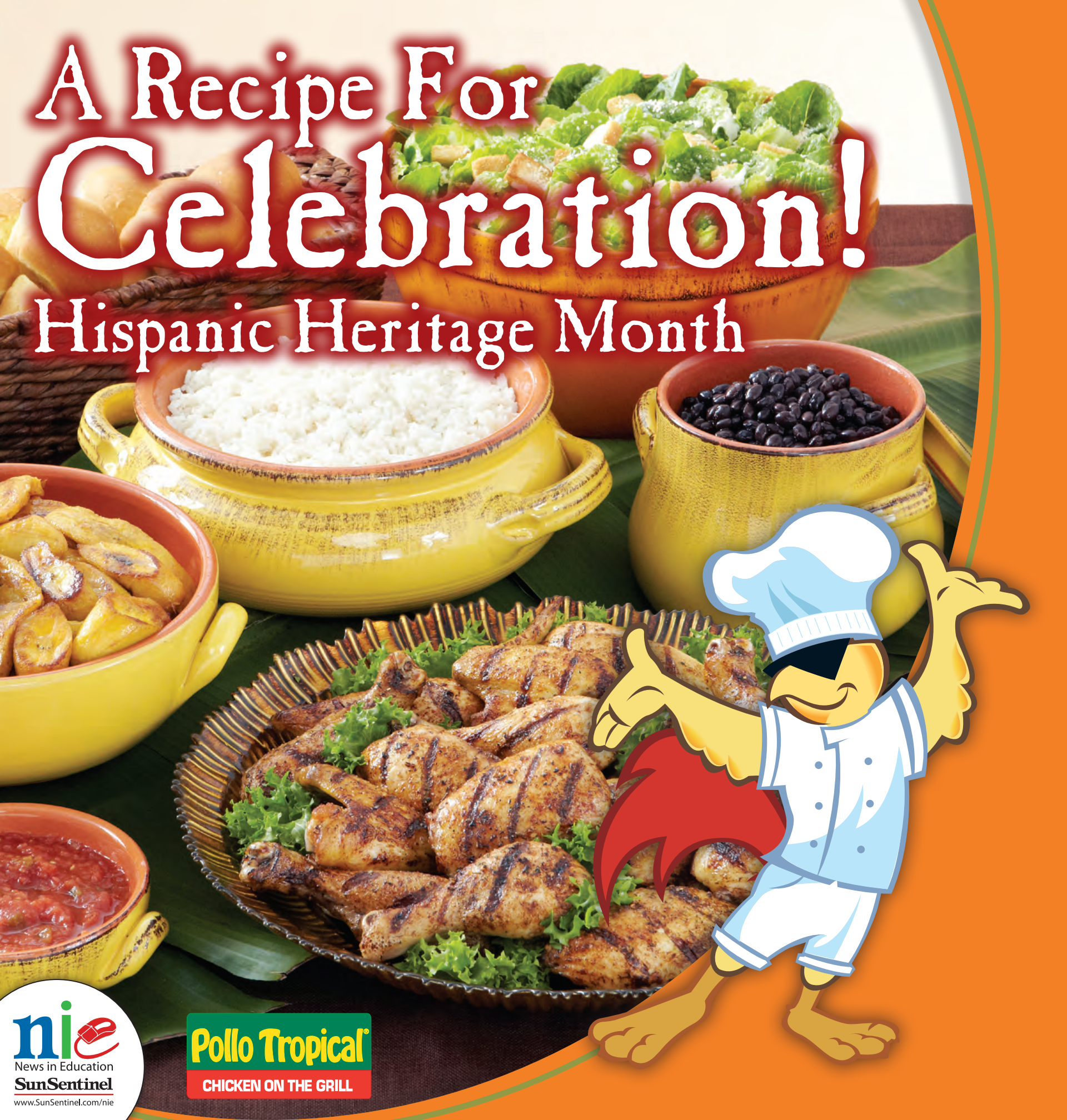


A Recipe For Celebration!

