



HUNGRY PLANET

WHAT THE WORLD EATS

Photographs by Peter Menzel

CURRICULUM GUIDE



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CURRICULUM GUIDE

Second Edition

Based on the book
Hungry Planet: What the World Eats
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INTRODUCTION

The *Hungry Planet* posters provide insight into the diets, daily lives, and cultures of twelve families. The posters also reveal the increasing globalization of the world's food markets, as several of the photographs show American or European brand-name products. By examining these posters, students can learn not only about a family's food supply and customs but also about national and global economics and politics.

This curriculum guide helps students analyze and understand the posters. As students go through the posters and activities, encourage them to reflect on what they learn about the world's cultures, international economic and political conditions, and the process of globalization. Also, allow them to reflect on the similarities and differences between the role of food in their own family and in other cultures around the world as seen in the posters.

The curriculum guide contains the following components:

- Critical-thinking questions based on Bloom's Taxonomy that get students to delve deeper into the topics and concepts conveyed in the posters
- Writing prompts that offer ideas for paragraph and essay topics related to the posters
- Poster activities that have students organize and analyze statistical information presented in the posters and complete graphic organizers to assist them with their analyses
- Additional questions that have students reflect on the posters
- Strategic reading exercises that have students read passages from *Hungry Planet* and selected secondary sources, then complete graphic organizers to make sense of what they've read
- Lecture notes, oriented toward the photos, featuring questions to pose for class discussion on each of the eleven families, their lifestyles, and their diet, along with information to answer those questions
- Two-page, reproducible student handouts for each of the eleven families, with all photos and class discussion questions lettered for easy reference to one another

These components may be used in any order and combination, depending on your classroom needs.

CRITICAL-THINKING QUESTIONS

TEACHER SECTION

These twelve critical-thinking questions reflect the six levels of Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. As the questions progress, they ask students to do more abstract thinking.

Questions 1–7 and 9 ask students to focus on one poster. Questions 8 and 10 ask students to compare two posters. You may choose which posters you would like them to focus on or allow them to select the posters.

Questions 11 and 12 ask students to make evaluations based on an examination of all the posters. You may wish to modify these questions so that students only choose from a selection of the overall group of posters. For example, you could have students decide which of two families' diets they think is healthiest (question 12).

All of these questions may be answered in either short- or long-answer form. You may also choose to combine several questions into a single essay assignment.

CRITICAL-THINKING QUESTIONS

STUDENT WORKSHEET

KNOWLEDGE

1. Name two types of food you recognize and two you do not.
2. Identify all of the beverages in the photograph.

COMPREHENSION

3. Distinguish between foods the family has purchased in a store or supermarket and foods family members may grow or make themselves. Place the foods into two categories: store-bought and homemade.
4. Describe what appear to be the family's staples in the following categories: grains and starches, fruit, and protein.

APPLICATION

5. Imagine that you visit this family and are asked what you would like for dinner. Plan the menu based on what you see in the photograph.
6. For each of the following categories, calculate the amount of food each family member eats in one week: fruit, bottled beverages, meat, and sweets. (Not every photograph contains food from all of these categories.)

ANALYSIS

7. What does this family's food supply reveal about its standard of living and the circumstances of the family members' lives?
8. Choose two posters. Compare and contrast the amount of food and beverages each family member consumes in a week and the types of foods that are most prevalent in the families' diets.

SYNTHESIS

9. Imagine that this family joins you and your family for dinner at your home. Predict what the members of that family would say to each other about this meal when they returned home.

10. Choose two posters. Imagine that these two families could cook a meal together. This meal would include some of the foods each family customarily eats and would allow the families to educate each other about their culture and lifestyle. What do you think would be on the menu? What might this meal teach each family about the other family's culture and lifestyle?

EVALUATION

Look at all of the posters to answer these two questions:

11. Imagine that you are looking for a unique and educational dining experience in the intimate setting of another family's home. Which family do you think could best provide you with this experience? Why?
12. Which family do you think has the healthiest diet overall? Why?

WRITING PROMPTS

1. Choose three families from three different continents. Compare and contrast the types of food and beverages they consume. Explain some of the reasons for the similarities and differences you notice.
2. Select the family whose life you feel differs the most from your own. Compare and contrast your own diet, kitchen, and methods of food preparation to those of this family. Despite the differences between your family and this one, are there any significant similarities?
3. Imagine that you can go shopping for a week's supply of food with one of the families in the posters. Describe which family you would choose to shop with and why. What questions would you have during the shopping process? What do you think you might learn?
4. Imagine that one of the families you have learned about visits another of the families. The visiting family brings some of its favorite foods to share. During their visit, the families cook and eat a meal together, combining some common foods from each family's traditions. Write some dialogue that these two families might have as they eat their meal. What might they talk about? What might they learn from each other?
5. Choose one of the families from the posters. Write about the family's culture based upon what you see in the picture. For example, what do you notice about the types and varieties of foods and beverages available or the furnishings in the family's kitchen or dining room? What do these features tell you about the culture? You may include information from the statistics to support your answers.
6. In the foreword to the *Hungry Planet* book, Marion Nestle writes, "The particular foods purchased or acquired by each family reflect cultural traditions, of course, but they also demonstrate how diet, nutrition, and health depend on less controllable matters, such as poverty, conflict, and globalization." Choose one poster that reflects these "less controllable matters." How does the economic and/or political situation in that country have an impact on what you see in the photograph? You may want to do some research on this country to help answer this question.
7. Describe at least four things you have learned by examining these posters. What have the posters taught you about other cultures and countries? What have they taught you about your own culture?
8. What evidence of globalization do you see in the posters? Use information from at least three posters to support your answer.

9. Imagine that you are a professional nutritionist. A family has invited you to analyze its diet in terms of its nutritional content and overall healthiness. Choose one family to analyze, and write about your findings. Before beginning, you may want to conduct some research on basic nutrition and healthy eating.
10. Marion Nestle writes in the foreword to *Hungry Planet*, “It is a gorgeous book, but also a rich and thoughtful commentary on today’s human condition.” Reflect on this statement. What do the posters you have looked at reveal about the overall “human condition”?

POSTER-BASED ACTIVITIES

COUNTRY STATISTICS: DEFINITIONS/EXPLANATIONS

Annual Health Care Expenditure per Capita

The average amount of money spent in one year on each person for health care by both public (i.e., the country's government) and private sources combined. The number is given in U.S. dollars at an average exchange rate.

Body Mass Index (BMI)

A ratio comparing weight to height commonly used in classifying overweight and obesity in adult populations and individuals. It is defined as the weight in kilograms divided by the square of the height in meters (kg/m^2). To perform the BMI calculation in pounds and inches, divide weight in pounds by height in inches squared, then multiply by 703.

Daily Caloric Intake per Capita

The amount of energy (measured in kilocalories but referred to simply as “calories”) contained in the food a person consumes each day. Therefore, daily caloric intake per capita is the average number of calories any given person in a specific country takes in each day. A range of 2,000 to 2,500 constitutes the normal number of calories needed to sustain the human body.

Life Expectancy

The average number of years from birth that a person can expect to live.

National Obesity Rate

The percentage of a country's adult population (fifteen years and older) that is considered obese—as opposed to simply overweight—according to body mass index (BMI). The World Health Organization defines both obesity and overweight as abnormal or excessive fat accumulation that may impair health. Though closely related, the difference is a matter of degree: an overweight person has a BMI of 25–29.9, while an obese person's BMI reaches 30 or above. An average BMI lies between 18.5 and 24.9.

Population

The number of people who live in a specific area.

Poverty Line

The minimum level of income deemed necessary to achieve an adequate standard of living. The poverty line may differ from country to country; the poverty line in a “developed” nation is generally set higher than that of a “developing” nation. National estimates of the percentage of the population falling below the poverty line are based on surveys of subgroups, with the results weighted by the number of people in each group.

PPP

Stands for purchasing power parity, a criterion for an appropriate exchange rate between currencies. It is a rate such that a representative basket of goods in country A costs the same as in country B if the currencies are exchanged at that rate.

POSTER-BASED ACTIVITIES

COUNTRY STATISTICS

Country	Cost of Food per Week**	Population (est. 2017)	Life Expectancy (F/M) (est. 2017)	National Obesity Rate (F/M) (>18) (2016)	Daily Caloric Intake per Capita (kcal) (2005–2007)	Population Living Below Poverty Line	Annual Health Care Expenditure per Capita, PPP \$ (2015)
Bhutan	\$5.03	758,288	71.7/69.6	8.5%/4.7%	N/A	13.3% (2012)	287
Chad	\$1.23	12,075,985	51.9/49.4	8.9%/3.1%	2,040	46.7% (2011)	100
China	\$57.27	1,379,302,771	78.0/73.6	6.5%/5.9%	2,970	3.3% (2016)	762
Ecuador	\$31.55	16,290,913	80.1/74.0	24.7%/14.9%	2,300	25.6% (2013)	980
Germany	\$325.81	80,594,017	83.3/78.5	20.4%/24.2%	3,530	16.7% (2015)	5,357
Guatemala	\$75.70	15,460,732	74.7/70.6	26.4%/15.1%	2,170	59.3% (2014)	444
India	\$39.27	1,281,935,911	70.1/67.6	5.1%/2.7%	2,300	21.9% (2011)	238
Japan	\$317.25	126,451,398	88.8/81.9	3.7%/4.8%	2,810	16.1% (2013)	4,405
Kuwait	\$221.45	2,875,422	79.6/76.8	45.6%/33.3%	3,040	N/A***	2,978
Mali	\$26.39	17,885,245	62.5/58.2	12.4%/4.6%	2,580	36.1% (2005)	118
Mexico	\$189.09	124,574,795	79.0/73.3	32.8%/24.3%	3,250	46.2%* (2014)	1,009
United States	\$341.98	326,625,791	82.2/77.7	37.0%/35.5%	3,770	15.1% (2010)	9,536

* Using food-based definition of poverty

**Cost is listed from time of photo, around 2000. Germany is the exception with a photo from 2013.

***Kuwaiti citizens live above the poverty line. However, many of the poor in Kuwait are non-citizens, and so go unacknowledged.

Sources: Food and Agricultural Organization of the United Nations; The CIA World Factbook; World Health Organization

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 1

Find the life expectancy for males in the United States. Compare that figure to the life expectancy for males in three other countries. List clues in the photographs that reflect factors that may contribute to each country's life expectancy.

Country	Life expectancy	Clues in the photographs reflecting factors that influence life expectancy
United States		

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 2

Without looking at the posters, make your best guess and rank the twelve countries in order of life expectancy for females, from highest to lowest. Write your predictions in the left column of the first chart below. Make another list predicting the order of countries in terms of national obesity rate for males, from lowest to highest. Write your predictions in the left column of the second chart. Check your predictions against the actual statistics in the posters, then write these findings in the right columns.

Predict the twelve countries' life expectancy ranking for females, from highest to lowest:	List the actual life expectancy ranking for females, from highest to lowest:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____

Predict the twelve countries' national obesity ranking for males, from lowest to highest:	List the actual national obesity ranking for males, from lowest to highest:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____

- 1. How accurate were your predictions?

- 2. Why do you think you made the predictions you did?

3. What surprised you about the actual rankings?
4. What factors do you think contribute to a country's national obesity rates?
5. What is Chad's obesity rate for men? Do you think Chad is a health-conscious, physically fit country? Why or why not?
6. Mali has extremely low obesity rates; however, it also has low life expectancies. What factors might contribute to Mali's low life expectancies?
7. Which countries have an obesity rate of 19 percent or above for men? What do you notice about the food choices people make in these countries?
8. List the countries that have an average daily caloric intake above three thousand. Do these same countries also have high obesity rates? What evidence in the photos do you see of possible "empty calories" (calories with little to no nutritional value)?

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 3

In this activity, you will look at all twelve posters in order to compare the total cost of food for one week to the number of people in the household.

The first column of the chart below lists all twelve countries examined in the posters. In the second column, record the total cost of food for one week. In the third column, record the number of people in the household. In the fourth column, divide the total cost of food for one week by the number of people in the household.

Each number in the last column indicates the ratio of the cost of food per week to the number of people in the household. These numbers don't mean much individually, but when you compare them with different countries, they can reveal quite a lot. A higher ratio indicates each family member costs more to feed.

Country	Total cost of food for one week	Number in household	Cost of food divided by number in household
Bhutan			
Chad			
China			
Ecuador			
Germany			
Guatemala			
India			
Japan			
Kuwait			
Mali			
Mexico			
United States			

1. Which three countries have the highest ratio of total cost of food per week to number of people in the household?

2. Which three countries have the lowest ratio?

3. How do these ratios compare with the countries' other statistics, such as number of people living below poverty level, obesity rates, life expectancies, and daily caloric intake?

