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**TIME**  
**Nonfiction Readers—**  
**Grade 8**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (1 page)

**How to Use This Product** (8 pages)

**Lesson Plan** (12 pages)

**Reader** (33 pages)

To Create a World <sup>in</sup> which  
**Children** Love to Learn!

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**TIME**  
**Nonfiction**  
*Readers*



**Grade 8**  
**Teacher's Guide**

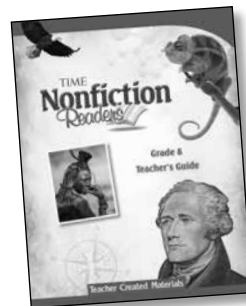


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## Kit Components

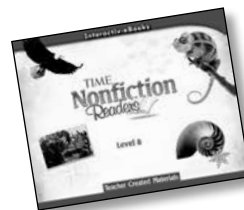
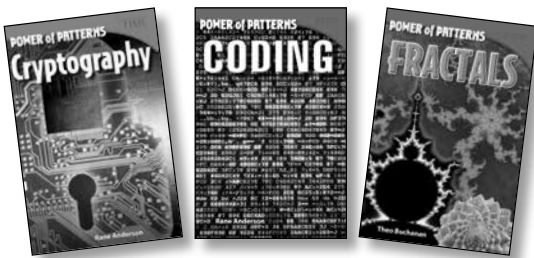
**Trio 1**



### Teacher's Guide

Easy-to-use standards-based lesson plans

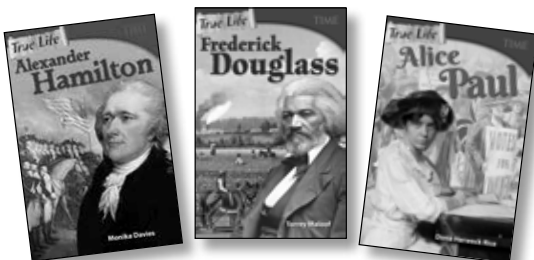
**Trio 2**



### Digital Resources

- PDFs of books for whiteboard use
- teacher resources
- student activity sheets and assessments
- professional audio recordings of books
- Interactiv-eBooks with comprehension activities, close-reading activities, embedded audio and videos, and digital assessments

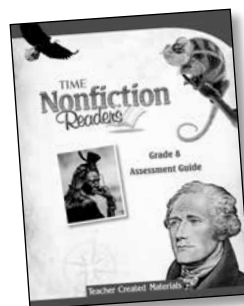
**Trio 3**



**Trio 4**



**Trio 5**



### Assessment Guide

- Comprehension Pre-assessment
- individual reader assessments with multiple-choice, constructed-response, and close-reading questions

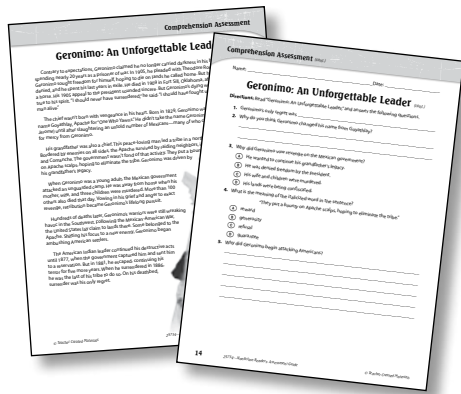
**Trio 6**



## Getting Started

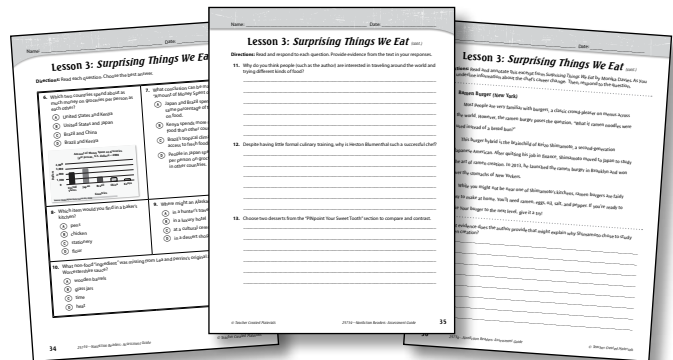
### 1. Use the Comprehension Assessment.

Diagnose which comprehension skills your students will need to focus on. For a complete overview of the comprehension assessment and directions for test administration, see page 6 of the *Assessment Guide*.



### 4. Prepare assessment resources.

Depending on how you plan to conduct your assessment, you may wish to create an assessment folder for each student. These folders can hold the student's Comprehension Assessment, individual-reader assessments, activity pages, and anecdotal records taken during the reading lessons.

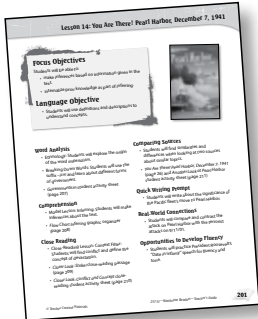


**2. Create reading groups.** If desired, place students in reading groups based on their reading levels or other instructional needs. For students reading below grade level, the grades *K–5 Nonfiction Readers Series Placement Test* is included as a digital resource only. This is an individual oral reading test that can be used to determine general reading levels or to measure growth and aid in selecting books for students. See pages 30–31 for tips on using *TIME Nonfiction Readers* in a balanced literacy classroom.

