

Name _____ Date: _____ Period: _____

Exploration 1: Food Origins

Warm up:

Examine each food item. **Where do you think the food item came from?**

Explore:

Using the ideas presented at the beginning of class and your knowledge of current food sources, brainstorm ideas to answer: ***Why do we transport food?***

My ideas that I shared:

Ideas shared by my group/class members:

What reasons were on the list given by the teacher that we did not mention already.

Explain: *Why do we transport food?*

My explanation with evidence to support (Claim-Evidence-Reasoning strategy...?)

Use the back of the page if you need more room to write.

Why are Food (F) or Food Products (FP) Transported?

- There is a lack of F & P in a region.
- People desire to have F & P that are not available locally (coffee, tropical fruits, etc.).
- The demand for a F & P exceeds the supply of that F & P in an area.
- It cost less to grow that F or produce that FP in other areas.
- The growing conditions are not suitable for that F in the area where it is wanted.
- F & P are exported to make money for the country where it is grown/produced.

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Exploration 2: Environmental Impacts

Warm Up:

Think-pair-write: *What are the environmental impacts of transporting food long distances?*

Explore:

Field to Fork - Episode 2 "Food miles" <https://www.youtube.com/watch?v=b7rn5hH5XN8>

My notes while watching the video (underline key vocabulary words):

After discussing as a class, these are the key vocabulary words to use in my explanation:

Explain:

What are the environmental impacts of transporting food long distances?

My explanation with evidence to support (remember to use key vocabulary words from above):

Use the back of your paper if you need more room.

Name _____ Date: _____ Period: _____

Elaborate: How Far Did Your Food Travel?

List of ingredients: I Do Recipe _____	State/Country of Production	Food Miles

The Cost of Not Eating Seasonally

What is your favorite recipe? Once you have selected your favorite recipe, list 4 of its main ingredients. **For example: guacamole would include avocados, lime, cilantro, and tomatoes.**

On the maps provided, plot where each ingredient is produced during the off season (e.g., winter months for fruits and vegetables). Use the links provided or search the internet. When in doubt, use the state or country which is the largest producer/exporter of each product. For each ingredient, determine the food miles to your plate (your location), to come up with the total food miles for your favorite dish!

Some foods can be found at this site.

AgMRC (Agricultural Marketing Resource Center): <https://www.agmrc.org/commodities-products/foodsearcher-tool/>

List of ingredients: We Do Recipe _____	State/Country of Production	Food Miles
TOTAL		

Elaborate: How Far Did Your Food Travel?

One advantage of transporting food long distances is

Some of the disadvantages of transporting food long distances are

Exit Ticket

One thing I learned today that surprised me was

I can reduce my food miles by

One question I still have is . . .

Environmental Reasons to Eat More Seasonally Infographic

Environmental Reasons to Eat More Seasonally

SEASONAL EATING

Eating more food that's available and in season where you live



\$34.7 BILLION

Estimated annual cost of environmental damage caused by industrial farming in the U.S.

1,494 MILES



Average distance most produce is shipped in the U.S.

400 GALLONS OF OIL

per citizen per year is used for agriculture



That's 17% of the nation's energy use

= 100 gallons



2/3 of America's vegetables are grown in California's Imperial Valley

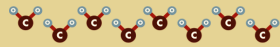


2012, 2014, and 2015

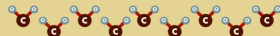
Years in the recent past the Imperial Valley was declared a natural disaster area because of drought



4 to 17 times more fuel is required to produce and distribute conventional food compared to local and regional food



5 to 17 times more CO₂ is emitted to produce conventional food compared to local and regional food



Replacing imported food with locally grown food in just **Waterloo, Ontario,** would reduce transport-related emissions equivalent to **taking 16,191 cars off the road**



If every American ate one meal a week composed of locally and organically raised meats and produce, the U.S. would **reduce oil consumption by more than 1.1 million barrels a week**



= 100,000 barrels

animalvegetablemiracle.com chd.region.waterloo.on.ca cias.wisc.edu
fsa.usda.gov icfb.net leopold.iastate.edu worldwatch.org

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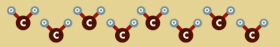


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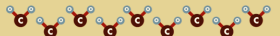
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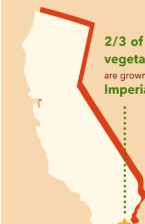
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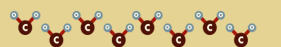


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Evaluate: What is the Cost of Not Eating More Local Foods? Assessment

Warm up:

Think-Write-Share: What connections can you make to yesterday's lesson from the infographic?

Vocabulary Terms to Use: food mile, global warming, greenhouse gases, eating locally, and pollution.

Evaluate:

What is the cost of not eating more local foods?

Use the back of this paper if you need more space.

Name _____ Date _____ Period _____

Sustainability: The High Cost of Not Eating Locally

	0	1	2	3	Your Score
Key Vocabulary	Uses 0-1 vocabulary words used or vocabulary words not used correctly.	Uses 2-3 vocabulary words correctly.	Uses 4 key vocabulary words correctly.	Uses all key vocabulary words correctly	
Claim	Does not make a claim.	Makes an unclear claim or irrelevant claim.	Makes an accurate but incomplete claim.	Makes an accurate and complete claim.	
Refine the Design	Does not provide evidence to support claim or evidence is inappropriate to claim.	Provides appropriate but insufficient evidence to support claim and not all evidence is appropriate.	Provides appropriate but insufficient evidence to support claim.	Provides appropriate and sufficient evidence to support claim.	
Conclusion	No attempt to link evidence to claim.	An attempt is made to link evidence to claim. It is incorrect.	Some attempt to link evidence and claim.	Excellent time management; project completed on time.	
Organization	Argument(s) are unclear or missing.	Arguments(s) are disorganized, underdeveloped and/or loosely sequenced with major transition gaps	Argument(s) are organized, sufficiently developed and logically sequenced with minor transition gaps..	Argument(s) are organized, well developed, and logically sequenced.	
Total 15 Points					