Hispanic Heritage Month



Pollo Tropical
CHICKEN ON THE GRILL

INTRODUCTION: A Recipe For Celebration! Hispanic Heritage Month

People in America love to celebrate birthdays, holidays, parades, and festivals. During these special times we get to share music, dancing, parties, and great food. In South Florida, our celebrations are especially exciting, influenced by the bright colors, sounds and tastes of our varied Hispanic communities.

Pollo Tropical® is pleased to be a part of that community by generously sponsoring *A Recipe For Celebration! Hispanic Heritage Month*. The information and activities in this poster will start you on your way to a better understanding of the rich Hispanic “ingredients” that have added so much to our own delicious south Florida stew/cocido.



Add Some Spice:

1. Visit the Pollo Tropical® website at www.pollotropical.com to see the menu. Take a look! What would you most like to eat from the menu? Using descriptive, sensory words write an essay explaining why.
2. a.) Count the number of students in your classroom. Using that number, calculate how much each catering package would cost to feed your class.
b.) Next, look at the Á La Carte Menu offerings. Choose the foods you want to serve in your class. Calculate the cost of your menu. (Remember to look at how many people each item can serve.)
c.) Host a class Benefit Night at Pollo Tropical – order and celebrate together! For details www.pollotropical.com/community

Sunshine State Standards page 2: MA.4.A.6.1, MA.4.A.4.3, MA.4.A.1.1, MA.4.A.1.2, LA.4.6.2.1, LA.4.6.4.1



Pollo Tropical® Can Cater Your Celebration!

Pollo Tropical® is delighted to help you by catering all your special events and celebrations. Check it out on www.pollotropical.com/cateringmenus



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Photos courtesy of: Pollo Tropical®, Erin Silver and Debbie Rahamim, Sun Sentinel
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Note to teachers: All of the articles and activities in this curriculum incorporate these standards: LA.4.1.7.1 (establish a purpose for reading) and LA.4.6.4.1 (use appropriate, available technologies to enhance communication and achieve a purpose). They will also need a pre-knowledge and understanding of how to read maps and use map elements.

About the Sun Sentinel News In Education program:

Throughout the school year, the Sun Sentinel NIE program provides newspapers, both digital and print, to South Florida schools at no charge. Our goal has been to help teachers help their students, promote literacy, encourage hands-on learning using the newspaper, and help students stay up-to-date on the world around them. Another key focus of our program is providing curriculum materials, like *A Recipe For Celebration! Hispanic Heritage Month*, to enhance lessons in the classroom across all subject areas. These complimentary booklets are aligned with the Sunshine State Standards.

For more information about Sun Sentinel News in Education and to download educational materials, visit our website at: www.SunSentinel.com/nie

Answers to States/Capitals

Uruguay - Montevideo, **Venezuela** - Caracas, **Puerto Rico** - San Juan, **Spain** - Madrid, **Argentina** - Buenos Aires, **Honduras** - Tegucigalpa, **Peru** - Lima, **Nicaragua** - Managua, **Columbia** - Santa Fe de Bogota, **Ecuador** - Quito
8-10 correct: you know your Hispanic capitals! **4-7 correct:** you need to revisit the map. **1-3 correct:** review your map and try again.

START WITH A "HELPING" OF FLORIDA HISTORY



Of course we know that native Indians were the first Americans in Florida. Many of our cities, towns, streets, and rivers have Native American names. However, if you look around you, many familiar names are Spanish in origin. That's because the first non-native people to explore Florida came from Spain. The state name "Florida" loosely translates to "flower" in Spanish. Here is a small helping of early Florida history:

WHY FLORIDA?

Rumors of riches! Gold and silver everywhere! This myth brought the Spaniards to the area, and though the 'conquistadores' weren't successful in their quest, they left an indelible mark on Florida history.

Early Hispanic Exploration:

- Juan Ponce de Leon arrives in Florida in 1513, near present day St. Augustine
- Ponce de Leon visits again in 1521, arriving on the southwestern coast
- Hernando de Soto arrives in 1539, looking for gold and silver
- In 1559, Tristán de Luna y Arellano arrives near Pensacola Bay

DID YOU KNOW?

