

Readington Township Public Schools

No Passport Needed: Climate, Culture, and Cuisines of the World

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I. OVERVIEW (Summary of what students will learn, Narrative)

The purpose of this course is to combine a study of geography and cultures and connect it to the foods that are enjoyed around the world. Our interconnected world allows students to connect with a variety of global foods and cuisines that were previously impeded by a divide in travel and technology. Students will begin this course learning important geography skills that include understanding the five themes of geography, map and atlas skills, and an analysis of land use maps, charts and graphs. Students will learn to define culture and be able to identify cultural traits that are common across the globe. Students will then use their knowledge of geography and culture to travel the globe to learn about specific countries. Students will create maps, charts, and graphs of these countries, highlight key cultural traits, and learn about notable cuisines. Students will then be able to explore, research, and create a traditional dish from that country.

II. STUDENT OUTCOMES ([NJSL Standards](#))

Social Studies:

- **6.2.8.GeoPP.1.a:** Compare and contrast the social organization, natural resources, and land use of those who lived in early agrarian societies.
- **6.2.8.HistoryCC.1.a:** Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- **6.2.8.HistoryCC.1.b:** Determine the impact of technological advancements on agrarian societies.
- **6.2.8.CivicsPI.2.a:** Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- **6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- **6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- **6.2.8.EconEM.3.a:** Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- **6.2.8.CivicsPI.4.a:** Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- **6.2.8.GeoHE.4.a:** Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- **6.2.8.GeoPP.4.b:** Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- **6.2.8.GeoHE.4.c:** Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- **6.2.8.GeoGI.4.a:** Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- **6.2.8.HistoryCC.4.f:** Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

Life Literacies and Key Skills:

- **9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
- **9.1.12.CFR.4:** Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- **9.2.8.CAP.10:** Evaluate how careers have evolved regionally, nationally, and globally.
- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to

achieve a group goal.

III. COURSE OBJECTIVES (Content categories and subcategories, outline)

1. Lesson 1- The Five Themes of Geography and Map Skills (2 weeks)
 - a. Students will be able to:
 - i. Identify the [5 themes of geography](#), [Video](#)
 - ii. Use the 5 themes of geography to analyze the effect of human and natural intervention on the earth's surface
 - iii. Develop a working definition of [geography \(video\)](#)
 - iv. Become familiar with basic concepts and terminology necessary for work with globes and maps
 - v. Use graphs and charts to gather information quickly
 - vi. Construct graphs and charts from information given in a variety of forms (other charts, infographics, text)
 - vii. Make geographic generalizations based on information in charts and atlases
2. Lesson 2- What is Culture?
 - a. Resource: PeaceCorps [Features of a Culture](#) and Khan Academy [Understanding Culture](#)
 - b. Students will be able to:
 - i. Describe culture in geographic terms and context
 - ii. Create a working definition of culture
3. Lesson 3- Exploring Japan
 - a. Students will be able to:
 - i. Analyze and interpret maps and charts regarding land use, vegetation, climate, rainfall, natural resources, and land usage
 - ii. Research and identify cultural norms, values, and activities common in Japan
 1. Language, religion, art forms, ceremonies, festivals, government, imports/exports
 - iii. Research menus/cultural dishes
 - iv. Create a presentation on Japan demonstrating how geography and culture connect to the cuisine
 - v. Prepare a dish to share
4. Lesson 4- Exploring West Africa
 - a. Students will be able to:
 - i. Analyze and interpret maps and charts regarding land use, vegetation, climate, rainfall, natural resources, and land usage
 - ii. Research and identify cultural norms, values, and activities common in West Africa;
 1. Language, religion, art forms, ceremonies, festivals, government, imports/exports
 - iii. Research menus/cultural dishes
 - iv. Create a presentation on a West African country demonstrating how geography and culture connect to the cuisine
 - v. Prepare a dish to share
5. Lesson 5- Exploring Italy
 - a. Students will be able to:
 - i. Analyze and interpret maps and charts regarding land use, vegetation, climate, rainfall, natural resources, and land usage
 - ii. Research and identify cultural norms, values, and activities common in Italy
 1. Language, religion, art forms, ceremonies, festivals, government, imports/exports
 - iii. Research menus/cultural dishes

- iv. Create a presentation on Italy demonstrating how geography and culture connect to the cuisine
- v. Prepare a dish to share

6. Lesson 6-Exploring Greece

- a. Students will be able to:
 - i. Analyze and interpret maps and charts regarding land use, vegetation, climate, rainfall, natural resources, and land usage
 - ii. Research and identify cultural norms, values, and activities common in Greece
 - 1. Language, religion, art forms, ceremonies, festivals, government, imports/exports
 - iii. Research menus/cultural dishes
 - iv. Create a presentation on Greece demonstrating how geography and culture connect to the cuisine
 - v. Prepare a dish to share

