

# FACES®

## WHO'S HUNGRY?

Dive into the history, geography, and culture of food traditions around the world—from the spread of tomatoes and potatoes across the globe during the age of exploration to the not-so-modern creation of “fake meat.”

## CONVERSATION QUESTION

What environmental and cultural characteristics affect what people choose to eat?

## TEACHING OBJECTIVES

- Students will learn about food consumption patterns.
- Students will explain how changes in transportation affect the diffusion of cultural practices.
- Students will explain how the cultural characteristics of places change over time.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will use details from a text to write a fictional narrative.
- Students will create a brochure.
- Students will give a presentation.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **Tomato & Potato: International Jetsetters**  
Expository Nonfiction, ~850L
- **Arepas from Colombia**  
Expository Nonfiction, ~950L
- **Meatless Meat**  
Expository Nonfiction, ~1150L

## Tomato & Potato:

### International Jetsetters

pp. 10–13, Expository Nonfiction

Both the tomato and the potato might seem like something you couldn't live without (think french fries and ketchup!) but without the age of exploration, you might never have heard of them.



## RESOURCES

- Cultural Diffusion

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about food consumption patterns.
- Students will explain how changes in transportation affect the diffusion of cultural practices.
- Students will use details from a text to write a fictional narrative.

## KEY VOCABULARY

- **age of exploration (p. 12)** a period from the early 15th century to the early 17th century when Europeans explored the world in search of new trading routes and partners
- **emigrated (p. 12)** left one's own country to permanently settle in another
- **immigrants (p. 13)** people who come to live permanently in a foreign country

## ENGAGE

**Conversation Question:** What environmental and cultural characteristics affect what people choose to eat?

Ask students to name some of their favorite foods (e.g., pizza, macaroni, etc.) and identify their individual components (e.g., cheese, bread, pasta, etc.). Then have them hypothesize where those individual components originated (e.g., wheat from \_\_\_\_; dairy cows from \_\_\_\_). Finally, introduce them to the tomato and potato and have them hypothesize about the origins of these foods.

## INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

- The \_\_\_\_ brought unfamiliar cultures into contact with one another, helping to spread cultural practices to distant places.
- As populations \_\_\_\_ from Europe, \_\_\_\_ introduced new foods to peoples across the Americas.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Where did the potato originate and how did it spread globally?
2. Where did the tomato originate and how did it spread globally?
3. How did the age of exploration lead to the diffusion of cultural practices?

## CONCEPT/SKILL FOCUS: Explain Diffusion

**INSTRUCT:** Pass out copies of the *Cultural Diffusion* map. Explain to students that cultural practices refer to ways of doing or using things. In this case, explain that they will be analyzing how the use of the potato and the tomato spread, or diffused, across the world.

**ASSESS:** Have students add labels, symbols, and arrows to the map to show how cultural practices regarding the potato and tomato spread across the world. Then have students write a two-sentence summary to explain how changes in transportation contributed to the diffusion of the potato and tomato. Invite students to share their maps and summaries with one another and post maps to the classroom wall.

## EXTEND

**English Language Arts** The article mentions foods that were brought to different places in the world during and after the age of exploration. Ask students to use details from the text to write a short story about the first use of the potato or tomato in a new area (e.g., in Europe, in the Americas, on the International Space Station).

## Cultural Diffusion

On the world map below, show how cultural practices regarding the tomato and the potato diffused, or spread, across the globe. Label relevant countries/continents. Use symbols to represent different foods. Use arrows to show how cultural practices diffused from one region to another.



## Arepas from Colombia

### pp. 26–29, Expository Nonfiction

Learn how a meal made from simple corn flour became a nationally recognized symbol of Colombia and of much of the rest of the world.



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about food consumption patterns.
- Students will explain how the cultural characteristics of places change over time.
- Students will create a brochure.

