Yes, Chef

Study Guide

Yes, Chef is a memoir about the making of the man and the chef, Marcus Samuelsson. It’s the story of his journey from childhood to adulthood and career success.

It’s a geographical journey from Africa through Europe and ultimately to New York City. It’s a career path journey from one stage in Marcus’s education and professional training to another. It’s also a journey of identity in which Marcus discovers who he is and where he belongs. In this sense, you might say it is a journey towards home—in which Marcus finds his place in the kitchen and in the world.

Reading the book will itself be a kind of journey. Like any trip, you will prepare for where you are going and reflect on where you have been once you arrive.

Since the method of transportation on this trip is language and reading, you will prepare by packing and unpacking the words, sentences, paragraphs and chapters in the book. You will make predictions and brainstorm questions. You will organize information and analyze ideas. In doing so, you will build language and thinking skills you need to reach the next stage of your journey toward your own educational and career goals.

***

Yes, Chef and this Study Guide can be part of a curriculum that deals with any of these topics:

- Hospitality and Food
- Education and Training
- Career Exploration
- Sociology and Immigration
Yes, Chef

Week 1

Key Questions:

- Who is Marcus Samuelsson?
- What were some of Samuelsson’s formative experiences?
- What are the key ingredients (elements) of his identity?
- What influences did each of his family members have on him?
- What role did race play in Samuelsson’s childhood?
- What role did sports play in his childhood?
- What role did food play in his childhood?

Reading:

- Yes, Chef: Part I (“Boy”) Chapters 1-6

Writing:

- Compare and Contrast Essay: People Who Have Made a Difference to Marcus Samuelsson and to You
The Reading Menu

**Reading in this course is a three-part process**—like a 3-course meal in a restaurant. It begins with an appetizer, continues with the main course, and concludes with dessert.

- **The appetizer** consists of some “before-you-read” activities, also known as pre-reading activities. These activities prepare you for the reading itself. Among other activities, you will build vocabulary, ask questions, make predictions, express opinions, and explain reasons.

- **The main course** is the text itself. When you read, you will have a dialogue—a conversation—with the author and with the information and the ideas in the book. This dialogue happens mostly in your head. But sometimes it happens on the page, when you *annotate* the reading or take notes in a notebook or on a worksheet. When you read, you will confirm your pre-reading predictions, answer your questions and ask new ones. You will figure out the meaning of words in their context. You will pause to restate to yourself main ideas and key details. You will chew the book carefully and thoughtfully.

- **The dessert** consists of “after-you-read” activities. When you have a great meal, you don’t just stand up and leave the table (or the floor if that’s where you are eating). Often, you finish off the meal with coffee or tea, something sweet to eat and, if you are not alone, some good conversation. The same is true with the each section of the book that we read. We might not have coffee or something sweet, but we will most certainly have meaningful conversation, and we will write in response to the reading, too. You will paraphrase sentences, write summaries, divide chapters into chunks, you will write reactions to passages. You will review the pre-reading activities and confirm your knowledge. That will be our dessert. It will be rich and satisfying, low in fat but high in brain calories…
BEFORE YOU EAT THE BOOK READ
Yes, Chef, Chapter I

Who is Marcus Samuelsson?
Who is Marcus Samuelsson?

A. Based on the pictures on the preceding page, who do you think Marcus Samuelsson is? *What do you see that makes you say that? What else do you see that makes you say that?* Write your ideas here and share them with a classmate or small group.

B. Look at the pictures again. Who is not Marcus Samuelsson? What do you think their connection to Marcus may be? *What do you see that makes you say that?* Observe closely and be specific!

C. Write *three questions* about Marcus Samuelsson *based on anything you see in the pictures!* Share your questions with a small group of classmates, and then with the entire class.

1. 

2. 

3. 
BEFORE YOU READ: Sentence Work

Sentences have been selected from upcoming portions of the book for you to work on before you read. You will use these sentences to:

1. Build Vocabulary and Practice Paraphrasing

2. Form Questions

3. Make Predictions

1. **Vocabulary and Paraphrasing**

   To build your vocabulary, you will identify a word or a phrase in the sentence that you want or need to know. You will try to figure out the meaning of the word or phrase from the context—from the other words in the sentence. And you will practice paraphrasing—figuring out the meaning of phrases and sentences and restating/rewriting them in your own structures and words.

2. **Forming Questions**

   Reading is in some ways like having a silent conversation or dialogue with the book and the author. Questions are an important part of this conversation. As a pre-reading activity, you will write questions (**who, what, where, when, how, how many, how much, why**) in response to sentences selected from the text. When you read the chapter, you will try to find answers to your own questions.

3. **Making Predictions**

   Often, you can make predictions based on the information in a sentence. In this course, you will make predictions based on the sentences that have been selected. Your prediction can be about something that will happen or something that happened already, why it happened, how it happened, or what something implies. When you read the story, you will find out what really happens, and assess the accuracy of your predictions.
Chapter 1: “My African Mother”

Sentence Work: Example Page

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question (or two...)</th>
<th>Make a Prediction</th>
</tr>
</thead>
</table>
| “My mother’s family never owned a photograph of her, which tells you everything you need to know about where I’m from and what the world was like for the people who gave me life” (4). | • My grandparents didn’t have photos of my mother.  
• This fact says a lot about my birthplace and the way of life of my parents. | • Did people have cameras where the writer comes from?  
• Where does he come from?  
• What kind of technology did people have there?  
• Was his family poor? | • Marcus mother’s family wasn’t rich.  
• Marcus doesn’t have any pictures of his mother. |
| “If you don’t finish it, you leave it outside and let it dry in the sun” (4). | • “Let it dry in the sun” = let it dry naturally, let the sun dry it out | • What are they talking about?  
• Is it safe to leave it outside? | • They are talking about something they make at work.  
• Maybe they are talking about washing clothes. |
Chapter 1: “My African Mother”  

**Sentence Work**

Work with a partner on the sentence below. Together, build vocabulary and practice paraphrasing, ask a question or two, and make a prediction. When you read, find the sentence and confirm its meaning. Try to answer your questions and confirm or correct your predictions.

<table>
<thead>
<tr>
<th><strong>Quote</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“After eight p.m. it was dark and there were new threats—animals that would see a baby like me as supper and dangerous men who might see my mother as another kind of victim” (5).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Build Vocab/Paraphrase</strong></th>
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<th><strong>Make a Prediction</strong></th>
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Chapter 1: “My African Mother”

Sentence Work

Work with a partner on the sentence below. Together, build vocabulary and practice paraphrasing, ask a question or two, and make a prediction. When you read, find the sentence and confirm its meaning. Try to answer your questions and confirm or correct your predictions.

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</thead>
<tbody>
<tr>
<td>“She and Fantaye walked more than seventy-five miles, my mother carrying me the whole way, under a hot sun, from our village to the hospital in Addis Ababa to get help” (6).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter I: “My African Mother”  
BEFORE YOU EAT THE BOOK READ

Where in the World Is Addis Ababa?...

…and what do you know about it? What questions do you have about Addis Ababa or anywhere else on the map? Write two questions in the margins.
Chapter 1: “My African Mother”  

Marcus Samulesson on the Web

Marcus Samuelsson has a big “web presence.” If you google his name, you get a long list of web pages. This is the URL of his own site: www.marcussamuelsson.com/. In the computer lab, explore the website and do the following:

1. Look for answers to the questions you wrote on page 5 of this Study Guide (about the pictures on page 4)? What did you find out?

2. What is one of the most interesting or significant pieces of biographical information you learn from the website about Marcus Samuelsson? What makes it interesting or significant to you?

3. What is one of the most interesting or significant pieces of business information you learn about Marcus Samuelsson? What makes it interesting or significant to you?

4. Which of his restaurants would you like to try? Why do you choose this one?
Chapter 1: “My African Mother”  

AFTER YOU EAT THE BOOK READ

Summarizing: Who, Where & When, What

Stories in fiction (short stories, novels) have three basic components: characters, setting, and plot (what happens, the action). Stories in non-fiction texts—memoirs, newspapers, history books—have the same three components, but we use different words for them: people, place & time, and events. If you can identify these three basic components, you can summarize any story. These question words are very useful tools to help you identify the basic components: who, where & when, what. When you are reading, ask yourself the questions in the chart below. Pause to answer the questions. Take notes and write a brief summary.

<table>
<thead>
<tr>
<th>Who is involved?</th>
<th>Where &amp; When does it take place?</th>
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<tbody>
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</table>

What happens? (brief summary)
Agree or Disagree

Do you agree or disagree with the statements below? On the line after each one, write A for agree, or D for disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give reasons and examples to support your opinions.

1. If you adopt a child from another country, you should study the language and culture first.

2. Adoptive parents should keep the birth names of the children they adopt.

3. Older children have more difficulty adjusting to new environments than toddlers do.

4. The purpose of a folktale is to entertain children.
Chapter 2: “My Swedish Mother”

Summarizing: Who, Where & When, What

Stories in fiction (short stories, novels) have three basic components: **characters**, **setting**, and **plot** (what happens, the action). Stories in non-fiction texts—memoirs, newspapers, history books—have the same three components, but we use different words for them: **people**, **place & time**, and **events**. If you can identify these three basic components, you can summarize any story. The question words are very useful tools to help you identify the basic components: **who**, **where & when**, **what**. When you are reading, ask yourself the questions in the chart below. Pause to answer the questions. Take notes and write a brief summary.

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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What** happens? (brief summary)
Chapter 2: “My Swedish Mother”

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of the statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **MWA** for Marcus would agree, or **MWD** for Marcus would disagree. If you are not sure, write **NS** for not sure. Then discuss it with a partner. **Give your evidence from the text to support what you think.** (Write the page number where you get your evidence.)

1. If you adopt a child from another country, you should study the language and culture first.

   __________

2. Adoptive parents should always keep the birth names of the children they adopt.

   __________

3. Older children have more difficulty adjusting to new environments than toddlers do.

   __________

4. The purpose of a folktale is to entertain children.

   __________
Chapter 2: “My Swedish Mother”  BEFORE YOU MEET HER READ

Where in the World Is Göteborg? Any Idea?...
Chapter 3: “Swedish Fish”

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write A for agree, or D for disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. If your grandmother is a great cook, your mother or father probably is one, too.
   ______________

2. Fast food makes sense for the fast world we live in.
   ______________

3. Pickled herring is delicious.
   ______________
Chapter 3: “Swedish Fish”

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write MWA for Marcus would agree, or MWD for Marcus would disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. If your grandmother is a great cook, your mother or father probably is one, too.

2. Fast food makes sense for the fast world we live in.

3. Pickled herring is delicious!
Chapter 3: “Swedish Fish”

Chunking the Chapter

Chapters in textbooks are often divided into sections. Each section often has its own title and covers its own topic. The chapters in novels and in non-fiction memoirs usually have scenes or topics, but the chapters in these kinds of books usually aren’t divided into sections.

“Chunking” a chapter into sections and summarizing each chunk (section) can help you understand what you are reading. Doing this also builds your organizing and communication skills.

In this activity, you will break the chapter into chunks. To do this, after you read, make a list of the topics in the chapter. Ask yourself these questions: Where does each chunk start and end? What is a good title for each chunk? Then write a brief summary of the chunk. You decide how many chunks there are in the chapter. Work with a partner!

<table>
<thead>
<tr>
<th>Title</th>
<th>Brief Summary of the Chunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: “Marcus’s Mother’s Attitude toward Cooking”</td>
<td>Example: In the opening chunk, Marcus explains that his mother was a good, but not a great cook like his grandmother was. For his mother, convenience was more important than great cooking.</td>
</tr>
<tr>
<td>pp. 15-16</td>
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</table>

<table>
<thead>
<tr>
<th>Titles/pages</th>
<th>Brief Summary of the Chunk</th>
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</table>
## Chunking the Chapter

<table>
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<th>Titles/pages</th>
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</table>
Chapter 3: “Swedish Fish”

Food Categories and Food Vocabulary

Below are many of the food and cooking words that appear in chapter 3. The words are listed in order of their appearance in the chapter. They are not organized by category. Thus, the list of words is a mess. It’s as if you took the clothes out of your closet and drawers and threw them, willy-nilly, on the floor, all mixed up:

- pasta, tomato sauce, peas, roast pork, pineapple
- curry, whipped cream, soy sauce, cabbage rolls
- ground pork, salt, pepper, dim sum, meatballs
- mashed potatoes, lingonberries, gravy, herring
- roast, split pea soup, fish casserole, cod, perch
- eel, turbot, squid, fish balls, poach, pickle, bake
- leeks, tomatoes, anchovies, onion, cream

1. What food or cooking categories make sense to organize these words?

2. What additional food or cooking categories can you think of?
### Chapter 3: “Swedish Fish”

#### Food Categories and Vocabulary

Working with a partner, write each food term on the previous page in the box next to the appropriate category in the chart. (Some categories may not have any food terms from this chapter.)

<table>
<thead>
<tr>
<th>Ways of Cooking</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Appetizers</td>
<td></td>
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<tr>
<td>Main Dishes</td>
<td></td>
</tr>
<tr>
<td>Desserts</td>
<td></td>
</tr>
<tr>
<td>Meat</td>
<td></td>
</tr>
<tr>
<td>Fish</td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
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</tr>
<tr>
<td>Grains</td>
<td></td>
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</tbody>
</table>

*The chart continues on the next page.*
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastas</td>
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<tr>
<td>Breads</td>
<td></td>
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<tr>
<td>Spices</td>
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<td>Sauces</td>
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<td>Cheese</td>
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<tr>
<td>Fruit</td>
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<tr>
<td>Jams</td>
<td></td>
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<tr>
<td>Toppings</td>
<td></td>
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</tbody>
</table>
### Chapter 4: “Helga”

#### Sentence Work

Choose one of the sentences below. Work with a partner on it. Together, build vocabulary, ask a question (or two), and make a prediction. When you read, find the sentence and confirm its meaning. Try to answer your questions and confirm or correct your predictions.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
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</tr>
</thead>
<tbody>
<tr>
<td>“Mormor had the unique experience of being surrounded by luxury despite living in poverty her entire life” (20).</td>
<td></td>
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<tr>
<td>“Mormor spent an enormous amount of time pickling and preserving, using the 1-2-3 solution to pickle cauliflower and cucumbers, herring and beets, which she stuffed into jars and stored in her pantry” (22).</td>
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</tbody>
</table>
Chapter 4: “Helga”

Sentence Work: Paraphrasing and Responding

1. Work with a partner on the sentence below. Together, figure out what it is saying.

   “Saturdays meant
   soccer practice for me,
   ice-skating and riding lessons for my sisters,
   and almost without exception,
   Saturdays meant the best meal we would have all week
   because dinner was almost always at my grandparent’s house” (5).

2. Paraphrase the sentence. (Convey the same meaning but with a new structure and your own words.):

3. What does the sentence bring to your mind? Write a personal response here:
Chapter 4: “Helga”

Mormor’s “Signature Dish”

Imagine you are Marcus Samuelsson. You have learned how to cook your Mormor’s signature dish: “Chicken Roasted with Rosemary.” Working with a partner, write the recipe for roast chicken. Begin by listing the ingredients. Then, write the steps for preparing and roasting the bird.

