

FE
SILVA-ROBLES

LORENZA
MARTINEZ

ROMANA

HISTORIAS DE CULTURA: OAXACA EN SANTA CRUZ

COMIDA



CURRICULUM GUIDE
GRADES: 6-12

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Dear Educators,

The CAFILM Education Team takes pride in developing curriculum for films that continue to focus on increasingly relevant issues of global empathy and active citizenship, and we believe this film will be a powerful and engaging text to use in your classroom. These curricular materials are designed to get students to connect deeply with film by the common-core and world language aligned skills of developing an evidence-based interpretation of a text and engaging in structured talk routines that foster effective communication.

The discussion questions on the following page offer a variety of options for fostering small-group or whole-class dialogue. If your students are already familiar with a process of writing evidence-based interpretive essays, consider using the suggested essay prompts for a short writing piece. Additionally, individual handouts for before and after viewing are provided as stand-alone activities to be used individually or in sequence, with a particular emphasis on social-emotional learning.

Thank you so much for your tireless work!

Sincerely,

The CAFILM Education Team

DISCUSSION QUESTIONS

1. What is something you learned from the film about Oaxacan food and Oaxacan culture?
2. What is something you learned about food and culture from the film that was universal?
3. How is the story of this film unique to Oaxacan culture?
4. How does the story of this film remind you of other stories from other cultures? How does the story of this film remind you of a story from your own culture?
5. What is important about acknowledging and celebrating the power and presence of cultural food traditions?
6. In what ways does learning about cultural food traditions create a more inclusive world?
7. In what ways does cooking connect people to a land? In what ways does coming together to eat connect people to a culture?
8. According to the film, why do food traditions need to be carried on? Whose responsibility is it to carry on these traditions?

INTERPRETIVE ESSAY PROMPTS

1. How does the film showcase the importance and power of cultural food traditions for celebrating diversity and creating a more inclusive world?
2. How does food connect us mentally, spiritually, and emotionally and thus provide a means for connecting us globally?



STANDARDS

Common Core State Standards

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.9-10.4

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

World Language Standards for California Public Schools

WL.CM1.I Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed

WL.CM4.I Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic - language in transactional and some - informal settings within target-language communities in the United States and around the world.

WL.CM6.I Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax).

WL.CL2.I Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

ABOUT SENDEROS

The mission of Senderos is to create pathways to success with the Latinx community by sharing traditional cultural arts and by fostering educational opportunities. Senderos is a community- and volunteer-based nonprofit organization in Santa Cruz open to everyone, with programs and services provided free of charge. Senderos expands equitable access to the arts by offering free after school dance and music instruction. Mexican culture and traditions are celebrated with numerous festivals including the signature event Vive Oaxaca Guelaguetza. Senderos participants represent their countries of origin with pride at many community and school events annually. Cross-cultural connections are cultivated locally and abroad. Tutoring and scholarships for youth and adults promote biliteracy, biculturalism, academic skills, and higher education. Senderos brings art, culture, education and community together - creating pathways to a bright future.

ABOUT CAFILM

The nonprofit California Film Institute celebrates and promotes film as art and education through year-round programming at the independent Christopher B. Smith Rafael Film Center, presentation of the acclaimed Mill Valley Film Festival and DocLands Documentary Film Festival, as well as cultivation of the next generation of filmmakers and audiences through CAFILM Education programs.

Follow the California Film Institute on social media



ADDITIONAL RESOURCES

History of Oaxaca

<https://www.history.com/topics/latin-america/oaxaca>

A history of Oaxaca, Oaxaca today, facts and figures, fun facts, and landmarks.

The Seven Moles of Oaxaca

<https://www.foodrepublic.com/1294179/moles-of-oaxaca>

Known to connoisseurs of Mexican cooking as one of the crowning achievements of the Mexican kitchen, this site provides more detailed information on the seven moles of Oaxaca.

Cocina Yatzeche

<https://cocinayatzeche.com>

The official website of Cocina Yatzeche, Seaside California in Santa Cruz.

Senderos

<https://scsenderos.org>

The official website of Senderos, a nonprofit creating successful pathways for the Latinx community of Santa Cruz County and building cross-cultural connections locally and abroad.

Amah Mutsun Tribal Band & Amah Mutsun Land Trust

<https://amahmutsun.org> | <https://www.amahmutsunlandtrust.org>

The Amah Mutsun Land Trust is the vehicle by which the Amah Mutsun Tribal Band is returning to the lands, knowledge, and practices of their ancestors. Together their work restores indigenous knowledge and practices to Popeloutchom - their ancestral lands.

