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INTRODUCTION

The *Hungry Planet* posters provide insight into the diets, daily lives, and cultures of twelve families. The posters also reveal the increasing globalization of the world's food markets, as several of the photographs show American or European brand-name products. By examining these posters, students can learn not only about a family's food supply and customs but also about national and global economics and politics.

This curriculum guide helps students analyze and understand the posters. As students go through the posters and activities, encourage them to reflect on what they learn about the world's cultures, international economic and political conditions, and the process of globalization. Also, allow them to reflect on the similarities and differences between the role of food in their own family and in other cultures around the world as seen in the posters.

The curriculum guide contains the following components:

- Critical-thinking questions based on Bloom's Taxonomy that get students to delve deeper into the topics and concepts conveyed in the posters
- Writing prompts that offer ideas for paragraph and essay topics related to the posters
- Poster activities that have students organize and analyze statistical information presented in the posters and complete graphic organizers to assist them with their analyses
- Additional questions that have students reflect on the posters
- Strategic reading exercises that have students read passages from *Hungry Planet* and selected secondary sources, then complete graphic organizers to make sense of what they've read
- Lecture notes, oriented toward the photos, featuring questions to pose for class discussion on each of the eleven families, their lifestyles, and their diet, along with information to answer those questions
- Two-page, reproducible student handouts for each of the eleven families, with all photos and class discussion questions lettered for easy reference to one another

These components may be used in any order and combination, depending on your classroom needs.

STRATEGIC READING

TEACHER SECTION

These exercises ask students to read various passages from *Hungry Planet* and other secondary sources. For each country, students will read one passage from the book and one from a secondary source, and then complete a graphic organizer in order to demonstrate they understand what they've read.

Students will complete one of three types of graphic organizers for each country:

READING GUIDE

The Reading Guide asks students to consider what they already know about a subject, read about it, and then assess the accuracy of their predictions. The main purpose of this graphic organizer is to have students carefully read and point to clues in a text to find information that either confirms or challenges their preconceived ideas.

1. Before students read, have them make notes in the “What I think” column. They may do this on their own, in small groups, or as part of a class discussion. If you discuss students' ideas as a class, list about twenty of their ideas on the board and then ask them where they believe they got each of these ideas (e.g., on TV, from their parents).
2. Ask students to read the two passages, paying particular attention to information about each of the questions in the graphic organizer. As they read, they should take notes in the “What the text says” column.
3. After they have finished reading, they will compare what they learned in the text with their initial thoughts on the subject and complete the graphic organizer by filling in the “Was I right?” column with their assessments.
4. In a full-class discussion, ask students to consider their initial ideas and compare them with what they learned in the readings. Did the readings challenge any of their preconceived ideas? Which reading do they feel provided them with the most new information?

I-CHART

The I-Chart (Inquiry Chart) allows students to make connections between more than one text. It presents several questions that may be answered differently by two different resources.

1. Have students read the questions in the chart before they read the text. These questions will provide students with a focus for their reading.
2. Ask students to read each text and fill in the appropriate sections of the chart.

3. After students have completed their charts, hold a full-class discussion in which you ask them to describe the differences between the texts.
4. Discuss students' findings as a class. In what ways do the two readings differ? In what ways are they similar? What evidence from the readings can students provide to support their answers?

MAKING INFERENCES CHART

It's important for students to develop skills for making inferences so that they can understand the full meaning of the things they read. When making inferences, students look for clues within a text, much as a detective might look for clues to solve a crime.

The Making Inferences Chart asks students to fill in the blanks for the questions regarding the *who*, *when*, *what*, and *why* of a passage they have read. The answers to *who*, *when*, and *what* may appear directly in the text, but students will need to infer the answer to the question *why* from the reading.