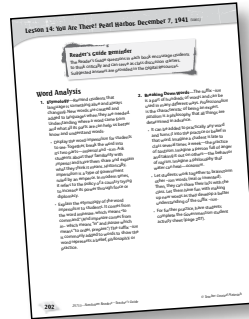
**3. Prepare student resources.** As an option, organize student resources such as dictionaries and writing folders.

# Teaching a Lesson

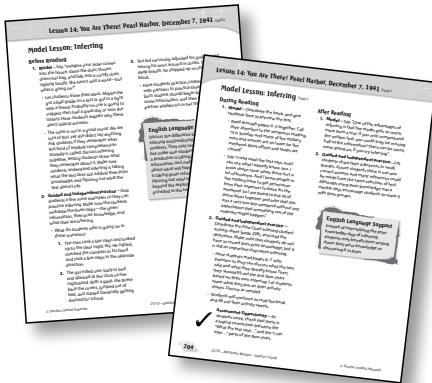
Each 11-page lesson is organized in a consistent format for ease of use. Teachers may choose to complete some or all of the lesson activities to best meet the needs of their students.



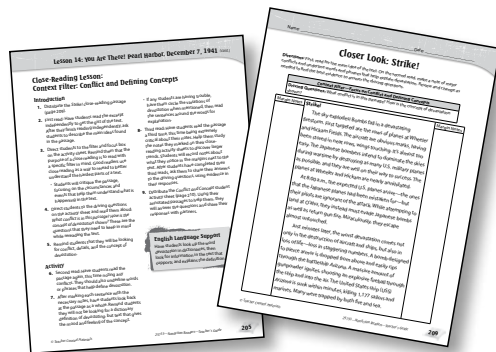
**Lesson Overview** provides lesson objectives and key information for planning purposes.



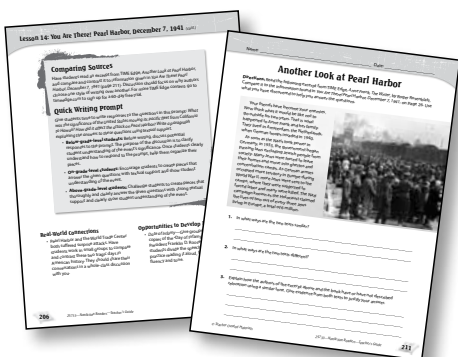
**Word Analysis** section includes activities and suggestions for teaching word patterns, parts of speech, Greek and Latin roots, and etymology of words.



**Comprehension Model Lesson and Practice Opportunities** provide teachers with simple and engaging activities that reinforce the comprehension skill addressed in the lesson. Each lesson includes a graphic organizer to help students organize the material being taught.

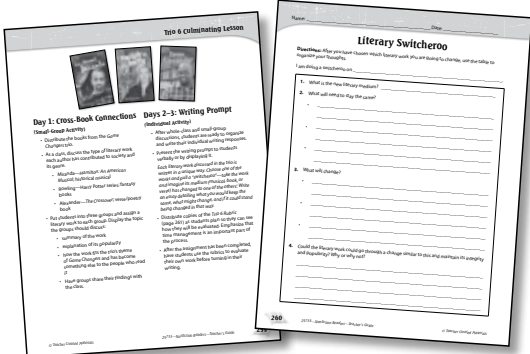


**Close-Reading Lesson and Activity Sheet** provide students with an opportunity to practice close reading a short passage of text from the reader. Each trio of books has a close-reading “filter” in common, but each individual lesson uses the filter in a different way. See page 21 for more information on the close-reading filters. Each lesson includes a step-by-step close-reading lesson, a student passage for annotating, and an activity sheet to extend the lesson.



**Comparing Sources, Quick Writing Prompts, Real-World Connections, and Opportunities to Develop Fluency** sections offer additional activities for building comprehension and making connections.

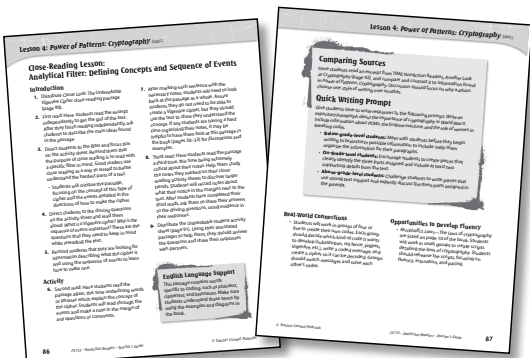
# Using the Trio Resources



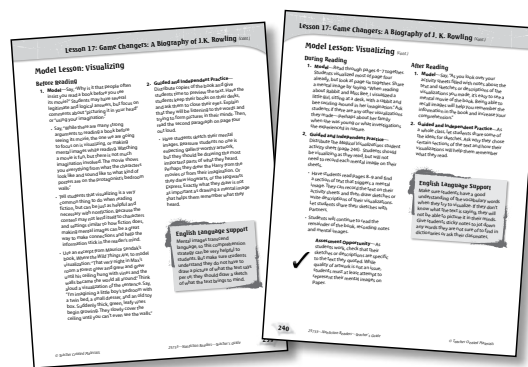
Each trio has a culminating lesson that combines small-group work with an individual assignment designed to allow students to look across the books in the trio to find similarities and differences among the books. Each trio lesson is designed to be given over multiple days and includes an activity sheet as well as a rubric to help evaluate student work.

