

Title Food for Thought

Key Words: food, immigration, diversity

Grade Level: 3

Time Allotted: 45 minutes

Lesson Overview	Students will explore the country of origin of many popular foods eaten today.
Guiding Question(s)	What are American foods? Where do these foods come from?

Learning Objectives

SWBAT question and evaluate the origin of pizza, bagels, sandwiches, stir-fry, sushi, and tortillas.

SWBAT identify the originating country of each food on a map.

Standards of Learning

3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles or a republican form of government and respect for individual rights and freedoms.

OAH Historical Skills Taught:

Students will evaluate the cause and effect relationship between immigration and how it has impacted commonly eaten foods in America by comparing these foods with immigrants' recipes.

Assessment Tool(s)

1. American Food? Worksheet
2. Dinner plate graphic organizer.
3. Exit slips

Material/Resources

1. Print and make food information sheets (one per group)
2. World map (for demonstration purposes)
3. World map worksheets –(one per child)
(<http://www.freeusandworldmaps.com/images/WorldPrintable/WorldMercator6NoLinesPrint.jpg>)
4. Exit slips (one per child)
5. American Food? Worksheet (one per child)
6. Dinner plate graphic organizer (one per child)

Modifications (to meet needs of diverse learners)

1. Advanced students can do additional research on their food.
2. As an extension, students could make one of the foods discussed.
3. As an extension, students could research the origin of another favorite food.

Instructional Procedures/Process

1. Go over directions of the *American Food?* Worksheet and ask students to do their best to fill it out independently.
2. Split students into 6 groups. Explain that each group is going to learn about one of the foods on that list. Give each group one of the packets. They will read the information about the food in their packet and fill out the dinner plate graphic organizer.
3. Each group will present their dinner plate and what they have learned about their food to the class. Students should point out what their food is, its country of origin, and point out the country of origin on the world map. Hang each dinner plate up on the board or around the room as groups present.
4. Pass out world maps and instruct students to draw each food that was discussed on the country of its origin. If there isn't enough room, they can color the country and draw the food beside it. Students will be expected to label each country, as well.

Closure:

1. Pass out printed exit slips for students to complete independently.