"The Chinese Chorizo" Lesson Exemplar

Suggested grade level: 6th, 7th or 8th Grade

Suggested AZ Standards:

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

Grade 6

6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.

6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Grade 7

7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.

7.G3.4 Evaluate human population and movement that promotes cooperation.

Grade 8

8.SP4.1 Explain the multiple causes and effects of events and developments in the past.

8.SP4.2 Evaluate the influence of various causes of events and developments in the past.

Suggested Time frame: 2 session (preferably 1 hour and 30 minutes)

Materials: Chorizo Info-bites template, highlighters, copy of the passage, anchor charts

Learning Objectives: ***I can explain multiple cause and effect of interactions, events or development in the past and present through a diagram/picture or writing sentences.***

Procedures:

Classroom routines (if any)

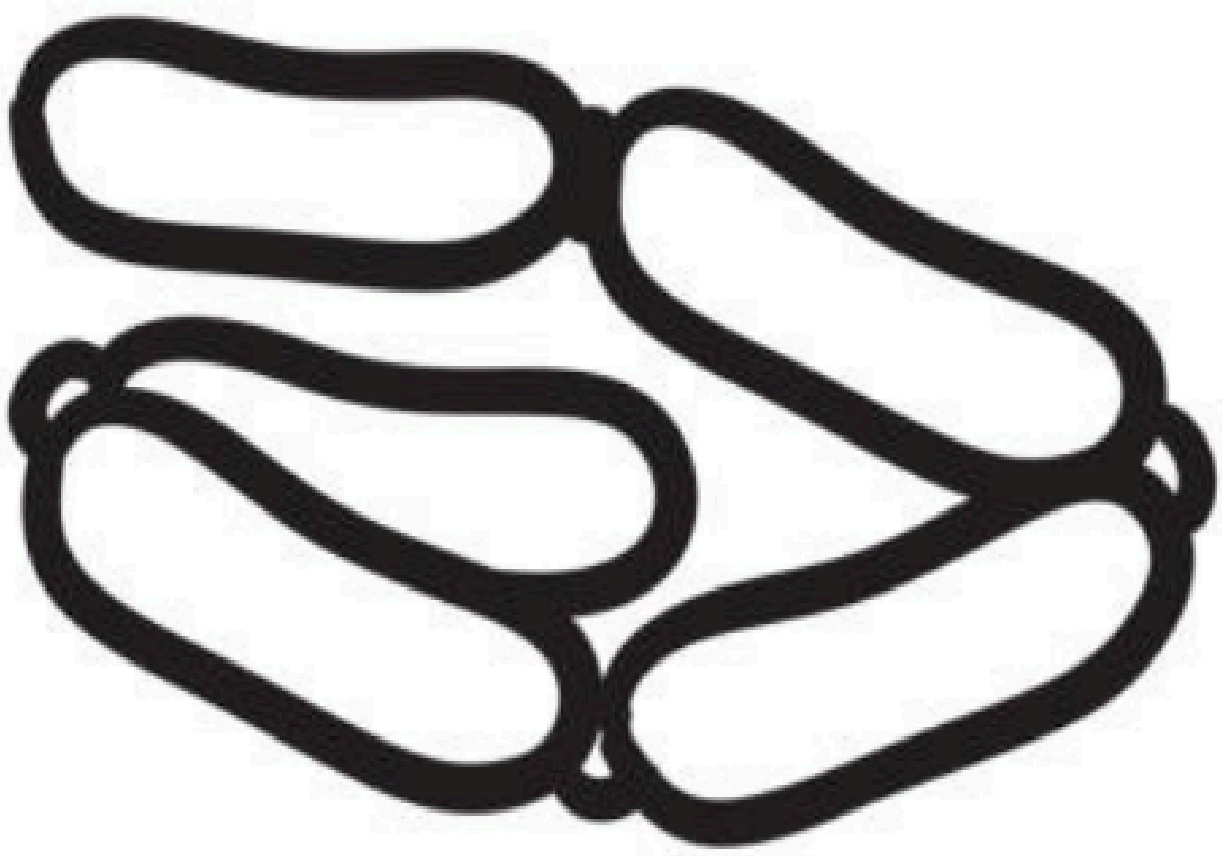
A. **Introduction: Tucson as a UNESCO CITY of Gastronomy (3mins)**

Prompt: Did you know that on December 15, 2015, Tucson, Az was named the first UNESCO City of Gastronomy in the United States? The rich and diverse culture of people who live and migrate in this area shaped the richness not only of its cultural heritage but also the city's agriculture, infrastructure, transportation and even food and gastronomy. Today, we will learn how one of the delicious and unique foods from this city was created. We will learn about its history together with the reasons how such food was created. This is nonother than the Chinese Chorizo.