## Using Assessment Options

1. **Use individual reader assessments at the end of each lesson.** Each lesson is accompanied by an assessment designed to be given out at the end of the lesson. It contains multiple-choice, constructed-response, and close-reading components. The assessments mirror the skills being taught in the lessons and reinforce classroom learning.



2. **Use informal assessments during each lesson.** Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Record anecdotal records as they meet the needs of your classroom.



## Using Technology Options

1. **Use the audio recordings of the readers as models of fluent reading.** The digital resources include professional audio recordings of the books to support students as a prereading activity, during fluency practice, or in a center.
2. **Use the Interactiv-eBooks to enhance the reading experience.** This kit includes Interactiv-eBooks that guide students toward independent reading and engage them in fully interactive experiences. Students can hear the texts read aloud, view video clips and book trailers, record their own readings, and complete interactive activities to build academic skills—from close reading to comprehension and writing. The Interactiv-eBooks can be used in a variety of instructional settings and help support numerous literacy and learning goals. For a detailed overview of how to use the Interactiv-eBooks in the classroom, see pages 41–43.

## About the Books

TIME *Nonfiction Readers* is designed to enhance any reading program. Each book motivates students to want to read due to its high-interest content and engaging visuals. The authentic reading experiences help students develop vocabulary, comprehension, and fluency skills.

## Leveling Components

Each book offers a variety of specialized features, including the following:

- detailed and descriptive text with sentences of varying lengths
- frequent use of sophisticated fonts in sidebars and chapter headings
- a bibliography, which includes fiction titles, to keep students reading
- a Try It! section to extend and support the content
- a glossary, an index, and a table of contents as key nonfiction text features
- increased use of illustrations, graphics, primary sources, and photographs
- interactive spreads to prompt critical thinking
- between 100 and 250 words per page spread for robust reading experiences

## Special Features in the Books

Each reader includes the following special features to enhance the reading experience:

### Think Link



- Introduces main concepts
- Poses critical-thinking questions or key points to encourage reading with a purpose

### Dig Deeper!



- Provides background knowledge to access a deeper understanding
- Offers a variety of text types, including instructions, maps, diagrams, and interviews
- Provides high-interest graphics and interaction

### Stop! Think...



- Poses additional critical-thinking questions
- Guides students in expanding their visual literacy and comprehension using information from charts, graphs, and more



## Word Counts and Level Correlations

Grade 8 Title	Pages	Word Count	TCM Level	Guided Reading Level	DRA Level	Lexile® Measure
<i>Surprising Things We Do for Beauty</i>	64	4409	8.4	Z	80	1030L
<i>Surprising Things We Eat</i>	64	4469	8.3	U	80	1080L
<i>Surprising Things We Do for Fun</i>	64	4114	8.6	Y	80	1010L
<i>Power of Patterns: Cryptography</i>	48	3582	8.4	W	80	1030L
<i>Power of Patterns: Coding</i>	48	3094	8.3	Z	80	990L
<i>Power of Patterns: Fractals</i>	48	3302	8.4	Z	80	980L
<i>True Life: Alexander Hamilton</i>	48	3755	8.7	Z	80	1000L
<i>True Life: Frederick Douglass</i>	48	3644	8.3	X	80	1040L
<i>True Life: Alice Paul</i>	48	3131	8.3	Z	80	980L
<i>Safe &amp; Sound: Stop Bullying</i>	48	3587	8.4	Y	80	990L
<i>Safe &amp; Sound: Social Media</i>	48	2987	8.7	Y	80	1000L
<i>Safe &amp; Sound: Our Health</i>	48	3331	8.4	Z	80	1020L
<i>You Are There! Gettysburg, July 1–3, 1863</i>	32	2431	8.2	Y	80	1080L
<i>You Are There! Pearl Harbor, December 7, 1941</i>	32	2344	8.5	W	80	990L
<i>You Are There! March on Washington, August 28, 1963</i>	32	1652	8.2	Y	80	1000L
<i>Game Changers: Lin-Manuel Miranda</i>	32	2151	8.8	Y	80	1010L
<i>Game Changers: A Biography of J. K. Rowling</i>	32	2149	8.3	X	80	1030L
<i>Game Changers: Kwame Alexander</i>	32	2310	8.0	X	80	990L

### Using This Program in a Balanced Literacy Model

*TIME Nonfiction Readers* is a supplemental leveled reading program that can be flexibly implemented in a balanced literacy model. The high-interest books provide an engaging reading experience while supporting the development of important reading skills that include comprehension, fluency, vocabulary, and word study. The comprehensive Teacher's Guide with step-by-step, scaffolded model lessons and student activities can be easily incorporated into any block of a balanced literacy model, including large groups, guided reading groups, literature circles, and independent work time. Multiple assessment opportunities will diagnose students' needs and help direct teachers as they plan for differentiation and inform their instruction as they move students toward mastery of key reading and writing skills.

#### Guided Reading

Two key features of *TIME Nonfiction Readers* allow it to be effectively used within a guided reading program. First, it can serve to target specific word-analysis skills. Second, the high-interest leveled books make them ideal selections for use with groups that need practice at certain reading levels and with general reading skills.