ADDITIONAL RESOURCES

Mixteco Indígena Community Organizing Project

<https://mixteco.org>

Along with Mixtec leaders and non-indigenous advocates, Sandra Young founded Mixteco Indígena Community Organizing Project (MICOP), a self-governing Indigenous empowerment group. MICOP is a direct effort to support, organize and empower the Indigenous migrant communities in California's Central Coast.

White Hawk Indian Council for Children

<http://whitehawkindiancouncilforchildren.com>

White Hawk Indian Council for Children, a 503(c) non-profit organization, has existed in Watsonville, CA since 1983. White Hawk's aim is to provide the children and youth of the community with opportunities to both learn and experience the culture and traditions of their indigenous ancestors. This is primarily accomplished through danza.

Esperanza del Valle

<http://esperanzadelvalle.org> | <https://www.facebook.com/EDVWatsonville>

Esperanza del Valle cultivates and promotes pride and understanding of Mexican culture through its rich folkloric dances rooted in the merging of our indigenous, European and African heritage.

Oaxaqueñx Youth Encuentro

<https://oaxaquenyouthencuentro.org>

The Oaxaqueñx Youth Encuentro engages Indigenous youth such as Mixtec, Zapotec, Triqui, and neighboring Indigenous communities to dialogue about their experiences with discrimination and stereotypes of being Indigenous and to share customs and traditional practices found in our communities.

BEFORE VIEWING CROSS THE LINE

Facilitator Directions:

The film your class is about to watch is a documentary about how food is a crucial aspect of culture and how perpetuating these traditions fosters connectivity among people. Your role as facilitator in this activity is to guide the students in thinking about and sharing their individual relationships with food and culture, promoting an awareness of both their own sense of self and the cultural identities of others. This interactive activity aims to engage students in reflective dialogue about the role of food in their lives and broader cultural contexts.

Start by having students stand up and form two lines on opposite sides of the room, facing one another. The space between the two lines must be open so students can walk freely across the space. Next, explain to students that you will be reading a series of statements that indicate specific cultural food and cooking behaviors that may represent them. For each statement that applies to them, the students should “cross the line” by walking across the room, and taking a new place on the opposite side of the room, and then turning to face their original line. After each statement, pause so students have a chance to look around and see how their peers may have changed location in the room. Then, continue with the next statement.

After reading through all the statements, consider leading a short discussion to allow students to share what they felt or observed during this activity.

Cross the line if...

- You sometimes cook for your family.
- You and your family eat together at the table daily.
- Your family has a favorite restaurant because it is rooted in your own cultural traditions and serves food that reminds you of home.
- Special occasions in your household are marked or celebrated with specific foods.
- Someone in your family has taught you how to cook a dish specific to your culture.
- Your family eats food that is specific to a culture that is not considered American.
- You aren't allowed to eat certain foods because of religious or cultural beliefs.
- You have a hard time eating lunch at school because the food isn't representative of your culture.
- When you go to the grocery store, you regularly have to shop in the international food aisle to find your family's favorite foods.
- You've ever had to explain or defend a food that you or your family eats.

AFTER VIEWING TALK ROUTINE

GIVE ONE, GET ONE

Facilitator Directions:

The purpose of this structured talk routine is to maximize student engagement and practice effective communication in a target language. Use these directions along with the student handout on Page 6 in the Student Handouts section of this curriculum guide.

First, students should respond to the prompt independently. Then, direct students to find a partner to take turns listening and speaking. Partner A will share their idea first. Partner B will record what idea they get from their partner before switching roles. After each partner has shared, direct the students to find a new partner and repeat the process.

The activity is complete when students have effectively communicated with three different partners.

AFTER VIEWING TALK ROUTINE: GIVE ONE, GET ONE	
Directions: After watching the film, but before speaking with any classmates, write down three short responses to the prompt. Then, at your instructor's direction, exchange ideas with your classmates.	
PROMPT: What is an important takeaway you had from the film <i>Historias de Cultura: Comida</i> ?	
MY IDEAS:	
1.	
2.	
3.	
MY PEERS' IDEAS: Talk to three other people and add a new idea from each.	
1. Peer's Name:	Idea:
2. Peer's Name:	Idea:
3. Peer's Name:	Idea:
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AFTER VIEWING TALK ROUTINE LINES OF COMMUNICATION

Facilitator Directions:

This is a structured talk routine that builds speaking and listening skills with multiple partner combinations and fosters effective communication in a target language.

To use this routine, first post a prompt or question for all students to read, and provide them time to think about their own response.

Then, direct the students to stand and form two parallel lines, so each student is facing a partner in the opposite line. Assign one line as Line A and the opposite line as Line B.