4. What conclusions can you draw from the calculations you have made?

5. Do the photographs provide evidence to support your calculations?

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 4

Find the countries with the highest and lowest life expectancies for females. Write those countries' names in the top row of this chart. Next, find the statistics listed in the left column for each of these countries and enter them into the chart.

	Country with the highest life expectancy for females: _____	Country with the lowest life expectancy for females: _____
Cost of food for one week		
Daily caloric intake		
Obesity rates for females		

1. How do these countries compare in terms of cost of food for one week, daily caloric intake, and obesity rates?
2. What is the relationship between life expectancy and these other factors?
3. Why might this relationship exist? Give at least three reasons.
4. What clues do you see in the photographs to support the statistics?

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 5

Choose three posters. Write each country's name in the left column of this chart. For each country, find the national obesity rates for both women and men. Enter these rates into the appropriate boxes.

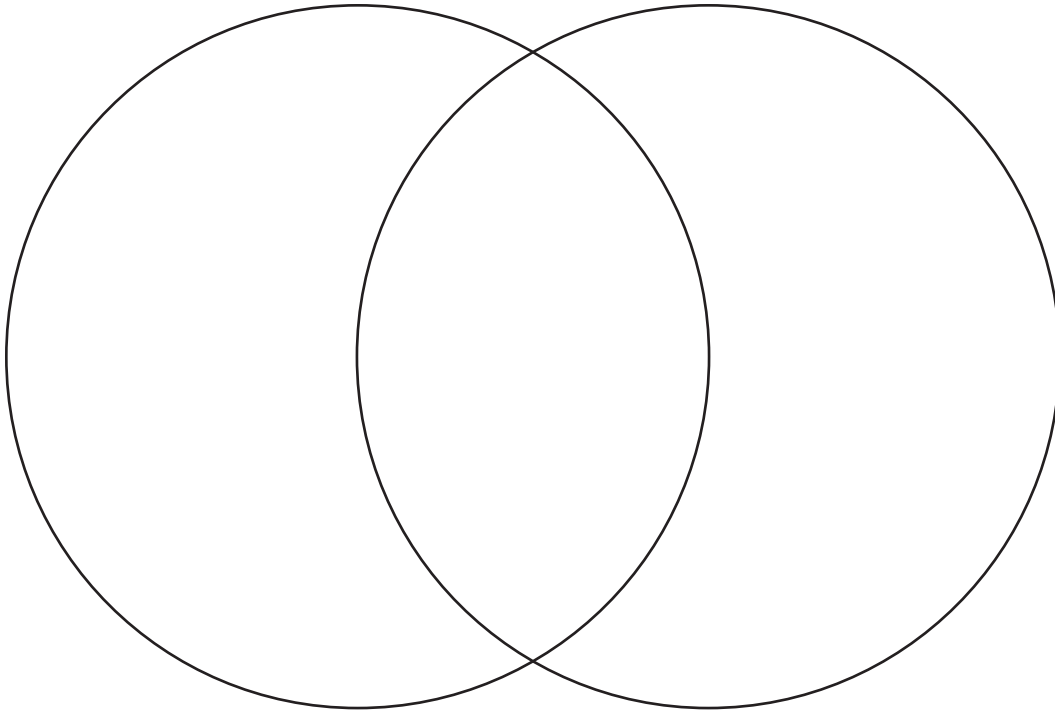
	National Obesity Rates	
	Women	Men
Country:		
Country:		
Country:		

1. What can national obesity rates tell us about overall health in each of these countries?
2. Did the national obesity rate between women and men differ notably for any of the countries you examined? If so, why might this be the case? If not, why do you think little or no difference exists?
3. What evidence do you see in the photographs that gives clues as to the national obesity rates for each country?
4. What types of factors can influence a country's national obesity rates?

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 6

Choose two posters featuring countries you think may have some things in common. Write the name of each country in one of the circles below. Next, compare the statistics for the two countries. Write statistics that they have in common (with numbers relatively close to each other) in the center section where the two circles intersect. Write the statistics that differ from each other in the parts of the circles that do not intersect.



1. In what ways are these countries the most similar to each other? Can you find evidence in the photographs that demonstrates these similarities?
2. In what ways are these countries the most different from each other? Can you find evidence in the photographs that demonstrates these differences?

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 7

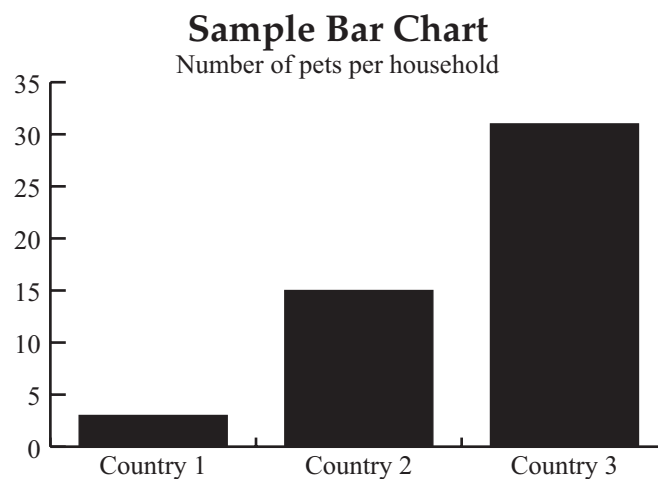
Choose five countries. You will compare the countries using one of the following statistics: national obesity rate, daily caloric intake per capita, or life expectancy. Decide which statistic you would like to use as a basis for comparison.

Make a bar chart that shows this one statistic for the five countries. Begin by writing the countries' names in the boxes across the chart's horizontal axis.

Decide how you will number the vertical axis. You should start at zero and make the numbers go up in equal increments. For example, if you're comparing national obesity rates, you may have the first line from the bottom start with the lowest obesity rate, increase by 2.5 percent, and so on, counting up by 2.5 percent until you reach the highest obesity rate.

If you compare life expectancy, have the first line on the vertical axis represent the lowest life expectancy out of the countries you've selected. You would then have each succeeding line go up in increments of two or five years. Use two years if there's not a large difference between the highest and lowest life expectancies among the five countries you've chosen; use five years if the difference is big.

Draw bars indicating each country's level for the statistic you have chosen. For most countries, you'll have to estimate how high the bar should go based on the numbers on the vertical axis.



1. What does your bar chart tell you about how the countries compare to one another?

2. What evidence do the photographs provide that supports this comparison?

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 8

Choose two countries to compare. Write those countries' names in the appropriate columns of the chart.

Think of five questions that can be answered by looking at the statistics provided by the posters. For example, you might ask, "How much is this country's annual health care expenditure per capita?" Write your questions in the left column of the chart.

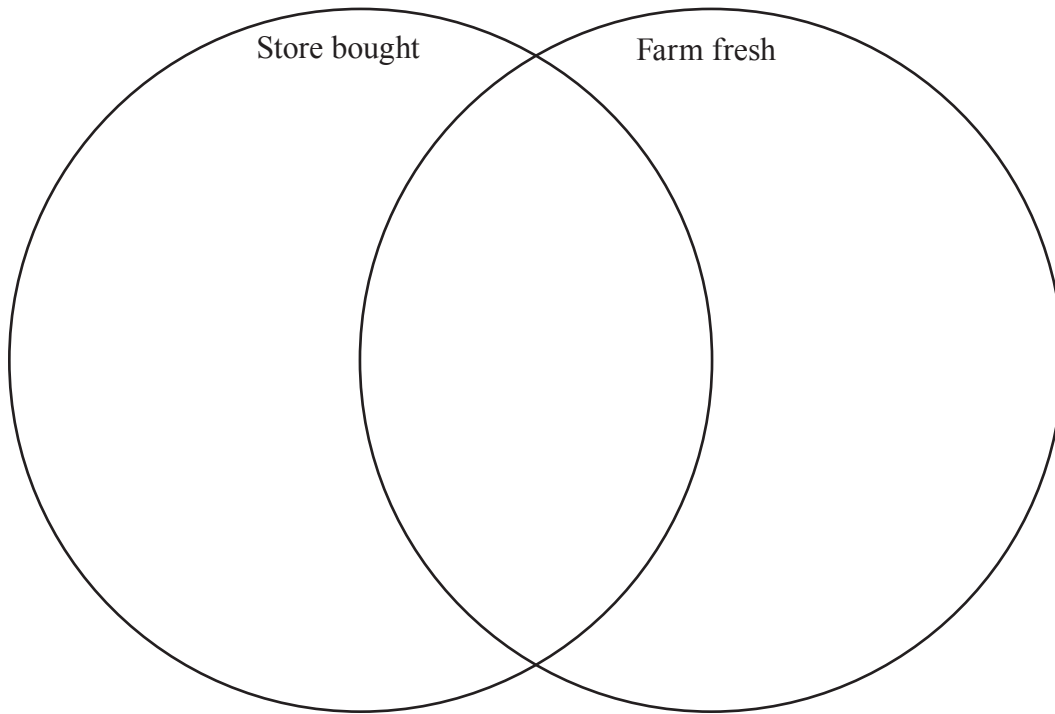
Analyze the statistics and photographs for both countries to find answers to your questions. Write your answers in the columns under the appropriate countries. Be sure to include what evidence you found (either in the photographs or in the statistics) that supports your answers.

Questions	Country 1:	Country 2:

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 9

Look at all twelve posters and examine the types of foods each family consumes. Place a country's name on the left circle if you see only store-bought foods. Place a country's name in the right circle if you see only farm-fresh foods. Place a country's name in the middle section if you see a combination of both store-bought and farm-fresh foods.



1. What kind of impact might store-bought items have on a country's obesity rates, caloric intake, health care costs, and life expectancies?
2. For which countries do you see evidence in the posters that store-bought items are having an impact on these statistics?
3. What kind of health care problems might arise in a country that relies heavily on store-bought items? Why might such problems arise?

POSTER-BASED ACTIVITY

STUDENT WORKSHEET 10

According to the information at ChooseMyPlate.gov, Americans should consume a variety of foods from each food group every day. They should also consume more vegetables and fruits, more whole grains, more low-fat dairy products, and more water than sugary drinks. Looking at each country's poster, check for evidence that each food group is represented. Record your findings in the chart below. Foods or beverages that don't fit a nutritious food group should be considered "Other."

Country	Grains	Meats/ Proteins	Vegetables	Fruits	Dairy	Water	Other
Bhutan							
Chad							
China							
Ecuador							
Germany							
Guatemala							
India							
Japan							
Kuwait							
Mali							
Mexico							
United States							

1. List a country that has one or more food groups not represented in one week's worth of food. Why might these foods be missing from the family's diet?
2. List any food items that do not fit into any of the above food groups, along with the countries from which these items came. Can these foods be considered "empty calories" (calories with little to no nutritional value)?
3. What factors might influence people to consume "empty calories"?

ADDITIONAL QUESTIONS

1. The Bhutanese family has very little packaged food. How would that affect their health, lifestyle, and cooking practices?
2. Do you think the Chinese family has a healthy diet? Why or why not?
3. Germans consume a large amount of meat. What impact might this have on their overall health?
4. What sources of calcium appear in the picture of the Guatemalan family?
5. India's population includes many vegetarians. What evidence of protein consumption can you see in the photo of the Indian family?
6. Based on the evidence on the poster, what explanation can you give for the fact that Japanese live longer than Americans?
7. How can Kuwait afford to import almost all of its food?
8. Why do you think you don't see a lot of fresh fruits and vegetables in the picture of the Malian family?
9. In the picture of the Mexican family, what evidence can you see that it has been influenced by American culture?

STRATEGIC READING



STRATEGIC READING

TEACHER SECTION

These exercises ask students to read various passages from *Hungry Planet* and other secondary sources. For each country, students will read one passage from the book and one from a secondary source, and then complete a graphic organizer in order to demonstrate they understand what they've read.

Students will complete one of three types of graphic organizers for each country:

READING GUIDE

The Reading Guide asks students to consider what they already know about a subject, read about it, and then assess the accuracy of their predictions. The main purpose of this graphic organizer is to have students carefully read and point to clues in a text to find information that either confirms or challenges their preconceived ideas.