B. Activating Prior Knowledge: Chorizo Info-bites (5 mins)

Prompt: Let us try to retrieve some information that you already know about chorizo. What information do you know about this kind of food? You can describe the food, identify its ingredients, tell me where it originates or anything you know about it. Write or draw your answers in the Chorizo Info-bites template that I will give you. You have 5 mins to work on this.

Direction: Think about any information you know about chorizo. You may draw or write your answer inside the template below. You may add more pieces as you need.



Once the students are done with their individual sheet, you may give them 2 minutes to share their answer with a partner.

C. Knowledge Building and Concept Development (12 mins)

Prompt: Chinese Chorizo is a historic food fusion in Sonoran Desert specifically, in Tucson, Arizona. It is very interesting how the early interaction and relationship between Chinese and Mexican migrants who lived in Tucson resulted in the creation of this one-of-a-kind dish. Today, we will go back in time and we will explore how and why the Chinese chorizo was created and

how the cooperation and mutual understanding between communities produce something that is meaningful and worth preserving.

Chinese Chorizo Short Passage

Provide the students a copy of the passage “A Delicious Link to History" from the Chinesechorizoproject.com. Asked them to read and highlight important facts and details in the passage regarding the creation of Chinese chorizo.

Chinese Chorizo: Food as a Common Ground

Written by Sandy Chan

In 1880/81 Chan Tin Wo opened his grocery and provisions store becoming the model for future Tucson Chinese markets. These markets found a safe and profitable home in Tucson’s Mexican barrios (neighborhoods). The Chinese grocers spoke Spanish, carried merchandise that appealed to their Mexican customers and gave their customers credit when times were hard. Family life integrated the Chinese even more closely into the world of the barrios. Children grew up speaking Chinese, Spanish and English. Foodways were shared and Chinese chorizo (sausage) was born. Traditional Mexican chorizo is made with ground pork mixed with spices. Chinese chorizo uses a wide variety of edible meat trimmings. The trimmings are ground and combined with traditional Mexican chorizo spices producing a fusion food by its blending of recipes and foods from different cultures. Chinese chorizo maximized the use of available resources in a way that would appeal to the grocers’ Mexican customers while preventing the waste of edible meat thus making a profit.

The high point of the Chinese markets was in the middle 1950s, after that they slowly declined. Tucson moved away from the mixed-use environment of the barrios by building subdivisions and chain supermarkets, like Safeway, became popular. The children and grandchildren of the market owners left the markets behind to become teachers, pharmacists, lawyers, and dentists but they continued to eat the foods they loved and grew up with – tamales, menudo and, of course, Chinese chorizo.

Today, Chinese chorizo can still be found in the modern grocery store. In 2022 Tucson even held a Chinese Chorizo Festival in honor of this one-of-a-kind cuisine. Beyond its rich taste and amusing history, the Chinese chorizo reminded us that mutual understanding and collaboration within culture can produce something beautiful and even delicious!

Shared learning: Partner Talk (7 mins)



Assign a partner to each student and have a dialogue regarding the passage that they read. Ask the students to explain to their partner why they choose to highlight certain information and why they think it is important in the creation of the Chinese Chorizo. In order to structure the conversation, give each pair a "Chorizo Chip" and tell them that the student holding the chip will be the one to talk while the other listens. Once they are done talking, they need to give the Chorizo chip to their partner and they now need to listen.

Prompt: After reading the passage, I would like you to have a dialogue with a partner regarding the important information that you highlighted. You will explain to your partner why you chose to highlight that information and why you think it is important in the creation of the Chinese Chorizo. I will give you one "Chorizo chip" and the one holding the chip will be the first one to talk while your partner listens. Once you are done talking, you will give the chip to your partner so they can have their turn to talk while you listen to their explanation.

Teacher Tip: *You may provide sentence frames or prompts for your students. For English language learners, they may talk to their partner using their native language so it will be ideal to partner them with someone who can speak their comfortable language.*

After the shared learning activity, you may call some student pairs to share their answer to the class. You may then review the concept/skill of identifying cause and effect. Tell the students that you will use the skill in the next activity.

D. Documentary on Chinese Chorizo in Tucson from the Tucson Chinese Cultural Center

Prompt: To learn more about the Chinese Chorizo, we will watch a documentary from the Tucson Chinese Cultural Center that talks about the history and historical context of this very unique dish. As you watch the video, I would like you to take note of some facts that show cause and effect relationships. You may write your answer in your journal or a piece of paper. After watching the documentary, we will organize the notes that you took using a Cause-and-effect anchor chart.

