

*Each lesson plan is written for the 6th grade classroom with 4th and 8th grade variations listed at the end of the lesson.

Lesson One

Geography, Culture and Food

Indiana Social Studies Standards

4th

4.3.5 *Map the physical regions of Indiana and indentify major natural resources and crop regions.*

4.3.9 *Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.*

4.3.10 *Read and interpret thematic maps—such as transportation, population, and products—to acquire information about Indiana in the present and the past.*

6th

6.3.8 *Identify major biomes and explain ways in which the natural environment of places in Europe and the Americas relates to their climate, which is influenced by Earth/sun relationships.*

6.3.10 *Compare and contrast cultural patterns—such as language, religion, and ethnicity—in various parts of Europe; the Caribbean; and North, South and Central America.*

6.3.11 *Research the reasons for the locations of major manufacturing and agricultural regions of Europe and the Americas, using a variety of information resources.*

6.3.15 *Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Europe and the Western Hemisphere.*

6.5.2 *Distinguish between material and nonmaterial aspects of culture.*

6.5.7 *Examine art, music, literature and architecture in Europe and the Americas; explain their relationship to the societies that created them; and give examples of how artistic ideas have spread from one culture to another.*

8th

8.3.5 *Identify the agricultural regions of the United States and be able to give reasons for the type of land use during different historical periods.*

8.3.10 *Explain the importance of the major mountain ranges and the major river systems in the development of the United States in the eighteenth and nineteenth centuries.*

Student Objectives

- Students will evaluate a regionally divided map of the United States and identify the 5 regions.
- Students will compile a list of traits states within the region have in common.
- Students will organize a list of specific regional foods on the regional map of the United States.
- Students will explain why certain foods are considered regional foods.
- Students will evaluate an agricultural product map of Indiana and develop their own Indiana specific meal.

Student Assessment

- Each student will design their own Indiana specific meal.

Student Outcome

- Students know that culture (food particularly) is reliant on geography.

Number of Days/Periods to Complete: 1

The teacher will display a map of the United States that is divided into 5 regions asking students to name what each region is called. The teacher will explain that states within a region have traits in common and have students brainstorm what those traits may be. Possible answers may be dialect, food, race, music, clothing, geography, customs, holidays, manners and attitudes. Remind students that these traits are also called culture. Divide students into groups of three and distribute the Regional Food cards. Give student groups 15 minutes to decide which region they think each food should go. After the allotted time, as a class, discuss where they put their foods and the rationale for their choices. Display the food product map of Indiana and have students develop a meal they think is specific to Indiana. Remind students that if they know of specific dishes that include one of the Indiana agricultural products as a main ingredient that food is probably considered an Indiana food. Give students 15 minutes to develop their meal. After the allotted time, allow students to pair up again and discuss what is their Indiana meal.

4th Grade variation-Have the regional map already labeled. Introduce the concept of culture by using countries as an example. Follow up by talking about those same traits and regions. Work as a class to determine which

foods should go into which region and why. As a class, look at the Indiana food map and design an Indiana specific meal. Break into groups of 3 or 4 and have students make another Indiana specific meal on their own.

8th Grade variation-Have a regular map of the United States and ask students how it should be divided into 5 regions. Ask them to identify what those regions should be called. Have them brainstorm what make up a culture. Working with a partner have students determine where regional food should go on the map. Discuss their rationale together as a class. After displaying the food map, have each student design an Indiana specific meal.

Materials Needed:

Copies of

- 5 Region Map of the United States or Map of the United States (8th grade)
- List of regional foods

Display

- 5 Region Map of the United State or Map of the United States (8th grade)
- Food Product Map of Indiana (found in *National Geographic United States atlas for young explorers*. Copyright 1999.)

Regional Foods of the United States (Key)

Southeast

Boiled Peanuts
Key Lime Pie
Sweet Tea
She Crab Soup
Grits

West

Avocado Pie
Chop Suey
Shave Ice
Salmon
Coffee

Midwest

Sugar Cream Pie
Pork Tenderloin Sandwich
Deep Dish Pizza
Buffalo Burgers
Mashed Potato Fudge

Northeast

Whoopie Pies
Cheese Steak
Chicken Wings
Clam Chowder
Sugar on Snow

Southwest

Guacamole
Salsa
Flan
Fajitas
Chicken Tortilla Soup

Regional Foods of the United States

Flan

Guacamole

Boiled Peanuts

Grits

Pork Tenderloin Sandwich

Clam Chowder

Avocado Pie

Chop Suey

She Crab Soup

Fajitas

Shave Ice

Salmon

Cheese Steak

Coffee

Chicken Tortilla Soup

Deep Dish Pizza

Sweet Tea

Salsa

Buffalo Burgers

Mashed Potato Fudge

Whoopie Pies

Sugar on Snow

Key Lime Pie

Sugar Cream Pie

Chicken Wings