The most popular sport in Hispanic countries is what we in the United States call 'soccer.' Soccer is a strictly U.S. term, a slang shortening the original name, 'association football', which was shortened to assoc, then socca, then socker, finally soccer. The rest of the world calls soccer 'football' ('futbol' in Spanish).



Add Some Spice:

Research to discover important facts about soccer (futbol) and American football. Create a Venn Diagram comparing and contrasting the differences between the two games.

Look in the SPORTS section of the *Sun Sentinel Digital Edition*. How many sports are mentioned? List them. Which sport is your favorite? Write a newspaper article telling why you like that sport the best. (Be sure to include the 5 W's – who, what, where, when, why).

Research to discover which of these listed sports are also popular in Hispanic countries. What fraction of your list consists of these sports?

ACTIVITY: Locating Datelines

Look at the datelines of national and international stories in the *Sun Sentinel Digital Edition*. A dateline is the name of a place where a newspaper article or story is filed by the writer. It is shown at the beginning of the article. How many can you find? How many are familiar? How many are new to you? How many are Hispanic names?

Using today's newspaper and a map of the world, find as many of the dateline locations as you can within a 20-minute period. See who ends up with the most.



"MIX" IN SOME GEOGRAPHY

What does it mean to be "Hispanic?" The definition applies to people who speak Spanish as their native language. You can see the countries from which they come on the map on these pages. You might think they would be alike, but in truth Spanish-speaking countries are vastly different in many ways. What are some of the factors that contribute to these differences? Select one country and become an expert on climate, terrain, and traditions. As a class, discuss the similarities and differences of your chosen countries.

"Hispanic in America" applies to the ethnic groups whose ancestry and roots are a part of the Spanish-speaking world.

ACTIVITY: Florida Cities

On a map of Florida, locate these Spanish-named cities:

- Altamonte Springs** (high mountain springs)
- Boca Raton** (mouth of mice)
- Boca Del Mar** (mouth of the sea)
- Bonita Springs** (beautiful)
- Cape Canaveral** (canebrake)
- Miramar** (sea view, sea sight)
- Naranja** (orange)
- Pinellas Park** (pine forest)
- Punta Gorda** (fat point, fat tip)
- Valparaiso** (paradise)

How many others can you find? In which part of Florida are they located? What is the English translation of their names?

ACTIVITY: Match the Countries and Capital Cities

Below is a partial list of Hispanic countries. Match each country on the left with its correct capital city from the list on the right. Write the correct name on the lines provided. (answers on page 2)

Countries

- Uruguay _____
- Venezuela _____
- Puerto Rico _____
- Spain _____
- Argentina _____
- Honduras _____
- Peru _____
- Nicaragua _____
- Columbia _____
- Ecuador _____

Cities

- Buenos Aires _____
- Madrid _____
- Tegucigalpa _____
- Managua _____
- Santa Fe de Bogota _____
- Quito _____
- San Juan _____
- Montevideo _____
- Lima _____
- Caracas _____



Add Some Spice:

Which country in South America is NOT Hispanic in origin? _____ Why? _____

What language is spoken there? _____



DID YOU KNOW?

Look at the map of South America.

- The Andes Mountains are the highest mountain range in the western hemisphere.
- The Amazon River carries the most water of any river in the world. It also flows through the world's largest rain forest.

Locate both on the map. Using your map key, figure out the highest elevations in the Andes Mountains and the length of the Amazon River. In which section(s) of South America do you find these natural phenomena?

Add Some Spice:

1. On their website, www.pollotropical.com, find the tab that says "Store Locator" and enter your zip code. From the list that comes up, how many different cities are represented?

Total number _____
Create five two-step math problems using this information.

2. Locate each restaurant found in your search above on a city or street map. Which restaurant is closest to your own home? Which is closest to your school? Calculate the distance between the Pollo Tropical® nearest each.

