



Where Did My Lunch Come From? A U.S. Regional Tour

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Grade Level	5
Duration	1-3 class periods
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National Standards

GEOGRAPHY

Element 2: Places and Regions

5. People create regions to interpret Earth's complexity.

Element 4: Human Systems

11. The patterns and networks of economic interdependence on earth's surface.

Element 5: Environment and Society

16. The changes that occur in the meaning, use, distribution, and importance of resources.

AZ Standards

ELA

Reading

Informational Text

Integration of Knowledge and Ideas

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

Production and Distribution of Writing

5.W.4 Produce clear and coherent functional writing in which the development and organization are appropriate to task and purpose.

Research to Build and Present Knowledge

5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.

Language

Conventions of Standard English

5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- e. Spell grade-appropriate words correctly, consulting references as needed.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

ECONOMICS

The domestic economy is shaped by interactions between government, institutions, and the private sector.

5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied

SIOP Elements

Preparation

Adapting content

Scaffolding Modeling

Grouping Option

Whole class

Where Did My Lunch Come From?

Linking to background Linking to past learning Strategies used	Guided practice Independent practice Comprehensible input	Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona ELP Standards

Grade 5

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.

B-2: recount a text including specific details and information.

B-4 utilize visual information to understand the text

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute information and evidence to collaborative oral and written discussions.

Overview

The United States is comprised of five regions: West, Southwest, Midwest, Southeast, and Northeast. The foods that we eat everyday come from many of these regional locations including orange juice from Florida citrus groves, beef from Texas ranches, milk from Wisconsin dairies, bread from Nebraska grain fields, and grapes from sunny California. These regional specialties are transported cross-country to grace American dinner tables with a variety of menu choices. In many cases, agricultural products and food processing industries help to define the economic "flavor" of U.S. regions and help to establish the trade relationships between them. It is important for students to understand that the interdependent

nature of U.S. regions helps to create a stronger overall economy.

Purpose

In this lesson, students identify the various agricultural products and food-processing industries that characterize each of the five major regions of the U.S. and create a lunch menu that illustrates the interdependence between these regions. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

culture – a group of people and their traits, beliefs, and behavior patterns

economy – system of money in a society

Where Did My Lunch Come From?

fruits – plants grown to eat (examples: peaches, cranberries, oranges)

vegetables – plants grown to eat (examples: lettuce, broccoli, chili peppers, corn)

grains – plants grown for food such as wheat and corn

nuts – a seed of a plant such as peanuts and soybeans

beef – meat of a bull or cow to eat

dairy – milk products such as milk and cheese

Materials

- Regions of the United States (student version) (http://geoalliance.asu.edu/sites/default/files/maps/US_Regions_state-names.pdf)
- Regions of the United States-Teacher's Key (http://geoalliance.asu.edu/sites/default/files/maps/US_Regions_Teacher_Key.pdf)
- Readings
 - The Economy of the West
 - The Economy of the Southwest
 - The Economy of the Midwest
 - The Economy of the Southeast
 - The Economy of the Northeast
- Answer Key for Map Work and Regions and Their Foods
- Your School Lunch Menu or the Example of a Typical School Lunch Menu
- Analysis of a Typical School Lunch Menu
- Analysis of Group School Lunch Menu
- Projection device
- Pictures of food items
- Magazines for picture cutting or electronic devices
- Assessment using pictures
- Optional: Food Guide Pyramids--U.S. and various International Food Pyramids

Objectives

The student will be able to:

- Locate the five major U.S. regions on a political map.
- Identify the main ideas and supporting details on the economies of U.S. regions.
- List examples of foods produced in each region and accurately identify their regional origins on a political map of the United States.
- Create an original lunch menu with food items that represent all five of the major U.S. regions.

