



Grade Level: 8-12

Essential Skills: 1,2, 4, 5

CCSS: 8.W.2, 8.W.7, 9-10.W.2, 9-10.W.4, 9-10.W.7, 11-12.W.2, 11-12.W.7

Time: 2 Class Periods

Materials:

Hungry Planet Book*
Hungry Planet Worksheet
Printed out pages of countries chosen or assigned to students

***Available to Oregon Educators in our Lending Library.**

[AITC Library Resources:](#)

Hungry Planet

More Lessons:

Two Truths and a Lie
Ag Tabloids- What's on the cover?
Google Lies, Wikipedia Stinks and Siri Doesn't Even Go Here
Farm to Fork Augmented Reality

07/20

Lesson to Grow

Hungry Planet

Description:

Students will explore nutritional habits of families from different countries. In this activity, students will recognize agriculture's influence on food systems across the globe.

Background:

Agricultural practices play a huge role in determining the foods that are readily available for citizens to purchase. The available foods to consumers directly correlates with the food that we are able to grow in the United States. Through this activity, students will look at what is consumed in other countries and how agriculture plays a role in each country's diet.

Directions:

Part I: Gallery Walk

1. Copy photos that picture the family and food from several different countries, distribute them around the room. Make sure to include the weekly food purchases information.

2. *Tell students that the availability of food available to people directly relates to agriculture. Today, we are going to look at how agricultural impacts meals around the world.*

3. Have students walk around to each photo hung on the wall and analyze the photo and weekly food information.

4. Discuss the food availability in each country and what impacts played a role in determining the meal (i.e. transportation, fertile land, technology, religion, perishability, etc.).

Part II: Research Assignment

1. Assign or allow students to choose one of the countries listed in the book (any country besides the United States).

2. Provide students with a copy of the picture and the information for their country.

3. Distribute the Hungry Planet Worksheet, have students read through the information on the country and analyze the photo to answer the questions on their worksheet.

4. Students will look at nutritional habits, agricultural reasons for their diet, and fulfillment of nutritional needs.

5. After filling in the worksheet students will write a two page paper on their findings and how it relates to diets in the United States.



Asignación de investigación de planta hambrienta

Nombre del estudiante: _____

- 1) ¿Qué país estás investigando?

- 2) ¿Cuál es el clima o clima típico del país?

- 3) ¿Qué tipo de suelos tiene el país? ¿Son adecuados para el cultivo?

- 4) Describa la topografía o el paisaje del país.

- 5) Describa los cultivos que cultivan en el país como alimento. ¿Qué cultivos importan? ¿Por qué?

- 6) Analice los aspectos nutricionales de la dieta del país, ¿se están cumpliendo sus requisitos nutricionales?

- 7) Describe cómo la tierra, el clima y el suelo de los Estados Unidos son diferentes del país.

- 8) Compare la cantidad que el país que su investigación gasta en comestibles en comparación con las familias estadounidenses.

- 9) ¿En qué se diferencian los tipos de alimentos que los estadounidenses compran de los que compran en el país que investiga? Explica por qué crees que compran diferentes alimentos.

- 10) ¿Cómo juegan un papel las prácticas agrícolas en los alimentos que se consumen en el país que está investigando?

Organice esta información en un papel de dos páginas a doble espacio. Considere agregar información sobre las tasas de obesidad, tasas de natalidad / mortalidad, etc.