



# Silk Road

**Renee Sanchez**

**Food for Thought: Lunch in Kazakhstan**

Social Studies, Grades 3 through 5

## **Goals and Objectives**

The student will be able to: describe the similarities and differences in global location, climate, environment, lifestyle, and dress between an eleven year old in Kazakhstan and an eleven year old in Kansas. The student will be able to sample a few of the traditional dishes describes in the video in order to understand differences in culture and availability of certain foods to people of other countries.

## **Curriculum standards addressed**

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 1: The student understands how limited resources require choices.

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

## **Time required/class periods needed**

One hour

## **Primary source bibliography**

Marathon International. (2000).

There's No Food Like My Food: Ayguerim in Kazakhstan [Full Video]. Available from <http://www.discoveryeducation.com/>

## **Other resources used**

Globe, World Atlas



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### **Required materials/supplies**

Selection of foods available from the video to try including caviar, dried fruit, white cow's cheese, boiled eggs, stewed lamb, and tea with milk. If you don't cook, you can still do the lesson, just leave out the lamb.

### **Vocabulary**

Yurt: A round tent-like structure used by herders during the summer as portable homes.

Bazaar: An open-air type of market, similar to our grocery store.

Caviar: Fish eggs, a delicacy.

Mare's milk: A fermented, lightly alcoholic drink made from the milk of a female horse. It has a slightly sour and bitter taste.

### **Procedure**

Locate Kazakhstan on the globe. Compare (by holding one finger on Kazakhstan and one on Kansas) the difference in their positions on the globe. Compare Kazakhstan's size to that of the geographical area of North and South Dakota. Ask the students to speculate on the differences geography and size make in lifestyle, eating habits, recreation between children in the US and Kazakhstan. Make a KWL (What I KNOW, what I WANT to know, and what I LEARNED) chart. Watch the video. Compare and contrast the foods available to Ayguerim and her family and the typical Kansas child. Discuss why their food choices are different and what factors contribute to availability. Then, everyone tries a little of the assembled foods. Students discuss which they like and which they do not and why. Fill in the L of the KWL chart. Make a list of the foods we eat in Kansas that people in Kazakhstan might find unusual or distasteful.

### **Assessment/evaluation**

Assessment is based on discussion and participation filling in the KWL chart and sampling the unfamiliar foods.



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