GeoSummit: Hungry Planet - A Gastronomical Tour of the World

Students research the impact of global food issues, create country pavilion exhibits, record observations in a GeoJournal, and write a comparison piece.

<table>
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<tr>
<th>Author</th>
<th>Jeannine Kuropatkin &amp; Allison McIntosh</th>
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<tr>
<td>Grade Level</td>
<td>6-12</td>
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<tr>
<td>Duration</td>
<td>8-9 class periods</td>
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### National Geography Standards

**ELEMENT ONE: THE WORLD IN SPATIAL TERMS**

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

**ELEMENT TWO: PLACES AND REGIONS**

4. The physical and human characteristics of places.

**ELEMENT 4: HUMAN SYSTEMS**

10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.

**ELEMENT 5: ENVIRONMENT AND SOCIETY**

14. How human actions modify the physical environment.

15. How physical systems affect

### Arizona Geography Strand

**Concept 1 The World In Spatial Terms**

**GRADE 6-8**

PO 3 Interpret maps, charts, and geographic databases using geographic information.

**GRADE HS**

PO 2 Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).

**Concept 2 Places and Regions**

**GRADE 7**

PO 1 Describe the human and physical characteristics of places and regions.

**GRADE 8**

PO 1 Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.

**GRADE HS**

PO 3 Examine geographic issues in places and world regions.

**Concept 4 Human Systems**

**GRADE 7**

PO 9 Identify cultural aspects based on social and political factors.

**GRADE 8**

PO 3 Describe the characteristics and locations of various cultures throughout the world.

**GRADE HS**

PO 1 Interpret population growth and demographics.

### Other Arizona Standards

**Science Standard**

**Strand 3 Science in Personal and Social Perspectives**

**Concept 3 Changes in Environment**

**GRADE 7**

PO 1 Analyze environmental risks caused by human interaction with biological or geological systems.

**Strand 3 Science in Personal and Social Perspectives**

**Concept 1 Changes in Environment**

**GRADE HS**

PO 2 Describe the environmental effects of the following natural and/or human caused hazards: pollution.

**Strand 4 Life Science**

**Concept 3 Populations of Organisms in an Ecosystem**

**GRADE 6**

PO 2 Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog.

**ELA College and Career Ready Standards**

**Reading Standards for 6-8 for Literacy in History/Social Studies**

**Key Ideas and Details**

6-8.RH.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
human systems.

ELEMENT 6: THE USES OF GEOGRAPHY
18. How to apply geography to interpret the present and plan for the future.

Concept 5 Environment and Society
GRADE 7
PO 3 Describe how humans modify environments and adapt to the environment.
PO 4 Describe the positive and negative outcomes of human modification on the environment.
GRADE 8
PO 3 Explain how changes in the natural environment can increase or diminish its capacity to support human activities.
PO 4 Explain how technology positively and negatively affects the environment.
GRADE HS
PO 3 Analyze how changes in the natural environment can increase or diminish its capacity to support human activity.

Concept 6 Geographic Applications
GRADE 6
PO 2 Use geographic knowledge and skills when discussing current events.
GRADE 7 and 8
PO 3 Use geographic knowledge and skills when discussing current events.

Integration of Knowledge and Ideas
6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Writing Standards for 6-8 for Literacy in History/Social Studies, Science, and Technical Subjects
Production and Distribution of Writing
6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge
6-8.WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6-8.WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Overview

To quote, nutritionist, Marion Nestle, Ph.D., “Everyone eats. People around the world differ in many ways, but dinner unites us all.” Cultures around the world delight in the diversity and celebratory nature of food. However, the global distribution of food is inequitable with the lion’s share going to the developed world. This inequality manifests in several ways. In the developing world, food scarcity, poverty and hunger are the prevailing issues. Transitional nations, on the other hand, are substituting less healthy convenience foods in place of their traditional, balanced diets. In the developed world, overconsumption and GMO (genetically modified organism) dominated diets contribute to an alarming increase in deaths due to obesity, diabetes and heart-related diseases. As a result, nutrition experts have coined the term “nutrition transition” to describe the devolution of our diet.

Purpose

In this unit, students will create a GeoSummit. Each team of students investigates a variety of food issues concerning a developed, transitional or less developed country and its culture. Through collaboration, students create country pavilion exhibits that showcase their research. Upon completion, teams simulate a “tour of the world” by visiting one another’s country pavilions and recording observations in their GeoJournals. Using the information gathered from this experience, students reflect, analyze, and then write a comparison piece that addresses food issues from multiple perspectives.

Materials

- GeoSummit Overview Power Point (can be modified for your school’s purposes)
- GeoSummit Overview Reference Sheet
- Research Topic Cards- One set per team. Document is formatted to copy front-to-back. The card on the top of page 1 corresponds to the card on the top of page 2. Use colored paper for copying. Colors should be:
  - Culture & Traditions-yellow
  - Health-blue
  - Sustainability-green
  - Economy-pink
- Assorted country references books, atlases, almanacs, travel guides, magazines, etc.)
- Country Pavilion Rubric
- GeoJournals

Objectives

The student will be able to:

1. Conduct research from print and digital sources based on focused questions.
2. Apply research to create a country pavilion exhibit that integrates visual information with clear and coherent writing.
3. Write a paragraph that compares three similarities between food issues of the United States and one other country.

