

**COURSE:** Middle School

**UNIT:** Environmental/Agricultural Concepts

**EXERCISE:** Food Detective

**TIME FRAME:** 1-2Hours



**PREPARATION:** *Summary of “to do’s” that the teacher should understand and prepare before bringing this lesson to the classroom.*

## Objectives:

At the completion of this lesson, students will be able to:

- Identify the ingredients in a food product by reading the label.
- Determine the natural source of food ingredients.
- Discuss the environmental impacts of using various food ingredients.

## Resources:

- Internet
- Food labels (one per every two students)
- Food Detective handouts



**SAFETY:** *Summary of safety strategies in the lesson.*

Please use this space to describe safety procedures or highlights for this lesson.

**S1**

## DESIRED RESULTS:

### ESTABLISHED GOALS:

*Problem Solving Techniques and Applications Standards:*

Science: F4

Math:

Technology:

ABET:

### TRANSFER:

*Students will be able to independently use their learning to...*

- Understand where food comes from

### MEANING:

#### UNDERSTANDINGS

*Students will understand that...*

- Food comes from many different places
- Food is made up of many ingredients

#### ESSENTIAL QUESTIONS

*Students will keep considering...*

- Healthier choice of food

### ACQUISITION OF KNOWLEDGE AND SKILL:

*Students will know...*

- What food is made of
- Where food originates from
- Affects of different farming techniques

*Students will be skilled at...*

- Researching food labels

**S2 EVIDENCE:**

## EVALUATIVE CRITERIA:

- Online test

## ASSESSMENT EVIDENCE:

*Performance Task(s):***Online quiz***Other Evidence:***Food detective worksheet****S3 LEARNING PLAN:** *Summary of Key Learning Events and Instruction***Outline:**

- **<Set Induction>**
- **Reading**
  - Discussion
- **Food detective activity**
  - Create groups
  - Distribute food labels
  - Explain activity
  - Fill in activity worksheet
- **Discussion**

**Learning Experiences:**

1. <Set Induction> Before today's class ask students to bring in food labels to be used for the activity.
2. Have students read the background information.
3. Break up class into small groups of 2.
4. Distribute the food labels and Activity Sheet A to each group.
5. Review the background information and proceed with first exercise on the activity sheet as a group discussion.
6. Have students take a prepared food product and find out what the food is made from, the source of the ingredients, and how those ingredients were grown. Look on the label for clues that may help them discover where in the world the food came from. Fill in the [Food Detective Ingredient Chart](#) with the clues they find. They can use sources from the library or the Internet to help find information about how and where food is grown. For example: According to the label, Joe's Spaghetti Meat Sauce is made from tomatoes, beef, onions, peppers, garlic, herbs and spices. The tomatoes were grown on tomato plants. Tomato plants are grown in fields and need warm weather to make fruit and for the fruit ripen. The label shows that this sauce was manufactured in California. It is likely that the tomatoes for the sauce were grown in California.
7. Have students share their findings with their classmates. Lead a discussion around the following questions:
  - Does the location of where some of the food is produced surprise you? Why or why not?
  - Are there foods with multiple ingredients from many distant places? What types of technology have to be in place to make this possible? What was food like before these technologies existed?
  - What are the impacts (good and bad) of food ingredients and food products coming from many different places?

**Evaluation:**

- Online unit test
- Graded handouts

**DIFFERENTIATION:** *Summary of Key Differentiation Techniques*

Please use this space to insert your differentiation techniques. Depending on the needs of students, various techniques might be needed in a classroom, therefore use the information below and experts in the area needed to design your plan for differentiation.

The ASCD Study Guide for Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids.  
by Carol Ann Tomlinson, Jay McTighe

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Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids.  
 by Carol Ann Tomlinson, Jay McTighe  
 ISBN-13: 978-1416602842  
 ISBN-10: 1416602844

Differentiating Reading Instruction  
 by Laura Robb.  
 ISBN13: 9780545022989

A Teacher's Guide to Differentiating Instruction  
 The Center for Comprehensive School Reform and Improvement

## CAREER CONNECTIONS: *Summary of Career Opportunities Associated with this Lesson*

Please use this space to insert careers that might be connected to this lesson. This section will need continuous updating as new careers and emerging technologies change the opportunities available in the workforce.

Good sources for career connections:

Occupational Outlook Handbook  
<http://www.bls.gov/ooh>

The National Career Clusters® Framework  
<http://www.careertech.org/career-clusters>

## KEYWORDS: *Please Insert Keywords from this Lesson with their Definitions*

Please use this space to insert keywords and their definitions  
 Use resources like [dictionary.com](http://dictionary.com) to find definitions to your keywords