Ingredients:

Cooking Instructions: (Steps)
Chapter 4: “Helga”

**Food Categories and Vocabulary:** Add new food/cooking words that you find in chapter 4, next to the appropriate category below.

<table>
<thead>
<tr>
<th>Ways of Cooking</th>
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<td>Toppings</td>
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</table>
### Chapter 5: “With Respect to the Sea”

**Sentence Work**

Build vocabulary and ask a question or two about the sentences on the left.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question (or two…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“His entire academic career had been designed to escape this hard fisherman’s life,” but I could tell from the way he inspected the rooms, cranked up the radiators, cast his gaze toward the sea, and breathed deep in the cold salt air that my father missed Smögen.” (28).</td>
<td></td>
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</tr>
<tr>
<td>“I constantly reminded myself that they would never quit a job just because of the name-calling and plate-throwing and brutal hours that are common in a professional kitchen” (30).</td>
<td></td>
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</tr>
</tbody>
</table>
### Summarizing: Who, Where & When, What

<table>
<thead>
<tr>
<th>Who is involved?</th>
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</table>

**What** happens? (brief summary)
### Chapter 5: “With Respect to the Sea”

#### Chunking the Chapter

<table>
<thead>
<tr>
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CUNY Office of Academic Affairs, Moira.Taylor@cuny.edu
Chapter 5: “With Respect to the Sea”

Chunking the Chapter

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</table>
Chapter 6: “Mats”

Sentence Work

Asking a question and make a prediction based on the sentences in the column on the left.

<table>
<thead>
<tr>
<th>Quote</th>
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<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Boje had thrown the ball hard, but the word hit harder” (38).</td>
<td></td>
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<tr>
<td>And in the same way that five-year-old Linda had kept vigilant for months on end, the question occurred to me for the very first time—where was home? (39).</td>
<td></td>
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</tbody>
</table>
**Chapter 6: “Mats”**

**Sentence Work**

Ask a question and make a prediction based on the sentences on the left.

<table>
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<tbody>
<tr>
<td>“The first non-school book I ever read was one Mats lent to me, which he’d taken out from the local library” (41).</td>
<td></td>
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<tr>
<td>“I walked out of the restaurant, not sure whether I wanted to cry or hit someone” (44).</td>
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</table>


### Sentence Work

Build vocabulary and ask a question based on the sentences in the column on the left.

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<tbody>
<tr>
<td>Soccer, then, became not only a beloved sport,</td>
<td></td>
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<tr>
<td>but GAIS, with its <em>blatte</em> crew, became a reprieve</td>
<td></td>
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<tr>
<td>from what felt like an increasingly white world. (45).</td>
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<tr>
<td>“The only career path I’d ever considered for myself was now closed” (48).</td>
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</tbody>
</table>
Chapter 6: “Mats”

**Paraphrase and Response**

Paraphrase each of the sentences below. Then choose one of the statements to respond to with ideas based on anything else that you have read or experienced.

1. “The first non-school book I ever read was one Mats lent to me, which he’d take out from the local library” (41).

   **Paraphrase:**

2. Soccer, then, became not only a beloved sport, but GAIS, with its *blatte* crew, became a reprieve from what felt like an increasingly white world. (45).

   **Paraphrase:**

3. “The only career path I’d ever considered for myself was now closed” (48).

   **Paraphrase:**
Compare and Contrast Essay: People Who Made a Difference to Marcus and to You

In chapters 1-6, you meet and learn about the people who were most important in Marcus Samuelsson’s early life. You learn about specific experiences Marcus had with each of them. You learn about the influences they had on Marcus’s identity—his character and his interests.

Who have played significant roles and had major influences on your development? In what specific ways have these people influenced you?

In this essay, write about one or two people who have had a very important influence on you. Compare and contrast their influences on you with the influence of people who were important in Marcus’s life.

Be specific about:

- how the person/people you choose to write about have influenced you
- how their influence compares and contrasts with people who influenced Marcus (similarities and differences in the influence)
- experiences that reflect these influences

Essay structure:

Introduction: You have a choice. You can start by talking about yourself or about Marcus! You can hook the reader with a specific story and then pull the camera back. You can start with a definition of the word influence. Whatever approach you take, your introduction should interest the reader in the topic and also convey a main idea about the topic of influence.

Body: In the body of the composition, be very specific about the people and their influences on you and on Marcus. Explain your ideas fully so the reader understands who, what, where, when and how someone influenced you and how the person’s influence compares and contrasts with the influence of someone on Marcus. Each paragraph should have its own focus and build logically on what has come before!

Conclusion: Say something that reinforces your main idea in the composition. Leave the reader wanting to go back and read the essay again!

Useful language:

- This person was influential in terms of my…
- This person had a great influence on the development of my interest in…
• The influence … had on me was similar to the influence of … on Marcus Sameulsson.
• The influence this person had on me was different from the influence of …
• This experience was similar to …
• This experience was different from …
• This experience was in some ways similar to …
• This experience was in some ways different from …
• The similarity is …
• The difference is …

**Contrast Words:**

• but
• however
• even though
• although
• in contrast to

**Pre-writing:** Use the table on the next two pages to take notes for the essay.
### Pre-Writing: Compare and Contrast Table
People Who Have Made a Difference to Marcus and to You

<table>
<thead>
<tr>
<th>Person in Marcus’s Life</th>
<th>Specific Influence on Marcus and Related experience</th>
<th>Similarity to Someone in Your Life</th>
<th>Difference from Someone in Your Life</th>
</tr>
</thead>
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</tbody>
</table>
Pre-Writing: Compare and Contrast Table
People Who Have Made a Difference to Marcus and to You

<table>
<thead>
<tr>
<th>Person in Your Life</th>
<th>Specific Influence on You</th>
<th>Similarity to Someone in Marcus's</th>
<th>Difference from Someone in Marcus’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
**Serve Yourself: Self-Assessment & Metacognition**

In hospitality settings, clients are often asked to give feedback on the quality of the service. In the pursuit of education and learning, self-assessment—being able to assess your own strengths and weaknesses—is essential. Good learners constantly “take stock” of where they are in their learning—reviewing their knowledge, assessing what they know and what they need to know. This is called “metacognition”—awareness of your understanding. Use the following chart to help you assess your learning at the end of each week. Start by looking back on the week’s work.

### Sentence Work:
*Vocabulary/Paraphrasing, Asking Questions, Making Predictions*
- Go back and look at the sentence work tables.
- What do you think is useful about paraphrasing?
- What do you think is useful about asking questions and making predictions?
- How did these activities help you?
- Which of these activities do you feel you need more practice with?

### Summarizing and Chunking a Chapter:
- Review the summaries and chunks you made for the chapters.
- What do you think is useful about summarizing?
- What do you think is useful about chunking information?
- What helped you to make brief summaries and to chunk the chapters?

### Reading:
- What was your favorite part of the reading this week?
- What was most difficult part of this week’s reading?
- What made that part difficult?
- What did you do to understand better?
- What skills and strategies did you practice and learn?
- What skills and strategies do you want or need to develop?

### Writing:
- What was your favorite moment in writing this week?
- What was most the most challenging moment in writing?
- What skills and strategies did you practice and develop?
- What skills and strategies do you want or need to develop?
Yes, Chef

Week 2

Key Questions and Concepts:

Education:

- What is a vocational high school?
- What is the difference between a vocational school and a school with academic curriculum?
- What is a liberal arts education?
- What does technical training refer to?
- What kind(s) of educational program interests you?

Hospitality:

- What are the key jobs in the front of the house?
- What are the key jobs in the back of the house?
- What do rank and hierarchy mean and what role do they play in a kitchen?
- What positions did Marcus have when he got started?
- What was his experience in “climbing the ladder”?
- What does it mean to stage in a restaurant?
- What professional and emotional skills did Marcus learn?

Work and Career Exploration:

- What is meant by “division of labor”?
- What attitudes did Marcus bring to the task of building his career?
- How did he/do you manage stress on the job/and elsewhere?
- How did Marcus choose his path?
- How does a person choose a career path?
- What resources exist to help you choose?
- What do the terms “soft skills” and “hard skills” refer to?
- What are your skills, aptitudes and interests?
- What careers match your skills aptitudes and interests?
- What is an intern? What is an internship?

**Reading:**

- *Yes, Chef: Part I (“Boy”) Chapters 7-10*
- *Food Jobs, pages 1-23*

**Writing:**

- **Narrative:** Educational History
Week 2: Intro to the Week

Agree or Disagree

Do you agree or disagree with the statements below? On the line after each one, write A for agree, or D for disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give reasons and examples to support your opinions.

1. Technical training and the liberal arts are like oil and water.

2. Soft skills (emotional and communication skills) are as important as hard ones (technical skills).

3. A technical degree is more valuable than a liberal arts degree.

CUNY Office of Academic Affairs, Moira.Taylor@cuny.edu
Chapter 7: “All Chips on Food” BEFORE YOU FIND YOUR PATH READ

Prediction Guide

The following statements are written as statements of fact (not statements of opinion, as in the agree/disagree activity). However, some of them are true, but some of them are false. On the line before each one, write T if you think it is true, or F if you think it is false. Discuss it with a partner.

1. ___________ The jobs in the kitchen of a white-cloth restaurant are hierarchical, like ranks in the military service.

2. ___________ In restaurant terms, the “front of the house” refers to the top jobs—the cooks and the waiters and the “back of the house” refers to the dishwashers and low-level assistants who prep (prepare) the food for the cooks.

3. ___________ There is no clear division of labor in a restaurant.

4. ___________ In a “white cloth restaurant,” the dishes that are ordered by the people at one table are usually cooked by different cooks.

After You Read: Check the chapter to review your predictions. If any of the above statements are false, rewrite them to make them true. Work with a classmate.
The Back of the House: The Jobs, the Duties and the Hierarchy

What are the jobs in the back of the house? What are the duties of each of these jobs? Use the chart below to complete the table based on information from chapter 7. You will learn more in subsequent chapters and can make revisions to your chart. Start at the bottom, with the lowest ranked positions, and proceed to the top, in hierarchical order.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Duties (Responsibilities)</th>
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</tbody>
</table>
Chapter 7: “All Chips on Food”


In this chart, you will summarize and also ask the questions how & why. These questions will help you analyze the chapter.

<table>
<thead>
<tr>
<th>Who is involved?</th>
<th>Where &amp; When does it take place?</th>
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</thead>
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</table>

What happens? (brief summary)

How & Why (analysis)
Chapter 7: “All Chips on Food”

Marcus’s Alma Mater

The following text comes from the website of Marcus’s school:

Welcome to Ester Mosessons culinary school, Göteborg, Sweden.

Ester Mosessons gymnasium is an Upper Secondary Vocational School in Göteborg, Sweden. The school was built in 1991 and is located in a former shipbuilding district in the harbour of Göteborg, Lindholmen, a unique Education Centre embracing companies and educations.

Ester Mosessons gymnasium offers two programmes, The Hotel and Restaurant programme and The Food and Food Preparation programme. The number of students is approximately 800.

Those students who select The Hotel and Restaurant programme experience an increasing degree of specialization during the second and third year, leading towards hotel, cookery, waiting, or marine purser trainings. For the latter the admission is nationwide. During the second year the students also can apply for admission to the International class for their third year. The studies are concentrated to half a year in school during the autumn term and to a four-month placement period in England, Ireland or Norway during the spring term.

The Food and Food Preparation programme involves specialization in the fields of either bakery/confectionery or meat and meat processing, perishables and delicatessen. Subjects required for university entry are studied throughout the students’ three years in school. The school provides tailor-made courses for different purposes, for example for those already in employment with course lengths ranging from a single day to a whole term.

The activities of the school resemble those of a commercial company with shop, café, meat processing, bakery, restaurants, banqueting rooms and conference facilities.

Ester Mosessons gymnasium in Göteborg is one of the best restaurant schools in Sweden and is one of six schools, which has been awarded The Quality Assurance Certificate from SHR, the Swedish Hotel and Restaurant Industry.

Ester Mosessons gymnasium belongs to the Association of European Hotel Schools (AEHT).

Kontakt

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417 56 Göteborg

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Fax: 031 - 779 08 04
E-post: info.mosesson@educ.goteborg.se

Ansvarig utgivare: Helena Mehner utsedd av Göteborgs Stad. Databasens namn:
www.goteborg.se

CUNY Office of Academic Affairs, Moira.Taylor@cuny.edu
Chapter 7: “All Chips on Food”

Career Paths: How do you choose?

“With a soccer career off the table, I decided to apply to a vocational high school. … As I considered my options, I began to play around with the idea of being a chef. Cooking was something I loved and was good at.” (Samuelsson, p. 50)

With a classmate or small group, discuss these questions:

1. How does a person choose a career path? How did Marcus choose his?

2. What are your options? What are some things you love to do? What are some things you are good at? Talk about it with a partner or in a small group.

3. Where can you get information about options? What resources are available to you at the college to help you choose?
Career Path Web Resources

In this course, we will be using these websites to research career paths and educational requirements and opportunities.

- **Career Cruising**: [www.careercruising.com](http://www.careercruising.com) (username = hostoscc; password = bronx)


- **CUNY college websites/college catalogs**: [www.cuny.edu](http://www.cuny.edu)

We’ll start with **Career Cruising**. At the website of this career development company, you can do the following:

- assess your interests, your aptitudes and your skills
- match your interests, aptitudes and skills with careers
- obtain information about careers—educational requirements, duties, salaries, prospects for growth
- learn about resumes and cover letters
- find current job openings

In the lab, log on to the site, set up an account, and get started building your profile with Career Cruising’s assessment tools. In the coming few weeks, you will use the site to research careers that match your profile.
Chapter 8: “Earning My Knives”  BEFORE YOU EARN YOUR KNIVES READ

Where Did Marcus Get His Start?

http://www.tidblomspub.se/

Check out the hum page of this restaurant. (That’s not a spelling mistake! It’s the Swedish word for home.)

- What other words can you find on the hum page that sound like English?

- What daily meal is the same exact word as in English?
**Chapter 8: “Earning My Knives”**

**Sentence Work**

With a partner, build vocabulary, ask a couple of questions and make a prediction based on the quotation.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question (or two…)</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“If I dropped out of culinary school, even if I dropped out because I wanted something more challenging, my father would see me as a quitter and see any future success as accidental, instead of being the result of the two things he valued most: focus and discipline” (59).</td>
<td></td>
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</tbody>
</table>
Chapter 8: “Earning My Knives”


In this chart, you will summarize and also ask the questions how and why. These questions will help you analyze the chapter.

<table>
<thead>
<tr>
<th><strong>Who</strong> is involved?</th>
<th><strong>Where &amp; When</strong> does it take place?</th>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>What</strong> happens?</th>
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<td></td>
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</table>

**How & Why** (analysis)
Chapter 8: “Earning My Knives”

The Back of the House at Tidbloms: Marcus’s Internship

What is an intern? What is an internship? Have you ever had one?

