

G1: LESSON PLAN

Title	Where did Foods Originate?
Subject	Geography
Grade Level	3 – 5
Time	45-60 minutes
Purpose	After locating and identifying the various images of food in the fresco, students learn and explore Old World and New World foods and how they changed each other's diet.
Key Questions	<ol style="list-style-type: none"> 1. What is meant by Old World? 2. What is meant by New World? 3. What foods originated in the Old World? 4. What foods originated in the New World? 5. How did these foods change people's diets?
Values	Understanding of new and old geography; understanding of food origins
Materials & Resources	Virtual tour of the fresco; fresco image guide; world map; food flash cards; magazines; scissors, glue, paper, markers, colored pencils; Food Origins List.
Activities	<ol style="list-style-type: none"> 1. Lead students through a virtual tour of the fresco. 2. Looking at the virtual fresco, ask students to search for different foods, 3. Using the world map, show and discuss the difference between Old World and New World. 4. In pairs, ask students to list the foods found in the fresco and "guess" if those foods are originally from the Old World or New World. 5. Together as a class, discuss the pair work. Go through the foods and origins list so that students can correct their lists as needed. 6. Discuss how these foods exchanging between areas of the world might have affected diets. 7. In pairs, use the magazines to find foods that represent the foods discussed to create a collage, zine, or something similar that explains the foods, their origins, Old World, and New World. (The food flash cards could be used instead of magazines, if necessary), This could be something they share with younger students.

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8. Come back together as a class and share creations.
 9. **Extension discussion and/or activity.** Discuss the following questions:
What might be the significance of the foods pictured in the fresco?
Are there other foods that could have been included in the fresco?
Students can draw foods that could have been included in the fresco in their own style, considering how their drawings could be a part of the fresco. Students can create a story from the point of view of artist explaining his reasoning for including the food images he did.

Evaluation/Assessment

[Share results of the lesson with the NHCC](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.