Procedures

SESSION ONE

1. Begin the lesson by surveying the students with this question: "How many of you like orange juice?" Count the show of hands. Continue with: "Does anyone know which U.S. state produces the most oranges?" (Florida) Have students locate Florida on a wall map or in an atlas. Ask: "In which area of the United States is Florida located? (Southeast) Explain that geographers refer to this area as the Southeast region of the United States. Ask students similar questions about foods from the four remaining regions of the U.S. Some examples are: French fries--Idaho potatoes / West region, Hershey's Chocolate Kisses--Hershey, Pennsylvania factory / Northeast region, popcorn--Iowa corn / Midwest, and hamburgers --Texas cattle ranches / The Southwest region. **Preparation: Linking to background, past learning; Integrating Processes: Speaking, listening)**
2. Explain that the U.S. can be divided into five major regions and that each region is known for producing specific foods.
3. Project the Vocabulary Cards or distribute to students who may need them. Discuss the types of foods. **(Scaffolding: Comprehensible input)**
4. Distribute copies of the blank Regions and Their States map to students and project the Answer Key for Map Work—Regions and Their States ONLY. Instruct students to use this list to **trace** the regional boundary outlines onto their individual maps. Warn students NOT to color **INSIDE** the regional boundaries as this space will be used later to record notes. Students need to save their maps for the next session. **(Scaffolding: Guided practice)**
5. Break the class into five groups and assign each group to one major region of the United States: The Northeast, The Southeast, The Midwest, The Southwest, and The West. Mix ELLs with English proficient students. Distribute the appropriate reading to each group and instruct students to pay particular attention to the foods produced in the region. **(Grouping: Small groups)**
6. Tell students to write the foods produced in their section of the map. *(Alternative directions would be to write the foods in the margins near their section and color lightly their section.)* **(Grouping: Partners; Integrating Processes: Reading, writing)**

SESSION TWO

Where Did My Lunch Come From?

1. Have students sit with their regional group assigned from Session One. Project the Regions and Their Foods Teacher's Key. As each group reports on the list of foods produced in their region, students will duplicate the lists onto their individual maps. Provide food magazines or electronic devices so students can visualize and draw the foods they don't know. **(Application: Hands on, Meaningful)**
2. Project the Example of a Typical School Lunch Menu (or copies of your actual school lunch menu). Discuss the menu items that comprise a typical school lunch by breaking down the major ingredients that make up some of the menu choices and locate the U.S. region from which each food was produced. **(Preparation: Linking to background, Application: Linked to objectives)**
3. Discuss the organization and format of the Typical School Lunch Menu example, focusing on the menu's layout, subheadings, font size, letter style, and graphics. **(Scaffolding: Comprehensible input)**
4. Explain that in their groups, they are to create an original lunch menu with food items representing all five U.S. regions. Suggest that students use the format modeled in the Typical School Lunch Menu. Encourage creative embellishments such as clipart or original student artwork. Explain that their Group Menu will be graded based upon Ideas/Content and Conventions. **(Integrated Processes: Reading, Writing)**
5. Project the Analysis of a Typical School Lunch Menu and model several more ideas to make sure the students understand they need to create a lunch, identify all of its ingredients, and locate at least one U.S. region where that food would be produced. **(Scaffolding: Modeling)**
6. Distribute the Analysis of Group School Lunch Menu. Have groups complete their menu, ingredients, and region origin.
7. If time permits, distribute copies of the Food Pyramid, discussing the food group criteria for a nutritionally balanced menu.

SESSION THREE (Optional)

1. Give students more time to complete their menus and then present their menus to classmates.
2. Give the Assessment (pictures for the products from each region). **(Assessment: Written, Individual)**

Assessment

ELA and Geography

Student mapwork (including notes) can be graded for accuracy and completeness. A score of 80% or higher will be considered mastery.

The group lunch menus can be graded with the Simplified Writing Traits Rubric in the area of Ideas/Content and Conventions. A score of 4 or higher indicates mastery level for that particular writing trait.

The Assessment of matching the pictured foods to the region can be graded for accuracy. Mastery will be considered 80% or higher.

Extensions

Since the students now know the foods from different U.S. regions, a perfect follow-up lesson has students using math and economic knowledge to shop for grocery products from the various regions in a lesson called, Supermarket Sweeps. <https://geoalliance.asu.edu/supermarket>

Art - Menus could be designed for foods of a specific region and illustrated with regional art.

Science - Food crops from each region could be researched regarding the type of soil, amount of water, and climate needed for optimum growth. In the case of cattle or other livestock, what kind of land best supports grazing?

Mathematics /Consumer Economics - Do a cost comparison of the price of similar food items in different regions to observe the added cost of shipping and handling.

History - What foods were produced by native peoples in that area? Why were these foods selected?

Sources

National Geographic Society Reading Expeditions Series: *Travels Across America* (all five titles: *The West, The Southeast, The Southwest, The Midwest, and the Northeast*) Order #JB41237