At your signal, direct students in Line A to share their ideas on the prompt with their partner in Line B. After 30-60 seconds, cue the students to switch roles, swapping so the students in Line B speak and the students in Line A listen.

When the round is finished, instruct the student at the head of Line A to move to the end of the A line, with everyone in Line A shifting down one position. The students in Line B remain stationary, so each student is now facing a new partner.

Repeat for as many rounds as feels appropriate for your students.

PROMPT: What issues or themes about food and culture did the film *Comida* invite you to think about?



Name: _____



ABOUT THE FILM

Comida, a short film in the *Historias de Cultura: Oaxaca en Santa Cruz* film series, showcases a group of Indigenous elders in Santa Cruz coming together to share culinary traditions from their homelands in Oaxaca. Many of their recipes are a healing tool for their community and the film highlights the importance of food culture and how the inherited traditions of preparing and sharing certain cultural dishes supports diverse communities and fosters a more inclusive world.

ABOUT THE DIRECTOR MEGAN MARTINEZ GOLTZ

Megan Martinez Goltz is a queer Chicana filmmaker based in Santa Cruz, California. Martinez Goltz brings Indigenous traditions to the foreground through collective story-telling and cataloging traditional ways of cultivating food, medicine, and music. In every aspect of their work, Megan creates space for healing by honoring heritage and bringing together community. They value respect and celebration - for elders as they pass on their teachings, for queer folks as they share their stories, and for a part of themselves that has been lost to cultural assimilation. By weaving vibrant histories across generations, borders, and languages, Megan paves a pathway to ancestral connection. They are dedicated to sharing stories that celebrate the authentic identities of individuals in ways that invite inclusion for folks to feel a sense of connection and belonging.



Supporting various projects across North America, Megan works as a director, editor and sound recordist. They hold a Bachelor of Arts in Film & Digital Media from the University of California, Santa Cruz. Megan is currently collaborating with cultural organizations to share legacy stories while they complete production on their personal legacy short film titled *Bienvenida Abuelita*.

ABOUT THE SUBJECT FE SILVA ROBLES



Fe Silva Robles is an Indigenous woman, native of Santiago Laxopa, Ixtlán, Oaxaca. She grew up speaking Zapotec, learned Spanish in elementary school, and learned English when she immigrated to the United States at the age of 36.

Silva Robles earned a teaching credential, a degree in education, and a minor in dance from Escuela Normal Rural Vanguardia de Tamazulapan in 1978. In 1997, she worked at the Live Oak School District. From 2000 to 2021, Silva Robles served as a school community coordinator at Santa Cruz City Schools (SCCS). Silva Robles saw the need for immigrant students to find a sense of belonging and to feel safe. She and her sister Nereida co-founded Senderos in 2001 to provide students and their families with a connection to their culture through after-school dance lessons. Under Silva Robles' direction, in 2005, Senderos brought an indigenous festival, Vive Oaxaca Guelaguetza, to Santa Cruz - and has sense continued to grow and share Oaxaca's cultural richness in Santa Cruz and beyond. Silva Robles is the backbone of Senderos. Her strong leadership skills and cultural wealth make a difference in the lives of children and youth. Silva Robles serves on the Santa Cruz County Latino Affairs Commission and is a leader in the Rise Together Santa Cruz County Intercultural Coalition.

Questions to Consider:

1. What similarities do you see between Martinez Goltz and Silva Robles' background/upbringing? What differences do you see?

BEFORE VIEWING ANTICIPATION GUIDE

Directions:

Before watching the film, respond to this anticipation guide to consider some of the themes in the film. Read each statement below. If you agree with the statement, explain why in the left-hand box under the Agree column. If you disagree, explain why in the right-hand box under the Disagree column.

AGREE	STATEMENT	DISAGREE
	Food, more than anything else, brings people together and connects us culturally and globally.	
	Besides providing sustenance, food feeds us mentally, emotionally, and spiritually.	
	The presence of cultural food traditions has the power to create a more inclusive world.	
	Through food, we can share our cultural identity with those around us.	
	Inherited food traditions must be carried on and it is an important personal responsibility.	

DURING VIEWING WATCH, THINK, WRITE

Directions:

The purpose of this routine is to stimulate curiosity and set the stage for inquiry. It encourages you to make careful observations while viewing the film so you can make thoughtful interpretations after viewing the film. Use the notecatcher to record your thoughts and observations of five scenes, using specific details from the film.

WATCH What is important, creative, or compelling about this scene?	THINK What is the filmmaker's purpose for this scene? How does this scene add to the story?	WRITE Write a one-sentence summary of the scene in your target language.
1.		
2.		

