Unit 1: Food: You and the World

Content Area: **Gifted and Talented**
Course(s): **Gifted and Talented**
Time Period: **Week 1**
Length: **11 Weeks**
Status: **Published**

Unit Overview

Within this unit, students explore what they eat, why they eat it, and why other people in the world may or may not eat the same things. Students compare and contrast their own experiences with foods around the world. They will investigate different patterns of consumption based on the availability of resources, how geography impacts the foods that become culturally important, and why some cultures do not eat certain foods. Students will also compare their personal food experiences with other students in the class to determine how their family's heritage impacts the way they experience food.

Standards

HE.3-4.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HE.3-4.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
SCI.5-6.5.3.6.C.1	Explain the impact of meeting human needs and wants on local and global environments.
SCI.5-6.5.3.6.C.3	Describe how one population of organisms may affect other plants and/or animals in an ecosystem.
SOC.5-8.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.5-8.6.2.8.B.2.b	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
SOC.5-8.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
SOC.5-8.6.2.8.D.3.e	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.5-8.6.2.8.D.4.b	Analyze how religion both unified and divided people.
WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Essential Questions

- How does geography impact culture?
- How do Americans retain or abdicate their cultural heritages?

- How are food and culture intertwined?

Application of Knowledge and Skills...

Students will know that...

- In the United States, people eat different foods based on their cultural backgrounds, especially during holidays and ceremonies.
- People eat different foods around the world depending on the availability of different products.
- The availability of various foods led to the development of different cultural and religious patterns.
- Today, Americans are able to sample foods from all over the world due to modern shipping and distribution of resources.

Students will be able to...

- Compare and contrast the foods they eat with their fellow classmates.
- Investigate how different cultures eat similar and different dishes.
- Map the availability of different food resources around the world.
- Research and synthesize information about the food, produce, and natural resources of a country or region of the world.

Assessments

- World Map of Food Summative: Visual Arts Project Students create a world map featuring the different types of food found in various areas of the world. Students may focus on food in general, or more specifically, may focus on only produce or only meats.
- Food and Religion Formative: Other written assessments Examine the food preferences and taboos of different religions. In small groups, students research various religions and their food habits. Students analyze why that religion has made certain foods important. Compare and contrast the religious beliefs and link the beliefs to where the religion originated in the world.
- Food by Country Formative: Personal Project Students research various world countries, focusing on their agricultural output, animal resources, traditional foods, and modern-day cooking. Students write a

report, create a visual presentation, or make a physical display for their findings, including recipes. As appropriate, students bring in examples of the food, or attempt to prepare one of the recipes they have located.

• Personal Food Inventory Diagnostic: Self Assessment Students investigate their own personal food heritage through personal reflection or parent interview about the foods that are important during the celebration of holidays, ceremonies, or traditional family meals.

• Where does our food come from? Formative: Other written assessments Students brainstorm what they think of as "American" foods, for example apple pie, hamburgers, etc. Individually, or in small groups, students investigate different foods that they think of as American and discover where the different food products actually originated.

Activities

- Personal food inventory.
- Poll classmates and teachers about personal food practices and ceremonies.
- Track origins of American cuisine around the world.
- Compare and contrast religious practices related to food.
- Research the food and produce of different world regions.
- Grocery store scavenger hunt: at the grocery store, locate as many foods as possible from different countries of origin. Make a list or keep a photo record.
- Skype with others around the world about their food preferences.
- Map the availability of resources and foods around the world.

Activities to Differentiate Instruction

- Students make a connection with the content material by referring back to their personal food and celebration experiences.
- Students have choice in the types of food they choose or the regions they choose to encourage interest in the subject matter.
- Visual mapping of food origins will help students see patterns.
- Students may use cut-out pictures, drawings, words, or models to complete mapping activities.

Integrated/Cross-Disciplinary Instruction

- Coordinate with the social studies teachers to integrate the use of USA and world maps into the classroom.
- Enlist the support of the media specialist in the use of Skype to connect with students in other countries.
- Coordinate with media specialist or language arts teachersoin research skills development.

Resources

- The Food Museum: http://www.foodmuseum.com/

Around the World with Healthy Foods; Scholastic
The Food Museum