point might come from the video World Food Market - Barcelona - Spain is the leading producer of olive oil in the world. You may include more than 3 key points, if you choose. You and your partner will also list 3 foods in Spain that you think you would like to eat as well as 1 dish you might like to cook. The menu is worth 80 points and the Questionnaire is worth 20 points. This is your Spanish Food assessment and it will be your test grade.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Poor - 5 points</th>
<th>Fair - 10 points</th>
<th>Good - 15 points</th>
<th>Expert - 20 points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists all Requested Categories.</td>
<td>Menu lacks more than one of the following: Meal categories, Meal Descriptions, Restaurant Name and Prices in Euros.</td>
<td>Menu lacks one of the following: Meal categories, Meal Descriptions, Restaurant Name and Prices in Euros.</td>
<td>All or almost all of the required elements are included.</td>
<td>All or more elements are included as directed.</td>
<td></td>
</tr>
<tr>
<td>Images, neatness and creativity</td>
<td>No images, not creative, sloppy, incomplete.</td>
<td>A few images, not very creative, somewhat sloppy, somewhat complete.</td>
<td>More images, somewhat creative, colorful and attractive.</td>
<td>Many images, very creative, colorful and attractive.</td>
<td></td>
</tr>
<tr>
<td>3 keypoints summary, 3 foods in Spain that you would enjoy eating &amp; 1 dish you would like to prepare.</td>
<td>No summary information requested is listed.</td>
<td>1 or 2 parts of the requested summary information is listed.</td>
<td>Most of the requested summary information is listed.</td>
<td>All or more of the requested summary information is listed.</td>
<td></td>
</tr>
<tr>
<td>Spelling and Accuracy</td>
<td>5 or more spelling or grammatical errors.</td>
<td>2-4 spelling or grammar errors.</td>
<td>1 spelling or grammar errors.</td>
<td>No errors. Excellent!</td>
<td></td>
</tr>
</tbody>
</table>

Total Score

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**Conclusion**

Felicicitaciones! Congratulations on completing your tour of the Foods of Spain! As a result of this webquest, you have demonstrated a basic knowledge of traditional foods in Spain and Spanish food dining rituals! When you travel to Madrid, Spain for real and during your travel to Madrid virtual trip class project (our other class project), you will be well-prepared to successfully dine out in Spanish restaurants! In addition, you have learned how to use the foreign currency exchange tool by converting dollars to euros, so you will know how to pay for food and other stuff while you are in Madrid! Reflection: Think about our Foods in Spain web quest and what resources you found to be the most useful. How beneficial was it for you to work with a partner to accomplish the goals of our Foods in Spain web quest in a timely manner? How will you use this experience when you work on your next collaborative project? Think about how you will use your project partnerships to help you be more successful and efficient when you start your future career.

Expansion of Learning: Foods in Spain! Take a look at the McDonald's website in Spain! The link is below. Compare the McDonald's Spain website with the McDonald's restaurants you eat at and the USA McDonald's site. Do they have the same menu? What other USA fast food restaurants are in Spain - you could do a search.

2. Create your own video demonstrating how to make a peanut butter and jelly sandwich using the SPANISH LANGUAGE! The link below features videos of students making a peanut butter and jelly sandwich in Spanish to give you some ideas. Review the recipe and the video of the Spanish dish that you said you might like to make and prepare it for your friends, family or classmates! You could make it a Spanish Project or a Spanish Club event. Fun! Enjoy playing Spanish games at the links below.

5. You might also create your webquest about another aspect of Spanish foods or Spain. Or really anything you think would be interesting! You could make it a Spanish Project or a Spanish Club event. Fun! Enjoy playing Spanish games at the links below.

7. Listed below are the other two (2) links to the two (2) other web quests associated with this lesson about the beautiful country of Spain.

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**Purpose:** 1. This webquest was a required project for a graduate course, “Developing Web-Based Educational Environments.” 2. This webquest is created for my Spanish Related Arts Classes - semester long Spanish classes for 6th and 7th graders and for my Spanish I for high school credit 8th graders. 3. This webquest should be completed in a 3 day time-frame. 4. This Foods in Spain webquest is one part of an exploration of the beautiful country of Spain and its culture that our students are doing. The other projects are: Spanish art and the Prado Museum and Plan a trip to Madrid, Spain. 5. This webquest is designed to help students recall and demonstrate a basic knowledge of traditional Spanish Foods and Spanish Eating Customs. 6. Students will also recall how to use the foreign currency exchange tool by converting dollars to euros. In addition, this webquest promotes student development of research and technology skills, an awareness of other cultures and their diversity, an opportunity to collaborate with others and to present information to others in an organized format in preparation for higher level classes and for their future workplace.
Plan

Students should be introduced to this material after they have developed a basic knowledge of Spanish speaking skills and a familiarity with the geography of the Spanish speaking countries - in this case, we are focusing on Spain, although the webquest could be adapted for other Spanish speaking countries. Prior to the discovery of Spain unit, students would have previously practiced skills on how to order in Spanish in a restaurant. Feedback from peers and evaluations of other similar quests are very helpful in making this quest work effectively with your particular scenario. I know they have helped me design this webquest for my students. Another aspect key to making this a successful project for your students is class size. Class size will help determine how student collaborations and presentations will be managed as well as to evaluate how much time needs to be allotted.

Tasks and Assessments

Students will be graded via their completed questionnaires and their presentations will be evaluated using the rubric and the guidelines outlined for their menu project. Student feedback will be beneficial for me in determining if I need to modify and adjust the assignments and assessments in order to help my students be more successful with this project. Resources

Resources are referenced on the Process and Resources Tab as well as Summary & More Tab. I also used Bubble.us to create a storyboard for this project. I used wordle.net to create my word cloud art shown on Tabs: Introduction, Process & Resources and Summary & More. Other images were found using the Creative Commons site and were resized using webresizer.com, an online resizer tool. This quest addresses the following South Carolina Standards:

1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
1.4 Students use technological tools and other resources to locate, select and organize information.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
2.2 Students demonstrate and understanding of the relationship between the products and perspectives of the cultures studied.
3.4 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1 Students identify examples of the target culture.
6.4 Students organize ideas and content to communicate effectively.

Standards

Credits

Other