DURING VIEWING

WATCH, THINK, WRITE

WATCH What is important, creative, or compelling about this scene?	THINK What is the filmmaker's purpose for this scene? How does this scene add to the story?	WRITE Write a one-sentence summary of the scene in your target language.
3.		
4.		
5.		

AFTER VIEWING TALK ROUTINE GIVE ONE, GET ONE

Directions:

After watching the film, but before speaking with any classmates, write down three short responses to the prompt. Then, at your instructor's direction, exchange ideas with your classmates.

PROMPT: What is an important takeaway you had from the film *Comida*?

MY IDEAS:

- 1.
- 2.
- 3.

MY PEERS' IDEAS: Talk to three other people and add a new idea from each.

1. Peer's Name:

Idea:

2. Peer's Name:

Idea:

3. Peer's Name:

Idea:

AFTER VIEWING RESPONSE QUESTIONS

Directions:

Respond to each question in your target language. Use the sentence frames provided to compose your response. Refer to specific scenes, events, and dialogue from the film as evidence for your interpretation.

1. What makes the food culture of Oaxaca unique?

The food of Oaxaca is unique because _____
_____. Also, _____
_____.

2. What is mole and why is it so popular in Oaxaca?

Mole is _____
_____. According to the film, it is popular in Oaxaca because _____
_____, and it is made when _____.

3. What makes your food culture unique?

The food of my culture is unique because _____
_____. In addition, _____
_____.

4. What is a popular food in your culture? Why is it popular?

_____ is a popular food in my culture because _____
_____. It is made with _____
and shared when _____.

5. How is food important for maintaining culture and sharing food traditions with those around you?

Food is important for maintaining culture because _____
_____.
Sharing food traditions promotes _____.

6. What is a cultural food tradition you are inheriting from your family? Why is this tradition important?

I am inheriting a tradition of _____
_____.
This food tradition is important because _____
_____.

EXTENSION ACTIVITY

MY FOOD CULTURE POSTER PROJECT

Directions:

This is an opportunity to share a dish from your own food culture. Create a poster that represents a traditional or popular dish from your own culture. The focus of your poster should be a visual image that shows what the dish looks like. Include the name of the dish, the country or region of origin, the basic ingredients, and what makes it unique to your culture. Write a snappy and engaging caption that summarizes what this dish means to you and your culture. This can be done on poster paper or digitally. See the example below.

Example:



EXTENSION ACTIVITY

FOOD CULTURE RESEARCH

Directions:

Research the food of a country, a region, or local indigenous people that differs from your own culture. After your research, create a slideshow presentation using Powerpoint, Google Slides, Canva, or another application to share what you learned from your research with your classmates. Use the following outline to create your presentation.

SLIDE NUMBER	SLIDE CONTENTS
1	INTRODUCTION <ul style="list-style-type: none"> Your name Name of culture researched Pictures that represent the diversity of the culture you researched.
2	GEOGRAPHY <ul style="list-style-type: none"> Information on geographic location of culture, including originating location and areas where that culture has spread. A map. Relationships with other countries, regions, and/or indigenous people.
3	LOCATION, CLIMATE, TERRAIN <ul style="list-style-type: none"> What is the climate and terrain of the originating location of this culture? How does the climate and terrain determine the ingredients that are grown, harvested, or otherwise available to that culture? How do these ingredients inform the food traditions of the culture?
4	RELIGION, HOLIDAYS AND SPECIAL OCCASIONS <ul style="list-style-type: none"> What is the religious background of the country or culture you researched? Do religious beliefs affect what people eat in this culture? What foods are associated with holidays? What foods are used to mark special occasions?
5	CONCLUSION <ul style="list-style-type: none"> Share what you learned about this food culture and how it enhances your understanding of diversity in food and the importance of inclusion.



EXTENSION ACTIVITY

MY PLACE | MY STORY

FOOD CULTURE EDITION

Introduction:

Personal essay films are a great entry point to filmmaking because of the low barriers: You don't need a big crew. You don't need sets, props, or actors. All you need is a basic camera, simple editing software, and the courage to share your own story. And even the camera is not necessary if opting for a found-footage approach. With these few ingredients, the personal essay film becomes a powerful tool for communicating your unique perspective to the world.

In this extension activity, you will learn a basic production approach for creating a 3-minute personal essay film, combining scripted narration with symbolic video imagery to tell a story from your own life. For this particular project, focus on telling a story that relates to your own food culture, and incorporate imagery of food, ingredients, the cooking process, and other images that remind you of your culture.

MY PLACE | MY STORY

Foundations of Filmmaking and The Personal Essay Film online course

Enroll for Free:

<https://www.cafilmeducationonline.org/courses/foundations-personal-essay>

CAFILM Education's virtual course curriculum for making a personal essay film