Distance from my house: _____

Distance from my school: _____

ACTIVITY: Celebrations

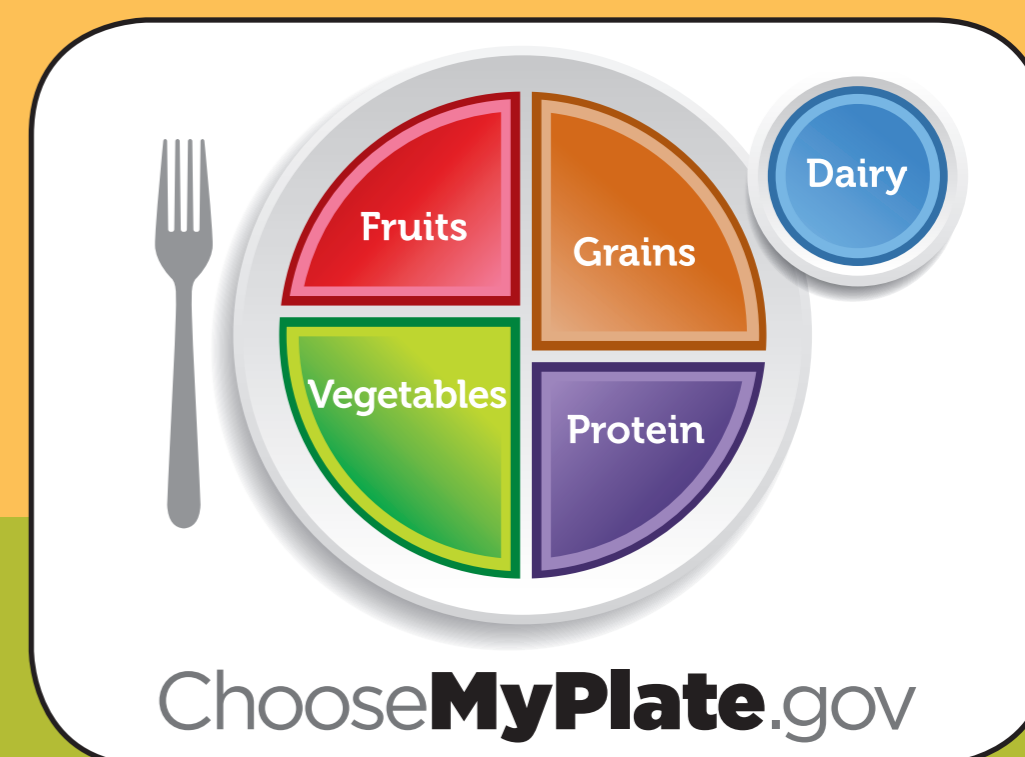
1. Choose one of the Hispanic countries that appear on the map. Using the library, media center, and/or the Internet, research the celebrations and special holidays in your country.

2. Do an oral report to your class on your findings. Use visual aids in your speech, such as drawings, illustrations, pictures, and collages you have created.

Vocabulary: here is a short list of words relating to Hispanic celebrations:

- mariachi**
- zampona**
- flamenco**
- tango**
- la marinera**
- quinceañera**
- piñata**
- piraguas**

With a partner create a comic strip, picture book, or multimedia presentation using these words.



LET'S TALK HEALTHY EATING FOR A MINUTE

Using the Pollo Tropical® menu as your source, you can make healthy food choices based on the U.S. guidelines for healthy eating.

1. Go online to www.choosemyplate.gov. This is an important page to refer to for the newest healthy eating guidelines.
2. Scroll to the bottom of the page. Notice the eight interactive headings from "Grains Group" through "Physical Activity".
3. Divide the class into 8 groups, each taking one heading. Click on your heading, read the information, and report back to the class on what you have found.
4. Look at the "ChooseMyPlate" graphic. Which is the biggest group from which you should choose? The smallest? Can you estimate the percentage of each of the 5 food groups.



Use the Pollo Tropical® website menu items and make a list of the foods they serve that fit into your group.

ACTIVITY: Your Health Is Newsworthy

Everyday, you are given a variety of choices for healthy eating. Like anything, too much of a good thing is dangerous.

1. Using the *Sun Sentinel Digital Edition*, locate stories and articles about the following topics:
 - Childhood Obesity
 - Childhood Diabetes
 - Diseases spread by unsanitary conditions
 - Anorexia, bulimia
 - Effects of little or no physical activity or exercise on youth
- Summarize your articles in your own words.
2. Keep each article and summary in a notebook or file to prepare for class discussions about each topic.