The readers are ideal to use with small teacher-led guided reading groups. The high-interest leveled books in this kit make them ideal selections to use with readers who read at levels 8.0–8.9. The chart on page 29 indicates the reading levels of the books included within this kit.

The easy-to-follow lesson plans offer a carefully scaffolded format that provides explicit teacher modeling through think-alouds as well as guided practice to use independently and with peers. Teachers may use the readers in a variety of small-group settings, including guided reading groups and as an intervention with struggling readers.

**Lesson Plan Structure:** The core of the guided reading lesson is organized around before-, during-, and after-reading activities and suggestions. Each book targets two main strategies or skills: one comprehension and one close reading. (Refer to page 275 for a complete list of the skills addressed in this kit.) Each comprehension strategy lesson is carefully scaffolded using teacher modeling, guided practice, and independent practice. The lessons are designed to provide a rich menu for teachers to pick and choose from as they differentiate instruction for students. If needed, the lessons can also be used as quick reviews or mini-lessons.

#### Leveled Practice and Other Reading Skills:

Each reader included in the program has been leveled for use in small groups of students with similar reading levels. In addition to teaching the specific comprehension skills that students need to read nonfiction, the lesson plans for the readers also include carefully crafted instruction in the following areas of literacy:

- **Word Analysis:** Word analysis is broken into two sections: Etymology and Breaking Down Words. The Etymology sections look at the history of certain words and how they have developed over time. Breaking Down Words looks at how words are put together and how words are built. Each word-analysis activity is accompanied by an activity sheet to extend the learning beyond the lesson.
- **Academic Vocabulary:** Students study key academic vocabulary through the use of dictionaries, graphic organizers, drama, sketching, and glossary use. Many of the activities are appropriate for whole-class work in a vocabulary session focusing on activities suggested in the lesson plans for vocabulary development or for word-knowledge practice.

### Using This Program in a Balanced Literacy Model *(cont.)*

#### Guided Reading *(cont.)*

- **Fluency:** Fluency activities focus on reading text aloud while also focusing on stress, phrasing, pausing, pace, and intonation. These activities are designed to be highly engaging for students.
- **Progress Monitoring:** Assessment options are found directly in each lesson so that teachers can keep ongoing formative assessment records and adjust instruction accordingly. During the lessons, frequent assessment checks and suggestions for observing students while reading offer concrete ways to inform instruction and chart student progress in the program. The activity sheets that accompany each lesson also provide assessment checks for the teacher. The informal and formal assessments are included in easy-to-use formats.

#### Other Blocks of Balanced Literacy

**Writing:** The lesson plan for each book includes an engaging writing activity. Additionally, further writing tasks are integrated into the student activity sheets. The writing activities vary in style but are all designed to be completed in single writing sessions to allow teachers to fit this important practice into class time.

#### **Learning Centers and Independent Practice:**

One of the challenges of a balanced literacy classroom is making sure that students who are not in the small instructional group with which the teacher is currently working are constructively engaged. *TIME Nonfiction Readers* lesson plans provide ample suggestions and materials for independent student use and for the development of centers. For example, three high-interest activity sheets are included for each book. Students may complete these practice pages independently after reading the book.

**Independent Reading:** Students who spend more time reading independently outperform their peers on standardized tests and other measures. Time spent reading independently is the best predictor of reading achievement (Anderson, Wilson, & Fielding 1988). The books from the *TIME Nonfiction Readers* series provide easy-to-read, high-interest content. They can be added to classroom libraries for independent reading selections.

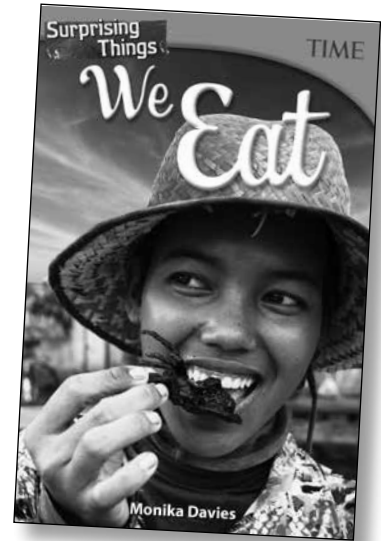
### Focus Objectives

Students will be able to:

- use text features and textual evidence to make predictions.
- use sequence of events to write clearly about a given topic.

### Language Objective

- Students will use transition words in expository writing.



### Word Analysis

- Etymology: Students will explore the origin of the word *currywurst*.
- Breaking Down Words: Students will learn the term *portmanteau* and brainstorm examples of its use.
- *Portmanteau* student activity sheet (page 63)

### Comprehension

- Model Lesson: Making Predictions: Students will use text features to make predictions and increase their reading comprehension.
- *Tasty Predictions* graphic organizer (page 64)

### Close Reading

- Close-Reading Lesson: Critique Filter: Students will find explicit information to make inferences in a passage.
- *Closer Look: PINpoint Your Sweet Tooth* close-reading passage (page 65)
- *Sweet Inferences* close-reading student activity sheet (page 66)

### Comparing Sources

- Students will find similarities and differences when looking at two sources about similar topics.
- *Surprising Things We Eat* (pages 40–43) and *Another Look at Things We Eat* student activity sheet (page 67)

### Quick Writing Prompt

- Students will write expository paragraphs using sequence of events and transition words.

