Add a Little Spice to Your Life

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Grade Level: 6
Duration: 3-4 class periods

Adapted from: NGS xpeditions
http://education.nationalgeographic.com/archive/xpeditions/lessons

GEOGRAPHY STANDARDS
Element One: World in Spatial Terms
1. How to use maps and other geographic representations to understand and communicate information.

Element Two: Places and Regions
3. The physical and human characteristics of places.

ELA COMMON CORE (Grades 6-8)
Reading Standards for 6-8 for Literacy in History/Social Studies
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.

6-8 Writing Standards 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.
6-8.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SOCIAL STUDIES STANDARDS
Strand 2 World History
Concept 3: World in Transition
PO 6. Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15th and 16th centuries.

Strand 4 Geography
Concept 1: The World in Spatial Terms
PO 1. Construct maps, charts, and graphs to display geographic information.

Concept 2: Places and Regions
PO 1. Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, and vegetation).

Science Strand 1 Inquiry Process
Concept 2: Scientific Testing
PO 5. Keep a record of observations, notes, sketches, questions,
Add a Little Spice to Your Life

and ideas using tools such as written and/or computer logs.

**Concept 4: Communications**

PO 5. Communicate the results and conclusion of the investigation.

Strand 2, Concept 2

PO 3. Apply the following scientific processes to other problem solving or decision making situations:

- observing
- questioning
- communicating
- comparing
- measuring
- classifying
- predicting
- organizing data
- inferring
- generating hypotheses
- identifying variables

### SIOP Elements

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Option</th>
<th>Integrating Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting content</td>
<td>Modeling</td>
<td>Whole class</td>
<td>Reading</td>
</tr>
<tr>
<td>Linking to background</td>
<td>Guided practice</td>
<td>Small groups</td>
<td>Writing</td>
</tr>
<tr>
<td>Linking to past learning</td>
<td>Independent practice</td>
<td>Partners</td>
<td>Speaking</td>
</tr>
<tr>
<td>Strategies used</td>
<td>Comprehensible input</td>
<td>Independent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands on</td>
<td>Individual</td>
</tr>
<tr>
<td>Meaningful</td>
<td>Group</td>
</tr>
<tr>
<td>Linked to objectives</td>
<td>Written</td>
</tr>
<tr>
<td>Promotes engagement</td>
<td>Oral</td>
</tr>
</tbody>
</table>

### TESOL Standard(s)

**ESL: English for Content**

Through The Use Of ESL Methodologies, The Student Will:

**EFC-A. Create, read, and interpret visual information relating to science, social studies, and math.**

A1. Draw and label maps.

**EFC-C. Compose in a variety of forms.**

C1. Use Math, Social Studies, and Science target vocabulary.

**EFC-D. Communicate clearly using math, science, and social studies target vocabulary.**

D1. Prepare and present oral reports.

D2. Participate in small and large groups.
Add a Little Spice to Your Life

**EFC-E. Comprehend reading materials.**
- E1. Read a variety of Math, Science, and Social Studies materials.
- E6. Scan material for relevant information.

### Arizona English Language Proficiency Standards

#### Stage IV

**Comprehension of Oral Communications**
- Standard 2: The student will listen actively to the ideas of others in order to acquire new knowledge.
- B-10: Preparing and presenting a report using functional text using complete sentences.

**Stage IV Reading**
- Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.
  - B-23: Locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) periodicals for a specific purpose.

#### Stage IV Writing

- Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.
- B-6: Writing a variety of functional text (e.g., instructions, directions) that addresses the audience, stated purpose and context.

### Overview

Spices are part of our lives and our culture. Knowing where they come from and how they are grown will help students have a deeper appreciation and understanding of these items and the countries that produce them. Using a technology tool, students will share their information with the class.

### Purpose

In this lesson, students will learn where and how spices are produced for our use. They will research about the climate, terrain, agricultural practices where spices are grown while also learning about cultures that use these spices. This lesson includes strategies for diverse learners (ELLs).