Add Some Spice:

Restaurants offer different-sized portions for menu items. Why? Because portion size is important. You can choose healthy foods but still eat too much of them. So how much is a portion? Probably smaller than you think. You need to pay close attention to the amount of food you eat, as well as what you eat.

- 2 ½ oz of meat: about the size and thickness of a deck of cards
- Medium-size fruit: about the size of a tennis ball
- ½ cup ice cream: another tennis ball size
- ½ cup veggies: about the size of a fist
- ½ cup rice: again, the size of a fist

"TOSS" WITH THE BEST INGREDIENTS - HISPANIC FOOD!

If you have visited a Pollo Tropical® in your neighborhood or looked at their website online, you should have noticed several things, as listed next to the numbered statements below. Research to discover the necessary information to answer the questions.

1. The menu is full of healthy choices. List some examples. What makes them healthy?
2. There is a variety of foods from which to choose. How many can you find?
3. They use only hormone-free chicken in their recipes. What does that mean?
4. Most of the foods are prepared without frying. Why is this healthier for you?
5. Pollo Tropical® is a member of the Food Allergy and Anaphylaxis Network (FAAN). They are careful to list foods that may cause allergic reactions. What are those foods?
6. Visit www.pollotropical.com/21days to see the Pollo Tropical's 21 Days to a New You program, which shows lunch and dinner menus for 21 days. How does this healthy eating menu fit into the recommendations you find on the new www.choosemyplate.gov website?

When you looked at the Pollo Tropical® menu, did you see some food names that are unfamiliar?

- Examples:**
- | | | |
|-------------------------|------------------------|---------------|
| Quesadillas | Chipotle | Fuego |
| Arroz | Fajitas | Mojo |
| Platanos Maduros | Guacamole | Maiz |
| Mango | Yuca | Pollo |
| Tortillas | Piña | Flan |
| Guava | Frijoles Negros | Salsa |
| Plantains | Tres Leches | Lechon |

Chances are you know some of these foods already. Did you know they were Hispanic in origin? Put an X next to the ones you don't know. Find out what they are. Create an ad for a supermarket encouraging people to try some of these new foods.

Here are a few other foods that you might not know: parrilladas, tapiqueras, tapas, menudo, barbacoa, tamale, arepas, and empanadas. Find out what they are. You can ask someone who speaks Spanish or look them up in a Spanish dictionary. Select three and write a clear description of each one.

Add Some Spice:

If you were to visit a restaurant in Puerto Rico, what kind of money would you use to pay your bill? What about in Argentina? Mexico? Costa Rica? Chile? Spain? Colombia? Go online to research the different currency used in each of the countries listed. Write a letter to your friend explaining where you could change your American money for the foreign currency.

ACTIVITY: Go On - Try It! You Might Like It!

Choose two foods from the lists on the left that you don't know about. Try them! Write several paragraphs describing your new food experience. Give specific details. What was the food? How was it prepared? Was it tasty? Did you like it? Why or why not?

Give yourself a hand



Your fist equals one cup of vegetables.



The palm of your hand (without fingers) is equal to one 3 oz portion of protein (Chicken, Steak, Fish, Pork, etc.)



Your thumb is equal to one ounce of protein.



“TOP” WITH SOME IMPORTANT INFORMATION FROM YOUR SCHOOL DISTRICT

The schools in the tri-county area are working hard to help students understand the importance of healthy eating. Here are some “tidbits” about what they are doing.

Miami-Dade:

The Education Fund’s Plant A Thousand Gardens program:

This Collaborative Nutrition Initiative (CNI) teaches at-risk students healthy eating, cooking and nutrition through the use of edible school gardens. Discovering and advocating fresh food and healthy lifestyles, children from 25 Miami-Dade County Public Schools are strengthening their bodies, expanding their palates and transforming the cooking and eating habits of siblings, parents and entire families.



Join Wachovia Wells Fargo Foundation and other sponsors in supporting CNI and make the goal of an edible garden in every school possible. Envision healthier eating habits for thousands of students and their families and generations of bodies growing stronger from the fruits of a thousand gardens. For more information, visit www.educationfund.org.