What are Marcus’s duties as an intern in the kitchen, which he says is one step above dishwasher in the “back of the house” hierarchy? Write down his duties, using bullet-pointed action statements (omitting the subject of the verb) and your own words. The first one is done for you.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Duties (Responsibilities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen intern</td>
<td>• Switched on the electric plate warmer</td>
</tr>
</tbody>
</table>

What new kitchen terms appear in this chapter? What do they mean?
Chapter 9: “Belle Avenue”

**Sentence Work**

Choose one of the sentences below. Work with a partner on it. Together, build vocabulary, ask a question (or two), and make a prediction. When you read, find the sentence and confirm its meaning. Try to answer your questions and confirm or correct your predictions.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The blade went through his finger instead of the fish, fully severing its tip” (71).</td>
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<tr>
<td>“I’m going to send you to stage in Amsterdam” (74).</td>
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</table>
### Chapter 9: “Belle Avenue”

**Summarizing and Analyzing: Who, Where & When, What, How and Why**

In this chart, you will summarize and also ask the questions how and why. These questions will help you *analyze* the chapter.

<table>
<thead>
<tr>
<th><strong>Who</strong> is involved?</th>
<th><strong>Where &amp; When</strong> does it take place?</th>
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<th><strong>What</strong> happens?</th>
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<table>
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<tr>
<th><strong>How &amp; Why</strong> (analysis)</th>
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</table>
Chapter 9: “Belle Avenue”

Belle Avenue: Marcus’s “laboratory, studio, church”!

At Belle Avenue, Marcus starts out as a kitchen boy, one step above an intern. What were his duties in this position? Write them down, using bullet-pointed action statements (omitting the subject) and your own words. The first one is done for you.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Duties (Responsibilities)</th>
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</thead>
<tbody>
<tr>
<td>Köknisse (kitchen boy)</td>
<td>• Took the fish off the fish truck and brought it into the kitchen</td>
</tr>
</tbody>
</table>

Marcus starts out as a kitchen boy, but then he becomes a junior cook and a commis. What stations does he say he works at in the restaurant in these positions? List them here:
Part 1: “Boy”

“AFTER YOU GROW UP READ”

“Boy”

A. **For Discussion:** We’ve finished part one of the book, the section called “Boy.” Now that you have finished it, why do you think it is called, “Boy?” What do you think will come next?

B. **Key People and Places:** Who are the key people and their associated places in Marcus’s childhood? List each person and his/her associated place in the same box in the left column. In the column on the right, note the main influence of each person/place. You can continue on the next page.

<table>
<thead>
<tr>
<th>The Key People and Places</th>
<th>Their Main Influence</th>
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<tr>
<td>The Key People and Places</td>
<td>Their Main Influence</td>
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</table>
Where Is Marcus Going Next?

Look at the pictures below. Where do you think Marcus is headed? What do you see that makes you say that? What else do you see? Make an “educated guess,” then check out the link in the lab and see what you learn.

Take a virtual tour of his destination:
http://www.youtube.com/watch?v=Ev07vKiaFTY
Chapter 10: “Switzerland”

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write A for agree, or D for disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Career comes first; relationships second.

____________

2. Food is a passport to the world.

____________

3. If your job is causing you to throw up every day due to stress, you should change jobs.

____________
Chapter 10: “Switzerland”

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **MWA** for *Marcus would agree*, or **MWD** for *Marcus would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Career comes first; relationships second.

   __________

2. Food is a passport to the world.

   __________

3. If your job is causing you to throw up every day due to stress, you should change jobs.

   __________
## Sentence Work

Ask a question and make a prediction based on the sentences in the column on the left.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“My girlfriend, Christina, on the other hand, didn’t want to let go” (81).</td>
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<tr>
<td>“But it wasn’t the guns; it was that nothing about the army fit into my dream of becoming a chef” (82).</td>
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</tbody>
</table>
### Chapter 10: “Switzerland”

#### Sentence Work

Do one of the three activities for each sentence. (Only one activity per sentence.)

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I might as well have been sent to Siberia” (90).</td>
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<tr>
<td>“Out of nowhere, Stocker showed up and slammed off the power, two seconds before Otto’s hand was ground into mincemeat” (94).</td>
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<tr>
<td>“The only time I skipped out was for what had become, since my arrival, a daily ritual: throwing up” (96).</td>
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</table>
## Chapter 10: “Switzerland”

### Chunking the Chapter

A lot of things happen in this big chapter. Chunk it! Break the chapter into its topics/sections. Give each chunk a title and then describe what it’s about or what happens in it. *You decide how many chunks there are in the chapter.*

<table>
<thead>
<tr>
<th>Titles/pages</th>
<th>Brief Summary of the Chunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Going to Switzerland for Six Months as a Commis!” pp. 15-16</td>
<td>In the beginning of the chapter, Marcus introduces the next chapter in his life. He hooks the reader with a brief description of part of the journey, then he reveals that he is going to work at a fancy resort in Switzerland.</td>
</tr>
<tr>
<td>“My Father’s Reaction”</td>
<td>In the second chunk, Marcus briefly describes his dad’s reaction to the news of his job. His dad teaches Marcus about Swiss geography.</td>
</tr>
</tbody>
</table>
### Chapter 10: “Switzerland”

#### Chunking the Chapter (continued)

<table>
<thead>
<tr>
<th>Titles/pages</th>
<th>Brief Summary of the Chunk</th>
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Food Jobs: Introduction (1-3)

Prediction Guide: True or False?

Read the sentences below and make an educated guess whether they are true or false. Write T if you think a sentence is true and F if you think it’s false. After you read, check your own answers and support or change them based on evidence from the text.

1. A degree in finance can be useful for a career in the hospitality field.

   __________

2. There are many different options for careers in the hospitality field, but ice cream tasting is not one of them.

   __________

3. In the United States, there are more people working in the food industry than there are people in New York City.

   __________

4. Less than ten percent of jobs in the restaurant industry are in fancy restaurants.

   __________

5. Americans spend almost 50% of their total budget for food in restaurants.

   __________
Food Jobs: Introduction (4-5)  BEFORE YOU GET A FOOD JOB READ

Response to the Significant Ideas in the Text

Choose one of the significant ideas (in quotation marks) below and write a short response to it. Do agree or disagree with Chalmers? Explain your thinking.

1. Some people look for jobs in a particular field that is known for good job security. However, Chalmers claims that we are always at risk of losing our jobs, even full-time jobs, saying “the only security we have is our ability to transform our knowledge and experience into stepping stones to the next opportunity” (4).

2. Chalmers advises people not to waste their time being unhappy. She also suggests that we prepare for the future by asking questions and learning, but not by worrying. Her point is that “you will probably change your mind and change jobs several times” (4) over the course of your career.

3. “Thinking about a career is really hard work. The trouble is there are too many choices” (Chalmers 5).
Food Jobs: Introduction (5-7)  BEFORE YOU CHOOSE A CAREER READ

Finding Your Path

How do you choose a career path? What can you do to help you choose?

On the bottom of page 5 and on pages 6 and 7, the author offers some creative activities to help you think about career paths.

What are the activities? Which activity appeals to you most? What do you think you can learn from it?

Reading Strategy: A useful strategy for reading textbooks is to pay attention to titles, headings, and other clues to the information in each section. This will activate your thinking about the topic. It's like opening the door to the topic of the section.
Food Jobs: Restaurants and Food Service (11-17) BEFORE YOU READ

Questions to Activate Background Knowledge

Working in international pairs or small groups, discuss the questions below and take notes on your own answers. After you read, go back and compare your answers with the text.

1. When you eat out, what kind of restaurant do you prefer?

2. If you had a $200 gift certificate for the restaurant of your choice, describe the type of restaurant you’d choose and the kind of service you’d like to enjoy.

3. How many jobs can you list in a restaurant? Try to come up with at least five.

4. What kind of role do you think racism and sexism can play in a restaurant job?

5. Give two examples of teamwork and respect as part of restaurant jobs. Give two examples of teamwork and respect in another profession.

6. Discuss this list of abilities or qualities that can help you get a restaurant job. Which do you think are most important? Rate them: 1 = least important; 5 = most important.
   - Accredited training
   - Knowledge of cuisine specific to a certain region
   - Product knowledge
   - Professional demeanor
   - References
**Food Jobs: Restaurants and Food Service (18-23 and 26)**

**Cooperative Reading: Back-of-the-House Jobs**

Successful students often organize or join study groups, knowing that two heads are better than one. Let’s test this theory with a few more heads. Work in groups of four or five. Make sure your group is multilingual. Each person will read and report on a specific type of **back-of-the-house** job. Then you’ll share what you learned with each other to fill in the table below. First define your terms. What have you learned about the “back of the house” from *Yes, Chef*. What new knowledge do you get from *Food Jobs*?

<table>
<thead>
<tr>
<th>Job</th>
<th>Three Typical Duties</th>
<th>Ways to Learn and Get the Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Chef</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sous Chef</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line Cook and Chef de Partie</td>
<td></td>
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<tr>
<td>----------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Prep Cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butcher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Food Jobs: Restaurants and Food Service

READ

(19 and 21-23)

Quotes and Questions

In pairs, review the passage on page 19 from the famous French chef Jacques Pepin, who has made countless cooking videos with the chef Julia Child and others. Choose a significant idea from what Pepin said and quote it (copy it word for word). Then write either a question about it or an interpretation or personal reflection. Then do the same for the real life stories of culinary students Alison Fong and Mat Nugent. (Use extra paper for your question or reflection.)

Examples:

1. Quote: “When I was coming up, it was the work of the many” (Pepin, in Chalmers 19).

   Question: What does he mean by this?

2. Quote: “Cooking involves all your senses” (Fong, in Chalmers 21).

   Reflection: For me, cooking involves taste and smell and also sight. I look at the ingredients to see if they look good. Sometimes I smell them. I hold them and I cut them. And sometimes I taste the food when it is cooking to see if it tastes too salty, for example, or too spicy or too sweet. However, I don’t think I listen to food, do I? On second thought, sometimes I do. I listen to hear when it is boiling or frying. So, maybe it’s true. Cooking does involve all the senses!

Jacques Pepin

Quote:
Alison Fong

Quote:

Mat Nugent

Quote:
Narrative Essay: My Education: A Short History

Write an essay on your education. This essay will have three sections. Develop each section with the details you need to give readers a clear picture of your experiences and ideas.

Part 1: The Facts

Tell the story of your education up until now. What are the important points to include in a history of your education? What different schools have you attended? What did you focus on studying at each school? What were your strengths and weaknesses? How did you change? What caused you to change? What were your key formative educational experiences and moments? What stands out about your education until now? Start with the earliest point that you can remember.

Part 2: Reflections on My Education

After you finish the history, reflect on your education so far. How do you feel about it? What was good and what was bad about it? Why? If you could change something about it, what would it be? How does your personal history affect your decisions about education now?

Part 3: The Future

Finally, tell me what your current plans for the future are. Have you already chosen a major or are you still deciding? What areas interest you? What kind of career do you think you may be interested in? What are you looking forward to in college? Make some predictions about what you will do in college.

Context for the essay and reference to Yes, Chef: In your introduction, state that you are reading about Marcus Samuelsson’s educational history. And at different points in the essay, refer to specific moments in Marcus’s Samuelsson’s educational experiences that in some way relate to your experiences.
Things to keep in mind

• Choose the right tense for the time period you are describing. For instance, if part of your work history is already over, then use past tenses in your description. If part of your work experience is happening right now, then use present tenses.

• Use direction/signal words like “before, next, then, later” to show time sequence in your paper.

• Include enough detail so that any reader (either your teacher or another classmate) can fully understand what you are describing.

• Make sure to contextualize (connect) the essay to your current course and to Yes, Chef. Refer to a specific passages from your reading to reinforce an important idea in your essay.

Pre-writing:

Use the timeline on the following page to prepare you to reflect on and to write about your educational history.
Where have you been, where are you going?

Create a timeline of your education. What have you already done? What are you doing now? What will you do in the future?
Peer Review: My Work History and Career Goals

Name of Reviewer: ________________________
Name of the Author of the Paper: ________________________

1. Check to see whether the verbs are in the right tense. Remember, if the work experience is already over, the tenses should be past tenses. If the work experience is still going on, the tenses should be present. Circle verbs that you think need to be put into another tense.

2. When telling a story about the past, an author has to make sure that events are told in a logical time sequence. Check to see that there are words like “before, next, then, one day” etc. Make an arrow mark where you think the author should include more words or expressions to show more about when in time something had happened.

3. Check to see what kinds of details have been included about this work experience. Underline the best descriptions. Make a note in the margin where you think more descriptive words should be added.

4. Did the writer contextualize the essay by connecting the topic to her/his current course and reading? What specific reference or passages from the reading did the writer use? What is the point?

Answer the following questions on this sheet. If you need more space, turn the paper over to finish your answer. Remember to give the number of the question you are answering so the student writer understands you.

5. Overall, what part needs the most to be developed? Why do you think it needs to be developed?

6. Write two or three questions about anything that is unclear to you or that you want more information about in the essay.

7. Overall, what do you think is the BEST part of this essay? What do you like about it?

Please staple this PEER REVIEW to your revised draft, along with your first draft, to hand in to me. Put your revised draft on top, the first draft below that, and this sheet below the first draft. Note: You must hand in a completed PEER REVIEW sheet, or your work will be returned to you unread.
Serve Yourself: Self-Assessment & Metacognition

In hospitality settings, clients are often asked to give feedback on the quality of the service they receive. In the pursuit of education and learning, self-assessment—being able to assess your own strengths and weaknesses—is essential. Good learners constantly “take stock” of where they are in their learning—reviewing their knowledge, assessing what they know and what they need to know. This is called “metacognition.” Use the following chart to help you assess your learning at the end of each week. Start by looking back on the week’s work.

<table>
<thead>
<tr>
<th>Sentence Work: Vocabulary, Asking Questions, Making Predictions, Paraphrasing</th>
<th>Favorite Activity</th>
</tr>
</thead>
</table>
| - Go back and look at the sentence work tables.  
- What do you think is useful about paraphrasing?  
- What do you think is useful about asking questions and making predictions?  
- How did these activities help you?  
- Which of these activities do you feel you need more practice with? | - Which was your favorite activity in the week?  
- What did you like about it?  
- What skills did you learn from it? |

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Writing:</th>
</tr>
</thead>
</table>
| - What was your favorite part of the reading this week?  
- What was most difficult part of this week’s reading?  
- What made that part difficult?  
- What did you do to understand better?  
- What skills and strategies did you practice and learn?  
- What skills and strategies do you want or need to develop? | - What was your favorite moment in writing this week?  
- What was most the most challenging moment in writing?  
- What specific skills and strategies did you practice and learn?  
- What specific skills and strategies do you want to develop? |
Yes, Chef

Week 3

Key Questions and Concepts:

- **Education:**
  - In what ways is the world your classroom?
  - What does it mean to be a “full-time student of New York”?
  - What is experiential learning?
  - What are the essential skills of a great learner, in and out of the class?

- **Hospitality:**
  - How would you describe the atmosphere in the front of the house and the back of the house at the restaurants that Marcus has been apprenticing in?
  - What role has race played in the Marcus’s experiences in the hospitality industry?
  - In what ways might you say the hospitality industry is not very hospitable?
  - What role do you think innovation should play in cooking at a fine restaurant?
  - What is the ultimate goal of a great chef?
  - In what ways would you say New York City is and isn’t a hospitable place?