7. Lesson 7- Exploring Cuba

- a. Students will be able to:
 - i. Analyze and interpret maps and charts regarding land use, vegetation, climate, rainfall, natural resources, and land usage
 - ii. Research and identify cultural norms, values, and activities common in Cuba
 - 1. Language, religion, art forms, ceremonies, festivals, government, imports/exports
 - iii. Research menus/cultural dishes
 - iv. Create a presentation on Peru demonstrating how geography and culture connect to the cuisine
 - v. Prepare a dish to share

8. Exploring Mexico

- a. Students will be able to:
 - i. Analyze and interpret maps and charts regarding land use, vegetation, climate, rainfall, natural resources, and land usage
 - ii. Research and identify cultural norms, values, and activities common in Mexico
 - 1. Language, religion, art forms, ceremonies, festivals, government, imports/exports
 - iii. Research menus/cultural dishes
 - iv. Create a presentation on Mexico demonstrating how geography and culture connect to the cuisine
 - v. Prepare a dish to share

9. Lesson 9- Exploring Brazil

- a. Students will be able to:
 - i. Analyze and interpret maps and charts regarding land use, vegetation, climate, rainfall, natural resources, and land usage
 - ii. Research and identify cultural norms, values, and activities common in Brazil
 - 1. Language, religion, art forms, ceremonies, festivals, government, imports/exports
 - iii. Research menus/cultural dishes
 - iv. Create a presentation on Brazil demonstrating how geography and culture connect to the cuisine
 - v. Prepare a dish to share

10. Lesson 10- Exploring Peru

- a. Students will be able to:
 - i. Analyze and interpret maps and charts regarding land use, vegetation, climate, rainfall, natural resources, and land usage
 - ii. Research and identify cultural norms, values, and activities common in Peru
 - 1. Language, religion, art forms, ceremonies, festivals, government, imports/exports

- iii. Research menus/cultural dishes
- iv. Create a presentation on Peru demonstrating how geography and culture connect to the cuisine
- v. Prepare a dish to share

IV. STRATEGIES

Strategies may include but are not limited to:

- Group discussions
- Teacher presentation
- Student projects
- Guided groups
- Individualized instruction
- Interactive SmartBoard lessons
- Tutorials
- Online practice

V. EVALUATION

Assessments may include but are not limited to:

- Teacher Observations
- Class Participation
- Class Discussions
- Class Assignments
- Homework Assignments
- Notebooks
- Student Projects
- Tests and Quizzes
- Anecdotal Records
- Presentations

VI. REQUIRED RESOURCES

- [Features of a Culture](#) Peace Corps
- [Cultural Relativism](#) Khan Academy article, [video 1](#), and [video 2](#)
- Geography resources
 - [5 themes of Geography activity National Parks Service](#)
 - [Geography video 5 themes](#)
 - [Geography video 2](#)
- Teacher selected resources

VII. SCOPE AND SEQUENCE

Understanding Geography (2 weeks)

- Introduction (5 Days)
 - Defining
 - Researching
 - Application
 - Assessment

Understanding Culture (2 weeks)

- Introduction
 - Defining
 - Research

- Application
- Assessment

Japan (3 weeks/7 days)

- Geography
 - Research
 - Land use
 - Creating charts, maps, and graphs
- Culture
 - Research
 - Present findings
- Cuisine
 - Research, application, menu, prepare food, presentation

West Africa (3 weeks/7 days)

- Geography
 - Research
 - Land use
 - Creating charts, maps, and graphs
- Culture
 - Research
 - Present findings
- Cuisine
 - Research, application, menu, prepare food. presentation

Italy (3 weeks/7 days)

- Geography
 - Research
 - Land use
 - Creating charts, maps, and graphs
- Culture
 - Research
 - Present findings
- Cuisine
 - Research, application, menu, prepare food, presentation

Greece (3 weeks/7 days)

- Geography
 - Research
 - Land use
 - Creating charts, maps, and graphs
- Culture
 - Research
 - Present findings
- Cuisine
 - Research, application, menu, prepare food, presentation

Cuba (3 weeks/7 days)

- Geography

- Research
- Land use
- Creating charts, maps, and graphs
- Culture
 - Research
 - Present findings
- Cuisine
 - Research, application, menu, prepare food, presentation

***Mexico (3 weeks/7 days)**

- Geography
 - Research
 - Land use
 - Creating charts, maps, and graphs
- Culture
 - Research
 - Present findings
- Cuisine
 - Research, application, menu, prepare food, presentation

***Brazil (3 weeks/7 days)**

- Geography
 - Research
 - Land use
 - Creating charts, maps, and graphs
- Culture
 - Research
 - Present findings
- Cuisine
 - Research, application, menu, prepare food, presentation

***Peru (3 weeks/7 days)**

- Geography
 - Research
 - Land use
 - Creating charts, maps, and graphs
- Culture
 - Research
 - Present findings
- Cuisine
 - Research, application, menu, prepare food, presentation

*indicates alternate lesson