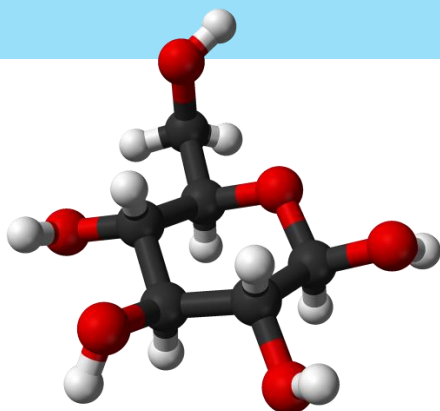


Name: _____

FOOD, IDENTITY, AND PLACE



Sugar Molecule
(Image by Ben Mills)

“The nitrogen in our DNA, the calcium in our teeth, the iron in our blood, the carbon in our apple pies were made in the interiors of collapsing stars. We are made of star stuff.”

— Carl Sagan

We use stories to tell ourselves who we are, where we come from, and what matters to us. Like stories about family and friends, stories about food reveal pieces of our identity. Tales of special holiday dinners or that favorite snack that you reach for after a long day at school, express who we are in place and time to anyone that cares to listen. Do we, the storyteller, however, really know the full story behind the food we consume? Do we know how it was produced or who produced it? How far it had to travel to get to our plates? In some cases, do we understand what our food is made out of or the effects that the production and consumption of said food has on our planet?

Early adolescence is an ideal time to engage in the story of our food. As a young adolescent you are increasingly making your own decisions about the food you eat and are becoming aware of how your choices impact not only your health, but the health of the environment as well. Additionally, you are in a stage of life when you have a great capacity for curiosity, a desire to connect with others, and an impulse to find ways to make a positive difference in the world. Learning about food systems in our community will hopefully inspire you to harness these positive attributes, becoming an engaged citizen who makes informed, responsible, decisions around an activity most people do every day.

Our first cycle of study this year in the Adolescent Community will be a Place Study of the Piedmont area focused on *Food, Identity, and Place*, specifically exploring the question of: *How can food nourish individuals and society, while protecting the planet?* Using the lens of humanities, science, writer’s workshop, land work, service, community lunch and math, we will explore our theme using our place, the triangle area, as a textbook. Once we have completed our investigation, you will engage in the work of creating an Empty Bowls fundraiser, donating the proceeds from the event to a local food charity of the classes choosing. Entertainment for the evening will be the presentation of personal stories about our theme, told in a Moth Story Hour format. This presentation will take place on **Wednesday, October 30th at 6:00 pm at MCS.**

Essential Question

How can food nourish individuals and society, while protecting the planet?

Guiding Questions

1. How did human beings come to understand the physical structure of the atom?
2. How do atoms combine to form different substances?
3. What is the chemistry that allows the body to get energy from food?
4. What are the primary macronutrients, and how do they benefit the body?

What You Will Learn

1. The physical structure of an atom, and how atoms bond to form new compounds.
2. How the body chemically breaks down food, transforming it into energy.
3. Healthy sources of carbohydrates, proteins, and fats (macronutrients).
4. How our campus garden can be used as a sustainable source for healthy dietary needs.

Final Project Work

1. Students will use their understanding of chemistry, cellular respiration, and human health, to determine the primary ingredients for the soup that will be served at the Place Study Presentation.
 - a. Students will form three groups, and each will find a soup recipe to make for the Place Study Presentation, using knowledge of macronutrients and taking advantage of our campus garden and local farmer's markets as much as possible.
 - b. Students will cook their soup and freeze it for the Place Study Presentation.
 - c. Students will present posters and prepare/give public service announcements (PSAs) during the Place Study Presentation on various topics centered around the science of chemistry and food nutrition.

Classwork

1. Participate in seminar (actively read and come prepared to discuss).
2. Participate in lessons, including demonstrations and follow-up work with student choice.
3. Participate in the final project for the Place Study Presentation.

Homework

1. Complete follow up work if not completed during work block.
2. Actively read and annotate all seminar materials before class.
3. Any work on the final project that is not completed during work block.