## KEY VOCABULARY

- **maize (p. 27)** corn; a Central American cereal plant that yields large grains in sets of rows on a cob
- **biodiverse (p. 27)** (of a habitat or region) containing a wide variety of plant and animal life
- **gastronomic (p. 28)** relating to the process of cooking or eating good food

## ENGAGE

**Conversation Question:** What environmental and cultural characteristics affect what people choose to eat?

Ask students to think about food in the United States. What foods would virtually every person in America know about and eat fairly frequently (e.g., macaroni and cheese, burgers, etc.). After students identify a few options, have them try to explain various ways these foods are prepared. Then ask them to hypothesize if the way these foods are prepared has changed over time and how.

## INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What are some of the different ways arepas are made in Colombia?
2. How might Colombia's biodiversity relate to the variety of ways people there make arepas?
3. Why might people choose to consume ready-made arepas rather than make them from scratch?

## CONCEPT/SKILL FOCUS: Explain Change

**INSTRUCT:** Explain to students that cultural characteristics such as food consumption patterns influence how people live their daily lives. Further explain that these characteristics can change over time, creating new food consumption patterns.

**ASSESS:** Have students reread the article to identify the basic ingredient in an arepa. Then have them identify how arepas can be made without modern technology. Next, have students compare how arepas are made without and with modern technology. Finally, ask students to write a paragraph explaining how food consumption patterns in Colombia have *both* changed *and* remained constant over time.

## EXTEND

**Social Studies** The article discusses how the arepa has become a nationally recognized common food for Colombians. Have students conduct research using print and digital sources to identify a nationally recognized common food consumed in a country other than Colombia (e.g., the pancake in the United States, “bangers and mash” in the United Kingdom). Then have them create a brochure that tells what the food is, how it is made, and how it became a nationally recognized common food in that country.

## Meatless Meat

### pp. 30–33, Expository Nonfiction

Explore the ancient origins of “fake meat,” or meat substitutes, and learn about the variety of reasons people both consume and avoid it.



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about food consumption patterns.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will give a presentation.

## KEY VOCABULARY

- **substitute (p. 31)** a thing that takes the place of something else
- **genetically modified (p. 33)** of an organism or crop containing genetic material that has been artificially altered so as to produce a desired characteristic
- **processing (p. 33)** changing raw ingredients, such as agricultural products, from their natural states into foods so they can be eaten by humans or animals

## ENGAGE

**Conversation Question:** What environmental and cultural characteristics affect what people choose to eat?

Ask students to share whether or not they have ever eaten “fake meat.” (You may get some confused responses. If so, clarify that “fake meat” refers to products used as meat substitutes, such as tofu.) Have students share the reasons why they do or don’t eat meat substitutes.

## INTRODUCE VOCABULARY

Define each word with students. Then have students work in small groups to create a single sentence that uses all three words. Finally, tell students to look for these words as they read the article.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Make an inference as to why Chinese Buddhist monks use meat substitutes.
2. How does the environmental impact of producing meat substitutes compare to the impact of raising livestock?
3. Why might people increase their consumption of “fake meat”?

## CONCEPT/SKILL FOCUS: Explain Influence

**INSTRUCT:** Inform students that the article mentions specific cultural reasons why some groups of people have chosen to consume meat substitutes. Tell students that they will be using clues in the article to explain how specific cultural characteristics of different groups of people have influenced their daily lives.

**ASSESS:** Have students work in pairs to reread the article and identify three groups of people it mentions that consume meat substitutes (Chinese Buddhist monks, American flexitarians, environmentalists). Explain that each of these groups has a different cultural reason for choosing to consume meat substitutes. Instruct students to identify the primary reason each group consumes meat substitutes. Bonus: Ask all students to identify the group mentioned in the article that doesn’t consume meat substitutes and why.

## EXTEND

**Social Studies** The article discusses cultural reasons why some people choose to consume meat substitutes. Ask students to use both print and digital sources to research how the environmental impact of producing meat substitutes compares to the impact of producing livestock. Instruct them to learn enough to make at least three direct comparisons (e.g., how much land, water, and other materials are used). Finally, have them present their findings to the class.