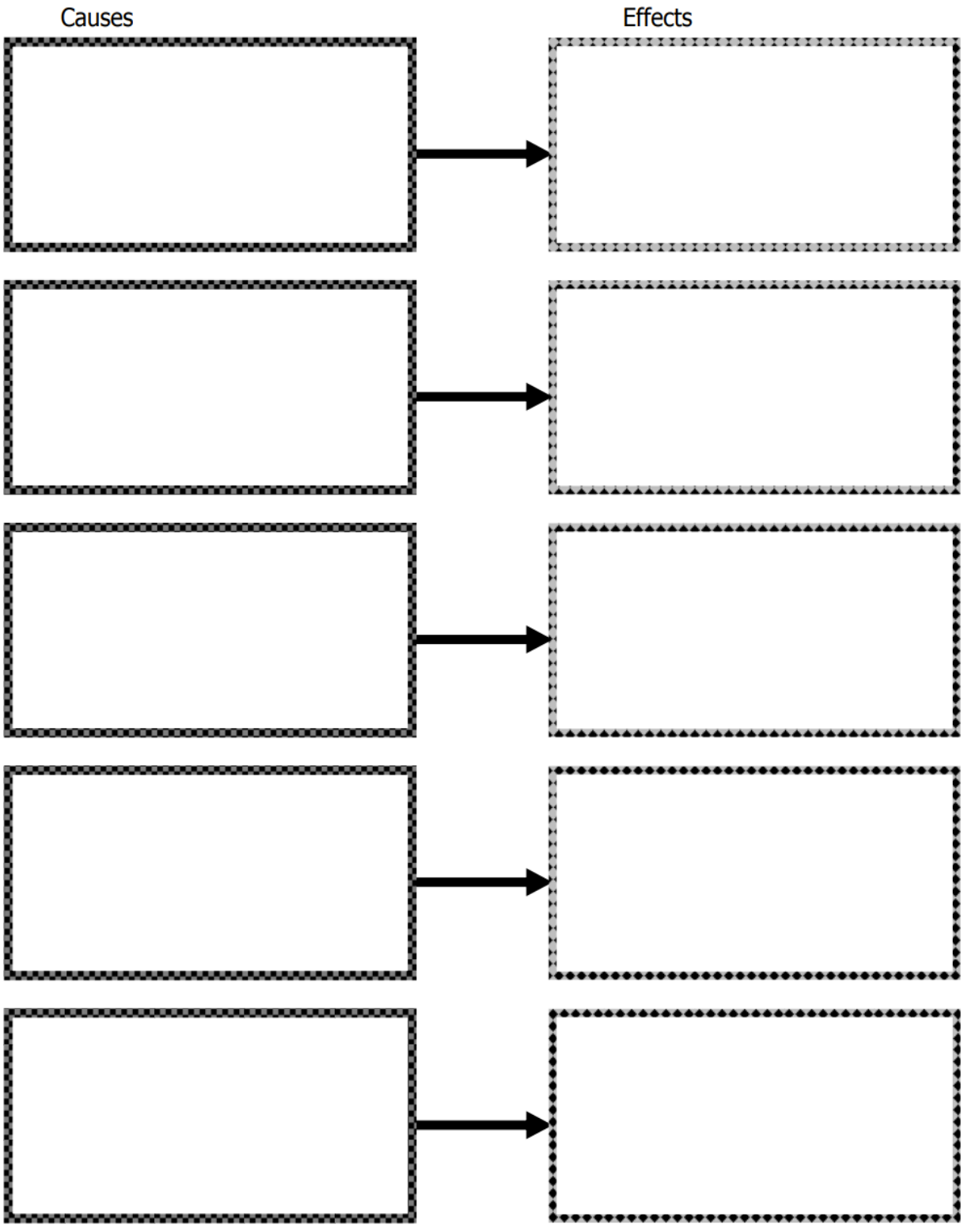


Chinese Chorizo "TCCC History Program"

Link: [*https://www.chinesechorizoproject.com/story-of-the-chinese-chorizo*](https://www.chinesechorizoproject.com/story-of-the-chinese-chorizo)

E. Cause and Effect Activity (15 mins): After watching the documentary, ask the class to share their findings. As a whole group activity, record their answer using the Cause-and-effect anchor chart. The students will identify and explain different cause and effect events in the past that led to the creation of the Chinese Chorizo.

