

GeoSummit: Hungry Planet – A Gastronomical Tour of the World

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Grade Level 6-7
Duration 8-9 class periods

National Standards

GEOGRAPHY

Element 1: 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 2: 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 human systems.

Element 6: The Uses of Geography

18. How to apply geography to interpret the present and plan for the future.

AZ Standards

SCIENCE

Life Science

6.L2U3.12 Engage in argument from evidence to support a claim about the factors that cause species to change and how humans can impact those factors.

ELA

Reading

Integration of Knowledge and Ideas

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing

Production and Distribution of Writing

6.W.4 and 7.W.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.W.7 and 7.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Other Arizona Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.

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

7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.

7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions

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 PowerPoint (can be modified for your school's purposes)
- GeoSummit Overview Reference Sheet
- Research Topic Cards- One set per team
 - Culture & Traditions
 - Health
 - Sustainability
 - Economy
- Assorted country references books and computer/internet access
- Country Pavilion Rubric
- GeoJournals—should be modified for your school's needs
- United States Power Point
- Jamie Oliver's TED Prize Wish: *Teach Every Child About Food* Video Clip
http://www.ted.com/talks/jamie_oliver.html
- Compare & Contrast Thinking Map
- Comparison Piece Writing Prompt & Rubric
- Poster Board and art supplies

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

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

1. Give students an overview of the purpose and concept of a GeoSummit and introduce the theme "Hungry Planet- A Gastronomical Tour of the World."
2. Explain the scope and sequence of the GeoSummit. Outline the number of sessions allotted for research, pavilion creation, the Walkabout tour, and the writing piece.
3. Place students in their assigned teams.
4. Pass out Research Topic Cards to teams and explain how the cards are formatted to guide and focus research.
5. If time permits, direct students to begin their research.

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.

SESSION SEVEN- WALKABOUT

Prior to this session, modify the GeoJournal to suit your needs.

1. Distribute and explain the GeoJournals (GJ) with the students, as well as the logistics and schedule of the Walkabout.
2. Show students the United States PowerPoint 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. Distribute and explain 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. Distribute and explain 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

Geography and ELA

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

D'Aluisio, Faith and Menzel, Peter, *Hungry Planet: What the World Eats*, Berkeley: Ten Speed Press, 2007

Images of what the world eats
<https://www.theguardian.com/lifeandstyle/gallery/2013/may/06/hungry-planet-what-world-eats>

Heffron, Susan Gallagher (ed.) and Downs, Roger M. (ed.), 2012, *Geography for Life: National*

Geography Standards, Second Edition, National Council for Geographic Education, Washington D.C.

Atlantic Centered World Map: Arizona Geographic Alliance, School of Geographical Sciences and Urban Planning, Arizona State University
Cartographer Terry Dorschied
<http://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>

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