Palm Beach:

Fresh Fruit and Vegetable Program:

Five schools in the district have been chosen to receive the Fresh Fruit and Vegetable Program for the 2011-2012 school year through a grant from the United States Department of Agriculture (USDA). The program will begin August 23, 2010, and each student will be offered a daily fresh fruit or vegetable snack at no cost. By exposing children to a variety of fresh fruits and vegetables, our hope is to give each child participating in the Fresh Fruit and Vegetable Program in our community a life-long connection to fresh fruits and vegetables.



Courtesy of Palm Beach Schools

Parents who wish to volunteer or want additional information on the grant can contact the School Food Service Department at (561) 383-2022. They may also go online at www.palmbeachschools.org/sfs.

Broward:

Diabetes in Our Schools: Diabetes is a chronic disease that impairs the body’s ability to use food properly. Under normal circumstances, the hormone insulin, which is produced in the pancreas, moves sugar to the cells of the body to convert food into energy. In people with diabetes, either the pancreas doesn’t make insulin or the body cannot use insulin properly. Without insulin, glucose - the body’s main energy source - builds up in the blood and causes severe damage. Children with diabetes usually have insulin-dependent (type 1) diabetes, in which the pancreas doesn’t make insulin. They need daily insulin injections or wear an insulin pump to enable their bodies to use food properly.

We think it is important to point out that there are many students attending Broward County Public Schools with diabetes. For a student using insulin, diabetes must be managed 24/7, including the many hours spent at school, on field trips and in extra-curricular activities.

The Health Education Department of Broward County Public Schools assures parents that they can send their child with diabetes to school in the morning and feel confident that the school will be prepared to provide the diabetes care & education that students require.

BENEFIT NIGHTS

We put the FLAVOR in Fundraising!

Want to raise money for your school? Host a Benefit Night at Pollo Tropical® and receive 20% of the gross sales generated by your school. Pollo Tropical will help you every step of the way.

To begin the process and for more information go to www.pollotropical.com/community or e-mail lsmmarketing@pollotropical.com with any questions.

Other Resources:

The Internet has a wealth of information but be careful! Make sure your sources are correct and safe. There is a lot of misinformation online. Check with your media center specialist for help.

WEBSITES:

www.choosemyplate.gov
www.nal.usda.gov
www.nutrition.com
www.kidshealth.com
www.floridajuice.com
www.florida-agriculture.com
www.eatingwell.com
www.webmd.com
www.eatright.org

For information about the customs of the different Spanish-speaking countries, do an Internet search for the individual countries. Again, make sure your sources are reliable.

BOOKS:

ADA, Alma Flor. *My Name Is María Isabel*.
ARGUETA, Jorge. *Xochitl and the Flowers/Xóchitl, la niña de las flores*.
COHN, Diana. *Dream Carver*.
COHN, Diana. *iSí, Se Puede!/Yes, We Can!: Janitor Strike in L.A.*
WINTER, Jeanette. *Calavera Abecedario: A Day of the Dead Alphabet Book*.
GOLLUB, Matthew. *Uncle Snake*.
HAYES, Joe. *La Llorona/The Weeping Woman: An Hispanic Legend Told in Spanish & English*.
TAYLOR, Theodore. *The Maldonado Miracle*.
LOYA, Olga. *Momentos mágicos/Magic Moments: Tales from Latin America Told in English and Spanish*.

MULTI-MEDIA:

Aye Caramba! Ay Ay Ay! Cuentos y Caneiones (Latino Stories and Songs). 1 CD.
Celebrating Cinco de Mayo. video. color. 20 min. with tchr’s. guide.
lifestyles, jobs, education, clothing, religion, and more.
Mexico for Children (Series) 3 videos or 3 DVDs.
The Pot That Juan Built. video. 22 min. with teacher’s guide.
Puerto Rican Heritage (American Cultures for Children Series). video. 25 min. with teacher’s guide.
Mexican-American Heritage (American Cultures for Children Series). video. 25 min. with teacher’s guide.
Visiones Latino Art & Culture. 2 DVDs.