Procedures

Prerequisites:
Students should understand the acronym and meaning of GMO (genetically modified organism) and how it applies to food, as well as the difference between developing, transitional, and developed nations.

Teachers should preview the GeoSummit Overview Power Point and peruse the GeoSummit Overview Reference Sheet in order to organize the logistics necessary for their level of implementation: school-wide, team-based or individual classroom.

PRIOR TO SESSIONS

1. Preview the GeoSummit Overview PPT and GeoSummit Overview Reference Sheets.
2. On paper, organize students into teams and assign countries. These will be known as their home country. Make sure to have transitional, developed, and developing countries.
3. Preview Research Topic Cards, checking links for suggested URL’s and research questions.
4. Schedule computer access and/or gather print materials and assorted references to aid student research.
5. Schedule the target date for the GeoSummit Walkabout event.
6. Recruit volunteers to act as country pavilion judges or to assist in the classroom during the Walkabout event.

SESSION ONE- PROJECT OVERVIEW
SESSIONS TWO & THREE- RESEARCH
1. Facilitate students as they continue research on their assigned food-related topics.

SESSION FOUR- PAVILION PLANNING
1. Instruct students to brainstorm the possible ways to showcase their research for a country pavilion exhibit.
2. Emphasize that both quality writing and attractive visuals are necessary to design an educational and eye-catching exhibit.
3. Preview the Country Pavilion Rubric with students. Share that during the Walkabout, judges will be on campus to assess the quality of their country pavilions.
4. Prompt teams to collaborate and plan their portion of the country pavilion exhibit. The exhibits can include banners, posters, artifacts, maps, crafts, artifacts, photographs, music, ethnic clothing, food samples, guest presenters, PPT slideshows, games, and artwork.

SESSIONS FIVE & SIX- PAVILION CREATION
1. Direct students to work on creating and assembling their country pavilions.
2. Students may need an extra day to complete their pavilions. Monitor and adjust accordingly.

SESSION SEVEN- WALKABOUT
1. Pass out and preview the GeoJournals (GJ) with students. Explain the logistics and schedule of the Walkabout.
2. Show students the United States Power Point on food issues and model how to record relevant information (pg 3 in GJ).
3. Play the video clip Jamie Oliver’s TED Prize Wish: Teach Every Child About Food. Instruct students to follow along with the video and fill in the missing facts (pg 5 in GJ).
4. Announce the start of the Walkabout.
5. Move students to the first pavilion on their tour and direct students to record observations (pg 6 in GJ).

6. Repeat step 5 until all designated pavilions have been visited (pgs 7-11 in GJ). Note: The final pavilion for each team is their home country. During the Walkabout, judges tour and assess pavilions using the Country Pavilion Rubric.

SESSION EIGHT- PREWRITING
1. Direct students to take out their GeoJournals.
2. Instruct students to think of three new things they learned about food from the Walkabout experience, then to discuss this with their think-pair-share partner.
3. Pass out and preview the Compare & Contrast Thinking Map with the students.
4. Direct students to complete the entire thinking map as prewriting. Note: Only the Compare portion of the Thinking Map will be used for the writing piece.

SESSION NINE- WRITING PIECE
1. Direct students to take out their prewriting from the previous session.
2. Pass out and preview the Comparison Piece Writing Prompt & Rubric with students.
3. Direct students to compose their writing piece.
4. Students self-assess their writing piece using the rubric provided.
5. Collect both the writing piece and self-assessment at the end of this session.

Assessment

Country Pavilion Exhibits: Exhibits that earn an overall score of 40 or higher on the Country Pavilion Rubric demonstrate mastery.

Comparison Writing Piece: Mastery will be considered 8 or higher for geography (Ideas & Content) and 8 or higher for writing (Organization) on the scoring rubric.

Extensions

Cultural Food Atlas Students can author a collaborative Cultural Food Atlas featuring countries studied during the GeoSummit. Each team contributes a recipe that uses a staple food of their country. Maps, photographs, student-created illustrations and food-related essays can be added to embellish the publication.

Top Ten Extremes Students can research the Top Ten Obese and Top Ten Malnourished Nations of the World and report findings as an infographic.
Personal Photo Essay  Students can replicate the work done by Hungry Planet: What the World Eats authors, Peter Menzel and Faith D’Aluisio by documenting the amount of food their families eat in one week via a photo essay.

Sources


Video Clip: Jamie Oliver’s TED Prize Wish: Teach Every Child About Food http://www.ted.com/talks/jamie_oliver.html

Comparison Piece Writing Prompt & Rubric Adapted from Writing Prompt and Rubric written by Michelle Winn, English Teacher, Rhodes Jr High World Studies Academy