- **Work and Career Exploration:**
  - What do you think is the proper balance between pursuit of career and relationships?
  - What sacrifices do you think are necessary to achieve success?
  - What sacrifices are you willing and not willing to make?
Reading:

- Yes, Chef: Part II (“Chef”) Chapters 11-14

Writing

- CATW Practice Essay: Arriving in New York
Chapter 11: “Stockers”

Sentence Work

Build vocabulary, ask a question and make a prediction based on the sentences in the column on the left. Work with a partner.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“One afternoon on her seventh or eighth day, after I’d put my laundry in the dorm washer, Christina dropped her bombshell” (102).</td>
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<tr>
<td>“One ignorant chef who couldn’t see past the color of my skin was not going to stop me” (105).</td>
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</tbody>
</table>
## Chapter 11: “Stocker”

**Sentence Work**

Build vocabulary, ask a question and make a prediction based on the sentences in the column on the left. Work with a partner.

<table>
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<th>Ask a Question</th>
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</thead>
<tbody>
<tr>
<td>“To endure such humiliation didn’t get easier after months of working with him, but I did learn to make fewer mistakes—and every day started off with a level playing field, which is to say that everyone else who worked for Giggs had just as much of a chance as I did of being on the losing end of a shitstorm” (111).</td>
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</tbody>
</table>
Chapter II: “Stocker”

From Book to Script to Showtime!

Imagine you are Marcus. Choose a scene from the chapter that is most powerful for you. Then, find a partner to play the part of the other key person in the scene you choose. (It could be Christina. It could be Giggs. It could be Stocker. Or, it could be someone else. You decide!) Write the script and rehearse it with a partner. When the two of you are ready, perform it for the class.

Scene:

Script:
Chapter 12: “A Short Stay in Austria (That Will Change My Life)”

**BEFORE YOU…**

**Following Marcus (not on Twitter, on a Map!)

Marcus is a guy who’s “going places.” Where has he been already? Before you continue the journey with him, use this chart to plot his moves.**

<table>
<thead>
<tr>
<th>Country (and town)</th>
<th>Workplace</th>
<th>Position and Key Duties</th>
<th>Where Next?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

CUNY Office of Academic Affairs, Moira.Taylor@cuny.edu
Chapter 12: “A Short Stay in Austria (That Will Change My Life)”

Sentence Work

Building vocabulary and paraphrase, ask a question and make a prediction based on the sentences. Work with a partner.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“As soon as I walked through the doors of Nordica, the hotel where I was supposed to work, I knew something was wrong” (114).</td>
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</tr>
</tbody>
</table>
**Chapter 12: “A Short Stay in Austria (That Will Change My Life)”**

**Sentence Work**

Building vocabulary and paraphrase, ask a question and make a prediction based on the sentences. Work with a partner.

<table>
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<tr>
<th>Quote</th>
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<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“For a second, I considered “doing the right thing”— marrying Brigitta, this woman I hardly knew, and spending the rest of my life in Austria, not a place where many black Swedes from Ethiopia have been known to put down roots” (120).</td>
<td></td>
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</tbody>
</table>
Chapter 12: “A Short Stay in Austria”  

AFTER THE MAIN COURSE

Do You Have Room for This?

1. Any idea what this dessert is called? (It’s mentioned and described in chapter 12.)

2. What are the ingredients? (Find a recipe on the web.)

3. Where can you find it in New York City? (Search for a restaurant in NYC on the web that serves this classic Austrian dessert.)
Chapter 12: “A Short Stay in Austria (That Will Change My Life)”

Double-Entry Journal

Marcus Samuelsson is on a journey. It’s a geographical journey, from Africa through many countries in Europe and ultimately to our very own home—New York, New York. He’s also on a career path journey—a journey toward the goal of becoming a professional chef. Along the way, he is “chasing flavors.” He’s hungry to experience new tastes and to explore ways of introducing cultures to one another through their flavors, their spices, their foods. You could also say that he’s on a journey of identity—finding out who he is in the world and where he belongs. In this sense, it could be said to be a journey towards home—to his place in the kitchen and in the world. His memoir, Yes, Chef, is a record of his journey. Notice that he structures it in three parts: “Boy,” “Chef,” “Man.” In this sense, it’s a journey toward adulthood and maturity.

On his journey, Marcus keeps a journal. In his journal, he keeps notes on the flavors he discovers. As we have been following Marcus’s journey by reading this book, we have been doing a lot of pre- and post-reading language comprehension and critical-thinking activities. By doing these activities, you have been developing reading and writing skills such as forming questions, making predictions, organizing information, assessing point of view, among others. These activities are designed to make you a better reader and writer by giving you the tools to dialogue with books and other readings. Over the last few weeks, you have been developing skills that will make you more skillful and independent readers.

We are going to add a new activity that will play a big role for the rest of the book. Just as Marcus keeps a journal as he travels on his journey, you are going to keep a journal—a double-entry journal. In a double-entry journal, you choose a particular passage from the book that is significant or compelling to you in any way, and you respond to it. Your response can be:

1. a memory that it evokes
2. questions that it evokes
3. how the passage makes you feel (happy, angry, sad, perplexed, a combination of these feelings, or other ones…)
4. your opinion—whether you agree or disagree with the information or idea
5. a connection between the passage and something else you have read in another part of the same book
6. a connection between the passage and a different text you have read or a movie you have seen
7. a connection between the passage and your experience
8. a combination of these things
9. any other response you may have to the passage!
Chapter 12: “A Short Stay in Austria (That Will Change My Life)”

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that you think is significant or compelling in any way. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Chapter 13: “Secrets”

BEFORE YOU TELL THE TRUTH READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write A for agree, or D for disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Marcus should return to Austria, settle down there and raise the child.

2. Marcus should tell Christina about what happened in Austria.

3. Marcus should not tell his parents what happened in Austria.

4. Marcus should tell Giggs and Stocker to include on the menu at the Victoria, some of the multicultural dishes that Marcus is recording in his journal.
Chapter 13: “Secrets”

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write MWA for Marcus would agree, or MWD for Marcus would disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Marcus should return to Austria, settle down there and raise the child.
   
   __________

2. Marcus should tell Christina about what happened in Austria.
   
   __________

3. Marcus should not tell his parents what happened in Austria.
   
   __________

4. Marcus should tell Giggs and Stocker to include on the menu at the Victoria, some of the multicultural dishes that Marcus is recording in his journal.
   
   __________
Chapter 13: “Secrets”

Sentence Work

Ask a question and make a prediction based on the sentences. Work with a partner.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I was not fine, though, and every time I looked at Christina, every time she told me she loved me, I felt like a bigger jerk had never existed” (126).</td>
<td></td>
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<tr>
<td>“Blood and glass were everywhere” (132).</td>
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</tbody>
</table>
Chapter 13: “Secrets”

AFTER YOU REVEAL THE TRUTH: READ

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that you think is significant or compelling in any way. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on page 85. What kind of response did you make?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
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</table>
Chapter 14: “New York”

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write A for agree, or D for disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. As a cook and as a person, Marcus was made for a place like New York City!
   ______

2. With all of his experience, when he arrives, Marcus will have an easy time getting a position as a chef de partie or higher in New York.
   ______

3. Durian smells awful but tastes divine.
   ______

4. With his international experience and his culinary knowledge and skills, Marcus will adapt easily to the culture of dating in New York City.
   ______

5. In the New York City restaurant world, Marcus won’t face the kind of racial discrimination that he faced when looking for work in upscale restaurants in Europe.
   ______

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Chapter 14: “New York”  AFTER YOU GO-AMERICAN: READ

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write MWA for Marcus would agree, or MWD for Marcus would disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. As a cook and as a person, Marcus was made for a place like New York City!
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2. With all of his experience, when he arrives, Marcus will have an easy time getting a position as a chef de partie or higher in New York.
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   ____________

4. With his international experience and his culinary knowledge and skills, Marcus will adapt easily to the culture of dating in New York City.
   ____________

5. In the New York City restaurant world, Marcus won’t face the kind of racial discrimination that he faced when looking for work in upscale restaurants in Europe.
   ____________
Chapter 14: “New York”

Diversity, Music, Excitement, Creativity

New York City is an adventure for Marcus. He becomes a “full-time student of New York,” exploring the neighborhoods by rollerblade and meeting all kinds of people. Choose three of the most interesting people he meets. Complete the chart about the people you choose.

<table>
<thead>
<tr>
<th>Person</th>
<th>Where They Meet</th>
<th>What Marcus Learns or Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Chapter 14: “New York”

Neighborhoods

What neighborhoods does Marcus like to explore and what specific things does he like most about them? Make a bullet point list here:
Chapter 14: “New York”

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that you think is significant or compelling in any way. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on page 85. What kind of response did you make?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Response</th>
</tr>
</thead>
</table>
The following passage from Yes, Chef is a narrative and descriptive piece of writing. It tells a story in very visual terms. The author's point of view—his first impressions and ideas about New York City—comes across very clearly.

Read the passage, then write an essay responding to the ideas it presents. In your essay, be sure to summarize the reading in our own words, stating the author's most important ideas. Develop your essay by identifying one idea in the reading that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.

“I threw my duffels into the luggage hole of the bus, handed my ticket to the black bus driver, squeeze past a black woman nodding along with whatever was streaming out of her earphones, and sat by a window. I was more well-traveled than the average middle-class Swedish kid, thanks to soccer and my apprenticeships, but I'd never been anywhere that seemed as exotic as this. Over the course of the half-hour drive in from Queens, the enormity of the city started to sink in. There was just…more of everything. More congestion, more cars, more people, more skyline, more garbage. I don't think I looked away until the bus emptied out at Grand Central.

My first apartment was on the east side of the island, on Fifty Second Street and Third Avenue. Peter was not only my direct boss at work, he was my roommate, generously letting me bunk with him and his brother Magnus, a massage therapy student at the Swedish Institute.
College of Earth Sciences, in their second-floor walk-up. Technically, the apartment was in midtown, but really, it had none of the business-world cachet of that label. We were more or less on the edge of the world then, in a tenement apartment so small I slept on the massage table set up in their living room.

“‘You can stay as long as you like,’ Peter offered, and while I knew he was generous enough to mean it, I also knew I should find my own place as soon as I could.”

-- Marcus Samuelsson, Yes, Chef, pages 136-137

What you need to do:

1. Summarize the passage.

2. State the author’s most important impressions and ideas about New York in your own words.

3. Identify one idea that is especially significant.

4. Explain why it is significant to you.

5. Support your explanation of the significant idea with evidence or examples from something else you have read, something you have learned, and/or your own experience.
Serve Yourself: Self-Assessment & Metacognition

In hospitality settings, clients are often asked to give feedback on the quality of the service they receive. In the pursuit of education and learning, self-assessment—being able to assess your own strengths and weaknesses—is essential. Good learners constantly “take stock” of where they are in their learning—reviewing their knowledge, assessing what they know and what they need to know. This is called “metacognition.” Use the following chart to help you assess your learning at the end of each week. Start by looking back on the week’s work.

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<thead>
<tr>
<th><strong>Sentence Work:</strong></th>
<th><strong>Agree/Disagree and Point of View:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Vocabulary, Asking Questions, Making Predictions, Paraphrasing</em></td>
<td>• Choose one agree/disagree statement from this week that is most interesting to you. What do you think about it now?</td>
</tr>
<tr>
<td><em>Go back and look at the sentence work tables.</em></td>
<td>• In what ways has your own point of view changed?</td>
</tr>
<tr>
<td><em>What do you think is useful about paraphrasing?</em></td>
<td>• What made it easy or difficult to express your point of view?</td>
</tr>
<tr>
<td><em>What do you think is useful about asking questions and making predictions?</em></td>
<td></td>
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<tr>
<td><em>How did these activities help you?</em></td>
<td></td>
</tr>
<tr>
<td><em>Which of these activities do you feel you need more practice with?</em></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading:</strong></th>
<th><strong>Writing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What was your favorite part of the reading this week?</td>
<td>• What was your favorite moment in writing this week?</td>
</tr>
<tr>
<td>• What was most difficult about this week’s reading?</td>
<td>• What was most the most challenging moment in writing?</td>
</tr>
<tr>
<td>• What <em>specific skills and strategies</em> did you practice?</td>
<td>• What <em>specific new skills and strategies</em> did you practice?</td>
</tr>
<tr>
<td>• What skills and strategies do you want or need to develop?</td>
<td>• What skills and strategies do you want to develop?</td>
</tr>
</tbody>
</table>
Key Questions and Concepts:

- **Education (and other themes):**
  - In what way would you say this book is interdisciplinary?
  - What academic topics does the book deal with in addition to hospitality management?
  - What kind of education would you say Marcus has been getting in addition to his training as a chef?
  - Who was Martin Luther King, Jr. and what impact did he have on Marcus Samuelsson?

- **Hospitality:**
  - What does “cruise” mean as a verb? What does it mean as a noun?
  - What are the characteristics of cruise vacations?
  - What role do restaurant reviews play in the hospitality industry?
  - Where are some prominent sources of reviews on the web and in print?
  - What is Yelp ([http://www.yelp.com/nyc](http://www.yelp.com/nyc))?
  - What is the significance of three stars in the *Michelin Guide*? In *The New York Times*?
  - What are *Gourmet* and *Bon Appetit*?
  - What are the James Beard Foundation and Meals on Wheels?
  - How can global ingredients in classical cuisine challenge a diner’s “comfort zone”?
  - What changes did Marcus bring to the menu at Aquavit?
  - What is a “signature dish”?
  - What is a tasting menu?
  - What is a “celebrity chef”?
  - What are some reasons for the lack of minorities at the chef level in white-cloth restaurants?
  - What opportunities and social responsibilities do you think Marcus Samuelsson has?
Work and Career Exploration:

- What role do you think passion plays in the pursuit of a career?
- What role do you think social responsibility plays in the pursuit of a career?
- What is a role model?
- Who are your role models and what can you learn from them?

Reading:

- Yes, Chef: Part II (“Chef”) Chapters 15-21

Writing

- Critical/Descriptive Essay: A Restaurant Review
Chapter 15: “France” BEFORE YOU GET TO FRANCE READ

Prediction Guide

The following statements are written as statements of fact (not statements of opinion, as in the agree/disagree activity). However, some of them are true, but some of them are false. On the line before each one, write T if you think it is true, or F if you think it is false. Discuss it with a partner.

1. __________ Marcus will get rejected by more than twenty restaurants that he applies to in France, and he will give up.

2. __________ Marcus will get a job offer at a three-star restaurant in France, with excellent pay and benefits.

3. __________ In order to go to France, Marcus will stop making monthly child support payments.

4. __________ Tacos are crisp-fried tortilla envelopes (shells) stuffed with pork or other ingredients.