1. Have students read the first passage, either individually or as a class.
2. In a full-class discussion, ask students to summarize the information directly provided by the text.
3. Discuss what information a reader might infer from this passage. What can students figure out that the text doesn't explicitly state? What clues do they see in the text that can help them make these inferences?
4. Have students fill out the Making Inferences Chart.
5. Repeat the above steps for the second passage.

Below is a passage on Mali and on the following page is the corresponding Mali Making Inferences Chart with sample answers.

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READING 1: HUNGRY PLANET

There are no convenience stores or fast food in Mali. In this part of Africa, processed food is grain pounded by hand. Water is carried from community wells. Wood for the cooking fires is collected from far away. Dishes are washed in the Niger River. Mali food is slow food.

Resonating off the mud-brick walls of family courtyards, the heavy rhythmic thumping that permeates the dusty village air is not coming from boom boxes. The heart-beat of the village comes from heavy wooden pestles, pounding, pounding, pounding the hand-harvested grain—millet, dried corn, or smoked rice—into a fine flour. At Soumana's house, his two wives take turns doing the cooking. Most meals start when that day's cook makes a fire. Using the previously prepared flour, she then mixes the result with well water and dried okra, and, if they

are available, fresh tomatoes to make a kind of vegetable porridge. The big pot is enough to feed Soumana, the other, non-cooking wife, Soumana's sister-in-law (who is living with them while her husband is away), and the children who happen to be around that day (usually there are at least eight).

MALI MAKING INFERENCES CHART

Directions: Read the passage to infer the answers to the questions in the chart.

<p>Who does most of the food preparation in rural Mali?</p> <p>Women do most of the food preparation, and it is usually the head of the household's wives who are responsible for this duty.</p>	<p>Because the reading says:</p> <p>“At Soumana’s house, his two wives take turns doing the cooking.”</p>
<p>Where do people go to do this household work?</p> <p>Women prepare food in their courtyards.</p>	<p>Because the reading says:</p> <p>“Resonating off the mud-brick walls of family courtyards, the heavy rhythmic thumping that permeates the dusty village air is not coming from boom boxes. The heart-beat of the village comes from heavy wooden pestles . . .”</p>
<p>Is Mali considered an economically “developing” or an economically “developed” country?</p> <p>From this passage, we can tell that Mali is considered an economically “developing” country. The people of Mali have little access to the modern conveniences that characterize economically “developed” countries.</p>	<p>Because the reading says:</p> <p>The first paragraph describes Mali’s lack of technology and conveniences.</p>
<p>What is daily life like for women in rural Mali?</p> <p>Daily life involves a lot of hard work, including many hours preparing food. Women probably don’t get to leave the house nearly as much as men do.</p>	<p>Because the reading says:</p> <p>The second paragraph describes the work involved in pounding grain into flour and cooking a meal.</p>

BHUTAN: NAMGAY FAMILY

LECTURE NOTES • TEACHER SECTION



1. How do you think the Namgay family and most **residents** of Bhutan, a small kingdom in the Himalayas, **make a living**?
2. **Electricity** has now come to the Namgay family's village. How might it **change** their way of life?
3. What is the **primary food group** this family consumes? (A)
4. What **food groups** are **less abundant** in this photograph? **Why** do you think this might be the case? (A)
5. Compare the **Namgay** family's **diet** to that of a typical **family in your community**. What types of **food items** that many American families consume are **absent** from this photograph? **Why** do you think this might be the case? (A)
6. **What** do you think is in the large sack on the right? **Why** is there **so much** of it? (A)
7. These food items are central to the family's diet. **What** do you think they are? When this photograph was taken, Nalim (the family matriarch) complained that this year she had to **buy** these items rather than **grow** them, since insects had destroyed the crop. What impact might this **change of plans** have on the family? (B)
8. What do you think these **bottles** hold? What might it be **used for**? (C)
9. What do you think these **ingredients** are used to make? (D)
10. The **family reserves** one of these **ingredients** for **special visitors**. Which one do you think is special, and why? (D)