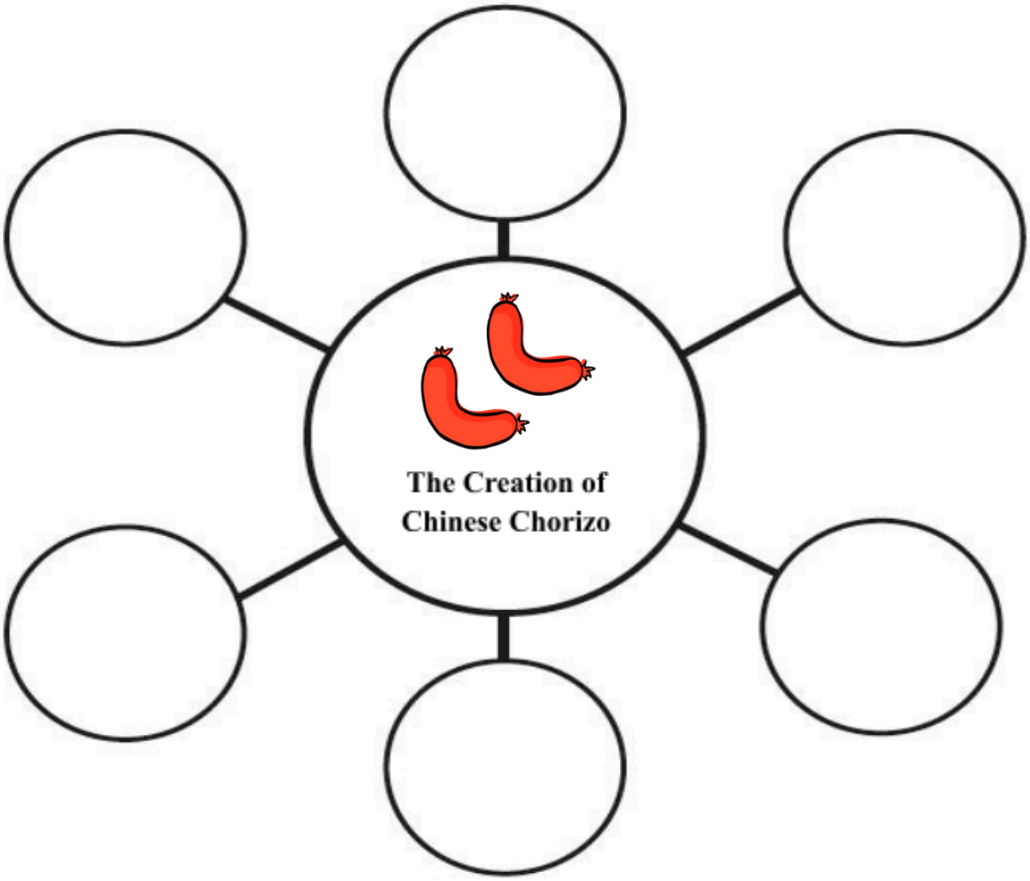
Teacher tip*: This activity can be done through group collaboration instead of the whole class depending on the time available.*