After You Read: Check the chapter to review your predictions. If any of the above statements are false, rewrite them to make them true. Work with a classmate.
Chapter 15: “France”  
Picture Predictions

B E F O R E  Y O U  G E T  T O  F R A N C E  R E A D

Where in the world is Marcus going? How do you think he gets there? What do you see that makes you say that? Make some predictions...
Chapter 15: “France”

Following Marcus *(not on Twitter, on a Map!)*

Marcus may love New York, but he still feels he needs to go to France. He finally gets an offer, but before he can afford to go, he needs to save up some money. He gets a job on a cruise ship and *chases flavors* around the world. What nationalities does he meet on the ship? What countries does he stop in? What foods and ingredients does he taste there? What is his reaction to the foods he discovers?

<table>
<thead>
<tr>
<th>Nationalities or Countries</th>
<th>Dishes and Ingredients He Discovers</th>
<th>His Reaction</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) *that you think is significant or compelling in any way*. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. **Write as much as you can.** Afterwards, reread your response and look at the list on page 85. What kind of response did you make?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 15: “France”

Where Next?
## Chapter 16: “The Price”

### Sentence Work

In the first sentence do all three activities. In the second sentence, build your vocabulary.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I told myself that when the time was right—which, for me, meant when I’d achieved what I wanted in my career—I would make my presence known in Zoe’s life” (162).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Bocuse was the <em>né plus ultra</em> of twentieth-century cooking, credited with transforming <em>haute cuisine</em> into <em>nouvelle cuisine</em>” (163).</td>
<td></td>
<td></td>
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</tbody>
</table>
Chapter 16: “The Price”

Double Entry Journal

The name of this chapter is “The Price.” Marcus is referring to “the price you pay” to reach the top in the restaurant world. In the passage below, Marcus describes one aspect of the price that French chefs traditionally paid to climb the ladder to success. What is your reaction to this passage?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“This was the dark side of the French tradition. All of the chefs had come up through that same brutal system, where only the upper echelons had any sense of job security. Even the chefs de partie didn’t know if they were going to get punched or fired the next day. Besides, if you put a lot of guys in one room, they are going to fight. Ask any of the top chefs and they will tell you that they’ve all seen violence in the kitchen. (170–171).”</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 16: “The Price”

Double Entry Journal

In the passage below, Marcus identifies the kinds of sacrifices a cook needs to climb the ladder to success. Do you think the sacrifices are worth it? Do you think these sacrifices are necessary in other professions? Do you think these kinds of sacrifices are needed to succeed in school? Do you think Marcus has made the right choices in life? What is your response to this passage and the role sacrifice plays in Marcus’s story, and the role sacrifice may play in your life!?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Your time, your ego, your relationships, your social life, they are all sacrificed” (165).</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 17: “Another Shot of Aquavit” BEFORE YOU SAY AU REVOIR READ

What’s Your Next Move?

Imagine, you are Marcus. You started out on your culinary journey in Sweden. From there you went to Switzerland, then to Austria, then back to Switzerland, and then a few months in New York City, where you were amazed by the diversity and the energy. After that, you chased flavors around the world and worked as a cook on a cruise ship, and then, finally, you have worked in a three-Michelin-star restaurant in France, at the renowned establishment Georges Blanc (albeit, as a lowly commis)!

How did you accomplish all of this? Well, you worked as hard as possible and you took every opportunity to learn new skills and techniques. You sacrificed your ego. You earned the respect of the chefs you worked for, and they have supported your moves with letters of reference and helping to make contacts for you.

If you were Marcus, what would your next move be? Consider the following:

- You’ve never been to your childhood home in Ethiopia.
- You’ve never met your own child in Austria.
- You’ve not yet worn a chef’s hat, either.
- And you don’t have the resources to open your own fine restaurant.

The Big Question: What would you do next if you were Marcus?

In other words, what’s your “next move”?

Discuss this with a partner, then with the class.
Chapter 17: “Another Shot of Aquavit”

Chunking the Chapter

Chunk it! Break the chapter into its sections. Give each section an original title and a sentence or two or three to describe what it’s about or what happens in it. You decide how many chunks there are in the chapter. The first section is done for you.

<table>
<thead>
<tr>
<th>Titles/pages</th>
<th>Brief Summary of the Chunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Three Letters”</td>
<td>In the first chunk, Marcus writes three letters—two to Oprah Winfrey and Dave Letterman inquiring about going into the restaurant business together—and one to Aquavit, asking for a job there.</td>
</tr>
</tbody>
</table>
Chapter 18: “Life After Death”

Picture Predictions

Based on the images on this page, what do you think will happen to Marcus and to Aquavit in this chapter?
Where should we eat tonight? In a group of four people, do the following:

1. Choose a neighborhood.
2. Choose a cuisine.
3. Choose a price range.
4. In the computer lab, search the web to help you choose a restaurant.

Use Yelp as a resource: [http://www.yelp.com/c/nyc/food](http://www.yelp.com/c/nyc/food). Select some restaurant possibilities. Read the reviews and narrow down your choice to three recommendations. Base your selection on the following criteria:

- Menu and Cooking Quality
- Atmosphere
- Price
- Convenience

Take notes on each of your recommendations. As a group, try to come to a consensus about where you would choose to go. After the group decides, if the restaurant takes reservations, call and ask if you can get one. (But don't make it!)
Chapter 18: “Life After Death”

Sentence Work

Paraphrase and write a response to the quotation.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Paraphrase</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I started by looking through my old food journals, remembering flavors and pairings and preparations from everywhere I’d ever worked, everywhere I’d ever been:</td>
<td>I wanted to find ways to incorporate the efficiencies of Switzerland, the soulfulness of Austria, the reverence for ingredients I learned in France, but I wanted to do it with a Swedish accent” (186).</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 18: “Life After Death”

Sentence Work

Search for information about the ingredients that Marcus mentions in the quote. Then try to describe them.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Name of Ingredients</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>“We’d make salmon brushed in miso and wrapped in Thai basil, then serve it with fennel and a broth that used Kaffir lime leaves, lemongrass, galangal, and the Japanese citrus fruit called yuzu, and on the menu we’d call it crispy salmon with orange broth and grilled fennel” (188).</td>
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</tr>
</tbody>
</table>
Chapter 18: “Life After Death”


In this chart, you will summarize and also ask the questions how and why. These questions will help you analyze the chapter.

<table>
<thead>
<tr>
<th>Who is involved?</th>
<th>Where &amp; When does it take place?</th>
</tr>
</thead>
</table>

| What happens? |

| How & Why (analysis) |
Chapter 19: “Three Stars”

The Big *** Review

Restaurant reviews in The New York Times, and in many other media outlets, comment on the quality of the food, but that’s not all. They also evaluate the setting (the design and atmosphere or ambience) and the quality of the service, too. All of these things are taken into consideration when evaluating the quality of the hospitality:

- **The Food:**
  - the menu (range and selection of the dishes)
  - the quality of the cooking
  - the quality of the ingredients and the flavors
  - the prices

- **The Setting:**
  - the design (from the architecture to the tables and chairs)
  - the atmosphere (sound, light, mood)

- **The Service:**
  - the attitude of the waiters and other front of the house staff
  - the professionalism of the front of the house

See how Ruth Reichl does it in the review that “put Marcus and Aquavit on the map,” so to speak. What are the highlights that it mentions in each of the above three areas? According to Ruth Reichl’s review, what are the restaurant's greatest strengths? What weaknesses, if any, does the reviewer identify?

---

**NY Times *** Review: Aquavit**

By RUTH REICHL  
Published: September 29, 1995

The entrance to Aquavit is a series of descents. Steps outside lead to stairs inside. These take you through a bar and down another set of steps. After this journey downward, the soaring space of the dining room bursts upon you with almost physical force. Looking up, you find yourself in an atrium where the ceiling seems to have disappeared. Surrounded by glass and sky, Aquavit occupies a magical space filled with changing light and the gentle sound of falling water.

The restaurant has made its own perilous journey. After an auspicious beginning, the restaurant descended to a lackluster period when the decor seemed to be the main attraction. Then, things were looking up until the chef, Jan Sendel, died unexpectedly last winter, plunging the restaurant into turbulence. But that has passed: now the waterfall has been restored, the staff has been spruced up and a new chef, Marcus Samuelsson, has taken over the kitchen. Aquavit, judging by four recent visits, is living up to its early promise.
You sense this almost immediately from the demeanor of the staff. They seem happier now, and it is not just because they are wearing those colorful Marimekko vests. Ask for help in choosing among the list's many aquavits, which are like flavored vodkas, and you get enthusiastic recommendations. Ask which bread to choose and you are likely to get them all. Inquire about the food and the reply is proud.

It should be. Mr. Samuelsson is cooking delicate and beautiful food, walking a tightrope between Swedish tradition and modern taste. Swedish food often balances salty with sweet -- think of herring -- but Mr. Samuelsson has appropriated the idea and made it his own. I found myself tasting his best dishes again and again, wondering where the sweetness came from. It was like a musical theme, fading in and out but never disappearing.

As I ate the roasted-lobster salad, I found myself chasing the flavors. First there was the taste of the seafood piqued by the sweetness of melon, tamed by the blandness of fromage blanc and sharpened with mint. It was maddeningly delicious.

Pieces of yellowfin tuna were wrapped with salmon to make a beautiful rose, then set on a bed of cucumber "noodles" slicked with sesame. Every once in a while, the taste of citrus would come shooting through the sesame like a flare.

The chilled tomato soup, at lunch, has a sweetness that is hard to define. "Is it juice?" I asked the waiter. He shook his head. "Honey?" I guessed. He shook his head again. He insisted that the sweetness came only from curry leaf and the natural sugar of the tomato, but I'm not convinced. Whatever it is, the soup, topped with plump little shrimp, is delicious.

Sometimes the sweetness comes where you most expect it, as in the lingonberry sauce served with the fine, gamy pan-roasted venison. But there is always a surprise as well; here it is in the twist of phyllo on the side filled with cinnamon-dusted apples and potatoes. The sun-dried cherries are a nice touch on the opulent lamb chops, and they are nicely balanced by the little wedge of pastry-enclosed goat cheese resting on the crossed bones of the lamb.

Occasionally, however, the sweetness is a shocker. Mr. Samuelsson has pulled no punches with his Swedish bouillabasse, which bears very little relation to anything served in the south of France. The rich dish combines grilled oysters, salmon and snapper in a crayfish broth boldly scented with ice wine. The almost syrupy sweetness of this desert wine is straightforward, pronounced and totally unexpected with seafood. I've never tasted anything quite like this dish and many people will not like it. I did.

Not everything here is sweet. But everything is pretty. The appetizers include slices of smoked salmon perched on a fat little blini, surrounded by pinwheels of pureed goat cheese and spattered with tiny red bits of roe. At lunch, sauteed salmon is an island in a lake of brightly flavored orange broth; it is served on sweet potato pancakes set on a bed of baby chard. Dense pink slices of tea-smoked duck breast are cushioned on a creamy risotto laced with bits of lemon and seared sweetbreads and topped by feathery fronds of fried leek.
Desserts are pretty, too. The most unusual looks like a Jackson Pollock painting on a plate. Called gingerbread, it is anything but a child’s dessert: thin triangles of spice cake layered with mascarpone ice cream sit amid black drizzles of a sauce that tastes like melted licorice whips. Arctic Circle turns out to be a sort of ice cream sandwich of meringue, vanilla ice cream and cloudberry sorbet nestled against a puree of salmon-colored cloudberries. Even the cheese plate is decorative: wedges of cheese have long, crisp crackers stuck in them so they look like chess pieces. The figs and hazelnuts, even the small pot of port creme brulee, look like so many pawns in the game. Too pretty to eat? Hardly.

I have a few quibbles with Aquavit. A couple of the dishes are dull, and at night, when the room is full, the service can become perfunctory. But most times, Aquavit is a pleasure, a calm oasis where the food is as attractive as the striking space in which it is served.

Aquavit

***

13 West 54th Street, Manhattan, (212) 307-7311.

Ambiance: The former Rockefeller mansion has been turned into one of New York City's most beautiful and grown-up dining rooms.

Service: Always proper; some waiters are warmly solicitous while others are merely efficient.

Recommended dishes: Tuna and salmon rosette; smorgasbord plate; herring plate; roasted-lobster salad; smoked salmon on blini; chilled tomato soup; Swedish bouillabaisse; tea-smoked duck breast; cherry-crusted rack of lamb; pan-roasted venison; sautéed salmon in orange-fennel broth; gingerbread; cheese; Arctic Circle; warm chocolate cake.

Wine list: It is tempting to try the many different aquavits, which go well with this food. But wine drinkers have a wide range of interesting options at fair prices.

Hours: Lunch, noon to 2:15 P.M. Mondays through Fridays; dinner, 5:30 to 10:30 P.M. Mondays through Saturdays; Sunday brunch, noon to 4 P.M.

Price range: Lunch: appetizers $8 to $13, main courses $18 to $23, desserts $8; three-course prix fixe $29; dinner: pre-theater menu $39; three-course prix fixe $55, five-course tasting menu $75; Sunday brunch $35.

Credit cards: All major cards.

Wheelchair accessibility: Many stairs.
Chapter 19: “Three Stars”

B E F O R E Y O U R E A C H T H E T O P  R E A D

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write A for agree, or D for disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Now that Marcus is the executive chef of a three-star restaurant, he no longer needs to eat out in inexpensive ethnic places.

   __________

2. You need passion for what you do to be successful in life.

   __________

3. If you can make it in New York, you can make it anywhere.

   __________
Chapter 19: “Three Stars” BEFORE YOU REACH THE TOP READ

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write MWA for Marcus would agree, or MWD for Marcus would disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Now that Marcus is the executive chef of a three-star restaurant, he no longer needs to eat out in inexpensive ethnic places.

____________

2. You need passion for what you do to be successful in life.

____________

3. If you can make it in New York, you can make it anywhere.

____________
## Chapter 20: “The Funerals We Miss”

### Sentence Work

Before you get your green card, read. Build vocabulary, ask a question and make a prediction based on the quotations. Exchange your work with a partner.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I couldn’t leave the States to go to his funeral without jeopardizing my immigration status” (201).</td>
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<tr>
<td>“He taught me, by example, that some principles, no matter how clichéd they sound, really do mean something” (204).</td>
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</tbody>
</table>
Chapter 20: “The Funerals We Miss”  BEFORE YOU GET YOUR GREEN CARD: READ

Marcus’s Signature Dish

What is a “signature”? What is special about a signature? For a chef, what do you think a “signature dish” is?

In chapter 20, Marcus talks about his “signature dish”—foie gras ganache. Foie means liver in French. Foie gras is a pate (a paste) made of liver. Do you eat liver? Do people eat liver and other inner organs in the cuisine of your parents and grandparents?

Before you read the chapter, read the following description of Marcus’s recipe. Then look at the recipe—the ingredients and the process. What are your thoughts about the recipe? What can you learn from the way the recipe is organized and written? What questions do you have about the grammar of the writing?

Foie Gras Ganache Recipe

http://www.marcussamuelsson.com/recipe/foie-gras-ganache
As a special thank you, I wanted to share my recipe for the foie gras ganache I prepared on the Top Chef Masters finale.

