

GeoSummit Overview Reference Sheet (for Teachers) **Hungry Planet “A Gastronomical Tour of the World”**

***What the heck is a GeoSummit?* Geography + Science + Literacy + 100% Student Engagement = GeoSummit**

GeoSummit is “doing geography” in the classroom. It is an active inquiry process that enables students to delve into relevant global issues through a geographic lens and consider multiple cultural perspectives. A GeoSummit is a thematic-based project in which students are actively engaged in their own learning in four distinct phases:

- 1) Investigative research on a global issue from a specific country’s perspective.
- 2) Collaboration and creation of exhibits that showcase research and teach others.
- 3) An interactive “Walkabout” to tour exhibits and gain knowledge of multiple perspectives.
- 4) A clear and concise writing piece that utilizes information gleaned from the “Walkabout” tour.

The four phases of GeoSummit provide flexible options for scheduling. The entire project can be adapted to fit a weekly or monthly timeframe, depending upon teacher preference or the school calendar.

What does a GeoSummit focused on global food issues look like?

The theme "Hungry Planet: A Gastronomical Tour of the World" focuses on global food issues. Each team is assigned a specific country to research in the areas of:

- 1) the role of food in **Culture and Traditions**
- 2) food and its impact on **Health**
- 3) **Sustainability** and food security issues and
- 4) the role of **Globalization** of food in economics and trade.

Each team creates a Country Pavilion to showcase their research via student-created exhibits, maps, posters and displays. On a designated GeoSummit “Walkabout” Day, teams get a chance to “tour” one another’s Country Pavilions and record their findings in “passport-style” GeoJournals. Students use information gleaned from the “Walkabout” as the basis for a culminating writing piece that compares multiple perspectives on food issues. To see a short clip of a previous GeoSummit, go to: <http://www.edtv99.org/video/12360/>

How does one plan, organize, and prepare for a GeoSummit?

With proper planning, upfront preparation, and staff support, a GeoSummit can be organized to run as a campus-wide event. For the past four years, Rhodes Jr High WSA has successfully utilized a GeoSummit as a fall “kick off” event to reinforce our school’s “world studies” focus and culture of collaboration. However, a GeoSummit can certainly work on a smaller scale, such as a grade-level team of 6th grade teachers or an individual classroom project. It might be wise to implement an initial GeoSummit on a smaller scale before attempting the more time and work-intensive campus-wide model.

Note: In the directions below, the term “team(s)” is used in a generic sense to accommodate flexible interpretations that would apply for multiple GeoSummit scale levels: school-wide, grade-level teams, or individual classrooms.

1. Divide students into teams.
2. Each team is assigned to research and represent ONE specific country.
3. Try to balance country assignments so there is a mix of developed, transitional, and developing nations. **Note:** Definitions for developed vs developing nations vary, however, the following website may prove helpful:
<https://www.cia.gov/library/publications/the-world-factbook/rankorder/2004rank.html>
4. Teachers distribute Research Topic Cards to team members. The cards are designed to keep student research focused on the essential questions. Each team researches a variety of global food issues within FOUR major categories: 1) Culture and Traditions 2) Health 3) Sustainability and 4) Economy.
5. Each team collaborates and creates exhibits for their Country Pavilion for the GeoSummit Walkabout.
6. Research for and creation of Country Pavilion exhibits take place during dedicated classroom sessions. Lesson authors suggest a minimum of 3 sessions for research and 3 sessions for exhibit creation.
7. If desired, teams may select two student Country Pavilion Ambassadors who would act as docents during the Walkabout event. The disadvantage of doing this is these students will miss out on the Walkabout experience.
8. Parent volunteers could fulfill docent duties or general assistance on the day of the Walkabout. Likewise, international students, former Peace Corps workers, community members who have lived overseas or belong to ethnic organizations could come in the classroom to share cultural presentations.
9. Organize the Walkabout event to accommodate your school’s schedule and calendar. A Friday GeoSummit works out well due to the heightened excitement level. The Walkabout can entail a half-day or full-day event, depending upon the depth of activities planned and length of time you allot for the Country Pavilion visits. Print the Walkabout Schedule in the GeoJournal so everyone will be on the “same page” and know when to rotate from one pavilion to the next.
10. During the Walkabout, students record observations and answers in their individual GeoJournals. This information will be used to help craft the post-Walkabout writing assignment.
11. After the Walkabout, students process the experience, learning, and multiple perspectives on food issues via a Prewriting Compare and Contrast Thinking Map, compose a Comparison writing piece, and self-assess using a teacher-created rubric.