### Key Vocabulary

- **observation**: A record of what is seen
- **spices**: Vegetable products used to flavor foods
- **terrain**: Land
- **agricultural**: Farming, growing of plants

### Materials

- Cinnamon spice instant oatmeal or other food (like ginger snaps) with a strong smelling spice
- Microscopes or sets of magnifying glasses
- Observation Guide
- World Map
- Classroom atlases or online maps
- Computer lab
- Land of Spices Answer Key
- Computers with internet
- Land of Spices World Guide
- Popplet Scoring Guide
- Spices such as anise, cloves, cinnamon sticks, cardamom, caraway seeds, allspice, or others you might like. Make sure they are from a variety of countries.

### Objectives

The student will be able to:

1. Observe qualities of spices and communicate findings.
2. Locate where specific spices are grown on a world map.
3. Gather information using computer technology or using library resources.
4. Create a Popplet.
5. Present the information orally.

### Procedures

**SESSION ONE**

Engage:
Add a Little Spice to Your Life

1. Divide students into groups of four. This will be their group for the next 3-4 days.

2. Bring in cooked packet of cinnamon spice oatmeal. Pass it around and have the students orally describe what they smell. Have them discuss (in their groups) if it reminds them of something they have eaten. You can also purchase Ginger snaps and hand them out while asking the questions above. (Grouping Option: Small Group)

3. Write the following on the board or use a document camera:
a. List some of your favorite foods.
b. Write down spices that you think you taste in those foods. (Preparation: Linking to Background) Remind students that there are no wrong answers. Give students a few minutes to record their thoughts in their notebooks. Have students share their answers within their group. After they are done, ask a few students to share their answers with the whole class. (Grouping Option: Small Group)

   Explore:
4. Give each group four different spices along with a microscope or a magnifying glass. Distribute to each student the Observation Guide to record his/her findings. (Application: Hands on)

5. Each student will choose one spice and record the observations on the Observation Guide. Make sure and stress that students need to use descriptive words to explain their spice. (Integration of Processes: Writing)

6. When observations are complete, each student will share their findings with their group. (Integrating Process: Speaking)

SESSION TWO

7. Take students to computer lab or library. Distribute a world map to each student. Have students look up where the spices come from. Student may use the sites below or conduct own research.

8. Once students find the information, have them label the country on the map and list the spice grown there. Some spices may be grown in more than one country. (Grouping Option: Small Group) Review together using answer key or post the answer key so as they finish they can grade their own work. (Assessment: Group)

   Explain:
9. Now have students select this spice or a spice they want to learn more about. Using computers or library resources, students will research the information needed for the Land of Spices Research Guide. Websites from the Source section of this lesson can be used to get students started. (Application: Promotes engagement)

SESSION THREE

Elaborate:
10. Students, as a group, will create a Popplet (http://popplet.com/) recording the required information using the Popplet Scoring Guide. (Grouping Option: Small Group) (Integrated Processes: Reading and Writing)

Evaluate:
11. Student groups will present their Popplet sharing their findings about their spice and country they researched. This can also be done as a PowerPoint or poster board. (Integration of Processes: Speaking)

Assessment

For mastery, students will score 80% or higher by:
a. correctly labeling the World map
b. completing the Observation Guide
c. correctly completing the Land of Spices Research Guide
d. correctly completing the Popplet
e. correctly matching the Key Vocabulary Words to their definitions.

Extensions

Play a game: Renaissance, Become a Spice Trader
http://www.learner.org/interactives/renaissance/spice trade/

Bring in scented candles and see if student groups can identify the spice used.

Students could find spices from home and continue the observations and other activities.

Students could look for patterns in the cultural significance of some of the spices.

Sources
Add a Little Spice to Your Life

World Map
http://geoalliance.asu.edu/azga/sites/default/files/maps/World-at.pdf

Have a question?
http://askabiologist.asu.edu/home

Spice Information

Plant Information
http://plants.usda.gov/java/

Learn how your cells send messages to the brain on things like feel or taste:
http://askabiologist.asu.edu/epithelial-cells