



A Standards-Aligned Educator Guide for Grades 2 – 6

The World That Feeds Us

About the book:

Where does our food come from? Is farming different around the world? In this charmingly illustrated companion to the 2021 EUREKA! Nonfiction Children’s Honor Book *The Farm That Feeds Us*, follow sustainable farming around the world to discover how farmers from Hawaii, to Sweden, the UK, and beyond grow the fresh and tasty food we enjoy eating.

Explore the seasonal workings of farms around the world, and how food can be grown using sustainable methods that focus on quality versus quantity to ensure an environmentally healthy future. *The World That Feeds Us* explores fascinating farms and farming techniques around the world, including a glossary defining key sustainable farming terms. Through this colorful and global look at farming, children will learn how farmers, and us, can make choices to protect the planet, while still enjoying delicious and nutritious food.

Age Range: 7 - 11 years

Grade Level: 2 - 6

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About the Author:

Nancy Castaldo has written books about our planet for over 20 years. Her 2016 title *The Story of Seeds: From Mendel’s Garden to Your Plate*, and *How There’s More of Less To Eat Around The World* introduces readers to the importance of seeds, farming, and the crisis we currently face. It received the Green Earth Book Award and many other accolades.



About the Illustrator:

Ginnie Hsu is an illustrator, designer, and educator living in upstate New York. Her work is often inspired by everyday life, nature, human living, and well-being. Ginnie also enjoys foraging, yoga, and herbalism.



Pre-Reading Discussion:

- The next time you peel a banana, unwrap a chocolate bar, or take a sip of a cold glass of orange juice, ask yourself what the original source of the food might be. Beyond the grocery store or the restaurant, where does food come from?
- Strawberries grow in warm, sunny weather. How is it possible for someone who lives in extremely cold temperatures to be able to enjoy fresh strawberries with their breakfast in the morning?
- Explain how a “green farm” functions.
- Define the word “sustainable”.

Post-Reading Discussion:

Farms are facing lots of challenges. With our growing population, farmers must ensure there is enough food for us all to eat. At the same time, our warming planet and the changes this brings can make their job harder (pg. 6).

- The word *problem* means a worry, an issue, or a concern. Yet, the word *challenge* is defined as a conflict, a battle, or a fight. Tell why are farms facing “challenges” rather than experiencing “problems”? Citing examples from the text, identify reasons why this is so.
- *Agroecology* is a branch of science that explores new farming methods that minimize impacts on the planet. Identify ways that “going green” by adopting agroecological practices can improve food production while protecting the environment.
- The word *sustain* means to maintain, to prolong, and to preserve. Consider the connection between environmental sustainability and the science of agroecology. How do they support one another?

Post-Reading Discussion continued:

Farmers across the world have seen spring starting a little earlier than usual because of climate change. This changes the growing seasons on farms everywhere. But whenever it does begin, farmers get busy. And not all these farmers are in the countryside—there are farms in cities, too (pg. 16)!

Crops aren't the only plants flourishing on farms during summer—weeds are also growing in the fields. A weed isn't a particular kind or species of plant. It's just a stray plant that grows where you don't want it to. Weeds can get in the way and block water flow for thirsty crops. Sometimes they also interfere with harvests or harm livestock (pg. 26).

Farmers all over the world help us to stay healthy. They care for animals and the world. They provide food that helps us live well and protects all the life around us. We might not all work on a farm, but we can still make choices that keep us healthy (pg. 78).

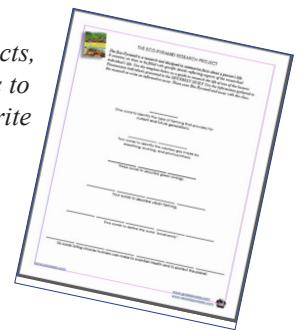
- The word *climate* refers to weather conditions that exist in specific areas all over the world. Because climate zones are associated with various regions of the earth, each produces food that is distinct to that region. Determine how the Earth's various weather patterns or landscapes impact food production worldwide.
- The Earth's climate zones range from the warm and sunny tropics, dry desert lands, mild weathered-temperate areas, and polar regions. Consider how each region contributes to feeding the people all over the world. Examine reasons why establishing environmental sustainability is a world-wide issue, rather than a regional one.
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- Consider the phrase, "Wherever they are, farms round the world are working to feed us (pg. 24)." Identify crops grown in specific climate zones and their benefits, worldwide!
- Using a globe as reference, notice the parallel imaginary circles that horizontally wrap the Earth. These lines are called *latitude*. Climate zones are defined by lines of latitude. On the globe, locate where different types of foods referenced in the book – cacao from Hawaii, jackfruit from India, and tayberries from Scotland – are grown. Identify the climate zone where each type of food is grown.
- Determine how each climate zone contributes to the food production of the world as a whole.
- Discuss how establishing worldwide sustainable farming practices benefits all inhabitants of the Earth.

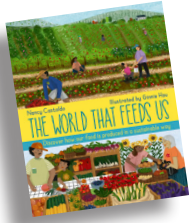
THE BIO-PYRAMID RESEARCH PROJECT

The Eco-Pyramid is a research tool designed to allow students to interpret information, summarize facts, and communicate understanding in a concise and creative format. The Eco-Pyramid features six lines to be filled with a designated number of words in correlation with the topic described. Students are to write an essay summarizing the information gathered by the Eco-Pyramid. Instruct students to share their Eco-Pyramid and essay with the class.

Use the list below as a guide to identify topics, terms, and themes explored in THE WORLD

- Line 1. One word to identify the type of farming that provides for current and future generations.
- Line 2. Two words to identify the odorless gas made by breathing, burning, and photosynthesis.
- Line 3. Three words to describe green energy.
- Line 4. Four words to describe urban farming.
- Line 5. Five words to define the word "biodiversity".
- Line 6. Six words listing choices humans can make to maintain health and to protect the planet.





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2. _____

3. _____

4. _____

5. _____

6. _____

Use the list below as a guide to identify topics, terms, and themes explored in THE WORLD THAT FEEDS US:

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Line 2. Two words to identify the odorless gas made by breathing, burning, and photosynthesis.

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