What should a Country Pavilion look like?

Country Pavilion could have posters, displays, exhibits, bulletin boards, looping Power Points, artifacts, food samples, music, guest presenters, games, maps, artwork, etc. reflecting information from ALL four major categories found on the Research Topic Cards. Refer to these cards for descriptors, website links, search terms, and suggested questions to help guide student research.

Category #1 Culture and Traditions

Research, Analyze & Display how food is perceived, valued, celebrated, prepared, and served by people.

1. Food and Holidays
2. Food Related Folktales, Proverbs, Legends, and Myths
3. Food Customs, Manners, and Etiquette
4. Bizarre or Unusual Foods

Category #2 Health

Research, Analyze & Display how food impacts daily diet, nutrition, and health of people.

1. Food and Beverage Staples
2. Food and Malnourishment
3. Food and Obesity

Category #3 Sustainability

Research, Analyze & Display how unequal distribution of resources and human-environment interaction impact the quality, availability, and production of food.

1. Global Climate Change Effects on Food
2. Food Security Threats
3. Water Availability and Quality

Category #4 Economy

Research, Analyze & Display how technological advancements, globalization, and population demands impact food quality and global supply and demand of food.

1. Genetically Modified Organisms (GMO)
2. Population Demands
3. Food and Global Trade
4. Agricultural Land Use

Research Topic Cards

GeoSummit Category: Culture and Traditions

Research Topic: "Food Customs / Food Manners / Food Etiquette"

Description: Research everyday customs, manners, and etiquette that involve food and reflect the culture.

Etiquette Scholar Website

http://www.etiquettescholar.com/dining_etiquette/international_dining_etiquette.html

- 1) Are there specific foods typically eaten on certain days of the week?
- 2) Are there prohibited foods or beverages in this country? If so, why?
- 3) What are considered polite table manners in this country? (Proper way to eat, correct use of utensils, rules about serving food or drinks, gender differences with manners)
- 4) What is proper food etiquette when entertaining guests? (Rules as to where guests sit, when to begin/finish eating, who eats first, "food toasts," how to compliment the host)
- 5) Are there specific food customs, manners or etiquette that relate to religious beliefs in this country?

Google Search – Key Terms to Use:

<Country's name> and dining etiquette

<Country's name> and table manners

<Country's name> and food customs

GeoSummit Category: Culture and Traditions

Research Topic: "Food and Folktales and Proverbs"

Description: Every culture has a collection of folktales, fables, myths, legends or proverbs about food. Research this country for stories and wise sayings that just might make you hungry!

- 1) What are some stories (folktales, fables, myths) this country is famous for that involve food? Summarize the story in your own words.
- 2) Does this country have any proverbs (wise sayings) that involve food? What advice or lesson is contained within these proverbs? How is food (the type of food, sharing of food, hunting, farming or raising of food/livestock) used to deliver the proverb's message?
- 3) What lessons can be learned about this country's values, traditions or beliefs from reading its stories or proverbs that involve food?
- 4) Does this country have any unusual or suspicious beliefs about specific foods?

Google Search – Key Terms to Use:

<Country's name> and proverbs

<Country's name> and folktales

<Country's name> and fables

<Country's name> and myths

<Country's name> and legends

GeoSummit Category: Culture and Traditions
Research Topic: "Food and Holidays"

Description: Research special foods or unique recipes that people in this country use to celebrate holidays.

Whats4Eats: International Recipes and Cooking Around the World Website
<http://www.whats4eats.com/holidays>

TLC Cooking: Top 10 International Holiday Food Traditions Website
<http://recipes.howstuffworks.com/menus/10-international-holiday-food-traditions.htm>
(Countries featured: UK, Greece, Russia, Chile, Korea, Italy, China, Sweden, Mexico & Vietnam)

- 1) Holidays are often associated with religion. What is/are this country's main religion(s)? What holidays are celebrated with this country's main religion(s) and what are the traditional foods and special dishes associated with these religious celebrations?
- 2) Research secular holidays (holidays that are NOT associated with religion) celebrated in this country. What types of special dishes or unique recipes are served for these holidays?
- 3) How are foods prepared or served differently for a holiday celebration? (Ex: Describe how turkey is prepared for Thanksgiving in the US.)

Google Search – Key Terms to Use:

<Country's name> and holiday food traditions
<Country's name> and holidays and food

GeoSummit Category: Culture & Traditions
Research Topic: "Bizarre & Unusual Foods"

Description: Research different cultures' unique food preferences that are somewhat determined by geography and the diversity of plants, animals, fish, and insects found on planet Earth.

