

Everybody Eats

OBJECTIVES:

Students will:

- Identify basic human needs, including the need for food.
- Describe food from other countries.
- Identify foods they eat that are from other countries.

TEACHER BACKGROUND

Understanding basic human needs is an important first step in the process of learning about peoples and nations around the world. This supplemental lesson begins by focusing on basic human needs, using the charming book *One World, One Day* to stimulate student thinking. The lesson then focuses specifically on food and the web of relationships that food creates among different parts of the world. Students will gain to important understandings from the focus on food: (1) while everyone needs to eat, people in different places eat different foods and (2) in the United States, we eat foods that originated in many other places. This lesson addresses CPS Social Science Standard 14E: Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues (B2: Tell about food from other countries and B3: Identify a product or artifact that comes from another country).

STRATEGIES

- Discussion/Deliberation
- Cooperative Learning

RESOURCES

- Copy of the book *One World, One Day*, by Barbara Kerley (Washington, DC: National Geographic, 2009).
- Set of Food and Nation cards
- World map and tape
- Blank note cards

TIME REQUIRED

- 45-60 Minutes

PROCEDURE

1. Write the following sentence on the board: “All people have basic human needs.” Ask students: Can you think of any basic human needs—things that all people need in order to live? As students suggest answers, help them distinguish between **wants** and **needs**.
2. Tell students that you are going to share a story about the day in the lives of young people around the world. It is called *One World, One Day*
3. Read the book aloud, displaying the photographs for student examination. When you have finished the book, point out that the book shows many examples of the basic human needs students listed and perhaps some needs that they did not think of.
4. Go back through the pages of the book, letting students identify examples of basic human needs, particularly the needs of children. (*They may list food, water, shelter, clothing, education, and adults to care for them.*) Point out that, no matter where they live, children’s needs are the same.
5. Acknowledge that, while basic needs are the same, the way those needs are met may vary from place to place. For example, people in different countries eat different foods. On the chalkboard, create a chart of the different foods that are shown in the book for each meal:

Breakfast	Lunch	Dinner
Porridge Pancakes Churros Toast Hot sweet tea with milk	Sandwiches	Pork, greens, and tofu Veggies Pasta Chicken Rice Pizza

6. Tell students that they are going to play a matching game. Each student will get a card. The card will have either the name of a food or the name of the country where the picture of the food was taken. They are to find a student whose card matches theirs. There are two clues that will help them—the color of the writing on the text and a symbol on the cards. When they find a partner, they should come up to you and you will help them find their country on the map.
7. Distribute the cards and allow time for students to find their partners. Help them locate their countries on the map and tape the food card to the map in the appropriate location.
8. When all students have found their partners and posted their food cards on the map, point out that the foods in the book are from many different countries. Ask students: How many of the foods from other countries have you eaten? Take a quick poll and show the results in the table on the board. Help students understand that people in countries around the world, including our country, get foods and other products from other countries.

Classroom Ready Resource

9. Give each student a blank index card and ask them to take it home. At home, they should ask their parents, guardians, or an older sibling to help them find an item from another country (labels often say where a product was made); this can be a food or another product. On their card, they should draw a picture of the item and write the country it came from.
10. The next day, allow students to share their cards and help them post them on the world map.




ENRICHMENT

Encourage students to look more closely at *One World, One Day* to identify other differences and similarities among people in different countries. What activities shown in the book would they do? What activities wouldn't they do?

Work with the librarian/media specialist to identify books that show types of shelter common in other countries. Students can examine the books and create models or drawings reflecting homes around the world.

Classroom Ready Resource

Cards

<p>Porridge</p> <p>□</p>	<p>North Korea □</p>  A black and white outline map of North Korea, showing its geographical shape and surrounding waters.
<p>Pancakes</p> <p>#</p>	<p>United States #</p>  A black and white outline map of the United States, showing the 50 states and their boundaries.
<p>Churros</p> <p>❖</p>	<p>Spain ❖</p>  A black and white outline map of Spain, including the Balearic Islands and the Canary Islands.

Classroom Ready Resource

Toast

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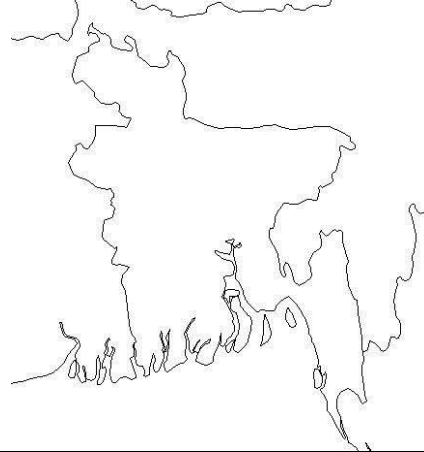
Australia ^



Hot sweet tea

∞

Bangladesh ∞



Sandwiches

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United States #

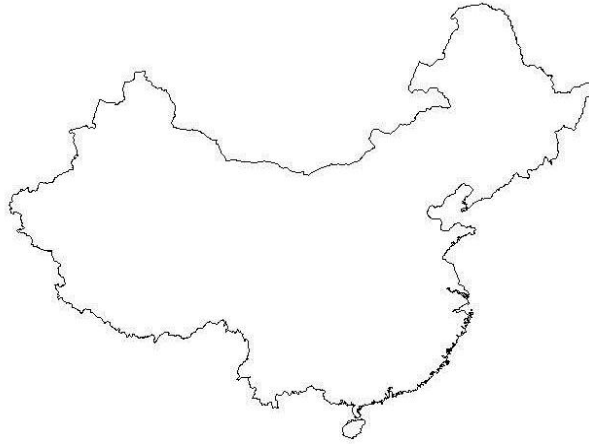


Classroom Ready Resource

Pork, greens, and tofu

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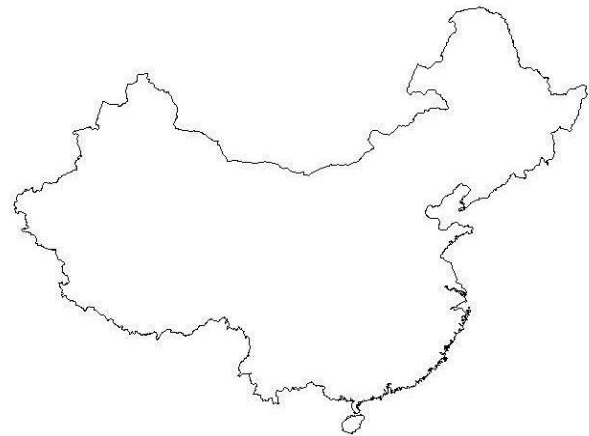
China ×



Veggies

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China ×



Pasta

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Italy §



Classroom Ready Resource

Chicken

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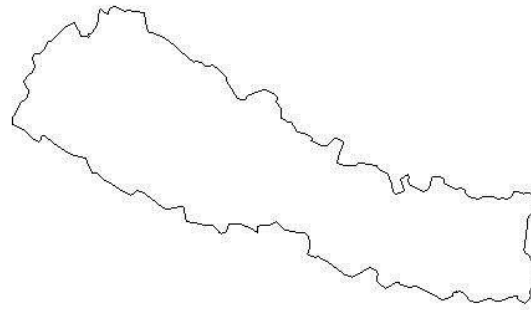
United States #



Rice

⊙

Nepal



⊙

Pizza

#

United States #