1. Before students read, have them make notes in the “What I think” column. They may do this on their own, in small groups, or as part of a class discussion. If you discuss students’ ideas as a class, list about twenty of their ideas on the board and then ask them where they believe they got each of these ideas (e.g., on TV, from their parents).
2. Ask students to read the two passages, paying particular attention to information about each of the questions in the graphic organizer. As they read, they should take notes in the “What the text says” column.
3. After they have finished reading, they will compare what they learned in the text with their initial thoughts on the subject and complete the graphic organizer by filling in the “Was I right?” column with their assessments.
4. In a full-class discussion, ask students to consider their initial ideas and compare them with what they learned in the readings. Did the readings challenge any of their preconceived ideas? Which reading do they feel provided them with the most new information?

I-CHART

The I-Chart (Inquiry Chart) allows students to make connections between more than one text. It presents several questions that may be answered differently by two different resources.

1. Have students read the questions in the chart before they read the text. These questions will provide students with a focus for their reading.
2. Ask students to read each text and fill in the appropriate sections of the chart.

3. After students have completed their charts, hold a full-class discussion in which you ask them to describe the differences between the texts.
4. Discuss students' findings as a class. In what ways do the two readings differ? In what ways are they similar? What evidence from the readings can students provide to support their answers?

MAKING INFERENCES CHART

It's important for students to develop skills for making inferences so that they can understand the full meaning of the things they read. When making inferences, students look for clues within a text, much as a detective might look for clues to solve a crime.

The Making Inferences Chart asks students to fill in the blanks for the questions regarding the *who*, *when*, *what*, and *why* of a passage they have read. The answers to *who*, *when*, and *what* may appear directly in the text, but students will need to infer the answer to the question *why* from the reading.

1. Have students read the first passage, either individually or as a class.
2. In a full-class discussion, ask students to summarize the information directly provided by the text.
3. Discuss what information a reader might infer from this passage. What can students figure out that the text doesn't explicitly state? What clues do they see in the text that can help them make these inferences?
4. Have students fill out the Making Inferences Chart.
5. Repeat the above steps for the second passage.

Below is a passage on Mali and on the following page is the corresponding Mali Making Inferences Chart with sample answers.

READING 1: *HUNGRY PLANET*

There are no convenience stores or fast food in Mali. In this part of Africa, processed food is grain pounded by hand. Water is carried from community wells. Wood for the cooking fires is collected from far away. Dishes are washed in the Niger River. Mali food is slow food.

Resonating off the mud-brick walls of family courtyards, the heavy rhythmic thumping that permeates the dusty village air is not coming from boom boxes. The heart-beat of the village comes from heavy wooden pestles, pounding, pounding, pounding the hand-harvested grain—millet, dried corn, or smoked rice—into a fine flour. At Soumana's house, his two wives take turns doing the cooking. Most meals start when that day's cook makes a fire. Using the previously prepared flour, she then mixes the result with well water and dried okra, and, if they

are available, fresh tomatoes to make a kind of vegetable porridge. The big pot is enough to feed Soumana, the other, non-cooking wife, Soumana's sister-in-law (who is living with them while her husband is away), and the children who happen to be around that day (usually there are at least eight).

MALI MAKING INFERENCES CHART

Directions: Read the passage to infer the answers to the questions in the chart.

<p>Who does most of the food preparation in rural Mali?</p> <p>Women do most of the food preparation, and it is usually the head of the household's wives who are responsible for this duty.</p>	<p>Because the reading says:</p> <p>"At Soumana's house, his two wives take turns doing the cooking."</p>
<p>Where do people go to do this household work?</p> <p>Women prepare food in their courtyards.</p>	<p>Because the reading says:</p> <p>"Resonating off the mud-brick walls of family courtyards, the heavy rhythmic thumping that permeates the dusty village air is not coming from boom boxes. The heart-beat of the village comes from heavy wooden pestles . . ."</p>
<p>Is Mali considered an economically "developing" or an economically "developed" country?</p> <p>From this passage, we can tell that Mali is considered an economically "developing" country. The people of Mali have little access to the modern conveniences that characterize economically "developed" countries.</p>	<p>Because the reading says:</p> <p>The first paragraph describes Mali's lack of technology and conveniences.</p>
<p>What is daily life like for women in rural Mali?</p> <p>Daily life involves a lot of hard work, including many hours preparing food. Women probably don't get to leave the house nearly as much as men do.</p>	<p>Because the reading says:</p> <p>The second paragraph describes the work involved in pounding grain into flour and cooking a meal.</p>

STRATEGIC READING

BHUTAN

READING 1: *HUNGRY PLANET*

A switch will be flipped tomorrow afternoon, and the dark corners of Nalim's earthen house, and the houses of her neighbors, will all spring into the light for the first time ever. That such a remote village can get electricity is a testament to the vigor with which the government is harnessing the power of Bhutan's rivers to modernize the countryside. Nonetheless, it's hard not to wonder whether Nalim will be able to afford light bulbs and lamps, much less the electricity to power them. The government, we learn, is subsidizing the rural communities' power and fixtures, but Nalim will have to buy her own light bulbs. Yesterday, Sangay went to the ledge outside their house, where she and her mother have winnowed mustard seed for decades, and watched government electricians raise the last power pole. And Nalim and the children gathered at the back of the house by the kitchen garden as another worker attached power lines to the meter outside their door—above the landing where generations of Nalim's kin have washed their faces, brushed their teeth, and bathed their babies.

In the evening before their dinner of red rice, chilies, and spinach curry, lit only by the kitchen fire, the family stood in the smoky room as a bare, dangling light bulb—the first in their home—came to life in the middle of the ceiling. The grins on their faces, bathed in this new, day-prolonging, artificial light, were wondrous. The lights won't be turned on permanently until tomorrow, when government workers, lamas, and monks come for the official celebration, but Nalim has waited this long—she doesn't mind waiting a little longer. Dinnertime in semidarkness will be a thing of the past. And even the cows on the ground floor will have a light to eat by.

READING 2: ECONOMY

Bhutan's small economy is based largely on hydropower, agriculture, and forestry, which provide the main livelihood for more than half of the population. Because rugged mountains dominate the terrain and make the building of roads and other infrastructure difficult and expensive, industrial production is primarily of the cottage industry type. The economy is closely aligned with India's through strong trade and monetary links and is dependent on India for financial assistance and migrant laborers for development projects, especially for road construction. . . .

Bhutan's largest export—hydropower to India—could spur sustainable growth in the coming years if Bhutan resolves chronic delays in construction. Bhutan's hydropower exports comprise 40% of total exports and 25% of the government's total revenue. Bhutan currently taps only 6.5% of its 24,000-megawatt hydropower potential and is behind schedule in building 12 new hydropower dams with a combined capacity of 10,000 megawatts by 2020 in accordance with a deal signed in 2008 with India. The high volume of imported materials to build hydropower plants has expanded Bhutan's trade and current account deficits.

Source: CIA World Factbook, 2019.

BHUTAN MAKING INFERENCES CHART, READING 1

Directions: This chart should focus on the source of the family's new electricity supply. Read the passage to infer the answers to the questions in the chart.

Where does the energy originate?	Because the reading says:
What can you infer about Bhutan's geography from reading this passage?	Because the reading says:
Why do you think the government wants to harness this energy source?	Because the reading says:

BHUTAN MAKING INFERENCES CHART, READING 2

Directions: Use this chart to record the information you infer from the passage, based on the questions in the chart.

<p>What can you infer about Bhutan's geography from reading this passage?</p>	<p>Because the reading says:</p>
<p>How does Bhutan's geography affect its economy?</p>	<p>Because the reading says:</p>

STRATEGIC READING

CHAD

READING 1: *HUNGRY PLANET*

Food rations arrive at D’jimia’s tent block on a donkey cart driven by assistant block chief Ishakh Mahamat Youssouf, who was the chief of a village near D’jimia’s in Sudan. This morning, he has waited in the blistering heat to receive the rations at the camp’s distribution center, and then driven the two miles back to their tent block, and then traveled countless dusty paths between rows and rows of sand-colored tents with his son to the one speck of shade in his tent block where families were arriving with their own containers to receive rations.

Per person per day the rations are: 15 ounces of cereal, such as sorghum or millet; 1 tablespoon of sugar; 1 teaspoon of salt; and slightly less than $\frac{1}{4}$ cup each of pulses (such as lentils), CSB (a corn-soy blend—either sweet or salty), and vegetable oil. The total equals about 2,100 calories, less than the recommended daily minimum for an active 16-year-old, but more than enough for a toddler still drinking breast milk. Rations are the same for each individual; decisions about who eats more or less are made within each family. But as one block chief said, and many repeated, “We’re still hungry every day.” The hunger may be as much for home as it is for fresh vegetables, fruit, milk, and meat.

READING 2: *LIFE IN A DARFUR CAMP*

Zalingei, West Darfur, March 17, 2005—Outside the feeding center run by Lutheran World Relief (LWR) partner ACT/Caritas in Hamadiya camp in West Darfur on a Saturday in February, women were waiting in a long line on the red, sandy ground with their thin children in their laps.

Inside the thatched hut, a little boy cried hysterically while swinging in the straps of a scale. The ACT/Caritas nutrition monitor wrote down his weight, and his mother comforted him before moving him to a wooden bench to be measured. He screamed again.

The nutrition monitor filled out a pink piece of paper, and the mother walked to the line of women who were waiting to submit their children’s updated measurements for their personal files. The nutrition monitor behind the desk studied the figures carefully to see if there was any progress.

Before leaving, the mother received a plastic bag containing a ration of corn and soya blend and some sugar and oil for the child. The rations were intended to last two weeks before the mother would return to repeat the procedure and until her child had gained weight.

So goes a day in the life of an internally displaced person (IDP) in one of the camps where LWR's partner, ACT/Caritas, is working. It is a life lived on the edge—families who have fled their homes, and who are now living in makeshift shelters in harsh conditions where one of the most basic human functions—getting enough to eat—is a struggle.

Source: Lutheran World Relief, "Life in Darfur Camp: Dust Is Abundant, but Food Is Scarce," *Reliefweb*, March 17, 2005.

CHAD MAKING INFERENCES CHART, READING 1

Directions: Read the passage to infer the answers to the questions in the chart.

From whom do families receive their food?	Because the reading says:
How easy is the assistant block chief's job?	Because the reading says:
Why are people "still hungry every day"?	Because the reading says:

CHAD MAKING INFERENCES CHART, READING 2

Directions: Use this chart to record the information you infer from the passage, based on the questions in the chart.

What difficulties do families in this area face?	Because the reading says:
How feasible is it for these women to farm in this area?	Because the reading says:
Why were women and their children visiting a nutrition monitor?	Because the reading says:

STRATEGIC READING

CHINA

READING 1: *HUNGRY PLANET*

“Never could we have imagined that we would ever have this much to eat,” says Grandfather Cui, thinking back to his childhood, here in this same rural village. “Back then, we ate cornmeal and mixed grains. Now we have pure grains, and they’re affordable.” “When I was young,” says his mother—Great-grandmother Cui Wu—“we had potatoes—and potatoes.” “We relied completely on the land,” says Grandfather Cui. “If there was no rain, we were hungry. There was no water at the fields. We had to carry water where it was needed.”

Cornmeal figures prominently in many rural Chinese families’ early modern history. Corn came to Asia after it was discovered in the Americas, and this was the Cuis’ most important grain, along with millet, known locally as *small rice*—which is drought tolerant. It wasn’t until after the end of the Cultural Revolution that white rice—colloquially called *big rice*—became an affordable staple for most Chinese families. Today, half the country’s white rice is grown along central China’s middle and lower Yangtze River basin.

How long have the Cuis been eating big rice? “In the 1960s, it was too expensive,” says Grandmother Wu. “We had very little.” “Some people could buy big rice then,” says Grandfather Cui, “but that was during a difficult time—some people had money to buy it, but no one dared.” During the Cultural Revolution, private enterprise was extinguished, farming became collectivized, and the Chinese people were swept up into regional groups of workers under state control. Grandfather Cui’s memory of the food during that time is one largely shared by his and his mother’s generation: “There wasn’t much difference between the quality of food before and during the Cultural Revolution. Both were bad. It has gotten much better.”

READING 2: COMMUNISM

The People's Republic of China

In Beijing, on October 1, 1949, Mao Zedong proclaimed the founding of the People's Republic of China (P.R.C.). The new government assumed control of a people exhausted by two generations of war and social conflict, and an economy ravaged by high inflation and disrupted transportation links. A new political and economic order modeled on the Soviet example was quickly installed.

In the early 1950s, China undertook a massive economic and social reconstruction program. The new leaders gained popular support by curbing inflation, restoring the economy, and rebuilding many war-damaged industrial plants. The CCP's [Chinese Communist Party] authority reached into almost every aspect of Chinese life. Party control was assured by large, politically loyal security and military forces; a government apparatus responsive to party direction; and the placement of party members into leadership positions in labor, women's, and other mass organizations.