### Real-World Connections

- Students will briefly research the origins and recipes for popular food in their areas (state, city, or community).

### Opportunities to Develop Fluency

- Students will describe exotic desserts using correct fluency and expression.

### Reader's Guide Reminder

The Reader's Guide questions in each book encourage students to think critically and can serve as class discussion starters. Suggested answers are provided in the Digital Resources.

## Word Analysis

- 1. Etymology**—Remind students that language is something alive and always changing. New words are created and added to languages when they are needed. Understanding where a word came from and what all its parts are can help us better know and understand words.
  - Display the word *currywurst* for students to see. Ask if students have any idea what this word is or what it means. Encourage them to look at the word parts to figure it out.
  - Students may recognize the word *curry*, a popular Indian spice powder used in many recipes and made of coriander, cumin, turmeric, and chili peppers. Explain the etymology of the word *currywurst* to students. *Wurst* comes from the word *bratwurst*, a German sausage. Currywurst is an extremely popular German food, sold mostly by street vendors. It is a bratwurst (whole or sliced) covered in a sauce made of curry, Worcestershire sauce, and ketchup.
  - The legend of the currywurst starts in post-WWII Germany, where a woman named Herta Heuwer traded goods with British soldiers in exchange for curry and came up with the recipe. She began selling the snack on the street to construction workers, and the snack grew in popularity. Now it is a part of Germany's food culture, with over 800 million currywursts sold each year. A currywurst museum was even built in Berlin and opened in 2009!
- 2. Breaking Down Words**—Currywurst is a blended word, meaning parts of two words are combined to create one new word. The official term for this kind of word is *portmanteau*. The most famous example of portmanteau is the word *brunch*, a blending of breakfast and lunch.
  - Say, "Some of these blended words have become so engrained in our vocabulary, we don't even realize it. For example, *motel* is a combination of the words *motor* and *hotel*. *Smog* is a blending of *smoke* and *fog*. Other examples of portmanteau may not be in the dictionary yet but have entered our language in a fun, playful way, such as using the word *glamping* to mean 'glamorous camping' or *frenemy* to describe a person who is both a friend and a competitive enemy."
  - Have students think of other blended words that are both established and new. They can even create their own examples of portmanteau. If possible, allow students the chance to sketch their ideas. Once complete, let them share their ideas with the class.
  - For further practice, have students complete the *Portmanteau* student activity sheet (page 63).

## Model Lesson: Making Predictions

### Before Reading

**1. Model**—Say, “Strong readers do more than just read words on a page. Making predictions before and during reading is one strategy to help increase your comprehension. People often think of prediction when reading fiction texts—what the character will do next or what will happen in the plot of a story. But prediction is important during nonfiction, too. Having an idea of what a text might be about will act as a warning if you are getting something very surprising out of the text. It can also keep you focused and invested in what you are reading because people often want to see whether their predictions were correct or not.”

- Display a copy of *Surprising Things We Eat*, and model some predictions based on only the title and cover. Be sure to give evidence to support your prediction. For example, you might say, “I think some of the foods will seem really gross, because it looks as though the person on the front cover is eating a spider. The title makes me think the foods may not be normal, or what I am used to eating, because it says they are *surprising* things we eat.”

**2. Guided and Independent Practice**—Ask students to share their thoughts about predicting. How do they use it? Why is it helpful? Are there any disadvantages? Why is predicting for nonfiction still important?

- Distribute copies of the *Surprising Things We Eat* books. Tell students they will be looking at the table of contents and reading the book’s introduction on pages 4–5. Students need to make predictions about what they will read and learn about in the text. They must have evidence from the text to support their predictions.

- Let students share their predictions and evidence from the table of contents with a partner. If students have differing predictions, encourage them to determine why that might be. Are they using different evidence? Or did they interpret something differently? Remind students that when making predictions, not everyone will have the same answer.

### English Language Support

Ask students if they can think of any surprising foods from their cultures. Or perhaps they found certain local foods a surprise! Let them share their thoughts and experiences.

## Model Lesson: Making Predictions (cont.)

### During Reading

1. **Model**—Have students turn to pages 6–7 in *Surprising Things We Eat*. Remind students they will be making predictions and finding evidence to support them. Say, “To make predictions, I am not going to read the text, but I will look at the text features. I notice the title of the chapter, the photos, and the sidebar. I think I will learn about actually shopping for food and not ordering at restaurants because the title mentions grocery shopping.”

- Share another prediction or two with the students, perhaps about the photo of the tuna eyeball or the Kit Kat picture. Be sure to include (and point out) the evidence you found to support your prediction.

2. **Guided and Independent Practice**—Distribute the *Tasty Predictions* student activity sheet (page 64). Students will first need to observe the text features on pages 6–7 and 10–13. In a whole class discussion, have students share what predictions they have and the evidence to support their ideas. They will complete the prediction and evidence for the “Grocery Shopping” section. Then, students are to read the pages word for word.