When I was 21 years old, I apprenticed at Georges Blanc in Vonnas, about an hour outside of Lyon. The farmer would come twice weekly with a truck full of truffles and foie for us to use on our menu. The farmers in Vonnas are nothing like farmers here. They were real characters and had a French aesthetic, right down to their perfectly knotted scarves.

We then let the foie sit at room temperature before we cleaned it with the back of a spoon. We would then make it into a terrine.

When I came to America, I thought it was interesting that people seared their foie gras here then served it on toast with mango or fig. In Europe, you ate foie the way we served it at Georges Blanc, a terrine, or out of a can. My family ate it from the can. It wasn’t the best but we loved it.

In New York, I wanted to make a signature foie gras dish. First I tried a foie gras pancake but that didn’t quite work. Then I toyed with the idea of making a foie gras cake. Instead of regular flour, I used almond flour to make it sweet. Texture is everything so I baked it in high heat to make it firm outside and soft inside. I used less and less eggs every time until it came out perfect.

It took years to get the recipe right and even now, it can be a very temperamental recipe to produce.

For the finale, I made several batches because stakes were high and I wanted it to be perfect for the judges.

*Note: You can prepare this recipe with duck or chicken liver; whichever is easier for you to source*

**Foie Gras Ganache Recipe**

Servings: 8  
Calories: 150 per serving  
Prep Time: 1 hour 10 mins  
Cook Time: 8 mins  
Total Time: 1 hour 18 mins

**Ingredients**

**Foie Gras Ganache**

- 1/2 lb Grade A duck foie gras
- 1 cup plus 2 tbsp white port
• 2 tbsp brandy
• 2 shallots, finely chopped
• 1 tsp finely chopped fresh tarragon
• 3/4 pound (3 sticks) unsalted butter, at room temperature
• 1/2 cup almond flour
• Scant 1 tbsp garam masala
• 1/2 tsp kosher salt
• 2 large eggs
• 1 large egg yolk

Garnish
• Aged balsamic vinegar
• Fleur de sel

Directions

1. Preheat the oven to 400°F. Generously butter eight 4-ounce ramekins, dust with flour, and shake out the excess.

2. Cut 2 ounces of the foie gras into 8 equal pieces. Combine the port and brandy in a small bowl, add the pieces of foie gras, turning once or twice, and let marinate at room temperature for 20 minutes.

3. Meanwhile, combine the shallots, tarragon, and the remaining 1 cup port in a small saucepan and bring to a boil over medium-high heat. Reduce the heat slightly and boil gently for about 15 minutes, until the shallots are soft and all the liquid has cooked away. Remove from the heat and set aside.

4. Cut the remaining 6 ounces foie gras into 1/2-inch pieces. Put the butter and foie gras in the top of a double boiler or a heatproof bowl and heat over simmering water for 4 to 5 minutes, until the butter and most of the foie gras have melted. Turn off the heat and keep warm over the hot water.

5. Toast the almond flour and garam masala in a skillet over medium heat, stirring and shaking the pan frequently, for about 10 minutes, or until fragrant and golden brown. Transfer to a plate and let cool.

6. Puree the cooked shallots in a blender. Add the almond flour mixture and blend for 1 minute on high speed. Add the salt. With the blender on medium-low speed, gradually add the butter-foie gras mixture. Transfer to a bowl and whisk in the eggs and egg yolk.

7. Divide the mixture among the prepared ramekins. Drop a piece of the marinated foie gras into the center of each. Set the ramekins in a large baking pan and add enough boiling water to the pan to come two-thirds of the way up the sides of the ramekins.
8. Bake for exactly 8 minutes, until the ganache has pulled away from the sides of each ramekin, the edges are lightly browned and look firm, the center is still jiggly when shaken, and a pool of molten foie gras ganache remains in the center - the ganache may not look done at this point, but it is; do not overcook.

9. Carefully remove the ramekins from the water bath and wipe them dry. Gently invert onto plates, if desired. Drizzle a few drops of balsamic vinegar over each ganache, sprinkle with a few grains of fleur de sel, and serve immediately.

Watch Marcus prepare foie gras ganache via this link:

http://www.youtube.com/watch?v=lRmuSzdJJIQs
Chapter 20: “The Funerals We Miss”  

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that you think is significant or compelling in any way. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and reflect on it. What kind of response did you make?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 21: “By the Content of My Cooking”  BEFORE YOU JUDGE READ

I Have a Dream...

“I have a dream that my four little children will one day live in a nation
where they will not be judged by the color of their skin,
but by the content of their character.”

— Martin Luther King, Jr.

The title of this chapter, “By the Content of My Cooking,” is a reference to the famous quotation above from Martin Luther King, Jr. Before we read the chapter, discuss these related questions:

1. Who was Martin Luther King, Jr.? Where and when did he say these famous words? What is the meaning of his dream?

2. In the title of the chapter, Marcus replaces the words “the content of their character” with “the content of my cooking.” What do you think Marcus wants to say?

3. In this chapter, Marcus discusses the role race has played in his career in the United States and how his thinking has evolved in regards to his identity. He describes how he became a role model. What is a role model? In what ways do you think Marcus becomes a role model?
Chapter 21: “By the Content of My Cooking”

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that you think is significant or compelling in any way. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

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<thead>
<tr>
<th>Passage</th>
<th>Response</th>
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</table>

Yes, Chef, Part II: “Chef”

From Part II to Part III

FOR DISCUSSION

A. Congratulations! You’ve finished part two of the book, the section called “Chef.” Marcus has finally done it; he has become a chef! Not just a chef de partie, or even a sous chef. He’s made it all the way to the top: Executive Chef. That’s the highest level there is! And he has achieved great respect in the process, earning a three-star review for the restaurant Aquavit. Think back on all that he has gone through to get to this point.

• What got him there?
• What did he have to sacrifice?
• Where do you think he is going from here?

B. The first section of the book is called “Boy.” The second section is called “Chef.” The last section is called “Man.” Why do you think Marcus calls the section, “Man”? What can you infer from the order of the section titles about Marcus’s thinking? What do you think will happen in this section? Explain your ideas.
Critical/Descriptive Essay: A Restaurant Review

In this essay, you will write an original review of a restaurant of your choice—a restaurant or café of any type. Your review should include a well-articulated evaluation of and comments on each of the components we have studied in our discussions of Ruth Reichl's review of Aquavit and other reviews you have read.

Components of the review:

- **The Quality of the Food:**
  - the menu (range and selection of the dishes)
  - the quality of the cooking
  - the quality of the ingredients, flavors and appearance
  - the value in terms of price

- **The Quality of the Setting:**
  - the design
  - the atmosphere (sound, light, mood…)

- **The Quality of the Service:**
  - The attitude and professionalism of the waiters and other front of the house staff

Before you go to the restaurant to make observations and take notes for your review, reread Ruth Reichl's review of Aquavit. What research do you think she did in preparing for her review? What advantages did she have in writing her review? What can you learn from her review that you can use in preparing to make your own review?
Serve Yourself: Self-Observation and Self-Assessment

This week, you observed and assessed the quality of a restaurant. Now, observe yourself as a student and assess the quality of your review. Use the following chart to guide you.

<table>
<thead>
<tr>
<th>How did you prepare for the review?</th>
<th>How observant were you when you were at the restaurant? What would you do differently if you did it again?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What research did you do?</td>
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<tr>
<td>Did you make a checklist or a rubric for your review?</td>
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<tr>
<td>What would you do differently if you did it again?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the strengths of your review (in terms of the quality of your writing)?</th>
<th>What areas would you like to improve in?</th>
</tr>
</thead>
</table>
Yes, Chef
Week 5

Key Questions and Concepts:

➢ Education

• What role do you think education plays in growing up and becoming a mature person?
• What does the expression “lifelong learning” mean?
• What does the expression “Each one, teach one” mean?
• What obstacles do girls face in getting an education in many parts of the world?
• How can objectivity, self-assessment and metacognition help you as a student entering college?

➢ Hospitality

• What are the key ingredients and staples of the Ethiopian diet?
• What are some distinctive traditions of Ethiopian hospitality?
• What impact can geo-political events and economic trends have on the hospitality industry?
• What skills and resources are needed to open a restaurant?
• What management skills are needed to be a restaurateur?
• What are some of the challenges involved in owning and managing a restaurant?
• What is meant by a “silent investor” or a “silent partner”?
• What licenses do you need to open a restaurant?

➢ Work and Career Exploration

• Would you like to be a manager?
• What do you think it takes to be a successful manager?
• Would you like to have your own business?
• What do you think it takes to run your own business?

Reading:
• Yes, Chef: Part III ("Man") Chapters 22-25

Writing:

• **Cause and Effect Essay**: What Went Wrong at Merkato: Anatomy of a Business Failure
Chapter 22: “Back to Africa”

Prediction Guide

The following statements are written as statements of fact (not statements of opinion, as in the agree/disagree activity). However, some of them are true, but some of them are false. On the line before each one, write T if you think it is true, or F if you think it is false. Discuss it with a partner.

1. ____________ Injera, a staple of the Ethiopian diet, is a soft and round flat bread that is used as a plate. Ethiopians break off a piece of injera, scoop up some stew placed on it, and eat it with their hands. With injera, you don’t need a plate or a fork or knife.

2. ____________ If you are a serious coffee drinker, you won’t be happy in Ethiopia.

3. ____________ In Ethiopia, the host shows hospitality by placing a scoop of food in the guest’s mouth, and the guest reciprocates.

4. ____________ A top chef such as Marcus would never go to a competitor’s restaurant.

5. ____________ The attack on the World Trade Center had an impact on the hospitality industry in New York City, but not nationally.

After You Read: Check the chapter to review your predictions. If any of the above statements are false, rewrite them to make them true. Work with a classmate.
Chapter 22: “Back to Africa”

Chunking the Chapter

Chunk it! Break the chapter into its topics/sections. Give each section an original title and a brief summary.

<table>
<thead>
<tr>
<th>Titles/pages</th>
<th>Brief Summary of the Chunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>“An Offer He Couldn’t Resist”</td>
<td>Marcus starts the chapter with a story about how he got invited to go to the land of his birth—Ethiopia.</td>
</tr>
</tbody>
</table>
Chapter 22: “Back to Africa”

Chunking the Chapter (con’t)

Chunk it! Break the chapter into its topics/sections. Give each section an original title and a brief summary.

<table>
<thead>
<tr>
<th>Titles/pages</th>
<th>Brief Summary of the Topic</th>
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<tbody>
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</tbody>
</table>
Chapter 23: “The Man That I Am”  BEFORE YOU BECOME A MAN READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write A for agree, or D for disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. To respect the feelings of his Swedish mother and to honor the memory of his Swedish father, Marcus should not pursue the identity of his biological father in Ethiopia.

2. If Marcus meets his biological father, he should ask him why he didn’t raise Marcus and Marcus’s sister, Linda, after their mother died.

3. If you visit someone’s home in Ethiopia and they offer to roast, grind and brew coffee for you, but if you don’t like coffee, you should tell them not to bother.

4. Marcus should offer the money to move his Ethiopian father and his family to a comfortable house in Addis Ababa, with electricity and running water.

5. It’s none of Marcus’s business whether or not his Ethiopian father allows his daughters to go to school.
Chapter 23: “The Man That I Am”

Point of View

On the line after each statement, write MWA for Marcus would agree, or MWD for Marcus would disagree. If you are not sure, write NS for not sure. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. To respect the feelings of his Swedish mother and to honor the memory of his Swedish father, Marcus should not pursue the identity of his biological father in Ethiopia.

    __________

2. If Marcus meets his biological father, he should ask him why he didn’t raise Marcus and Marcus’s sister, Linda, after their mother died.

    __________

3. If you visit someone’s home in Ethiopia and they offer to roast, grind and brew coffee for you, but if you don’t like coffee, you should tell them not to bother.

    __________

4. Marcus should offer the money to move his Ethiopian father and his family to a comfortable house in Addis Ababa, with electricity and running water.

    __________

5. It’s none of Marcus’s business whether or not his Ethiopian father allows his daughters to go to school.

    __________
### Sentence Work

Build vocabulary, ask a question and make a prediction based on the quotations. Exchange your work with a partner.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I lived most of my adult life avoiding real relationships, telling myself that they would get in the way of my cooking, or that my mother and my sisters in Sweden needed me to be the man in the family, or that I didn’t have time for commitments” (239).</td>
<td></td>
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<tr>
<td>“I not only needed to cover their living expenses at the boarding school in Addis, I had to compensate my father for the loss of income that their labor represented” (249).</td>
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</tbody>
</table>
Chapter 23: “The Man That I Am”

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that you think is significant or compelling in any way. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on page 85. What kind of response did you make?

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</table>
Chapter 23: “The Man That I Am”  AFTER YOU BECOME A MAN READ

What’s for dinner?

1. What is this Ethiopian dish and how do you eat it?

![Ethiopian dish]

2. In Ethiopia, how do you show hospitality when an honored guest comes to your home?
Chapter 23: “The Man That I Am”

“AFTER YOU BECOME A MAN READ

“Each One, Teach One”

“I understand why so many people have given up on Africa—no one wants to say we are leaving a continent of people behind to tough it out in a hundreds-of-years-old war of survival, but we are, and the reason is because the level of change it would take to make a difference, to heal past wounds and chart a new path is mammoth, gargantuan, almost unimaginable. But one of the things I have learned during the time I have spent in the United States is an old African American saying: Each one, teach one. I want to believe that I am here to teach one and, more, that there is one here who is meant to teach me, and if we each one teach one, we will make a difference” (248).

1. What does the expression “Each one teach one” mean? Talk about it with a partner and paraphrase the expression here:

2. What important lesson have you learned from this book or this class that you think you should pass on—teach—someone else?

Change.org: https://www.change.org/

What is Change.org? In the lab, check out their website and find out what they do. Also, watch this interview with Marcus: http://www.youtube.com/watch?v=bIX_Uu90Yto

In what way is Marcus practicing the principle, “Each one teach one”?
### Chapter 24: “Making It Right”

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The sad fact is, for the first fourteen years of Zoe’s life, I never went to Austria, never sent a postcard or a gift, never picked up the phone and had a conversation with her, never made the slightest effort” (253).</td>
<td></td>
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<tr>
<td>“It was good that we had a night to remember, because the next morning, the moment I’d been dreading—and which I knew was inevitable—arrived” (259).</td>
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</tbody>
</table>
Chapter 24: “Making It Right”

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that you think is significant or compelling in any way. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on page 85. What kind of response did you make?

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</table>
Chapter 25: “Merkato”

So You Want to Open a Restaurant!

You are Marcus Samuelsson... You have mastered the kitchens of Europe and New York. You have chased flavors around the world, and discovered cooking secrets of Asia, Latin America, and Africa. You realize that there isn’t a first-class African restaurant in the city. You are anxious to put Africa on the map of fine dining in New York City, and you decide to open a restaurant featuring food from Africa.

It's not so simple. What do you think you need in order to open the restaurant?

Make a “to do” list of things you need to do to open the restaurant. When you make your list, think of everything you have learned about the restaurant business from reading the book.

1.

2.

3.

4.

5.

6.

7.

8.
So You Want to Open a Restaurant!

Here is a list of some of the things you will need to open your restaurant in New York City. Next to each item, write down possible challenges.

