

Climate, Culture, Food

Year 4 – Humanities and Social Sciences

Year 5 – Humanities and Social Sciences



(HASS; Yr 4 ACHASSI079)

Draw simple conclusions based on analysis of information and data

(HASS; Yr 4, ACHASSI073)

Pose questions to investigate people, events, places and issues

(HASS; Yr 4, ACHASSI074)

Locate and collect information and data from different sources, including observations

(HASS; Yr 5, ACHASSK113)

The environmental and human influences on the location and characteristics of a place and the management of spaces within them

(HASS; Yr 5, ACHASSI094)

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges

(HASS; Yr 5, ACHASSI095)

Locate and collect relevant information and data from primary sources and secondary sources

Cross-curriculum priorities

Sustainability; Asia and Australia's engagement with Asia

Climate, Culture, Food

How climate determines the flavours we grow and eat

A cuisine's defining flavours don't exist by accident, they're intertwined with history, culture, climate and weather. That's why Thai food is characterised by tropical lime, chilli and Thai basil, while Scandinavian food is known for its cool-climate cold-water fish, potatoes and seasonal berries.

Equipment:

A whole box of cookbooks from a variety of cuisines such as Thai, Indian, French, Scandinavian, Asian, German... you name it. Aim for specific cuisine-based books rather than all-rounders for this one. If you don't have your own collection, second-hand book shops often have older cookbooks for reasonable prices, or students could bring in cookbooks from home (just be sure to get student to label their books with their names to avoid confusion at the end of the session!)

Art materials such as coloured paper, coloured pencils, marker pens, glue, scissors

Duration:

45 minutes, plus time in a second session for project work if needed

Location:

The classroom

Notes:

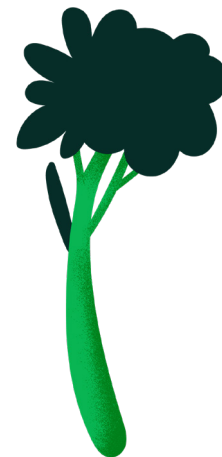
What We Know that Grows Under the Dome

👁 Watch **The One with the Domes**



? Ask if anyone can name some ingredient combinations that thrive under one of the domes. What were they?

- Explore the difference between weather and climate. Climate is a bigger concept: it's the long-term patterns of weather (precipitation, temperature, wind, seasonal changes). Climate is determined by a location's landforms (such as mountains and valleys), wind patterns and how close it is to the ocean, as well as its overall geography (where the place is on the globe, i.e. its latitude and longitude).
 - Students find out the climate zone of their home area. A useful resource for this is Gardenate: www.gardenate.com.au
 - Explain that each dome represents a specific set of plants that grow well in one climate zone. People who live there have traditionally eaten these plants. Their cuisine uses lots of these ingredients because they are traditionally abundant in the region.
- In Mexico, the Day of the Dead Festival (or 'Día de los Muertos' as it's called in Spanish) is held over two days, from October 31st to November 2nd) to show love and respect for deceased family members. The theme is death but the celebrations are colourful and joyous.
 - Discuss other experiences students have had celebrating their ancestors. Many cultures have special ways, places, foods and rituals they use to pay tribute those who have passed away.
 - Discuss why autumn might be the time of year when you acknowledge that humans are a part of the cycle of life. Explore ideas around 'the wheel of the year', when plants die back/ become dormant in autumn and shoot into growth again in spring.



Exploring cuisines

- Give students time to read the cookbooks with a focus on the ingredient lists. Do they find any plant-based ingredients that appear again and again? (We say plant-based to exclude salt and pepper, oil and other staples – even though these are important!)

Collecting and Sorting

- Write up several ‘sets’ of flavours that represent the cuisines of the world. Below are a few to get you started.
- Students may have first-hand experience of other cuisines and heritages. Ask them to add to this list, keeping the flavours to core primary produce ingredients (chilli, lime, lemon, fish – not cake). Depending on class experience, try talking about regions such as China, the Middle East, Spain, Germany, Vietnam, Japan and Italy.

Thai cuisine	Northern Italian	Mediterranean	Scandinavian
ginger coriander lime chilli Thai basil lemongrass	butter cow's milk cheese wheat pumpkin sage	olives sheep's and goat's milk cheese tomatoes capsicum eggplant lemons	berries milk dill soft cheese fish
Northern Indian	Southern Indian	South American/ Mexican	Southern Chinese
cinnamon ginger coriander chilli onion spinach potato	fish chilli lime coconut turmeric galangal mango	tomato chilli beans cayenne pepper coriander	cucumber ginger garlic eggplant Szechuan pepper

People and Food

- Students then devise their own project about one of the cuisines discussed during class.
- They prepare a mini-book, a poster, presentation, report, or a letter/email to a grandparent about how the cuisine and climate of their chosen region are related.
- Their project must:
 - ◇ Describe the climate zone using terms such as 'temperate', 'tropical' or 'arid'.
 - ◇ Define the climate zone referring to its geographical location (inland, coastal), rainfall (mm per year) and/or temperature (e.g. frost levels, days above 30°C).
 - ◇ Present a list of vegetables, fruit, and grain crops that grow in this region.
 - ◇ Create a table or chart to compare their region of study's climate zone with their home region.
- Their project may:
 - ◇ Refer to seasons if appropriate (wet/dry, four distinct seasons).
 - ◇ Describe some of the ways the key crops appear in the cuisine/s of the area.
 - ◇ Include, as an optional extra, a recipe or menu from the cuisine/s of the area.
- It is worth noting that many nation states, such as China and India, have different ethnic groups and climate zones, therefore they have several multiple cuisines. Guide students to choose one region within the country or help them to create projects that are inclusive of the region's diversity.

Taking it Global

- It would be wonderful if your class were able to have a video conferencing hook up with a class in a school in any of the cultures and countries represented in these activities.
- Alternatively, students could write emails and share recipes or favourite food suggestions with students of about the same age in a country of study.
- And of course, a feast is always a popular outcome for study of world foods! It could even be a perfect addition to your Harmony Day curriculum planning.

Resources:

- ◇ Gardenate: www.gardenate.com.au
- ◇ Recipes for Harmony: <https://www.harmony.gov.au/wp-content/uploads/2016/12/Recipes-for-Harmony-Education-resources-guide.pdf>