The “Great Leap Forward” and the Sino-Soviet Split

In 1958, Mao broke with the Soviet model and announced a new economic program, the “Great Leap Forward,” aimed at rapidly raising industrial and agricultural production. Giant cooperatives (communes) were formed, and “backyard factories” dotted the Chinese landscape. The results were disastrous. Normal market mechanisms were disrupted, agricultural production fell behind, and China's people exhausted themselves producing what turned out to be shoddy, un-salable goods. Within a year, starvation appeared even in fertile agricultural areas. From 1960 to 1961, the combination of poor planning during the Great Leap Forward and bad weather resulted in one of the deadliest famines in human history.

The already strained Sino-Soviet relationship deteriorated sharply in 1959, when the Soviets started to restrict the flow of scientific and technological information to China. The dispute escalated, and the Soviets withdrew all of their personnel from China in August 1960. In 1960, the Soviets and the Chinese began to have disputes openly in international forums.

Source: U.S. Department of State, Bureau of East Asian and Pacific Affairs.

CHINA READING GUIDE

Question	What I think	What the text says	Was I right?
What happened to the Chinese economy during Mao's rule?			
How did Mao's policies affect agriculture?			
What was life like for Chinese peasants during much of Mao's rule?			

STRATEGIC READING

ECUADOR

READING 1: *HUNGRY PLANET*

Although Ecuador is situated on the equator and the growing season is long, the Ayme family's fields are 11,000 feet up in the mountains, far removed from the rich tropical lowlands. "Our land is dry, and the wind is harsh," says Orlando, "so it's not that good for planting. The land farther down is much more fertile, but it's too expensive." Despite the difficult climate, they manage to live through most of the year on what they grow in their fields: potatoes, *oca* (a root vegetable), corn, wheat, broad beans, and onions. The only animal protein they eat is guinea pig and chicken, and that only a few times a year. They have a milk cow that produces about one quart a day.

READING 2: POTATOES

History and Overview

The Andean region of Ecuador lies within the area of genetic diversity of the potato, a crop which has been cultivated since at least the fifth millennium BC and remains for many Andean people an essential dietary staple. Species richness of the wild potato is particularly high in the southern and central Andes, including a small area within the Chimborazo Province in central Ecuador.

Potato production in Ecuador has fluctuated considerably over the past several decades. A decline from 1975 to 1985 was apparently due to decreased profitability of potatoes relative to other crops, such as milk products and barley, and partly due to increasing costs of chemicals and other inputs. According to the United Nations Food and Agriculture Organization (FAO), area of cultivation has varied from below 30,000 hectares in 1983 to over 66,000 in 1996, and is currently (as of 2007) estimated at around 50,000 hectares (FAOSTAT). National average yield has remained consistently at around eight tons per hectare for several years, but regional disparity is strong. In centers of commercialized production, such as Carchi, average yields were reported at 13 tons per hectare in 2004, while other areas of the Andes averaged as low as four tons (INEC).

Potato production has also become more commercially specialized to meet the demands of Ecuador's growing urban population. As of 1975, Ecuador's urban population was estimated at 42 percent of the total, but by 2007 had risen to over 62 percent (PRB). In spite of this market orientation, potato remains a crop of small-scale farm households, estimated at 90,000.

Geography and Production Zones

The physical geography of Ecuador is characterized by three general regions:

- Coastal plain;
- Andean highlands, or *sierra*, running north-south through the center of the country;
- Amazon Basin to the east.

Inter-Andean valleys of the *sierra*, where most potato production occurs, form part of a larger agro-ecological zone, the *Paramo-Andes*, covering areas of northern Peru, Ecuador, Colombia, and Venezuela. This zone occurs generally at altitudes above 3500 meters above sea level (masl) and is characterized by rolling grasslands with tundra vegetation of less topographic diversity than is found farther south in Peru and Bolivia.

Source: International Potato Center, World Potato Atlas, 2009.

ECUADOR I-CHART

Topic: Ecuador's crops	Parts of Ecuador conducive to growing potatoes	Other crops that grow in this region	Why potatoes are such an important staple crop here	Other interesting information
Source 1:				
Source 2:				

STRATEGIC READING

GUATEMALA

READING 1: *HUNGRY PLANET*

On ordinary, nonfestival days, the villagers are a hard-working lot, farmers who grow corn, beans, potatoes, wheat, barley, and sugar cane; many are indigenous Maya and still speak the Maya language known as Mam. As visitors from abroad have become more common, some townspeople have launched a side business, renting rooms in their small adobe houses to students from other countries who attend the little schools that have sprung up to teach Spanish. Women teach visitors intricate backstrap weaving, and others run bars and restaurants. Fortunato Mendoza and his wife Susana engage in several of these occupations to support their six children. Fortunato, a college-educated teacher, musician, renter of rooms, and shaman, is a bit of an anomaly in this rural village; adept at navigating the wider world—he's managed to get his children into good colleges—he remains firmly rooted in his traditional culture. Quiet, unflappable Susana—the love of his life, he says—and their children take on the many jobs that arise from his projects (most recently, a new bar) and tend to the cooking and housekeeping. On any given night, Susana and Fortunato welcome the assortment of friends and relatives who invariably turn up at dinnertime for a good meal and conversations that can ramble long into the night.

READING 2: BACKGROUND INFORMATION

El Salvador is the most densely populated country in Central America with approximately 6.6 million inhabitants. Although it is not as densely populated, Guatemala has a larger population of 12.4 million. Both countries are growing fast: each has a fertility rate of 3.58 to 4.5 children per woman and a corresponding average growth rate of 2% to 2.6% per year. Approximately 75% of the population relies on burning wood to cook which causes enormous strain on the environment, the economy and on individual health.

El Salvador has suffered 92% loss of its forest cover and currently experiences a deforestation rate of 4.1% per year. In Guatemala, forest cover loss is around 66% with a 2% annual deforestation rate. The heavy use of fuel wood for cooking contributes significantly to ongoing deforestation. As the forests disappear, the lives of the people who depend on wood for cooking fuel become more difficult.

For instance, women and girls are responsible for procuring fuel wood and they must travel farther from home as wood becomes more scarce. This task demands 9 to 20 hours per week and minimizes opportunities to attend school and participate in income-generating activities. In other areas, it is no longer feasible to gather wood. Families in these areas can spend up to 25% of their income to purchase fuel wood.

In addition to the negative environmental and economic impact of fuel wood dependence, women and children suffer from health problems caused by cooking inside small, enclosed kitchens that

often lack windows or other ventilation. Women and children inhale toxic smoke for hours a day, the equivalent of two packs of cigarettes a day, according to the WHO [World Health Organization].

To alleviate stress on the environment and improve the quality of life SHE [Solar Household Energy] is working to introduce the HotPot solar cooking oven.

Source: Solar Household Energy Inc.; Food and Agriculture Organization of the United Nations; World Health Organization.

GUATEMALA I-CHART

Topic: Women's work	Types of work women in Guatemala do	Consequences of this work	Other interesting information
Source 1:			
Source 2:			

STRATEGIC READING

INDIA

READING 1: *HUNGRY PLANET*

Everyone sits down to breakfast under a poster-size print of the Patkars' spiritual leader, Shri Parthasarathi Rajagopalachari. Sangeeta serves the *poha*, topping each mound of fluffy vegetables and rice with the coconut and cilantro, and sprinkles on the *sev*. Meat is never served at their table. Like most Hindus, they are vegetarians, although the parameters of vegetarianism are wide. "We are not as strict as in my father's house," says Sangeeta, whose family is of the Brahmin caste—the social class associated with priests and scholars. Fifteen-year-old Akshay is an unlikely vegetarian. He doesn't like many vegetables, especially the gourds and squashes common in India, but because his family eats this way, he does as well. He has eaten chicken, he admits, and likes it.

READING 2: PURITY AND POLLUTION

Members of the highest priestly castes, the Brahmans, are generally vegetarians (although some Bengali and Maharashtrian Brahmans eat fish) and avoid eating meat, the product of violence and death. High-ranking Warrior castes (Kshatriyas), however, typically consume nonvegetarian diets, considered appropriate for their traditions of valor and physical strength.

A Brahman born of proper Brahman parents retains his inherent purity if he bathes and dresses himself properly, adheres to a vegetarian diet, eats meals prepared only by persons of appropriate rank, and keeps his person away from the bodily exuviae of others (except for necessary contact with the secretions of family infants and small children).

Source: Heitzman, James, Robert L. Worden, and the Library of Congress Federal Research Division. *India: A Country Study*. Washington, DC: Library of Congress, 1996.

INDIA I-CHART

Topic: vegetarianism	Hindu caste most strongly associated with being vegetarian	Occupations associated with this caste	Traditional reasons for vegetarianism in this caste	Other interesting information
Source 1:				
Source 2:				

STRATEGIC READING

JAPAN

READING 1: *HUNGRY PLANET*

As might be expected in an island nation, Japanese families eat a wide variety of seafood: fish, shellfish, and seaweed of all kinds. In any given week, the Ukitas will eat at least a dozen different kinds of fish and shellfish, and three varieties of seaweed. Like most people in this heavily urban country, the Ukitas also eat out often, usually at restaurants that follow the Japanese custom of displaying plastic models of the food served within.

READING 2: ECONOMY

Most of Japan is mountainous and thus not suitable for agriculture or commercial forestry. As the world's largest importer of timber, Japan is primarily supplied by companies that harvest as far away as Central America. Overfishing of many local commercial species and increasing levels of coastal marine pollution have forced Japan's fishing fleet, the largest in the world, far afield in search of food. There is widespread international concern about Japan's policy of continued scientific whaling in the face of the conservation program of the International Whaling Commission.

Source: U.S. Department of State Geographic Bureaus, Bureau of East Asian and Pacific Affairs, Electronic Research Collection.

JAPAN MAKING INFERENCES CHART, READING 1

Directions: Read the passage to infer the answers to the questions in the chart.

Which people in Japan eat a lot of seafood?	Because the reading says:
Why do the Japanese eat so much seafood?	Because the reading says:
What can you infer about the supply and diversity of seafood off Japan's coasts?	Because the reading says:

JAPAN MAKING INFERENCES CHART, READING 2

Directions: Use this chart to record the information you infer from the passage, based on the questions in the chart.

Where do Japanese fishermen do their work?	Because the reading says:
What might Japanese environmental groups be concerned about?	Because the reading says:
How important is fishing to Japan's economy?	Because the reading says:

STRATEGIC READING

KUWAIT

READING 1: *HUNGRY PLANET*

Like most Kuwaitis, Wafaa does most of her grocery shopping in one of the country's many Western-style supermarkets—in her case, a multistory market in a shopping center run by the government-subsidized Shamiya and Shuwaikh Co-operative Society. Although Kuwait imports 98 percent of its food, much of it from thousands of miles away, the choice and quality of the goods on display easily match those in European or U.S. markets, and the prices are lower.

READING 2: AGRICULTURE AND FISHING

Agriculture has . . . seen minimal development. Kuwait's desert climate sustains little vegetation. Kuwait has no rivers, only a few *wadis* that fill with winter and spring rain. Scant rainfall, little irrigation water, and poor soils have always limited farming in Kuwait. Before the discovery of oil, several occupations contributed to the economy—nomads moving livestock to the sparse forage in the desert, pearling, and fishing—but none of these occupations provided much beyond subsistence. Once the government began receiving oil revenues, the contribution of other sectors to national income was reduced still further. Economic growth and welfare measures since World War II drew workers away from historical pursuits and lessened the role of agriculture. In the late 1980s, fewer than 10,000 people were employed in agriculture. The government invested some money in developing hydroponics to increase vegetable production. Kuwait's most important crops in 1989 were tomatoes (40,000 tons), dried onions (25,000 tons), melons (7000 tons), dates (1000 tons), and smaller amounts of cucumbers and eggplants. Some of these crops are grown hydroponically. Although Kuwait manages to export some vegetables, its agricultural potential remains limited.

Source: Metz, Helen Chapin, and the Library of Congress Federal Research Division. *Persian Gulf States: Country Studies*. Washington, DC: Library of Congress, 1994.

KUWAIT READING GUIDE

Question	What I think	What the text says	Was I right?
How strong is Kuwait's agricultural sector? Why?			
Which are higher: Kuwait's food imports or food exports?			
How do the availability and prices of food in Kuwait compare to the availability and prices of food in Western countries?			

STRATEGIC READING

MALI

READING 1: *HUNGRY PLANET*

There are no convenience stores or fast food in Mali. In this part of Africa, processed food is grain pounded by hand. Water is carried from community wells. Wood for the cooking fires is collected from far away. Dishes are washed in the Niger River. Mali food is slow food.

