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INTRODUCTION

The *What I Eat* posters are drawn from the book, *What I Eat: Around the World in 80 Diets*. The posters show photographs of people throughout the world standing alongside a day's worth of food. They provide insight not only into each individual's diet, daily life, and culture, but they also provide information about the national and global economics and politics of where they live.

The fieldwork: The *What I Eat* team had dinner with eighty people in thirty countries with the intention of showcasing real people and what they eat. The authors documented what their subjects ate on a typical day, at a particular moment in time, along with a thoroughly documented food list detailing that day's worth of food. This was not a clinical study or ethnographic food census, nor was it meant to look like one. Whatever was eaten on that day became the basis of the coverage. The authors also did not evaluate people's levels of physical activity as it was nigh impossible to come up with a metric for comparison across cultures. Instead, they relied on the photographs, story, and life circumstances to help the readers gauge for themselves how active or inactive each person was. After creating a display of what each person ate in one day, the authors took food portraits and then weighed all the food. This presentation introduces twelve of the eighty people from their book and invites students "to explore the lives of people in the farthest reaches of the world or next door . . . to see how [their] own diet compares."

The curriculum guide: This curriculum guide develops visual literacy by helping 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 as well as international, economic, and political conditions. Also, allow them to reflect on the similarities and differences between their own diets and the diets of other cultures around the world as seen in the posters.

The curriculum guide (with people and countries arranged by calories consumed) contains the following components:

- Critical-thinking questions based on Bloom's Taxonomy that encourage 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 ask students to read passages from the book *What I Eat: Around the World in 80 Diets* and from various secondary sources, then complete graphic organizers to extract more meaning from what they've read

- Lecture notes featuring questions to pose for class discussion on each of the twelve persons, their lifestyles, and their diet, along with information to answer those questions
- Two-page, reproducible student handouts for each of the twelve persons, with all photos and class discussion questions lettered for easy reference to each other

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

Different daily diets: As they look at the photographs, students should pay careful attention to the details. The daily food people eat and the way in which they prepare and serve this food reveal a great deal about their culture, the local environment, and their access to foods from other places. For example, one person's daily diet may include only the plants they grow or the animals that they raise. Another person may have an incredibly varied diet that they purchased in a huge supermarket stocked with foods that are locally grown or shipped from faraway factory farms.

Overfed and underfed: The rising level of affluence throughout the globe has, in some cases, been positive and contributed to improvements in the nutrition of entire populations. However, there is a distressing side to having greater access to more food. Some people have moved away from locally grown, whole foods and toward high-fat, high-sugar processed foods. This shift has contributed to a worldwide epidemic of obese and overweight people. For the first time in the history of the planet, overfed people outnumber the underfed.

Your students will have much to learn and discuss in this unique poster presentation of what people eat every day as photographed from places as far away as Kenya or as nearby as their own hometown.



Photographer Peter Menzel and writer Faith D'Aluisio in Yazd, Iran

STRATEGIC READING

TEACHER SECTION

These exercises ask students to read two selections for each poster. Reading 1 is always a passage from *What I Eat*, and Reading 2 is taken from a secondary source. After reading, the students are asked to complete a graphic organizer to extract more meaning from 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 passage, 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 questions that require answers that do not appear directly in the text. The students will need to infer the answer to the question and identify passages from the reading that support their inference.

1. Have students read the passage, either individually or as a class.
2. In a full-class discussion, ask students to summarize the information directly provided by the text. Generate simple *who*, *what*, *where* questions that can be directly answered in the text.
3. Discuss that a lot of information can be inferred from this passage. The information is not stated outright, but there are enough clues to infer what is being said. Read the first inference question and ask them how they would answer this question even though the text doesn't explicitly state the answer. What clues in the text will help them make these inferences?
4. Have students fill out the Making Inferences Chart.

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

READING 1: WHAT I EAT

[Coco Finken] is a vegetarian these days.

It wasn't much of a stretch for the Finkens to support her dietary experiment; they've never eaten much meat, relying instead on the plant-based bounty of the land. The Finkens, who live a block and a half east of Lac Deschenes, a wide section of the Ottawa River near Ottawa, support local farmers and also grow some of their own vegetables in raised beds in their front yard, despite the short growing season and cold climate in their northern location.

Kirk and Danielle [Finken] have worked to instill a green ethos in their daughters—and to leave a small ecological footprint on the earth. They live in a passive-solar, straw-bale house, and they buy organic foods to the extent that they can afford the higher cost. They purchase foods like vegetables, milk, and freshly ground peanut butter at the local natural foods store, but they try to economize on staple foods. Kirk does most of the family shopping, and buys staples at the no-frills supermarket chain Super C. "At the bigger markets," says Kirk, "everything is so seductive that you end up spending more money than you intended." He calls it consumer manipulation.

CANADA MAKING INFERENCES CHART, READING 1

<p>Why was it easy for the Finkens to accommodate Coco's vegetarian diet?</p> <p>They didn't eat a lot of meat and they ate a lot of vegetables.</p>	<p>Because the reading says:</p> <p>"... they've never eaten much meat, relying instead on the plant-based bounty of the land. [They] support local farmers and also grow some of their own vegetables in raised beds in their front yard."</p>
<p>Are the Finkens concerned about the environment?</p> <p>Yes, they are very concerned.</p>	<p>Because the reading says:</p> <p>The first part of the second paragraph describes everything they do to "leave a small, ecological footprint on earth."</p>
<p>Do the Finkens expend a lot of energy to heat their home?</p> <p>No, they don't expend a lot of energy heating their home because they use solar energy.</p>	<p>Because the reading says:</p> <p>They live in a passive-solar, straw-bale house.</p>
<p>Do the Finkens only shop for organic food?</p> <p>No, they sometimes buy at a supermarket.</p>	<p>Because the reading says:</p> <p>"... and they buy organic foods to the extent that they can afford the higher cost."</p> <p>Kurt buys staples at the no-frills supermarket chain.</p>

KENYA: NOOLKISARUNI TARAKUAI

MAASAI HERDER

LECTURE NOTES • TEACHER SECTION



1. Who is **Noolkisaruni Tarakuai**?
2. What do you notice about the **cattle** in the picture? Why do they look this way? (A)
3. What do you notice about the **amount of food** that Noolkisaruni eats in **one day**? (A)
4. What **foods** do you think **you recognize** in the photo of Noolkisaruni's one day of food? (A)
5. What **food groups** are **missing** in the photo? (A)
6. What **food groups** are **represented** in the photo? (A)
7. What kind of **kitchen** would Noolkisaruni need to **prepare** these foods? (B)
8. Noolkisaruni goes to the **market** only once in a while. What must have been **bought** at the market to make this **one day's diet**? (A)
9. How does Noolkisaruni's whole **daily diet compare** to **yours**? (A)
10. What one **meal** in **your diet** is **most like hers**? (A)
11. Noolkisaruni ate only 800 calories on the day that the photography team arrived. This is **not a diet** that will **sustain her** for life. **What can she do**?