What the World Eats
Lesson Plan One

Grade and Subject: 6th grade (may be adapted for higher grades) Social Studies

Objectives:
- Students will understand the differences and similarities of the different foods that people eat from different countries and cultures.
- Students will identify and describe the different vocabulary words associated with the book, What the World Eats.
- Students will understand the difference between natural and processed foods.

Standards: Minnesota K-12 Academic Standards in Social Studies
- Geography-
  - Substrand 2: Geospatial Skills
    - Standard 3: Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).
  - Substrand 4: Human Environment Interaction
    - Standard 9: The environment influences human actions; and human both adapt to, and change, the environment.
    - Standard 10: The meaning, use, distribution and importance of resources change over time.

Materials and Resources:
- What the World Eats by Faith D’Aluisio and Peter Menzel
- YouTube video taken from http://www.youtube.com/watch?v=AN532K3OUI&feature=related
- Paper and Pencils
- Computer, projector and/or smart board to show YouTube video.
- Examples of natural foods and processed foods.
- Worksheet for pair activity.

Vocabulary:
- Printable vocabulary list available on Wiki under Vocabulary Activities.

Pre-Reading Activity:
- Prior to lesson one, the students will have been given instructions on how to keep a record on what foods they eat for approximately 24 hours.
Access Prior Knowledge:
- Have several individual students share their food records with the class. Start a list on the front board. Ask the students what they notice about the different foods that different families eat in only 24 hours. Are they all the same or different? Why don’t we all eat the same things?

Anticipatory Set/Motivation/Snappy Launch:
- “Close your eyes and just imagine all of the different foods that we heard about and listed on a table in front of the classroom. Do think this would be the same foods from someone who lived in Africa? Mexico? Japan? Poland? Egypt? Today we are going to start reading a book that will help us learn about different countries and cultures and what they eat compared to what we eat in the United States. While we are reading, start thinking about why some of the different countries and cultures eat what they do and some of the factors that can contribute to the reasons.” Students can also write down notes as they are listening.

Instructional Procedures:
- Display vocabulary words someplace where all students can see. Explain the different vocabulary words and definitions. Complete vocabulary activities one and two (available on the Wiki).
- Read the first chapter, World on a Plate, from the book *What the World Eats*.
- Read one (or two) of the sections about a family (from any other country besides the United States) briefly describing the food they eat in a week, the facts about the country and the additional reading about the family.
- Watch YouTube video http://www.youtube.com/watch?v=AN532K3OUI&feature=related
  While watching the video, read the facts and information to the class. Allow the students to take notes while watching.
- Discuss the different foods that the different families consumed. Show the students the examples of natural foods and processed foods. What are some of the differences and similarities between the food that the different families consumed and the food that the families in the United States consumed? Discuss the positives and negatives of the United States diets compared to the other countries.
- Pair up the students to discuss and complete worksheet. Walk around observing and asking questions to the pairs of students about their answers to the questions along with observations from the book and video.
- As a whole group, have each pair of students share one of their answers to a designated question from the worksheet.
**Classroom Management:**
- When asking questions to students, choose names from a cup.
- Have the pairs of students pre-selected before the lesson.
- Review the rules for participating in small group activity: talk quietly, be respectful, listen to others, and contribute to the activity.
- Explain the time limits for student activities throughout the lesson.

**Student Assessment & Check for Understanding:**
- Students will be informally assessed during discussions and questions periods during the lesson.
- Students will be formally assessed on vocabulary activity (Step 2) to assure beginning understanding of vocabulary words.
- Students will be informally assessed by observing the pair activity and asking different questions to students while observing.
- Students will be formally assessed by their answers on the worksheet along with the final sharing activity of the pairs answer to a designated question.
What the World Eats

Names: _____________________________________________________________________

Please answer the following questions with your partner:

1. What are some of the differences that you noticed in the book and in the video between the different foods that the different families consumed in other countries (list at least two)?

2. What are some of the similarities that you noticed in the book and in the video between the different foods that the different families consumed in other countries (list at least two)?

3. What are the differences in our diets in the United States compared to other countries?

4. What is the difference between natural foods and processed foods? Do you think you eat more natural or processed foods? Explain.

5. List two positive aspects and two negative aspects of the current United States diet:

6. There is no right or wrong answer for this question. Do you think that the people of the United States need to change what they are eating? (provide at least one paragraph)