Resonating off the mud-brick walls of family courtyards, the heavy rhythmic thumping that permeates the dusty village air is not coming from boom boxes. The heart-beat of the village comes from heavy wooden pestles, pounding, pounding, pounding the hand-harvested grain—millet, dried corn, or smoked rice—into a fine flour. At Soumana’s house, his two wives take turns doing the cooking. Most meals start when that day’s cook makes a fire. Using the previously prepared flour, she then mixes the result with well water and dried okra, and, if they are available, fresh tomatoes to make a kind of vegetable porridge. The big pot is enough to feed Soumana, the other, non-cooking wife, Soumana’s sister-in-law (who is living with them while her husband is away), and the children who happen to be around that day (usually there are at least eight).

READING 2: THE WOMEN OF ZIGNASSO

“It used to take nine of us women to water the potato field with buckets and rope,” says Aissatou Konate, President of the Zignasso women’s association. “Since we got the pump, we only need three women and we finish watering in less time than before!”

This is some of the positive feedback that USAID’s PRODEPAM team received when it returned to Zignasso, one of the villages that the program has targeted in the Sikasso region. A small village located 15 km outside of Sikasso, Zignasso has about 1700 inhabitants, most of whom are small scale farmers. Zignasso has the good fortune of being situated next to a large, fertile plain with an abundant water supply that allows farmers to grow high-value crops, such as potatoes. The water table is within 1–2 meters and remains ample throughout the dry contre-saison when the majority of horticultural crops are grown for food and/or income.

Source: U.S. Agency for International Development.

MALI MAKING INFERENCES CHART, READING 1

Directions: Read the passage to infer the answers to the questions in the chart.

Who does most of the food preparation in rural Mali?	Because the reading says:
Where do people go to do this household work?	Because the reading says:
Is Mali considered an economically “developing” or an economically “developed” country?	Because the reading says:
What is daily life like for women in rural Mali?	Because the reading says:

MALI MAKING INFERENCES CHART, READING 2

Directions: Use this chart to record the information you infer from the passage, based on the questions in the chart.

Is farming considered women's work or men's work in Mali?	Because the reading says:
Do most farms in Mali have abundant water supplies?	Because the reading says:
How do Malians regard potatoes?	Because the reading says:
How busy are farmers in Mali?	Because the reading says:

STRATEGIC READING

MEXICO

READING 1: *HUNGRY PLANET*

Traditional Mexican cooking—tamales, *huevos rancheros* with fresh corn tortillas, cheese enchiladas, quesadillas, beans and rice heavy with lard—is great fuel for the physically active, which the Mexican population, increasingly, is not. The population has been growing alarmingly heavy. According to statistics released by the World Health Organization in 2005, 65 percent of Mexico’s population is now obese or overweight—a tremendously high number (though, still, 5 percent less than the equivalent U.S. population).

Like the United States, Mexico is overeating and underexercising. Alma and Marco Antonio’s family are no exception: “My mother, and my mother- and father-in-law are overweight,” Alma said. “And they all have diabetes.” Alma, Marco Antonio, and their eldest son are also overweight. She worries that they, too, will become diabetic, but that worry hasn’t yet been translated into action. Asked whether he got any physical exercise, Marco Antonio said no: “I used to play football and run around, but when the boys were born there wasn’t any time for sports.” Did he ever go out and run around with his children? “Not really,” he said. Sitting behind the *changarro* counter for long hours each day waiting on customers surely wasn’t burning any calories. Going to a health club—the solution to inactivity in postagricultural, post-industrial countries—wasn’t an economic or logistical possibility for him.

READING 2: THE GLOBALIZATION OF OBESITY

A number of theories seek to explain why obesity is on the rise around the world. One theory is that migration of people from rural to urban areas has changed diets to include more fast food and less traditional diets. In Mexico, childhood obesity barely existed twenty years ago, whereas a recent municipal study in Mexico City showed that 30 percent of elementary school children and 45 percent of adolescents were overweight. A rural Mexican diet is rich in corn, beans, fruits and vegetables, while the urban diet increasingly includes imported fast foods and local junk foods. Whether rich or poor, Mexicans are eating more fried fatty foods and meats, since the prices for these products have gone down in price. The ability to eat these types of foods is associated with status, and has become a cultural norm that is hard to break.

Source: “The Globalization of Obesity,” Globalization101, November 11, 2005.

MEXICO I-CHART

Topic: Diet and obesity	Role of the traditional Mexican diet in weight control	How life has changed for many Mexicans	Why Mexicans increasingly experience weight problems	Other interesting information
Source 1:				
Source 2:				

STRATEGIC READING

UNITED STATES

READING 1: *HUNGRY PLANET*

Although it seems as though it should, and many Americans wish it would, an exhausting schedule does not an exercise program make. As a consumer protection specialist for the North Carolina Department of Justice, Rosemary Revis is busy in the office and equally busy at home, caring for her teenage sons Brandon and Tyrone, and her husband, Ron. The physical demands are less challenging than the mental ones—a common condition in modern life. After racing through overscheduled days and constantly nibbling, she says, she found herself 30 pounds overweight. Rosemary tried Weight Watchers and shed the pounds, only to gain them back within six months. “I went back to my old eating habits.”

She wasn’t the only family member to struggle with food. When Tyrone, now 14, was younger, he was a picky eater. Then his grandmother moved in to help care for the boys. “My mother is a great cook,” says Rosemary. “She’d cook things like cube steak with gravy and onions, cabbage, boiled potatoes, and cornbread. She’d fry pork chops and chicken, make collards and fresh salad greens. We’d come home in the evening, and the house would smell delicious. It was a feast.” Tyrone became less picky. And as he got older, like most American teens, he was also eating a lot of snacks and fast food. “I would just sit on the couch and watch TV and eat—hot pockets, burritos, fried eggs,” he says. He began spending more time on his skateboard, but the call of the potato chip was still mighty and strong. When his mother—determined to lose weight—joined a health club, he joined too. So did Ron and Brandon. Ron, a trim, fit man, works out mainly for the cardio benefits, he says—treadmill in the winter, basketball and walking during the rest of the year. But he eats fast food for lunch five days a week, and at home “he’s a big meat eater,” says Rosemary. The workouts were great, but there was an unintentional by-product: they had less time for home-cooked meals. “We would pick up fast food. It was the most convenient thing to do,” says Rosemary. “That is not the result that we had in mind when we started this exercise program.”

READING 2: WHAT’S SO JUNKY ABOUT “JUNK” FOOD?

The pace for teens is fast and getting faster. Added to pressures from school to prepare for college or a job, many teens take part in sports and work part-time. This often means eating on the run. Stack that on top of the snack foods you eat on dates or when you get together with friends, and the balance of your nutrients can get way out of kilter.

Many snacks, such as potato chips, fast-food cheeseburgers, and fries, have high levels of fat, sugar or salt—ingredients that are usually best limited to a small portion of your diet. Healthy eating doesn’t mean that you can’t have your favorite foods, but the Dietary Guidelines advise you to be selective and limit the total fat, saturated fat, cholesterol, and sodium you eat. Our main source of saturated fat comes from animal products and hydrogenated vegetable oils,

with tropical oils—coconut and palm—providing smaller amounts. Only animal fat provides cholesterol. Sodium mostly comes from salt added to foods during processing, home preparation, or at the table.

Source: Judith E. Foulke, “On the Teen Scene: Good News about Good Nutrition,” Food and Drug Administration.

UNITED STATES READING GUIDE

Question	What I think	What the text says	Was I right?
What does time have to do with weight?			
What are some examples of “junk foods”?			
What might be one consequence of eating a lot of fast food and being a “big meat eater,” as Rosemary says is the case with Ron?			

LECTURE NOTES

TEACHER SECTION



BHUTAN: NAMGAY FAMILY

LECTURE NOTES • TEACHER SECTION



1. How do you think the Namgay family and most **residents** of Bhutan, a small kingdom in the Himalayas, **make a living**?

Most residents of this small mountainous country in the Himalayas practice subsistence agriculture. The Namgay family of Shingkhey Village is no exception. They grow most of their own fruits and vegetables and try to avoid having to purchase these items at the market. On the occasions when they do need to buy food at the market, they feel a financial pinch. In this way, they typify subsistence farmers around the world.

2. **Electricity** has now come to the Namgay family's village. How might it **change** their way of life?

During the *Hungry Planet* team's visit, Shingkhey Village was finally connected to Bhutan's electrical grid. This electrification will likely bring change to the villagers' lives, possibly affecting the ways in which they preserve and prepare food.

3. What is the **primary food group** this family consumes? (A)

We see mainly vegetables, with few meat and dairy products.

4. What **food groups** are **less abundant** in this photograph? **Why** do you think this might be the case? (A)

Most people in Bhutan are Buddhist and don't kill animals for food. The Namgays only eat meat when an animal dies naturally or accidentally, or during the *puja*—a special cleansing of evil spirits that monks lead in the village about twelve times a year. There are about twelve houses in the village, and each house has one *puja* per year. During the *puja*, villagers share a pig that has been killed by a special butcher.

The family also purchases dried meat or fish about once a month. The fish in the right-center portion of the photograph represents the amount of dried fish or meat the family will eat in about three months.

5. Compare the **Namgay** family's **diet** to that of a typical **family in your community**. What types of **food items** that many American families consume are **absent** from this photograph? **Why** do you think this might be the case? (A)

The Namgays have none of the processed food and "junk food" so common in the United States and, increasingly, in many other countries.

Like most Bhutanese families, the Namgay family grows almost all of its own produce and keeps cows for milk and butter. They have no access to a supermarket, nor would they be able to afford to shop in a supermarket if one were available. When they run out of something, they borrow from neighbors, reallocate some of the family budget to buy it, or go without.

6. **What** do you think is in the large **sack** on the right? **Why** is there **so much** of it? (A)

This is a sack of red rice.

Since rice is easy to store in dried form, it can be kept in these large sacks for an extended period of time. The family goes through this amount quickly, however, eating almost seventy pounds of rice per week. They must also keep a substantial amount on hand to serve to guests.

7. These food items are central to the family's diet. **What** do you think they are? When this photograph was taken, Nalim (the family matriarch) complained that this year she had to **buy** these items rather than **grow** them, since insects had destroyed the crop. What impact might this **change of plans** have on the family? (B)

These are red chilies, which the family considers a vegetable rather than a condiment. They are eaten at almost every meal.

Whenever a family has to purchase something it normally grows, money must be taken from other parts of the budget. This year, the family is spending school supply and uniform money on chilies.

8. What do you think these **bottles** hold? What might it be **used for**? (C)

These bottles contain mustard oil used for cooking. The family grows mustard in its fields. Nalim keeps harvested mustard on a ledge outside the house and presses the seeds into oil.

9. What do you think these **ingredients** are used to make? (D)

They use these ingredients—tea rounds, Red Label tea, and baking soda—to make tea. They generally drink butter tea, made from butter, water, a few tea leaves (from the tea rounds), and a small amount of baking soda to neutralize the acid.

10. The **family reserves** one of these **ingredients** for **special visitors**. Which one do you think is special, and why? (D)

When guests arrive, they bring out the Red Label tea, probably because this brand name tea is rather expensive and therefore consumed only on special occasions.

CHAD: ABOUBAKAR FAMILY

LECTURE NOTES • TEACHER SECTION



1. The Aboubakar family is originally from the **Darfur region of Sudan**. What has been happening there since 2003? What has this meant for **neighboring Chad**?

The Darfur region of Sudan has witnessed a tremendous amount of tragedy and violence in recent years. In 2003, after decades of war, the Sudanese government joined Arab Muslims against non-Arab black African Muslims in a brutal conflict in this western section of Sudan. The progovernment Arab militia, called *Janjawid* (“man with a horse and a gun” in Arabic), struck back against non-Arab rebel groups by plundering villages and killing thousands of people across the region.

This devastation led to a refugee crisis, as thousands of Sudanese fled into neighboring Chad. These refugees have settled in sprawling camps such as Breidjing, where the Aboubakar family lives.

2. How does this family’s **supply of food** for a week **compare** with that of **other families** you’ve seen? **Why** might this be the case? (A)

The Aboubakar family has noticeably less to eat than the other families.

As residents of a refugee camp, they must rely on rations provided by relief agencies. The total number of calories allocated for each person per day is 2,100—less than the recommended daily minimum for an active sixteen-year-old but more than enough for a toddler still nursing. The family members always feel hungry.

3. Do you see any **fresh fruit** or **vegetables** in this photograph? (A)

There are five limes in the foreground but no other fresh fruits or vegetables.