- 1) What unusual foods are found here due to the plants or animals only found in this country or region?
- 2) Are these foods prepared in any special way?

Google Search – Key Terms to Use

<Country's name> and unusual foods
<Country's name> and strange foods

GeoSummit Category: Health
Research Topic: “Food and Beverage Staples”

Description: Research the foods that most people in this country eat/drink are called food staples.

World Info Zone Website

<http://worldinfozone.com/>

Find your country in the pull-down menu across the top of the page called “World,” then click on the link titled Food

- 1) What kind(s) of food do most people in your country eat?
- 2) Is there a plant (grain, vegetable, seed, fruit or legume) OR animal that the majority of people in your country eat frequently in daily dishes or meals?
- 3) What are the main beverages people in your country drink on a daily basis? From what plant or animal are these beverages made?

Google Search – Key Terms to Use:

<Country’s name> and food staples

<Country’s name> and beverages

GeoSummit Category: Health
Research Topic: “Food & Malnourishment”

Description: Diet and food access affect a country’s citizens. Research your country for information on who are considered underweight or malnourished.

- 1) What percent of the population is considered malnourished?
- 2) Which gender has a higher rate of malnutrition? What is the difference?
- 3) What factors limit the population’s diet?

Google Search – Key Terms to Use:

<Country’s name> and malnutrition rate

<Country’s name> and undernourished

GeoSummit Category: Health
Research Topic: "Food & Obesity"

Description: Research the affect diet and food access has on this country's citizens with a focus on citizens who are considered overweight or obese. Adults with a BMI between 25-30 are defined as overweight and those with a BMI over 30 as obese.

- 1) What percent of the population is considered overweight/obese?
- 2) Which gender has a higher rate of obesity? What is the difference?
- 3) What is this country doing to lower the obesity rate? Are there food regulations/laws that have been passed to deal with obesity? Are there organizations or programs in place to address this country's obesity issues?

Google Search – Key Terms to Use:

<Country's name> and obesity rate
<Country's name> and obesity factors

GeoSummit Category: Sustainability
Research Topic: "Water Availability & Quality"

Description: Research 1) the amount of clean, drinkable water available to citizens of this country, 2) the processes used to filter and distribute water to citizens, and 3) the typical contaminants found in the water.

- 1) What are the freshwater sources in this country?
- 2) How do citizens get their water (wells, companies, and infrastructure)?
- 3) What percent of the population has access to clean drinking water?
- 4) What pollutants/contaminants are likely to be found in this country's water?

Google Search – Key Terms to Use:

<Country's name> and potable water
<Country's name> and water access
<Country's name> and water sanitation

GeoSummit Category: Sustainability
Research Topic: “Global Climate Change”

Description: Global climate change refers to the accelerated warming trend in global air and sea temperatures which impact rainfall, glaciers melting, rising sea level, increased hurricane activity, etc. Research how global climate change affects the availability and/or quality of food!

(See <http://climate.nasa.gov/kids/bigQuestions/> for background on Global Climate Change)

- 1) Does this country rely heavily on agriculture for food?
- 2) What kinds of problems are happening or could happen that affect food availability or price?
- 3) What could happen if this country’s main staple foods were not available because of natural disasters brought about due to global climate change? Are there alternatives available? (Ex: trade with another country)

Google Search – Key Terms to Use:

<Country’s name> and global climate change
<Country’s name> and global climate change agriculture
<Country’s name> and food and climate change

GeoSummit Category: Sustainability
Research Topic: “Food Security”

Description: Research the amount of food available to this country and its accessibility. Food may be farmed, raised or caught. (Do not include imported food items.) Do include any threats that limit food production.

World Food Programme
www.wfp.org

- 1) How much food is produced/raised by this country? What are those foods?
- 2) Will there be enough food if this country’s current population increases?
- 3) What threats (drought, pesticides, heat wave, etc.) are impacting food production?

Google Search – Key Terms to Use:

<Country’s name> and food security
<Country’s name> and food shortage
<Country’s name> and food crisis

GeoSummit Category: Economy
Research Topic: “Agricultural Land Use”

Description: Research land use in this country. Land use is divided into three categories: 1) Arable land is land cultivated for crops that are replanted after each harvest like wheat, maize, and rice; 2) Permanent cropland is land cultivated for crops that are not replanted after each harvest like citrus, coffee, and fruit trees; and 3) Other land includes barren land, pastures, forests, areas used to grow wood or timber, and built-on areas such as roads.