<table>
<thead>
<tr>
<th>NEED</th>
<th>CHALLENGE</th>
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</thead>
<tbody>
<tr>
<td>Investors</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>Contractors</td>
<td></td>
</tr>
<tr>
<td>Menu</td>
<td></td>
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<tr>
<td>Back of the house staff</td>
<td></td>
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<tr>
<td>Front of the house staff</td>
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<tr>
<td>Reviews</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>
Chapter 25: “Merkato” AFTER YOU CLOSE A RESTAURANT READ

Problems at Merkato: Cause and Effect

Words to use when stating the cause for something:

• Because
• Because of
• Due to the fact that

Words to use when stating the effects (results/consequences) of something:

• As a result
• Therefore
• Consequently

***

Write about four problems at Merkato. For each one, do the following: State the problem. State the cause. State the effect.

Problem #1:

Cause:

Effect:

Problem #2:

Cause:

Effect:
Problem #3:

Cause:

Effect:

Problem #4:

Cause:

Effect:
Chapter 25: “Merkato”  
AFTER YOU OPEN A RESTAURANT READ

Trouble Piling Up: Contrasting Needs

“While we struggled with getting the menu right, trouble started piling up with my investors. I wanted to cut back on reservations, to slow down the pace so we could tighten up the front and back of the house. Our waiters needed time to develop expertise about the food so they could present it effectively, and our kitchen needed time to fall into a steadier rhythm. When you’re slammed every night, you can’t do either, but my investors had a big nut to cover, and they didn’t want to turn anyone away. We were packed every night from six to midnight and waiters were ordered to turn over tables quickly to accommodate the crowds, which meant the service was never where it needed to be” (268).

Marcus and his silent partner, Ramses, did not “see eye to eye” about Merkato. They both wanted the restaurant to succeed, but they had different needs.

1. Based on the passage above, what did Ramses need?

2. Based on the passage above, what did Marcus need?
Chapter 25: “Merkato”  

Merkato: The Conflict

Imagine you are making a film about Merkato. With a partner, write a dialogue in which Marcus and Ramses argue with each other about the problems.

Make the dialogue as real, convincing and powerful as possible. Marcus wants Ramses to understand his point of view. Ramses wants Marcus to understand his point of view. They are both smart. They are both very specific. They are both very upset.

In your dialogue, do the following:

1. Use these words to show contrast:
   - but
   - however
   - despite the fact that
   - even though

2. Use words and phrases to show cause and effect.

3. When Marcus speaks, refer to some specific problems facing the staff in the front and the back of the house.

   Back of the House:
   - Sous Chef, Chef de Partie and Line Cooks
   - Commis
   - Dishwashers

   Front of the House:
   - Maitre d’ and Receptionist
   - Waiters and Bus boys
Cause and Effect Essay:
What Went Wrong at Merkato: Anatomy of a Hospitality Business Failure

Topic: You are Marcus. You have analyzed what you did right and what went wrong at Merkato. Now, write an essay about what went wrong and what you learned from the experience.

Audience: Write this essay in the form of a letter to hospitality students at CUNY, giving them advice about what is involved in opening a restaurant. In your letter essay, write about your own experience at Merkato. Encourage the students, but help them to be realistic. You want them to learn from your mistakes.

Language:

- Use words to show the contrast between what you and your business partners needed.
  - but
  - however
  - even though
  - although
  - in contrast to

- Use cause and effect words to explain the problems you experienced at Merkato.
  - because
  - because of
  - therefore
  - consequently
  - as a result

- Use words to give advice:
  - should/should not
  - I advise you to...
  - It would be better to...
  - I recommend that...
Objectivity, Self-Awareness, Self-Assessment and Metacognition

In this week’s essay you put yourself in Marcus’s shoes. You imagined that you are Marcus and assessed yourself as the owner and manager of your restaurant. This requires a high degree of objectivity and self-awareness.

Here are two questions for reflection and discussion about yourself (as yourself):

1. How can objectivity, self-assessment and metacognition help you as a student entering college?

2. How can objectivity, self-awareness and self-assessment help you as a person choosing a major and choosing a career path?
Yes, Chef

Week 6

Key Questions and Concepts:

➢ Education

In what way is reading a dialogue with the author and ideas?
What are the skills and strategies of an effective reader?
What are the skills and strategies of an effective writer?
What are your strengths and weaknesses as a reader?
What are your strengths and weaknesses as a writer?

➢ Hospitality

• What is “Top Chef Masters”?
• What are some of Harlem’s famous attractions?
• In what way is food a common language for chefs?
• What is a “state dinner” at the White House?
• Can food change the world?
• What role do farmers’ markets play in the New York City diet?
• What does it mean “to feel at home” somewhere?
• What are the connections between feeling at home and hospitality?

➢ Work and Career Exploration

• How do you handle stress in high-stakes situations?
• What is meant by a “waste-nothing” mentality?
Reading:

- Yes, Chef: Part III (“Man”) Chapters 26-29

Writing

- Essay: Resume and Cover Letter
Chapter 26: “For Better and Forever”

Guess Who’s Getting Married!

If you guess correctly, you win round-trip tickets for two to the wedding. You can redeem your ticket in the computer lab. Here’s the link: http://vimeo.com/5789066

The terms of agreement:

1. When you watch the video, you must identify the orange drink in the video.

2. You must name two villages that you visit.

3. You must name five people that you recognize in the video.

4. You must repeat the advice Marcus gives his step sister.

5. You must read chapter twenty six, choose a sentence that is significant or compelling to you in any way and write your response to it.
Chapter 26: “For Better and Forever”

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that you think is significant or compelling in any way. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on page 85. What kind of response did you make?

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</table>
Chapter 27: “The Break-Up”

**Picture Guide**

The things pictured below all make an appearance in chapter 27. Try to match the picture on this page with the list on the next page. Use the web to help out. Then see what you learn from the chapter:
Chapter 27: “The Break-Up”

Picture Guide

The items in the list below all make an appearance in chapter 27. Try to match each item on the list below with its corresponding image with on the previous page. Use the web to help out. Then see what you learn from the chapter:

- A storied (famous) rock and roll club and punk band
- A painting by a Haitian-American New York artist who died at age 28
- A “family restaurant” chain
- A row of beautiful townhouses in the neighborhood where Marcus lives
- A sumptuous room in the private library, now a museum, of one of the most powerful and wealthiest men at the turn of the 20th century
- A magnificent train station in NYC that was demolished to make way for a sports arena
- The façade of an art museum on 125th Street
Chapter 27: “The Break-Up”

“Our Names Are Our Stories”

Below are three quotations from Marcus Samuelsson from chapter 27. Read the quotations and discuss them in small groups:

**Quotation 1:** “So, if I wanted to leave Aquavit, or do any work outside of the partnership associated with my name, he would be entitled to a percentage of the money” (278).

**Discuss:** What do you think Marcus is talking about? What situation do you think he is in, and what do you think he will do?

**Quotation 2:** “In the end, I emptied my bank account to Hakan and I bought back the rights to “Marcus Samuelsson” because it’s the name that people know and it’s a name people remember” (279).

**Discuss:** What do you think it means to “buy back the rights” to a name?

**Quotation 2:** “But what I know now that I didn’t know then is that our names are our stories. We sew our experiences together to make a life and our names are both the needle and the thread” (279).

**Discuss:** What do you think he means by saying “our names are our stories”? In what way might your name be your story?
Chapter 27: “The Break-Up”

“I Wanted Something More”

After Marcus describes the break-up of his close business and personal relationship with Hakan, he discusses his relationship to New York City, and to Harlem in particular. It’s as if he were moving from another adopted family (Hakan’s “family” in midtown) to a new destination in Harlem, the site of his dreamed of restaurant, Red Rooster.

Toward the end of the chapter, he reflects on his life and on the influence of the father who raised him:

“When I decided to become a chef, my motivations were simple. I looked at my father, Lennar, and I wanted to be as good a man as he was. He provided his family with a comfortable home, he supported us all emotionally, and as a geologist he found a career that tapped into the deep passion he had for the land. If I was afraid of anything, it was of turning out to be less than that. I saw in my friends and my earliest coworkers the paths my life could take. I could be like the pizza guy at La Toscana, back in Gburg, a laborer who made a decent wage and went home on the bus every night to his apartment in the projects. I wanted something more” (284).

A. Two big questions about Marcus:

1. What do you think about Marcus’s life and the choices he’s made?
2. What is it that you think Marcus really wants?

B. Two big questions about you:

1. What do you want to do with your own life?
2. What have you learned from Marcus’s experience?
**Chapter 28: “Back in the Game”**

**BEFORE YOU COMPETE READ**

**Sentence Work**

Build vocabulary, ask a question and make a prediction based on one of the sentences. Exchange your work with a partner.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocab/Paraphrase</th>
<th>Ask a Question</th>
<th>Make a Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It was the kind of call chefs dream of receiving, and in many ways it was far more important to me than anything that was happening on TV” (287).</td>
<td></td>
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<tr>
<td>“I couldn’t walk down a street in New York without seeing my face on a bus or a billboard” (293).</td>
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</tr>
</tbody>
</table>
Chapter 28: “Back in the Game”

Sentence Work

Building vocabulary, ask a question and paraphrase the sentences. Exchange your work with a partner.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Build Vocabulary</th>
<th>Ask a Question</th>
<th>Paraphrase the Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I had to focus and be wholly in the moment” (294).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I want to change the gender dynamics in professional kitchens, too” (295).</td>
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</tr>
</tbody>
</table>
Chapter 28: “Back in the Game”

Summarizing and Analyzing: Who, Where & When, What, and Your Reaction

In this chart, you will summarize and also ask the questions how and why. These questions will help you analyze the chapter.

<table>
<thead>
<tr>
<th>Who is involved?</th>
<th>Where &amp; When does it take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What happens? (brief summary)

Your Reaction to Anything Significant:
Chapter 28: “Back in the Game”

“A Top Chef Masters” and the Connections that Food Makes

In the lab, watch this short video:


In this one and a half minute video clip, Marcus talks about:

1. Watching himself and the other chefs on “Top Chef Masters” and the power of narrative storytelling; and…

2. …The role food plays and the connections that food makes in his life.

After you watch the clip, answer these questions:

1. Why was Marcus excited to watch the show even though if he knew the outcome?

2. What role does food play in Marcus’s life and what three connections does food make for him?
Chapter 29: “Red Rooster”

The Final Chapter

You’ve made it. You have arrived at the final chapter of the book. It’s not the final chapter of Marcus’s life. (He's only in his early forties.) However, it’s the final chapter of his memoir of his journey from childhood, to becoming a chef, to becoming a man!

“When I thought about how much time had passed since I worked at those restaurants, how far I had traveled, it was as if I’d laced up my sneakers when I was fifteen and hadn’t stopped running for twenty-five years” (304).

Marcus has run a long way indeed! Close your eyes for a moment and picture in your mind’s eye some of the scenes from his life, the places he’s been and the people he has been with. What stands out? What scenes from his life have left the biggest impression on you?

Now, what do you think is coming next? What do you think he will talk about in the final chapter of the book? What specific topics do you think he will focus on or mention?

Discuss it in a small group and make a list of at least three topics that you think he is going to write about in the final chapter. Then read the chapter and find out how close your predictions were to the truth.

Topics:

1.

2.

3.
Chapter 29: “Red Rooster”

Chunking the Chapter

You know what to do! Exchange your work with a classmate.

<table>
<thead>
<tr>
<th>Titles/pages</th>
<th>Brief Summary of the Topic</th>
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</table>
Chapter 29: “Red Rooster”

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that you think is significant or compelling in any way. Write the passage in the column on the left. In the space on the right, write your response to it. Don’t worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response. What kind did you make?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Response</th>
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Essay: Resume and Cover Letter

Choice:

A. You are Marcus Samuelsson. You would like to inspire a new generation of immigrants to enter the hospitality industry and to be as successful as you have been. You can think of no better place than CUNY, with all its diversity, to get people on the right track. You are not interested in giving up your businesses, but you would like to apply for a position teaching in a hospitality program at CUNY. Write a resume of your experience and a cover letter, stating your goals and what you have to offer CUNY students if you were to become a teacher at CUNY.

or

B. You are a CUNY immigrant student. You have read Marcus Samuelsson’s memoir and have learned a great deal about his tireless efforts to make it at the highest level of accomplishment in the restaurant world. Now, as an immigrant New Yorker with a great appreciation for the significance of hospitality in the world, you would like to join his hospitality team at Marcus Samuelsson Group (http://samuelssongroup.com/home/about). What do you think you have to offer him? It can be in any department of the business: in the front or the back of the house of one of his restaurants, or as an accountant, or a graphic designer, a videographer, anything that you have the skills and passion for doing. What skills, experiences and passion do you have that you think may be relevant to him and his company? Write your own resume and a cover letter in support of your application.
Self-Assessment: Yourself as a Reader

Look at Yes Chef, all 300-plus pages of it. Now, think about how you read this book – about your process of reading. Specifically, think about how you started it. Think about the activities we have done with it. Look at the following list of skills and strategies. Which of these have you put into your practice and your reading toolkit? What skills and strategies do you think you want or need to develop and use more? How has your reading process changed since you started this course?!

1. Asking questions about the text
2. Making predictions
3. Figuring out meaning from context
4. Identifying main ideas
5. Identifying important details
6. Note-taking
7. Summarizing
8. Chunking
9. Paraphrasing
10. Rereading
11. Identifying the writer’s point of view
12. Making connections between ideas in the book or between this book and other readings
13. Making text-to-self connections
14. Making text-to-world connections
15. Dialoging with the text (asking questions about what you are reading and talking back to it)
16. Other skills and strategies you have developed
Career Exploration Set
### ShoePATH Profile Prediction Guide: Which Pair of Shoes is Right for You?

<table>
<thead>
<tr>
<th>College Major</th>
<th>Career Path</th>
<th>Other Notes</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Shoe Image 1" /></td>
<td><img src="image2.png" alt="Shoe Image 2" /></td>
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<td><img src="image10.png" alt="Shoe Image 10" /></td>
<td><img src="image11.png" alt="Shoe Image 11" /></td>
<td><img src="image12.png" alt="Shoe Image 12" /></td>
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Researching Careers and Career Mapping Activity Set

1. The Department of Labor
2. The DOL’s Occupational Outlook Handbook
3. Creating a Career Map
4. Research a Job You Are Interested In
Researching Careers: The Department of Labor

The United States government has a whole department called the Department of Labor. Go to their website to learn more about them: www.dol.gov. Find a basic description of what the Department of Labor does. Take some notes here:

The Department of Labor…

Where did you find this information on the website?
Researching Careers: DOL’s Occupational Outlook Handbook

The Department of Labor has something called the Occupational Outlook Handbook. It has information about jobs. Find it on their website: www.dol.gov.