- After reading, give students a moment to talk with their partners. Were their predictions correct, or did they change them as they read? How did making predictions help?
- Say, “Now, you will continue previewing the remaining sections, making predictions, and documenting your evidence. Fill out each section as you go.”



**Assessment Opportunity**—As students work, make sure they are recording strong textual evidence to support their predictions on the activity sheet. The evidence might come from photos, titles, or captions.

### After Reading

1. **Model**—When students are finished, share a prediction with the class. Say, “The picarones on page 34 really fooled me. I thought it was a doughnut, but I was surprised to learn it is actually squash and sweet potato. Even though predictions can be wrong, they don’t have to mess with the reader’s comprehension. I thought I was going to read about doughnuts, but instead I read about a puree. That will stick with me and increase my comprehension of that section.”
2. **Guided and Independent Practice**—Encourage students to talk about at least one prediction that was confirmed by the text and one that ended up being incorrect. Let students share with the class if time allows.

### English Language Support

Tell students that giving evidence can be as simple as adding the word “because” and a reason to their prediction. Give them the sentence frame *I predict \_\_\_\_\_ because \_\_\_\_\_.*

## Close-Reading Lesson: Critique Filter: Explicit and Inferential Information

### Introduction

1. Distribute the *Closer Look: PINpoint Your Sweet Tooth* close-reading passage (page 65).
2. First read: Have students read the excerpt independently to get the gist of the text. After they finish reading independently, ask students to describe the main ideas found in the passage.
3. Direct students to the filter and focus box on the activity sheet. Remind them that the purpose of close reading is to read with a specific filter in mind. Good readers use close reading as a way to reread to better understand the hardest parts of a text.
  - Students will critique the passage, focusing on making inferences by using explicit information in the text and their prior knowledge.
4. Direct students to the driving questions on the activity sheet and read them aloud: *What inferences can you make based on the text? What explicit information helps you make those inferences?* These are the questions that they need to keep in mind while rereading the text.
5. Remind students that explicit information is given as fact in a text, but inferential information is “between the lines” and will not be stated straightforwardly.
7. After marking each sentence with the necessary notes, have students look back at the passage as a whole. Remind students they should have at least one inference from each section of the text.
  - If any students are having a hard time organizing their notes, ask them to determine if the underlined explicit information gives validity to their inferences.
8. Third read: Have students read the passage a third time, this time being extremely critical about their notes. Help them study the notes they marked on their close-reading activity sheets to discover larger trends. Students can record notes about what they notice in the margins next to the text. After students have completed their third reads, ask them to share their answers to the driving questions, referring to and using evidence in their responses.
9. Distribute the *Sweet Inferences* student activity sheet (page 66). Using their annotated passages to help them, they should answer the questions and share their responses with partners.

### Activity

6. Second read: Have students read the passage again, looking for inferences—information the author has not stated directly but the reader can figure out. Any inferences should be noted in the margin. Explicit information in the text to support the inference should be underlined.

### English Language Support

Give students the *Sweet Inferences* student activity sheet with the *Closer Look: PINpoint Your Sweet Tooth* close-reading passage. This will give them the topics for the inferences and allow them to focus on those two ideas instead of the passage as a whole.



### Comparing Sources

Have students read an excerpt from TIME Edge, *Another Look at Things We Eat* (page 67), and compare and contrast it to information given in *Surprising Things We Eat*. Discussion should focus on why authors choose one style of writing over another. For more TIME Edge content, go to [timeedge.com](http://timeedge.com) to sign up for a 60-day free trial.

### Quick Writing Prompt

Pages 40–47 describe the culinary wizard, Heston Blumenthal. Give students time to write responses to the following prompt: *Write a paragraph describing the career of Chef Heston Blumenthal. At least four events should be included, and they should be written in sequence using transition words.*

- **Below-grade-level students:** Have a group discussion about Blumenthal's career. Help students identify the events they will include, using description and at least one to two transition words.
- **On-grade-level students:** Challenge students to write pieces that include four events with description and two to three transition words that are correctly used.
- **Above-grade-level students:** Encourage students to write pieces that use strong descriptions for more than four events, correctly using at least three transition words.

### Real-World Connections

- Students will work together in small groups to find recipes or types of food that your state, city, or community is known for. Each group will conduct research to find out more about its chosen food's origin, how to make it, and why it became popular or well known in the area.

### Opportunities to Develop Fluency

- *PINpoint Your Sweet Tooth*—Pages 32–39 describe several desserts found around the world. Have small groups of students pretend they are hosting cooking shows that focus on international desserts. They should practice reading these descriptions aloud to practice fluency, pacing, and expression. Then, each group can perform its “show” for the class.

# Closer Look: PINpoint Your Sweet Tooth

**Directions:** First, read for the main idea of the text. On the second read, make note of any inferences and underline the explicit information that supports them. Review and change as needed to find the best evidence to answer the driving questions.

**Critique Filter—Focus on Explicit and Inferential Information**

**Driving Questions:** What inferences can you make based on the text? What explicit information helps you make those inferences?