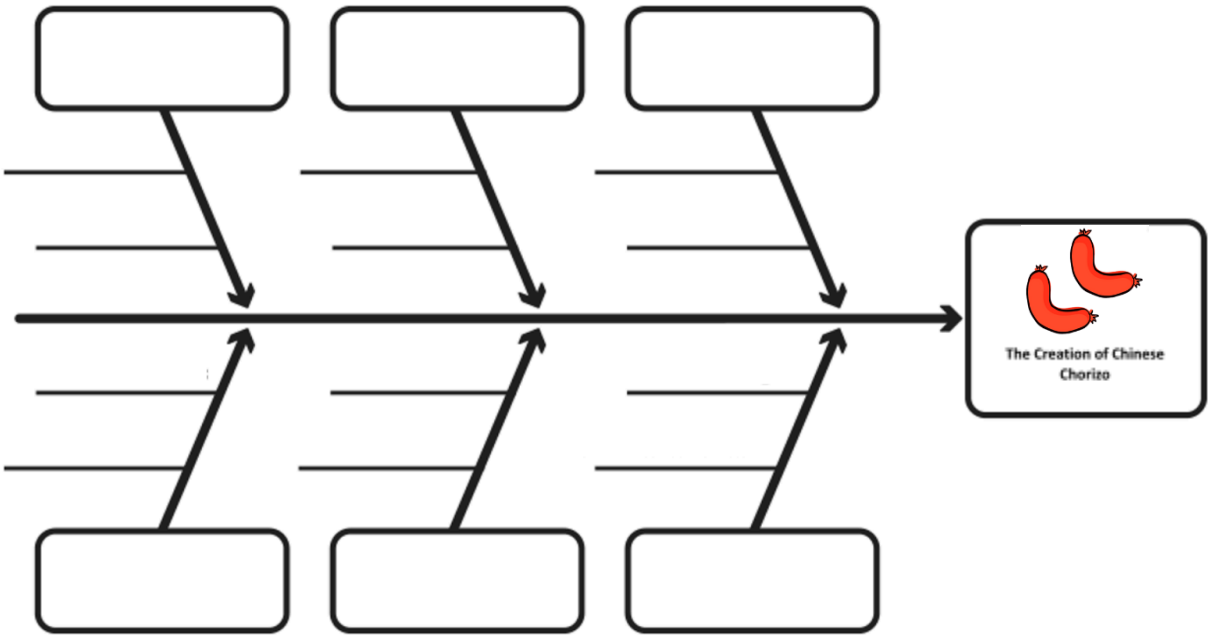

Causes
Effects

F. Let's focus our lenses; The Chinese Chorizo (Whole group)

Using the passage that the student read and the Cause-and-Effect anchor chart, dig deeper to the events that lead to the creation of the Chinese chorizo. You are free to choose between the Bubble map or the Ishikawa Cause-and-effect diagram. Select which one you think is appropriate to your students.

Prompt: After we identify the Cause-and-effect relationships in the events from the documentary let us focus our "lenses" on the Chinese chorizo. This time let us identify the events that led to the creation of this one-of-a-kind dish. To organize our ideas, we will use some graphic organizers.





G. Time to Reflect

For the class reflection, ask the learners the following questions:

What happened when two different cultures were able to mutually understand, support and collaborate with each other? How can you relate your answer to the history and creation of Chinese chorizo in Tucson?

Provide the students the sentence frames below:

*If two different cultures were able mutually understand, support and collaborate with each other, then*_____.

I can relate this to the history and creation of Chinese chorizo in Tucson because

_____.



Teacher tip: You may print this sentence frame in a small paper, preferably a quarter of a copy paper, and ask the students to paste their answer in an indicated wall space. Allow the students to read each other's answers and share their thoughts and ideas to their classmates.

H. Exit Ticket: (10 mins)

Direction: Based on the history and facts you learned from today's lesson, explain how certain events in the past led to the creation of the Chinese Chorizo. You may draw and write your explanation in the exit ticket that will be provided.

You may also refer to the anchor charts that we created in class for some facts and information to support your explanation.



Rubric for Grading:

Use this rubric to assess student learning. Scoring are as follows:

4 – Exceed the standard,

3 – Meets the standard,

2 – Developing the standard,

1 – did not meet the standard.

Please take note that you are free to modify the criteria based on the level of your students.

Excelling (4)	Meeting (3)	Developing (2)	Emerging (1)
Through drawing a picture and/or writing sentences, the student independently explained how certain events in the past led to the creation of the Chinese Chorizo supported by facts and evidence from history.	**Through drawing a picture and/or writing sentences, the student independently explained how certain events in the past led to the creation of the Chinese Chorizo supported by some facts and evidence from history.**	**Through drawing a picture or writing sentences, the student was able to explain how certain events in the past led to the creation of the Chinese Chorizo.**	**The student was not able to draw or write a sentence to explain how certain events in the past led to the creation of the Chinese Chorizo.**

I. Extension Activity:

Ask the student to create their very own unique chorizo or sausage fusion. Present the prompt below:

“If you will create your own version of a chorizo or sausage that fuses two different cultures, what would that be? Describe and try to come up with a recipe to make your own version of a chorizo or sausage. Do not hesitate to be creative in making your recipe.”

Sources:

Written articles:

- *definition of fusion food based on https://www.escoffier.edu/blog/world-food-drink/whats-the-status-of-fusion-cuisine/*

- *"Food as a Common Ground" quote by James Beard https://www.bridgescareandeducationcenter.com/post/2018/06/08/food-is-our-common-ground-a-universal-experience-james-beard*

- *Chinese Chorizo*
    - *https://www.scmp.com/lifestyle/food-drink/article/3197036/chinese-chorizo-mexican-sausage-grocers-china-sold-forged-links-between-two-communities-tuscon*
    - *https://tucsonfoodie.com/2022/10/27/historic-chinese-chorizo/*
    - *https://www.nbcnews.com/news/asian-america/chinese-chorizo-honors-fusion-two-cultures-arizona-rcna53426*

Video:

https://www.youtube.com/watch?v=da8wnDk1PPg

https://www.chinesechorizoproject.com/story-of-the-chinese-chorizo