Once you find it, notice how you can search for jobs in different ways. There are broad categories that will give you a list of jobs in that area—for example, Healthcare or Architecture & Engineering. But there are other ways to search for jobs. Find the area that allows you to search by growth rate. Select the largest growth rate and see which jobs are growing the fastest right now. Choose the three most interesting jobs listed, and take notes in the chart below:

<table>
<thead>
<tr>
<th>Job</th>
<th>Education Required</th>
<th>Median Pay</th>
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Go back to the main page and click on the career category that relates to your CLIP course theme. Scroll through the list of jobs that comes up and read the short descriptions. Many of these jobs will come up in the books and articles we are reading this semester. Complete the following sentence starters:

I could imagine working as a …

I would NEVER want to work as a … because …
Researching Careers: Create a Career Map

Choose an occupation that is related to one of the books you are reading for the course.

Use these three websites to learn more about what people in the occupation do and how to become one:

- The DOL's Occupational Outlook Handbook
- Career Cruising (username = cuny; password = newyork)
- CUNY college websites/college catalogs

As you take notes, keep track of where you found the information. If you found this information on Career Cruising, write (CC) after it. If you found the information in the DOL's Occupational Outlook Handbook, write (DOL's OOH) after it. If you found the information on a CUNY website, write (CUNY) after it.
Job Basics for: (Write the occupation name.)

What do you actually do when you have this job?

What skills do you need?

Where can you get a job?
### Education Required for:

<table>
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<th>What degrees or certificates do you need?</th>
<th>How long does it take to get this degree or certificate?</th>
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What classes are required for these degrees or certificates?

Which CUNY colleges offer these degrees or certificates?
Career Cluster for:  (Write the occupation name.)

What jobs could help you get this job?  Or, what kinds of jobs lead to this job?

What other jobs might you get AFTER doing this job?

What other jobs are RELATED TO this job?
Researching Careers: What Are You Interested In?

What field are you most interested in right now? Return to the main page of the Occupational Outlook Handbook on the Department of Labor's website (www.dol.gov) OR Career Cruising (www.careercruising.com). Find THREE jobs that you find interesting possibilities for yourself. Make some notes here about them here, and then select one occupation to research further, using the process as in the previous pages.

<table>
<thead>
<tr>
<th>Job</th>
<th>Why I’m Interested In This Job</th>
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Learn About LinkedIn

Go to www.learn.linkedin.com and look for the list of User Guides on the left side of the page. Click on “Students.” A series of videos will appear. Watch the first video in the series, “Get Started with LinkedIn: What Is LinkedIn and Why Should I join?” Take notes on the following ideas as you watch the video. Pause the video any time you need time to write something down, or back up and watch a section twice to help you understand it.

How Ann Used LinkedIn to Get a Job

What LinkedIn Is NOT

What LinkedIn IS

How LinkedIn Can Help You Find a Job
Learn About LinkedIn Profiles

Return to the www.learn.linkedin.com page and look for the list of Site Features on the left side. Click on “Profile.” Several short videos will appear. Watch these five short videos and take notes on what they explain. Pause or repeat the videos whenever you need to.

Profile Basics: Overview

Profile Basics: Basic Information

Profile Basics: Experience

Profile Basics: Education

Profile Basics: Summary
Setting Up Your LinkedIn Profile

Go to www.linkedin.com and register! Start to set up your profile. To complete this assignment, you will need to fill out five areas of your profile:

- Basic Info
- Experience
- Education
- Summary
- Skills & Expertise

Start with Basic Info. When you are done with Basic Info, search for other profiles to see some examples before you continue. You can search by name or by job title. For example, you can search for “Barack Obama” or “president of the United States.” Look at three profiles.

How is LinkedIn different from Facebook? Make some notes here.

<table>
<thead>
<tr>
<th>LinkedIn</th>
<th>Facebook</th>
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Go back to your profile and fill out what you can. For the Summary section, explain that you are a full-time student in the CLIP program and explain what you hope to do in the future, both in your education and in your career.

Is there any section you need to return and finish later? Which sections?
**Make Connections with LinkedIn**

Sign into your LinkedIn Profile.

1. Find the link that says “Add Connections.” Follow the instructions. Do you know anyone on LinkedIn already? How many people?

2. Now, you are going to connect your profile to your classmates’ profiles. How will you do this? Discuss with a partner and come up with a plan.

3. Finally, sit with a partner. Pretend that you are a manager and you need to hire someone. Look at your partner’s LinkedIn profile. Would you hire this person? Why or why not? What could this person do to improve their profile? Write some notes here:
Informational Interviewing

Overview for Students: Often the most current information about a career field, especially in a specific geographic location, may not be available in print or online resources. The best information comes from people who are actually working in that career field.

An informational interview is an informal conversation with someone working in an area of interest to you who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. It is not a job interview, and the objective is not to find job openings.

You may feel awkward making arrangements to talk with people you don’t know about their work. However, most people actually enjoy taking a few moments out of their day to reflect on their professional life and to give advice to someone with an interest in their field.

Fall 2012 Practice: To practice informational interviewing, this semester we interviewed three different professionals related to the theme of the course (health). I identified three people and invited them to the class: Blanca Manrique works both as a Certified Nurses Assistant (CNA) at Elmhurst Hospital and as a a Community Healthworker with Planned Parenthood in the Bronx.  Meghan Williams is a Paramedic and EMT/Paramedic Instructor. Beth Godley who works with International Health Professionals seeking licensure in the U.S., is the director of the NYC Welcome Back Center.

Student did the following:

1. Discussed the purpose of informational interviews (in contrast to a job interview).
2. Discussed ways to find people to interview.
3. Wrote informational-interview request emails. (This was an exercise. I’d already invited the interviewees.)
4. Did brief research about the occupations.
5. Prepared open-ended questions. (We brainstormed questions first and then looked at sample questions from UC Berkeley’s website. The question prep made a huge difference in the quality of the experience.)
6. Conducted the interviews as a class.
7. Wrote post-interview reflections immediately following the interviews.
8. Wrote and sent personalized thank-you emails to the interviewees.
9. Wrote reports on their experiences.
Steps for Informational Interviewing
(from the UC Berkeley Career Center Website: https://career.berkeley.edu/Info/InfInterview.stm)

1. Identify people to interview:
   - Pursue your own contacts. People you already know, even if they aren’t in fields of interest to you, can lead you to people who are. This includes family, friends, teaching assistants, professors and former employers.
   - Call organizations directly or visit their website for the name of someone working within a particular area of interest. Contact professional or trade associations.
   - Visit the Career Center at your college.

2. Prepare for the interview:
   - Develop a short (15-30 second) overview of yourself, including your reasons for contacting this person, as a way to introduce yourself and define the context of the meeting.
   - Plan open-ended questions that you will ask in the interview.

3. Initiate contact:
   - Contact the person by phone (see Sample Telephone Script below) or email. (See sample email at https://career.berkeley.edu/Info/InfInterview.stm.)
   - Mention how you got his or her name.
   - Ask whether it’s a good time to talk for a few minutes.
   - Emphasize that you are looking for information, not a job.
   - Ask for a convenient time to have a 20-30 minute appointment.
   - Be ready to ask questions on the spot if the person says it is a good time for him/her and that s/he won’t be readily available otherwise.
Sample Telephone Script Requesting An Informational Interview:
Hello. My name is Jane Wilson and I’m a second year student majoring in English at LaGuardia Community College. Is this a good time for you to talk briefly? I heard you speak at an event sponsored by the Undergraduate Marketing Association last semester. Although I am not currently looking for a job, I have become very interested in public relations and would like to find out as much as I can about the field. Would it be possible to schedule 20 to 30 minutes with you at your convenience to ask you a few questions and get your advice on how best to prepare to enter the field?
Adapted from the UC Berkeley Career Center Website: https://career.berkeley.edu/Info/InfoInterview.stm

Conduct the informational interview:

- Restate that your objective is to get information and advice, not a job.
- Give a brief overview of yourself and your education and/or work background.
- Be prepared to direct the interview, but also let the conversation flow naturally, and encourage the interviewee to do most of the talking.
- Listen well and show genuine interest in what the person has to say.
- Take notes if you’d like.
- Respect the person’s time. Keep the appointment length within the time span that you requested.
- Ask the person if you may contact him or her again in the future with other questions.
- Always ask for names of other people to talk to for additional information or a different perspective.

Follow-up:

- Keep records. Right after the interview write down what you learned, what more you’d like to know and your reactions in terms of how this industry, field or position would “fit” with your lifestyle, interests, skills and future career plans.
- Send a thank-you note within 1-2 days to express your appreciation for the time and information given. Based on whether the informational interview was relatively informal or more businesslike, this may be a brief handwritten note, an email, or a business letter (See sample Thank You Letter at https://career.berkeley.edu/Info/InfoInterview.stm.)
Preparation: Requesting an Informational Interview

Email Request an Informational Interview

Draft a request for an informational interview. Develop a short overview of yourself, including your reasons for contacting this person, as a way to introduce yourself and to define the context of the meeting. (See samples from the UC Berkeley website.)

Sample Informational Interview Request Letter (by LaGCC Student):

My name is Viviana Cordoba. I am currently studying English in the CUNY Language Immersion Program at LaGuardia Community College. Is this a good time for you to talk briefly? I heard that you have experience with international health professionals and I would like to know about the process to become a Nurse in NYC. Would it be possible to schedule 15 or 20 minutes with you at your convenience to ask you a few questions and get your advice on how best to prepare to enter the field?

Request for an Interview:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Preparation: Interview Questions

Select questions that are right for the profession you are researching, and the stage of decision-making. You can ask about such topics as the nature of a person’s work, how to get started in the field, or effective approaches for the job search. Use some of the following questions and/or make up your own.

Open Ended Questions from the University of California, Berkeley Career Center
From the UC Berkeley Career Center Website: [https://career.berkeley.edu/Info/InfInterview.stm](https://career.berkeley.edu/Info/InfInterview.stm)

1. What are your main responsibilities as a...?
2. What is a typical day (or week) like for you?
3. What do you like most about your work?
4. What do you like least about your work?
5. What kinds of problems do you deal with?
6. What kinds of decisions do you make?
7. How does your position fit within the organization/career field/industry?
8. How does your job affect your general lifestyle?
9. What current issues and trends in the field should I know about/be aware of?
10. What are some common career paths in this field?
11. What kinds of accomplishments tend to be valued and rewarded in this field?
12. What related fields do you think I should consider looking into?
13. How did you become interested in this field? How did you begin your career?
14. How do most people get into this field? What are common entry-level jobs?
15. What steps would you recommend I take to prepare to enter this field?
16. How relevant to your work is your undergraduate major?

17. What kind of education, training, or background does your job require?

18. What skills, abilities, and personal attributes are essential to success in your job/this field?

19. What is the profile of the person most recently hired at my level?

20. What are the most effective strategies for seeking a position in this field?

21. Can you recommend trade journals, magazines or professional associations which would be helpful for my professional development?

22. If you could do it all over again, would you choose the same path for yourself? If not, what would you change?

23. I’ve read that the entry-level salary range for this field is usually in the range of ______. Does this fit with what you’ve seen? (Don’t ask about the person’s actual salary.)

24. What advice would you give someone who is considering this type of job (or field)?

25. Can you suggest anyone else I could contact for additional information?

Which of the above questions would you like to use? What additional questions do you have that are specific to your situation and the career you are interested in? Work with a partner on your questions and use your notebook for additional space
Informational Interviewing: Report

Write a report about the process of informational interviewing and your experiences doing informational interviews.

A. Introduction:

• Give a general explanation of informational interviewing. Describe the purpose—what it is and what it isn’t. Briefly mention the informational interviews you did in the course and how you plan to use informational interviewing in the future.

B. Body:

• Describe the six steps in the informational interview. (Refer to the U.C. Berkeley Informational Interviewing Video, but explain the process in your own words! Do not cut and paste from the website. You can include a quote with citation, if you wish.)

• Describe your actual experience doing an informational interview. Who did you interview? What was it like at each stage of the process?

• Describe what you learned in as much detail as possible. What topics did you discuss? What topics came up that you didn’t expect to discuss? Were there any questions that you had planned to ask, but didn’t get to? What was especially useful about the interview? What was the most interesting or surprising part of the interview? Do you have a new appreciation for or better understanding of this work or profession? Explain. Could you imagine yourself in this type of work? Why or Why not? After conducting the interview were you curious about anything? Use these words: discussed, explained, focused on, said, described, reiterated, mentioned.

• Describe the experience of interviewing in English. Where there any challenges? What did you do to make sure you could understand? What did you do to take notes or remember important details from the interview? Was there anything you would do differently in the future?

C. Conclusion/Reflection on Informational Interviews:

• Based on what you have learned and what you have experienced, what do you think are the benefits of doing an informational interview? What do you think are the challenges?
Sample Student Reflections and a Thank You Letter

Reflection 1: The information interview with Blanca Manrique: She shared some anecdotes about her field of Certified Nurses Assistant (CAN) and Community Health worker (CHW). I could note some nervous in her words, but I think that she tried to do her best effort. I like to know cases about people who were professional in their countries and want to overcoming their obstacles such as a language and regardless this barrier for reaching their goals. She is interested to help people and work with Latin community. Blanca said that it is important to be good listener, patient and respectful with others. She likes to do social work because she had contact with the same field in her native country. She graduated as a psychologist in Colombia, and when she came to USA, started to build her education in Health doing training in community work (CHW) and Certified Nurses Assistant (CAN). Blanca currently is working in Parenthood Program to educate woman in their sexual lives. Blanca helped me to find information about volunteers in Elmhurst Hospital. She sent me some email to contact the office and get one opportunity to familiarity with the hospital environment.

Reflection 2: Health field has different areas when we can learn diverse anecdotes, especially if these professionals work in emergency cases such as an EMT or Paramedic. Meghan has a lot of experience in this field. She has good public management and showed professionalism at the moment to do her presentation. She shared information about these two programs. EMT/Paramedics have to be prepared to confront difficult situations. Their environment are limited by the items that there are in the ambulance and the environment depends on what place the emergency happen. She can made decisions by her-self, but her job needs team workers, have strong knowledge, motivation, patience and good communication between her patients. It is really important that people who want to be in this program be a good student and do not miss any class because they could miss important information that will be useful in a future. EMT/Paramedics work in ambulances and are supposed to attend Emergencies like a car accidents, heart attacks, wounded by bullet, etc., but they have another responsibility as transporters of patients from hospital to hospital, hospital to house or vice versa. Meghan mentioned that the work of her EMT colleagues often affects their personal relationships because they are exposed to too much stress. Meghan has worked for 18 years as an EMT, loves her job and likes helping people.

Sample Thank You Letter:

Dear Beth Godley,

I appreciate your time to meet with me and my classmates last Thursday. I learned a lot of things about health field. Especially, I knew information about international professionals who want to continue with their careers in this country. I followed your suggestions, I sent the application online, and I am waiting for the next step now. Your interview was very useful for me. I have contacted someone that you mention, and I made an appointment with her soon. Thank you again for giving me the opportunity to talk with you.
Goals Storyboard

Sketch a picture (a quick drawing) and write a caption for 5 steps you will take to reach your goal.

Caption:

Caption:

Caption:

Goal:
Pay for College

Caption:

Caption:
**Goals Storyboard**

Sketch a picture (a sketch is a quick drawing) and write a caption for 5 steps you will take to reach your goal.

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**Goal:**