4. How do you think the family gets the **vitamins** most people get from **fruits** and **vegetables**? (A)

The sacks in the foreground contain various dried vegetables, including garlic, okra, tomatoes, and red peppers. D’jimia, the mother, uses some of these ingredients in *aiysh* (congealed porridge).

5. Describe the **landscape** where this refugee camp is located. Do you think the Aboubakar family and other refugee families here are able to **farm** and **grow plants** easily? (A)

The landscape is a barren desert.

It is very difficult to grow anything here because there is so little water. Instead, the refugees must depend on rations delivered by international aid agencies.

6. What do you think the **containers** on the left hold? (A)

These containers contain a week’s supply of water, used for washing and bathing as well as for drinking and cooking. Water is scarce in this hot desert environment, and the family must make its water rations go a long way. Acha, the twelve-year-old daughter, is responsible for fetching water from distribution points. The family also obtains extra water by digging pits in nearby *wadis* (seasonal riverbeds). This process creates shallow pools that provide some water, particularly during the rainy season.

7. Where do you think the family gets the **wood** to **cook** food? What **potential conflicts** might arise in trying to obtain **firewood**?

The scarcity of firewood poses a serious challenge to Darfur refugees. Over time, the number of refugees looking for firewood has led to rapid depletion of the local supply.

This has created tensions between refugees and their Chadian hosts, who also need firewood.

CHINA: CUI FAMILY

LECTURE NOTES • TEACHER SECTION



1. Although their nation is rapidly **urbanizing**, the Chinese population remains heavily **agricultural**. What is the **standard of living** like today in China's **rural areas** and **small towns**, like where the Cui family lives?

Many Chinese villagers enjoy some modern luxuries, including electricity and refrigeration. Rural and small-town Chinese increasingly rely on markets to provide a significant portion of their food. This is the case with the Cui family, which you will meet in the following photos.

2. The Cui family **grows** only about **10 percent** of its **food** each year. What do you suppose the family grows? (A)

They grow corn, barley, wheat, soybeans, and peanuts on their farm. They grow grapes on a trellis and tomatoes, cabbage, squash, and cucumbers in the courtyard kitchen. They also raise a few sheep in their courtyard.

3. The Cui family **grows corn** in its field, yet we only see a **few corncobs** in this picture. This represents a week's worth of corn for the entire family. **Why** do you think this is the case? (A)

They probably trade most of their corn for other items. The main grains in their diet are wheat and white rice. When the grandparents were younger, they ate much more corn than rice because white rice was too expensive. However, today the family can afford white rice and seems to prefer it to corn.

4. Do you **recognize** these **soft drinks**? What are they? (B)

It's not hard to recognize these bottles of Coke and Sprite, even though the labels are in Chinese. The Chinese have access to many Western products, although some of these products cost too much for poor and rural families. The Cui grandparents do not care for modern foods and beverages, but the younger family members like them.

5. Do you think the family always keeps a week's supply of produce at its home? Why or why not?

Although they have a refrigerator-freezer, they do not generally keep a week's supply of produce at their home at one time. Instead, they buy smaller quantities of the things they need each day.

It's not difficult to get to the market, which is located in another town not far from their village. The family therefore always cooks with the freshest vegetables, which is important because Chinese cuisine incorporates a lot of vegetables, and the Cui family members are fussy about the quality of their produce.

6. Like most Chinese, the Cui family lets **none** of its **food** go to **waste**. How do you think they **use the leftovers** from the food items you see in this picture? In particular, what might they do with **waste** from the **corn**? (A)

They feed corn husks (and part of the corn crop) to their three sheep. The grandmother sometimes weaves corn leaves into cushions that the family uses when sitting outside. They also feed some table scraps to their cat, who helps them out by catching a lot of mice.

7. How does the Cui family get its **protein**? (A)

On the table in the foreground, we can see eggs, chicken, pork, tofu, and soy milk powder. Each of these items is a good source of protein.

ECUADOR: AYME FAMILY

LECTURE NOTES • TEACHER SECTION



1. What is Ecuador's **climate** like, and how does that affect **farming** for families like the Aymes?

Although located at the equator (hence the country's name), many areas of Ecuador are at high altitudes and have a very cold, arid climate where few crops grow well. As you will see, the Ayme family of Tingo must put in a lot of effort to keep itself well fed. The family's farm sits eleven thousand feet above sea level. It is very windy on the side of the mountain where their farm is located.

2. Describe the Aymes' **kitchen**. How does it **compare** with kitchens you know? (A)

This kitchen is clearly very different from most kitchens in the United States. The walls have turned black from years of exposure to smoke from the wood fire. The kitchen has no electricity or gas supply, so it has no modern appliances such as refrigerators, ovens, or dishwashers. The lack of refrigeration means that the family must dry its food in order to preserve it. Although we can't see any in this photo, the family also keeps guinea pigs (*cuy*) for meat to be eaten on special occasions. The guinea pigs are shy and tend to stay in the shadows. Much like chickens in some other countries, the guinea pigs run free around the family's home, eating scraps from the kitchen floor.

The family has no kitchen table, and they sit on the floor or small wooden benches while eating. We can also see hay on the floor; the family keeps some hay for its sheep but usually does not spread it on the floor of its home. The floor of the house is made of dirt, and the walls are adobe mud bricks.

3. What is the main source of **starch** that the Aymes consume? Why do you think this item is so **prevalent** on their menu? (A)

Like most rural families in the Andes mountains, the Ayme family's main source of starch is the potato.

Potatoes grow better than most other crops at the high elevation (eleven thousand feet) where the family lives. When the potato crop runs out, as it had by the time this photo was taken in September, they have to buy potatoes (which cost three dollars for a hundred pounds). The family eats about hundred pounds of white potatoes per week; they also consume fifty pounds of white rice, fifteen pounds of ground wheat, and ten pounds of corn flour.

4. Are these **bananas** in the foreground or **something else**? Why do you think they're such an **important** part of the **family's diet**? (A)

We actually see both yellow bananas and plantains, which are similar but not the same.

Both fruits grow plentifully in tropical regions and form particularly important parts of a healthy diet in Latin American and Caribbean countries. They grow in the lowlands rather than the highlands where the Aymes live, so the family must buy them at the market.

5. How does the family **cook** its food? What does this cooking **method** imply about the availability of **resources** in this area? (A)

The Ayme family cooks its food over a wood fire.

This implies that they have access to firewood. They gather the wood from a scraggly forest area above the village. Over the years, the village residents have planted trees so that they will have a steady source of firewood.

6. This is the family's "**candy**." What do you think it's **made of**? Do you think this is a **special treat** or an **everyday item**? What **other uses** might this food item have? (B)

This wheel of brown sugar is called a *panela*.

The panela serves as both candy and a sweetener for drinks and food recipes. Family members chip off chunks as a special treat during the week, but they run out before the next market day. Like the bananas and plantains, the panela comes from the lowland tropical area of Ecuador, near the coast where sugar cane is raised.

7. Does the family eat **meat** often? What **evidence** do you see to support your answer? **Why** do you think this is the case? (A)

The family rarely eats meat.

There is no meat in the photograph. They raise sheep, but they sell them at a market in order to purchase the other items we see in the photo.

This money goes much further toward providing nutrition than would sheep alone, if the family were to simply eat the sheep they raise. They also raise guinea pigs (*cuy*), who scamper around the kitchen, and chickens, but they save these animals for special occasions, such as Easter.

GUATEMALA: MENDOZA FAMILY

LECTURE NOTES • TEACHER SECTION



1. The Mendoza family has indigenous roots. Who are the **indigenous people** of Guatemala, and what **percentage** of Guatemala's population do they make up?

About 66 percent of this Central American country's population is indigenous, meaning that they descended from the Mayan people who lived here before Europeans arrived. The family you will meet in the following photos, the Mendozas, live in a Mayan town in the northwestern part of Guatemala.

2. What **religions** are practiced in the Mendozas' village?

Despite their Mayan heritage, most people in this region are Catholic, with a significant Protestant minority. The *Hungry Planet* team visited the village of Todos Santos Cuchumatán ("All Saints") during the important Christian festival of All Saints Day, which commemorates all the saints of the church.

3. The Mendoza family buys its **fruits** and **vegetables** at a **local market**. What do you notice about the apparent **productivity** of local agriculture? (A)

The photograph shows an abundance of healthy-looking fresh fruits and vegetables. The carrots and green beans in the foreground are huge, as is the 13.2-pound green squash on the back table. This warm, fertile region has proven an excellent place to grow a variety of robust crops.

4. What does this **pot hold**? (B)

The pot holds whole chickens. The family usually eats about four chickens per week, but there are six in this pot to celebrate the *Día de Todos Santos* (All Saints Day) festival.

5. This picture shows two very **common food** items that Guatemalans **eat** on a **daily basis**. What are they? (A, C)

We can see a basket of dried black beans in the background and a basket of tortillas in the foreground. Like many Guatemalans, the Mendoza family eats a combination of beans, tortillas, rice, potatoes, and sometimes eggs three times a day.

6. Do you see any **candy** or other **sweets** in this photograph? If so, what do you see? If not, what do you think **serves** as dessert? (A)

Although it's difficult to tell what's in the packages on the back table, there are no candies or other sweets in the photograph. Instead, the children eat bananas for dessert. They have very healthy teeth.

7. The **girl** on the right is not a **member** of the Mendoza **family**. Who do you think she might be? What does her **presence** tell you about the family's **standard of living** and its ability to **afford quality food**? (A)

This is the family's live-in servant, eleven-year-old Sandra Ramos. She comes from a nearby village.

Her presence indicates that the Mendoza family is affluent enough to afford some luxuries, including not only a servant but also a good variety of wholesome food at the market.

8. What do you think the **bottle of water** next to the mother is used for? (A)

The Mendoza family uses this water for drinking. They have access to other water for cooking and cleaning, but that water is not as clean as the bottled water.

INDIA: PATKAR FAMILY

LECTURE NOTES • TEACHER SECTION



1. While 40 percent of Indians live in **extreme poverty**, the Patkars are part of a **rapidly growing class** in India. What is it?

The country has a rapidly growing middle class. The Patkar family of Ujjain, in central India, represents part of this middle class.

2. There is **no meat** in this photograph. **Why** do you think this is the case? (A)

Like most Hindus, the Patkar family is vegetarian. They never serve meat in their house. Nevertheless, fifteen-year-old Akshay has tried and enjoyed chicken outside of his home.

3. These are called **chapatis**. What do you think they are? (B)

Chapatis are a type of flatbread. They form a very common part of the Indian diet and are served with a variety of dishes.

4. What do you think this **container** is used for? (C)

This container holds water. The family has a water filter in their kitchen in order to purify the tap water.

5. What do you think the items in the **small bowls** are **used for**? (D)

These bowls contain a variety of spices and condiments. These include cumin seed, garlic chutney, red chili powder, turmeric powder, mustard seed, and cloves—all staples of Indian cooking. Indians usually include at least some of these ingredients in recipes.

6. Do you know **what the item** in the **front center** is? (E)

This is half of a coconut. Coconuts grow well in India's tropical areas and commonly appear in Indian cuisine.

7. What food items here also commonly **appear** in **American** households? (A)

Although the brands are different, the two-liter bottle of soda and the loaf of "special" white bread probably look familiar to you, as do many of the fruits and vegetables (e.g., tomatoes, grapes, watermelon, oranges, cabbage).

8. Is this Indian family's weekly food more **similar** to or **different** from the food on **your table**? (A)

With the exception of Indian families in America and families that frequent Indian restaurants, much of the food in this picture is probably unfamiliar to most Americans.



1. The Ukitas live a **prosperous** lifestyle typical of most Japanese. How **homogenous** is Japanese **culture**?

Although some cultural differences exist between various parts of the country, Japan is a relatively homogeneous nation where culture and food remain relatively consistent throughout the regions. The Ukita family, featured on the next photos, lives near Tokyo in Kodaira City.

2. What **evidence** does this photo present to indicate that Japan is an **island nation**? (A)

The abundance of seafood on the Ukita family's table illustrates the fact that the Japanese have easy access to extremely fresh seafood. This makes sense, considering that Japan is comprised of several narrow islands and no Japanese live very far from the sea. Seafood represents a huge part of the Japanese diet—in fact, Japanese people eat more fish than meat.

3. Does Sayo **buy fruit** at an **outdoor market** or at a **grocery store**? How can you tell? (A)

The fruit has labels with barcodes, as we see at grocery stores and supermarkets in the United States. We can therefore infer that she bought these fruits at a store. Each day, she rides her bicycle to shop at the stores near the train station.

