



Name: _____

Map Your Meal

We are going to explore how food and the environment are interconnected by tracing the origins of ingredients in our recipe and investigating how to eat seasonally.

1. What is a memorable meal you've had in the last week? Write down 3-4 ingredients from that meal. Using your background knowledge, where do you think those ingredients were originally grown?

Ingredients	Where were they grown?
1.	
2.	
3.	
4.	

2. Watch the "Colorful Quesadillas" video (<https://vimeo.com/420788928>).
3. Where do you think the sweet potatoes were first grown? Why do you think that?

4. Explore the following resources:
 - "Growing Guides" by The Old Farmer's Almanac
<https://www.almanac.com/gardening/growing-guides>
 - "What are Plant Hardiness Zones?" by The Old Farmer's Almanac
<https://www.almanac.com/content/plant-hardiness-zones>
 - USDA Plant Hardiness Zone Map by USDA
<https://planthardiness.ars.usda.gov/PHZMWeb/Default.aspx#>



Write a brief summary of what a hardiness zone is and be sure to identify the hardiness zone that you live in.

5. Identify the other types of produce from the quesadilla recipe. In what hardiness zone are those ingredients grown?

Ingredient	Hardiness Zone

6. Circle or highlight the ingredients that can grow in your hardiness zone.

7. Select two ingredients from the list above that do not grow in your hardiness zone, how do they get to you? Research and summarize your findings.



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8. Now, write a summary of your findings about hardiness zones when looking at the ingredients found in the quesadilla recipe. Where can the ingredients in the quesadilla recipe be grown? If they cannot be grown near you, why not?

Be sure to include the following in your paragraphs:

- o **Introduction:** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when using to aiding comprehension.
- o **Facts and details that relate to the topic:** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- o **Transition Words:** Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- o **Use specific vocabulary related to the topic:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- o **Establish and maintain a formal style**
- o **Conclusion:** Provide a concluding statement or section related to the information or explanation presented

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9. Share your work with a peer. Below, have your peer provide feedback on your paragraphs.

10. Discuss with your peer and write down your thoughts: Why is it important for people to know about their hardiness zone? Think about it in terms of both growing food and choosing the foods we eat.