

[Lesson Plan: Family Flavors: Bringing History to the Table using Centropa's resources](#)

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1. Target Audience - Advanced 5th graders - average 7th graders studying English as a second language.

2. Learning Objectives

- **Vocabulary:** Students will be able to identify and use English words for common food items, kitchen tools, and family members.
- **Grammar:** Students will practice using the simple past tense (e.g., "They ate," "She cooked") to describe historical photos.
- **Cultural Awareness:** Students will understand that personal stories and traditions, like family recipes, are a way to preserve history.

3. Centropa Resources Used

- [Centropa in the Kitchen](#): A collection of traditional Jewish recipes and the personal stories behind them.
- [The Centropa Archive \(Photo Search\)](#): A database of over 25,000 family pictures that illustrate Jewish life in the 20th century.

4. Lesson Procedure

- **Warm-up (5 mins)** — "What's your favorite family meal?" discussion
- **Step 1: The "Mystery Photo" (10 mins)** Display a black-and-white photo from the **Centropa Photo Search** archive showing a family at a dinner table. Ask students in simple English: "What are they eating?" "Who is in the photo?" and "Is this photo from today or a long time ago?"
- **Step 2: Exploring "Centropa in the Kitchen" (15 mins)** Introduce the "[Centropa in the Kitchen](#)" resource. Show the class a simple recipe, such as a traditional Ashkenazi or Turkish Jewish dish. Briefly explain that these recipes come from real people who wanted to remember their families.
- **Step 3: Vocabulary & Story Match (15 mins)** Provide students with 3–4 short excerpts from the "Kitchen" stories simplified for their level. Ask them to circle food vocabulary and match the story to a corresponding image from the archive.

- **Step 4: Creative Project – "My Family's Favorite Dish" (20 mins)** Ask students to draw a picture of a dish their family eats during a holiday or special event. They should write three simple sentences in English:
 1. The name of the dish.
 2. Who usually cooks it? (e.g., "My grandmother cooks this.")
 3. Why is it special?
- **Step 5: Peer Sharing /Exit Ticket (10 mins)** Students work in pairs to show their drawings and practice saying: "This is [Dish Name]. My [Family Member] makes it. We love it because..."
- **Optional homework/ project** - Create a class recipe ebook in which each student submits a recipe and shows step by step instructions through pictures.

5. Materials and Preparation

- **Advance Preparation:** Select 2–3 clear family meal photos from the **Centropa Archive**. Choose one recipe and a short accompanying story from "**Centropa in the Kitchen**" to simplify for the students.
- **Materials:** Projector or printed photos, "My Family Dish" worksheet, crayons/markers, and access to the **Centropa website** for reference.

6. Assessment / Reflection

- **Assessment:** Review the "My Family's Favorite Dish" worksheet for correct use of food/family vocabulary and basic sentence structure.
- **Reflection:** End the class by asking: "Why is it important to save old recipes and photos?" Connect this to Centropa's mission of **preserving memory and bringing history to life**.

Resources for the "My Family's Favorite Dish" project:

- [Presentation for teachers](#)
- [Student Activity Resource Pack](#) : a structured worksheet that guides students through the project. It includes a section where they can reflect on the importance of preserving family history—inspired by the **Centropa Archive**—and provides space for their drawings and sentences.
- **Memory Recipe Card resources:** 1) [Worksheet](#) - students will learn new words about **food** and **family**.

2) [Worksheet](#) - students will learn to use English vocabulary for food and family, practice describing history using the simple past tense, and discover how personal recipes help preserve our cultural stories.

3) [Storyboard](#) - students will create a storyboard on Canva.

- **Vocabulary Study Set (Flashcards):** Flashcards that focus on the essential [food, kitchen, and family](#) vocabulary students need to complete the project successfully, supporting the **A1 proficiency level** goals.