4. Does Sayo **buy fish** at a **local market** or at a **grocery store**? How can you tell? (A)

Both. She bought the fish on ice from a local fish shop. She bought the other fish at a small neighborhood supermarket.

5. Can you find the **desserts** in this picture? Do they look **familiar** or **unusual** to you? (A)

We can see four pastries on a plate to the right of Mio (older girl on right).

These desserts, particularly the pieces of cake, probably don't look unusual to you. They may come from a French bakery, since French pastries are extremely popular in Tokyo.

6. On the left is the youngest daughter, Maya, age fourteen. What **food** does **she hold**? What does this suggest about Japanese **teenagers' food preferences**? How does this compare to the **preferences of American teenagers**? (A)

Maya is holding a bag of potato chips.

This suggests that she really likes potato chips; indeed, she says they're her favorite food. We can infer that Japanese teenagers enjoy eating salty "junk food" just as American teenagers do.

7. The Ukita family keeps its **television** on most of the time. What role do you think **exposure** to numerous **commercials** could play in the family's **food selections**? (A)

On one hand, commercials may influence them to purchase certain brands. On the other hand, for many years Sayo has done most of her shopping at a local market and likely has certain favorite brands that she sticks with. Small vendors at the market almost certainly do not advertise on TV, although the larger supermarkets very well might. In the Tokyo area, all family members will be exposed to many commercial messages, so they will invariably pick up information about food brands from sources other than the television. The Ukitas' television stays on almost all day and is always on when the family eats.

Note: The commercial on the television in this photo is for an insecticide.

KUWAIT: AL HAGGAN FAMILY

LECTURE NOTES • TEACHER SECTION



1. Describe the **standard of living** that Kuwaitis, like the Al Haggans, enjoy.

Citizens of this tiny, oil-rich country in the Middle East enjoy a very high standard of living.

2. **Who** does much of the **work** in Kuwait?

Many people in Kuwait, however, have traveled there from other countries in order to find work. These migrant workers often help Kuwaiti families in their homes and also work in other service and industry positions. The following photos will introduce you to the Al Haggan family of Kuwait City.

3. Most **food** in Kuwait is **imported**. What **evidence** does the photograph present to support this fact? (A)

Kuwait must import 98 percent of its food because the country has poor soil and scarce water, making it largely unsuitable for agriculture. The country's oil-related affluence allows it to import a wide variety of foreign food items. We can see many brands commonly found in American supermarkets, including Kellogg's Corn Flakes, Ritz crackers, Pringles, Heinz ketchup, Lipton tea, and Carnation powdered milk.

4. This is one of the **few food items** that Wafaa, the mother, buys at a **small local shop** rather than from a large Western-style supermarket. What do you think it is? Why do you think she would **prefer** to buy this item at a **smaller shop**? (B)

This is Persian-style flatbread, called *nan-e barbari*. The family eats this bread at every meal, as do most Kuwaitis.

Wafaa is very fussy about the quality of her *nan-e barbari*, so she visits a local baker whom she thinks makes it exceptionally well.

5. **Who** are the two people in the background? What **role** might they play in the **household**? (A)

These are two servants from Nepal, named Andera and Daki.

Foreign guest workers outnumber Kuwaitis. Andera and Daki help with a variety of household duties, including shopping and meal preparation. They probably also helped shine up this immaculate kitchen and set out the food for the photograph. They do laundry too. Both parents work, although in Kuwait many jobs are sinecures (that is, they pay a steady wage and require little work) provided by the government.

6. The Al Haggan family has an **elevator** and a staircase in their house. The two servants and the father are the only people who use the staircase. Everyone else always chooses to take the elevator. Along with the abundance of food, what does this suggest about the **family members' lifestyle**?

This suggests that the mother and children lead a sedentary lifestyle, at least at home. Indeed, Wafaa drives almost everywhere rather than walking, since Kuwait City is very sprawling and few of Wafaa's usual destinations lie within walking distance. We can infer that Wafaa and her children, and probably many other Kuwaitis, have the potential to become overweight and to develop related health problems.

7. What is this **product**, and **where** does it come from? (C)

This is basmati rice from India. It's a staple of the Kuwaiti diet. Wafaa uses it in such recipes as lamb *biryani*, a traditional dish in the Arab world but also in parts of India.

8. Do the **kids** eat **sweets**? What **evidence** do you see to support your answer? (A, D)

The kids do eat sweets.

Two-year-old Rayyan is sucking on a lollipop. We can also see various candy bars in the middle of the table to the right of the tomatoes.

MALI: NATOMO FAMILY

LECTURE NOTES • TEACHER SECTION



1. **Where** do most of the people of Mali live?

Most residents of this arid West African country live in rural villages, as does the Natomo family, which you will meet in the following photos.

2. Citizens of **first-world** countries enjoy many **modern conveniences** to make their daily lives easier. Is that the **same** for most families in **Mali**?

Families in Mali have almost no modern conveniences and must do a lot of work that Westerners never have to do, such as carrying water from a well and washing dishes in the river. Housework (including food preparation and cleanup) is the domain of women and children—never men. At least one woman in the household (a man may have up to four wives, according to Muslim tradition) gets up before dawn to begin cooking breakfast in a courtyard that doubles as a kitchen.

3. What is the **predominant** type of **food** you see in this photograph? **Where** do you think this food **comes from**? (A)

The main things we see here are various types of grains and dried vegetables. The three white sacks on the right contain corn, millet, and smoked rice. The two light-colored bowls in the back are made from halves of a large dried gourd. They contain dried tamarind (on the left) and dried okra and onions (on the right).

These items come from local farms, and the Natomo family buys them at the market.

4. There is no **electricity** in this village. What does this imply about the family's **food supply** and meals?

No electricity means no refrigeration. Therefore, the family needs to eat all of its fresh fruits, vegetables, and meats very soon after purchasing them.

5. What do you think the **wood** piled on the right side of the photo is for? (A)

They have no electric stove or oven and must cook everything over a wood fire.

6. Do you think the family **shops** at a **supermarket** or corner store? **Why** or **why not**? (A)

Rural Mali has no supermarkets or convenience stores. Everything must be purchased at the local market, where independent vendors sell products that they have purchased wholesale or made themselves. On a visit to the market, you would not see any packaged foods or brand names, except for a few canned goods like tomato paste or dried bullion cubes.

7. This is homemade cake called **ngome**. The family eats a lot of **ngome**, and Fatoumata makes it every day outside the house to **sell** to passersby. Do you see any **flour** in the photograph? **Where** do you think the flour comes from to make **ngome**? (B)

There is no flour in this picture, but it is a necessary ingredient in *ngome*.

In order to make flour, the women and children must pound grains (millet or dried corn) using a mortar and pestle—a very time-consuming task.

8. When **celebrating** daughter Pai's **wedding**, the Natomo family invited **guests** over for a party that involved **dancing** but **no food**. **Why** do you think this might have been the case?

Food does not appear to be a part of the Natomo family's hospitality. This may be an economic consideration, since the family hardly has enough food to feed itself. It may also be that Malian culture does not deem it important for hosts to serve food to guests. In most other parts of the world, hosts customarily aim to be generous and make a point of offering food to guests.

9. Except for the tomatoes in the bucket on the left, do you see any **fresh fruit**? **Why** do you think this might be the case? (A)

No, but at other times of the year, the family eats mangoes from their trees and sometimes purchases oranges at the market. Neither of these fruits were in season when this picture was taken.

Only seasonal fruits can be purchased at the market, since the lack of refrigeration and refrigerated transport means that vendors must sell produce extremely soon after it is picked. The town has limited access to transportation and thus has limited access to anything other than local produce. The main form of transportation is by boat on the Niger River. The town has no paved streets or roads; to get to the nearest paved road, one must journey over dirt tracks for several hours.

MEXICO: CASALES FAMILY

LECTURE NOTES • TEACHER SECTION



1. What **trend** is **changing** the way Mexicans **shop**?

Times are changing as Mexico continues to become increasingly “Americanized.” This trend can be seen in such cities as Cuernavaca, which now has American big-box stores, including Costco and Walmex (as Walmart’s Mexican stores are called).

2. What **other country** do many Mexican families have **connections** to?

Many Mexican families also have a connection with the United States because of immigration. The Casales family of Cuernavaca is no exception. Marco Antonio, the father, has left his home to work in the United States, although he does appear in this photograph of the family.

3. What do you think this **bowl holds**? What does this tell you about the family’s **access** to **certain food** items? (B)

This bowl contains nearly three pounds of crab and some fish. Alma often makes crab soup for lunch.

The city of Cuernavaca lies in south central Mexico and is not particularly close to the coast. Nevertheless, the residents of Cuernavaca can purchase fresh seafood at the local market, at small stores, and at supermarkets.

4. Do you think Alma always keeps this **much bread** and **tortillas** in the **house**? Why or why not? (A)

She never keeps a whole week’s supply of bread or tortillas in the house because it would start to become stale after a day or so. She only bought this much bread for the sake of the photograph. Like many Mexican woman, Alma buys fresh tortillas each day from the local *tortillería* (tortilla maker).

5. What appears to be the Casales **family’s favorite beverage**? Does this seem to be a **reasonable** amount or a lot? Can you think of any **consequences** of this particular **beverage** habit? (A)

The Casalese drink as much as twelve quarts of Coca-Cola each week.

Since Coke has a lot of sugar and calories, it’s likely that family members will experience problems with their weight and their dental health. Mexicans drink more Coke per capita than the residents of any other country.

6. What **brand names** do you recognize in this photograph? Why do you think they are **popular** in Cuernavaca? (A)

In addition to Coca-Cola, we can see Kellogg’s Corn Flakes, Yoplait yogurt, Gatorade, and Carnation evaporated milk.

These brands have probably been available in Cuernavaca for some time, although they have become even more abundant with the arrival of American chain stores such as Costco and Walmex (Walmart in Mexico).

7. **What** are these? What does their presence on the **menu** reveal about the Casales family's **taste** in food? (C)

These are chipotle peppers (smoked jalapeño peppers).

Chipotles are very common ingredients in Mexican food. Their presence indicates that the Casales family likes its food on the spicy side—at least when compared to the taste preferences of most Americans.

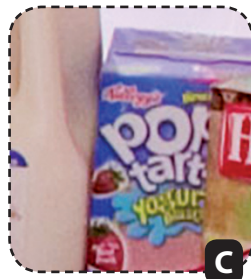
8. What do you think some of the **boys' favorite** foods might be? **How** can you tell? (A)

Like children almost everywhere, the boys appear very fond of candy.

Emmanuel has candy in his hand, and they are both leaning over the table with the candy treats.

UNITED STATES: REVIS FAMILY

LECTURE NOTES • TEACHER SECTION



1. Many food items in the photos of other families around the world are similar to the items in this photo. What **role** does the **United States** play in the modern **world's eating habits**? What **problems** does this contribute to people's **health**? What are many American families **trying** to do about it? (A)

In many ways, the United States sets global trends for food and beverage consumption. You have noticed familiar American brands in many of the previous photographs. These brands invariably include a good deal of "junk food," such as soft drinks, potato chips, and candy.

Many American families who have become highly accustomed to eating this type of food are now trying to find healthier alternatives. This is the case for the Revis family of North Carolina.

2. Do you see much **fast food** in this picture? What does this imply about the Revis **family's lifestyle**? (A)

We can see soda cups and food items from McDonald's, Burger King, Taco Bell, and KFC.

The fact that the Revis family eats fast-food meals suggests that family members are very busy and find fast food convenient. The two pizzas, while not technically considered fast food, also indicate an attempt to make mealtime as convenient as possible.

3. In your opinion, how **healthy** is the Revis **family's diet**? What **evidence** do you see to support your answer? (A)

We can see a good deal of processed and high-fat food, including chips, soda, fast food (from Mexican, chicken, and burger joints), pizza, Pop-Tarts, and Hot Pockets. On the other hand, we can see some healthy options, including grapes, tomatoes, some lean-looking meat, tuna, canned vegetables, and fruit juice. Overall, the family does not appear to make the healthiest food selections. This poses a common problem for busy American families, since fast food is very convenient, and healthy meals take longer to shop for and cook.

4. Where does the family **buy** its meat? How does this **compare** with the way **meat** is sold in some of the **other countries** you have learned about? (A)

The family buys its meat at a grocery store or supermarket. We can tell because it is packaged in styrofoam and plastic and has brand-name and barcoded labels.

While most Americans purchase meat packaged in this way, we have seen photographs from other countries (for example, the Cui family of China and the Mendoza family of Guatemala) where the meat shown is unpackaged. It is likely those families purchased the poultry or meat from a local market or butcher. In such places, purchasers often see whole birds or meat in various stages of preparation.