CIA World Factbook Website

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Select your Country’s name / Look under “Geography”, then scroll down to “Land Use”
Select your Country’s name/Look under “Economy,” then scroll down to “Agriculture-Products”

- 1) What is the total land area of this country? (in square miles)
- 2) What percentage of this country’s land is arable (able to be farmed)?
- 3) What are the major agricultural crops grown or livestock raised on this country?

Google Search – Key Terms to Use

<Country’s name> and arable land
<Country’s name> and agriculture
<Country’s name> and livestock

GeoSummit Category: Economy
Research Topic: “Population Demands”

Description: Increasing global population will have an impact on food availability. Nearly all future population growth will be in the world’s less developed countries, and the poorest of these countries will see the greatest percentage increase. Developed (wealthy) countries will experience the longest life expectancy, and little or no population growth, with much of that growth coming from immigration from less developed countries. Research the population figures for your country.

Population Reference Bureau World Population Data Sheet

<https://www.prb.org/international/>

CIA World Factbook: Country Comparisons for Population

<https://www.cia.gov/library/publications/the-world-factbook/rankorder/2119rank.html>

Look for your Country’s rank order in comparison to other countries of the world

- 1) What is the current population of this country?
- 2) What is the projected population of this country in 2025 and 2050?
- 3) What is the life expectancy for males and females in this country?
- 4) What percentage of this country’s population live in urban areas?

Google Search – Key Terms to Use

<Country’s name> and population
<Country’s name> and world population growth
<Country’s name> and life expectancy

GeoSummit Category: Economy
Research Topic: “Food and Trade”

Description: Research the role food plays in your country’s economy through world trade. Issues should include food imports, food exports, and major trading partners.

CIA World Factbook Website
<https://www.cia.gov/library/publications/the-world-factbook/index.html>
Select your Country’s name / Look under “Economy”

- 1) What foods (crops, fish, livestock or processed foods) make up this country’s major exports?
- 2) What foods (crops, fish, livestock or processed foods) make up this country’s major imports?
- 3) What countries or trade organizations rank as the Top FIVE export trade partners?
- 4) What countries or trade organizations rank as the Top FIVE import trade partners?
- 5) What percentage of this country’s total exports is made up of agricultural products (food)?
- 6) What percentage of this country’s total imports is made up of agricultural products (food)?

Google Search – Key Terms to Use
<Country’s name> **and food imports**
<Country’s name> **and food exports**

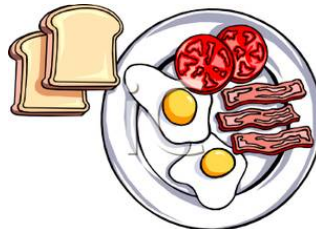
GeoSummit Category: Economy
Research Topic: “Genetically Modified (GM) Food”
“Genetically Modified Organisms” (GMO)

Description: It is possible to alter plants (usually at the seed level) to produce a larger, healthier plant that will supply more food. Research how GM foods raise questions in the areas of health, economics and government.

- 1) What plants/foods are genetically modified in this country?
- 2) What laws have been passed regarding GM seeds?
- 3) What GM foods are being imported/exported?
- 4) What are some health concerns regarding GM seeds?

Google Search – Key Terms to Use:
<Country’s name> and GMO
<Country’s name> GM laws

Comparison Piece Writing Prompt & Rubric
Hungry Planet: A Gastronomical Tour of the World
GeoSummit



Writing Prompt: You are a reporter writing a formal paragraph about the comparison of food issues (culture and traditions, health, sustainability, and economics) between the United States and an additional country. Using the information obtained during the “Walkabout”, relate **three similarities** between the United States and an additional country with regards to food issues. Your formal paragraph will be read by citizens concerned about global issues.

Further Directions:

- Use the Compare & Contrast Thinking Map from the prewriting session to identify three similarities between the United States and one additional country.
- Write an organized paragraph with relevant supporting ideas, which highlights the connections between the two countries.
- Make sure to elaborate using details from the GeoJournal.
- The writing piece will be assessed using the rubric below.

	10	8	6.5	5	
Ideas & Content (Geography)	Elaboration consists of specific, developed details.	Elaboration consists of some specific details.	Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.	Elaboration is sparse; almost no details.	/10
Organization (Writing)	Organizational structure establishes relationship between/among ideas.	Organizational structure establishes relationships between ideas, although minor lapses may be present.	Organizational structure establishes some relationship between/among some of the ideas. The structure is minimally complete.	Organizational structure does not establish connection between/among ideas. The overall structure is incomplete or confusing.	/10