Margin Notes	<b>PINpoint Your Sweet Tooth</b>	Margin Notes
	<p><b>Deep-Fried Mars® Bar</b></p> <p>The deep-fried Mars bar is now a worldwide sensation, but it is said to have come into existence because of a bet. As the story goes, in a chip shop in Scotland (serving takeaway fish and chips), one man bet his friend that he wouldn't eat a Mars bar tossed in a deep fryer—the rest is high-calorie history. It is now a popular menu item in Scottish chip shops, to the chagrin of doctors and heart specialists around the world.</p> <p><b>Šakotis</b></p> <p><i>Šakotis</i> is a sweet cake that looks fatal! Though it looks intimidating, this Lithuanian classic is made with simple ingredients. The cake resembles a beige pine tree. To create the cake's "branches," a chef drips batter on a rod inside an oven and rotates the cake at an even pace to build delectable spikes.</p>	

# Sweet Inferences

**Directions:** Use your annotated notes from the *PINpoint Your Sweet Tooth* passage and prior knowledge to complete each table. Then, answer the questions on the lines provided. Be sure to include evidence from the text in your responses.

1. Why would doctors and heart specialists not like fried Mars bars?

What does the text say?	What do you already know?
_____	_____
_____	_____
_____	_____
_____	_____

\_\_\_\_\_

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2. Why is the baking method important for the shape of a *šakotis*?

What does the text say?	What do you already know?
_____	_____
_____	_____
_____	_____
_____	_____

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## Lesson 3: *Surprising Things We Eat*

**Directions:** Read each question. Choose the best answer.

<p><b>1.</b> Which country ferments shark to make it edible?</p> <p> <input type="radio"/> (A) Thailand  <input type="radio"/> (B) Kenya  <input type="radio"/> (C) Japan  <input type="radio"/> (D) Iceland         </p>	<p><b>2.</b> Complete the analogy.</p> <p>puree : chunky :: mundane : _____</p> <p> <input type="radio"/> (A) exciting  <input type="radio"/> (B) dull  <input type="radio"/> (C) difficult  <input type="radio"/> (D) legal         </p>
<p><b>3.</b> This sentence is an example of which text structure?</p> <p>“Charles Phoenix, an American comic, designed the recipe when he was faced with too many delicious options at his Thanksgiving dessert table.”</p> <p> <input type="radio"/> (A) fact/opinion  <input type="radio"/> (B) cause/effect  <input type="radio"/> (C) compare/contrast  <input type="radio"/> (D) problem/solution         </p>	<p><b>4.</b> Which taste does the author not use to describe the fried spiders of Cambodia?</p> <p> <input type="radio"/> (A) crispy  <input type="radio"/> (B) bitter  <input type="radio"/> (C) nutty  <input type="radio"/> (D) crunchy         </p>
<p><b>5.</b> Which heading title matches the meal described in these sentences from the book?</p> <p>“This dish layers the smells and sounds of the ocean in an edible masterpiece. Featuring a medley of seafood, the entire dish can be eaten, right down to the white sand.”</p> <p> <input type="radio"/> (A) Sandy Beaches  <input type="radio"/> (B) Under the Sea  <input type="radio"/> (C) Sounds of the Sea  <input type="radio"/> (D) The Beach Life         </p>	

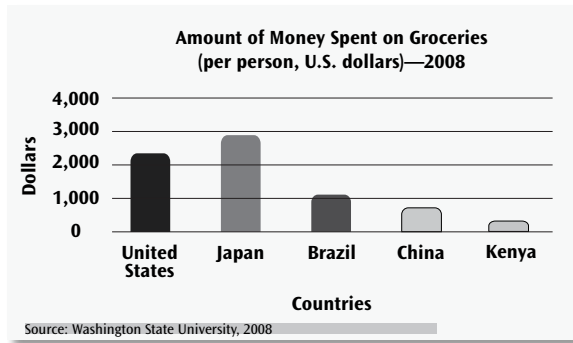


## Lesson 3: *Surprising Things We Eat* (cont.)

**Directions:** Read each question. Choose the best answer.

6. Which two countries spend about as much money on groceries per person as each other?

- (A) United States and Kenya
- (B) United States and Japan
- (C) Brazil and China
- (D) Brazil and Kenya



7. What conclusion can be made based on "Amount of Money Spent on Groceries"?

- (A) Japan and Brazil spend about the same percentage of their incomes on food.
- (B) Kenya spends more money on their food than other countries.
- (C) Brazil's tropical climate gives them access to fresh foods.
- (D) People in Japan spend more money per person on groceries than people in other countries.

8. Which item would you find in a baker's kitchen?

- (A) pens
- (B) chicken
- (C) stationery
- (D) flour

9. Where might an Alaskan find *akutaq*?

- (A) in a hunter's travel pack
- (B) in a luxury hotel
- (C) at a cultural ceremony
- (D) in a dessert shop

10. What non-food "ingredient" was missing from Lea and Perrins's original attempt at Worcestershire sauce?

- (A) wooden barrels
- (B) glass jars
- (C) time
- (D) heat

## Lesson 3: *Surprising Things We Eat* (cont.)

**Directions:** Read and respond to each question. Provide evidence from the text in your responses.

11. Why do you think people (such as the author) are interested in traveling around the world and trying different kinds of food?

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12. Despite having little formal culinary training, why is Heston Blumenthal such a successful chef?

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13. Choose two desserts from the “PINpoint Your Sweet Tooth” section to compare and contrast.

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## Lesson 3: *Surprising Things We Eat* (cont.)