5. What are these **items**? How does their presence compare with what you've noticed about **kitchens in other countries**? What does the presence of these items tell you about the **American lifestyle**? (B)

On the counter, we can see a can opener, a toaster oven, a toaster, and some other unidentifiable items. American families typically have each of these appliances in their kitchens.

These items again reveal an American penchant for convenience and also highlight the abundance, variety, and affordability of mechanical and technological appliances in the United States. Many of the other kitchens we have seen did not include these types of appliances.

6. What do you think members of the Revis family eat for **breakfast**? How do you think American “**breakfast food**” compares with what people eat for breakfast in **other countries**? (C, D)

We can see a box of Trix cereal against the wall on the right. They have milk, so we may assume that at least one family member eats this cereal with milk for breakfast (although such a sweet cereal would also make a tasty, yet junky, after-school snack). There is also a box of Pop-Tarts on the counter near the milk. Many Americans skip breakfast, but those who do eat breakfast usually eat specific “breakfast foods” such as cereal, coffee cake, muffins, toast, or processed foods like Pop-Tarts.

Most Americans would not imagine eating “lunch foods” or “dinner foods” (such as rice, pasta, or fish) at breakfast time. In contrast, people in many other parts of the world eat the same foods for breakfast that Americans would eat at lunch or dinner. For example, the Japanese (the Ukita family) commonly eat noodles for breakfast. In many places where a wide variety of food items is not generally available, people may eat the same foods in the morning as they do later in the day. We saw this with the Aboubakar family in Darfur (Chad), whose members eat *aiysh* for every meal.

7. **Imagine** that **your family** has been **selected** to take part in a *Hungry Planet* photograph, just as the Revis family and the other families you’ve seen agreed to do. How does the Revis family’s **weekly food** supply compare with your own? If a similar photo were taken in **your kitchen**, which items would be the **same** and which would be **different**? How do you think the photograph would reflect your family’s **lifestyle** and **values**?

Answers may vary.

Here are some additional questions you may wish to ask your students:

- How would you go about calculating how much food your family **eats in a week**? Do you think **other members** of your family would come up with the same **conclusions** as you about your family’s weekly food consumption? Why or why not?
- Do you **judge** others by the food they **eat**? If not, what **criteria** do you use to make judgments about people?

STUDENT HANDOUTS



BHUTAN: NAMGAY FAMILY

HANDOUT 1



1. How do you think the Namgay family and most **residents** of Bhutan, a small kingdom in the Himalayas, **make a living**?
2. **Electricity** has now come to the Namgay family's village. How might it **change** their way of life?
3. What is the **primary food group** this family consumes? (A)
4. What **food groups** are **less abundant** in this photograph? **Why** do you think this might be the case? (A)
5. Compare the **Namgay** family's **diet** to that of a typical **family in your community**. What types of **food items** that many American families consume are **absent** from this photograph? **Why** do you think this might be the case? (A)
6. **What** do you think is in the large sack on the right? **Why** is there **so much** of it? (A)
7. These food items are central to the family's diet. **What** do you think they are? When this photograph was taken, Nalim (the family matriarch) complained that this year she had to **buy** these items rather than **grow** them, since insects had destroyed the crop. What impact might this **change of plans** have on the family? (B)
8. What do you think these **bottles** hold? What might it be **used for**? (C)
9. What do you think these **ingredients** are used to make? (D)
10. The **family reserves** one of these **ingredients** for **special visitors**. Which one do you think is special, and why? (D)

CHAD: ABOUBAKAR FAMILY

HANDOUT 1



1. The Aboubakar family is originally from the **Darfur region of Sudan**. What has been happening there since 2003? What has this meant for **neighboring Chad**?

2. How does this family's **supply of food** for a week **compare** with that of **other families** you've seen? **Why** might this be the case? (A)

3. Do you see any **fresh fruit** or **vegetables** in this photograph? (A)

4. How do you think the family gets the **vitamins** most people get from **fruits** and **vegetables**? (A)

5. Describe the **landscape** where this refugee camp is located. Do you think the Aboubakar family and other refugee families here are able to **farm** and **grow plants** easily? (A)

6. What do you think the **containers** on the left hold? (A)

7. Where do you think the family gets the **wood** to **cook** food? What **potential conflicts** might arise in trying to obtain **firewood**?

CHINA: CUI FAMILY

HANDOUT 1



1. Although their nation is rapidly **urbanizing**, the Chinese population remains heavily **agricultural**. What is the **standard of living** like today in China's **rural areas** and **small towns**, like where the Cui family lives?

2. The Cui family **grows** only about **10 percent** of its **food** each year. What do you suppose the family grows? (A)

3. The Cui family **grows corn** in its field, yet we only see a **few corncobs** in this picture. This represents a week's worth of corn for the entire family. **Why** do you think this is the case? (A)

4. Do you **recognize** these **soft drinks**? What are they? (B)

5. Do you think the family always keeps a week's supply of produce at its home? Why or why not?

6. Like most Chinese, the Cui family lets **none** of its **food** go to **waste**. How do you think they **use** the **leftovers** from the food items you see in this picture? In particular, what might they do with **waste** from the **corn**? (A)

7. How does the Cui family get its **protein**? (A)

ECUADOR: Ayme Family

HANDOUT 1



1. What is Ecuador's **climate** like, and how does that affect **farming** for families like the Aymes?

2. Describe the Aymes' **kitchen**. How does it **compare** with kitchens you know? (A)

3. What is the main source of **starch** that the Aymes consume? Why do you think this item is so **prevalent** on their menu? (A)

4. Are these **bananas** in the foreground or **something else**? Why do you think they're such an **important** part of the **family's diet**? (A)

5. How does the family **cook** its food? What does this cooking **method** imply about the availability of **resources** in this area? (A)

6. This is the family's "**candy**." What do you think it's **made of**? Do you think this is a **special treat** or an **everyday item**? What **other uses** might this food item have? (B)

7. Does the family eat **meat** often? What **evidence** do you see to support your answer? **Why** do you think this is the case? (A)

GUATEMALA: MENDOZA FAMILY

HANDOUT 1



1. The Mendoza family has indigenous roots. Who are the **indigenous people** of Guatemala, and what **percentage** of Guatemala's population do they make up?

2. What **religions** are practiced in the Mendozas' village?

3. The Mendoza family buys its **fruits** and **vegetables** at a **local market**. What do you notice about the apparent **productivity** of local agriculture? (A)

4. What does this **pot hold**? (B)

5. This picture shows two very **common food** items that Guatemalans **eat** on a **daily basis**. What are they? (A, C)

6. Do you see any **candy** or other **sweets** in this photograph? If so, what do you see? If not, what do you think **serves** as dessert? (A)

7. The **girl** on the right is not a **member** of the Mendoza **family**. Who do you think she might be? What does her **presence** tell you about the family's **standard of living** and its ability to **afford quality food**? (A)

8. What do you think the **bottle of water** next to the mother is used for? (A)

INDIA: PATKAR FAMILY

HANDOUT 1



1. While 40 percent of Indians live in **extreme poverty**, the Patkars are part of a **rapidly growing class** in India. What is it?

2. There is **no meat** in this photograph. **Why** do you think this is the case? (A)

3. These are called ***chapatis***. What do you think they are? (B)

4. What do you think this **container** is used for? (C)

5. What do you think the items in the **small bowls** are **used for**? (D)

6. Do you know **what** the **item** in the **front center** is? (E)

7. What food items here also commonly **appear** in **American** households? (A)

8. Is this Indian family's weekly food more **similar** to or **different** from the food on **your table**? (A)

JAPAN: UKITA FAMILY

HANDOUT 1



1. The Ukitas live a **prosperous** lifestyle typical of most Japanese. How **homogenous** is Japanese **culture**?

2. What **evidence** does this photo present to indicate that Japan is an **island nation**? (A)

3. Does Sayo **buy fruit** at an **outdoor market** or at a **grocery store**? How can you tell? (A)

4. Does Sayo **buy fish** at a **local market** or at a **grocery store**? How can you tell? (A)

5. Can you find the **desserts** in this picture? Do they look **familiar** or **unusual** to you? (A)

6. On the left is the youngest daughter, Maya, age fourteen. What **food** does **she hold**? What does this suggest about Japanese **teenagers' food preferences**? How does this compare to the **preferences of American teenagers**? (A)

7. The Ukita family keeps its **television** on most of the time. What role do you think **exposure** to numerous **commercials** could play in the family's **food selections**? (A)

KUWAIT: AL HAGGAN FAMILY

HANDOUT 1



1. Describe the **standard of living** that Kuwaitis, like the Al Haggans, enjoy.
2. **Who** does much of the **work** in Kuwait?
3. Most **food** in Kuwait is **imported**. What **evidence** does the photograph present to support this fact? (A)
4. This is one of the **few food items** that Wafaa, the mother, buys at a **small local shop** rather than from a large Western-style supermarket. What do you think it is? Why do you think she would **prefer** to buy this item at a **smaller shop**? (B)
5. **Who** are the two people in the background? What **role** might they play in the **household**? (A)
6. The Al Haggan family has an **elevator** and a staircase in their house. The two servants and the father are the only people who use the staircase. Everyone else always chooses to take the elevator. Along with the abundance of food, what does this suggest about the **family members' lifestyle**?
7. What is this **product**, and **where** does it come from? (C)
8. Do the **kids** eat **sweets**? What **evidence** do you see to support your answer? (A, D)

MALI: NATOMO FAMILY

HANDOUT 1



1. **Where** do most of the people of Mali **live**?
2. Citizens of **first-world** countries enjoy many **modern conveniences** to make their daily lives easier. Is that the **same** for most families in **Mali**?
3. What is the **predominant** type of **food** you see in this photograph? **Where** do you think this food **comes from**? (A)
4. There is no **electricity** in this village. What does this imply about the family's **food supply** and meals?
5. What do you think the **wood** piled on the right side of the photo is for? (A)
6. Do you think the family **shops** at a **supermarket** or corner store? **Why** or **why not**? (A)
7. This is homemade cake called **ngome**. The family eats a lot of *ngome*, and Fatoumata makes it every day outside the house to **sell** to passersby. Do you see any **flour** in the photograph? **Where** do you think the flour comes from to make *ngome*? (B)
8. When **celebrating** daughter Pai's **wedding**, the Natomo family invited **guests** over for a party that involved **dancing** but **no food**. **Why** do you think this might have been the case?
9. Except for the tomatoes in the bucket on the left, do you see any **fresh fruit**? **Why** do you think this might be the case? (A)

MEXICO: CASALES FAMILY

HANDOUT 1



1. What **trend** is **changing** the way Mexicans **shop**?

2. What **other country** do many Mexican families have **connections** to?

3. What do you think this **bowl holds**? What does this tell you about the family's **access** to **certain food** items? (B)

4. Do you think Alma always keeps this **much bread** and **tortillas** in the **house**? Why or why not? (A)

5. What appears to be the Casales **family's favorite beverage**? Does this seem to be a **reasonable** amount or a lot? Can you think of any **consequences** of this particular **beverage** habit? (A)

6. What **brand names** do you recognize in this photograph? Why do you think they are **popular** in Cuernavaca? (A)

7. **What** are these? What does their presence on the **menu** reveal about the Casales family's **taste** in food? (C)

8. What do you think some of the **boys' favorite** foods might be? **How** can you tell? (A)

UNITED STATES: REVIS FAMILY

HANDOUT 1



1. Many food items in the photos of other families around the world are similar to the items in this photo. What **role** does the **United States** play in the modern **world's eating habits**? What **problems** does this contribute to people's **health**? What are many American families **trying** to do about it? (A)
2. Do you see much **fast food** in this picture? What does this imply about the Revis **family's lifestyle**? (A)
3. In your opinion, how **healthy** is the Revis **family's diet**? What **evidence** do you see to support your answer? (A)
4. Where does the family **buy** its meat? How does this **compare** with the way **meat** is sold in some of the **other countries** you have learned about? (A)
5. What are these **items**? How does their presence compare with what you've noticed about **kitchens in other countries**? What does the presence of these items tell you about the **American lifestyle**? (B)
6. What do you think members of the Revis family eat for **breakfast**? How do you think American "**breakfast food**" compares with what people eat for breakfast in **other countries**? (C, D)
7. **Imagine** that **your family** has been **selected** to take part in a *Hungry Planet* photograph, just as the Revis family and the other families you've seen agreed to do. How does the Revis family's **weekly food** supply compare with your own? If a similar photo were taken in **your kitchen**, which items would be the **same** and which would be **different**? How do you think the photograph would reflect your family's **lifestyle** and **values**?