**Directions:** Read and annotate this excerpt from *Surprising Things We Eat* by Monika Davies. As you read, underline information about the chef’s career change. Then, respond to the question.

.....

### Ramen Burger (New York)

Most people are very familiar with burgers, a classic crowd-pleaser on menus across the world. However, the ramen burger poses the question, “What if ramen noodles were used instead of a bread bun?”

This burger hybrid is the brainchild of Keizo Shimamoto, a second-generation Japanese American. After quitting his job in finance, Shimamoto moved to Japan to study the art of ramen creation. In 2013, he launched the ramen burger in Brooklyn and won over the stomachs of New Yorkers.

While you might not be near one of Shimamoto’s kitchens, ramen burgers are fairly easy to make at home. You’ll need ramen, eggs, oil, salt, and pepper. If you’re ready to take your burger to the next level, give it a try!

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14. What evidence does the author provide that might explain why Shimamoto chose to study ramen creation?

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Surprising  
Things

TIME

# We Eat



Monika Davies



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# The Surprising Food We Love

Food is an important ingredient in the recipe for human survival. Every person needs to eat food, but that doesn't mean it has to be a **mundane** task. People around the world have come up with various ways to ward off hunger pangs, and the results can sometimes be spicy . . . and unique!

There is a story behind every piece of food. The food we choose to eat and enjoy tells us a lot about who we are, the cultural influences in our lives, and what we value. In this book, we will peek into grocery stores in different countries, glimpse some surprising street food, and head into the kitchen of a celebrity chef known for his unique creations. Let's bite into the world of "*can you really eat that?*" with gusto. Jump in and discover the stories behind the surprising foods that people love around the world!

## Open Minds, Full Stomachs

While you're reading, consider the stories behind the food you eat on a day-to-day basis. Consider how you could incorporate new and exciting ingredients into your next meal. "You are what you eat," the saying goes. What does the food on your plate say about you?



## Grocery Shopping Surprises

There's no better way to dive right into the heart of a city than by trying its food. Picking out food in a new country will always lead you to surprises—the best part of any journey.

### Japan

Japan has a reputation for harboring some of the most unusual (and tastiest) foods you will ever encounter. Here are some highlights from a grocery store in this country.

#### Tuna Eyeball

There's nothing quite like having a staring contest with your next meal! Tuna eyeballs are a common **staple** on Japanese grocery shelves.

#### Wasp Crackers

Scamper over to Omachi, Japan, for this stinger of a treat. Wasp crackers are rice crackers filled with wasps, which taste like slightly bitter raisins.

#### Cherry Blossom Meat

If you are a fan of sushi joints, you are probably familiar with sashimi (raw fish or meat). Cherry blossom meat is quite different from the average ocean-bred sashimi, as this extremely red variety is actually raw horsemeat.

#### Kit Kats®

Kit Kats are hugely popular in Japan, and as such, your choices for Kit Kat flavors are decidedly more varied. Keep an eye out for Kit Kats with unique tastes, such as green tea, soy bean, and baked potato . . . just to name a few!



**Seasonal Flavors**

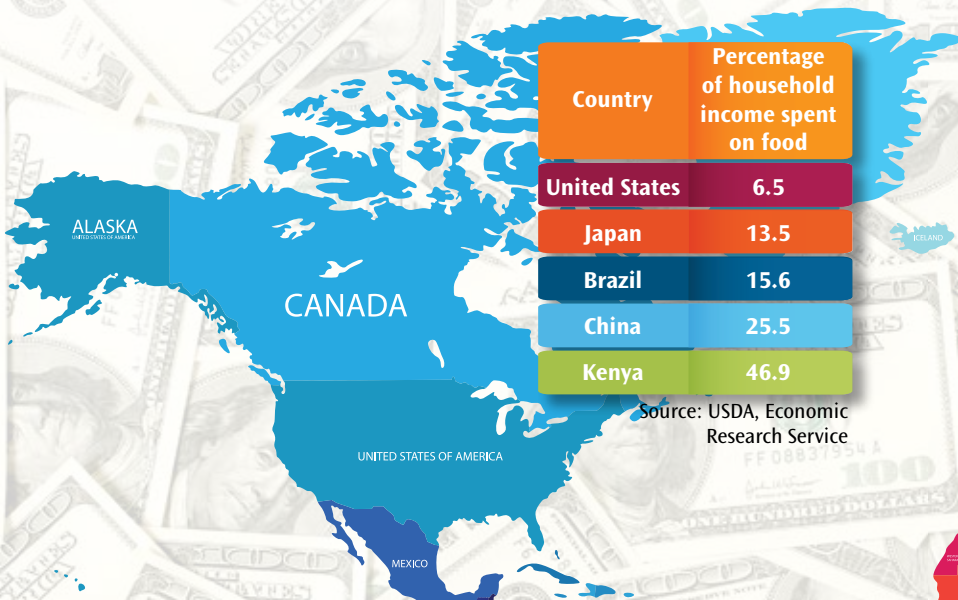
In Japan, a lot of importance is placed on serving food of the freshest quality and what is seasonally available. That means you will find Japanese supermarkets stocked with fruits and vegetables that are currently being harvested. For example, delicious strawberries line the shelves from December to May, but you may need to pick another fruit during the rest of the year.



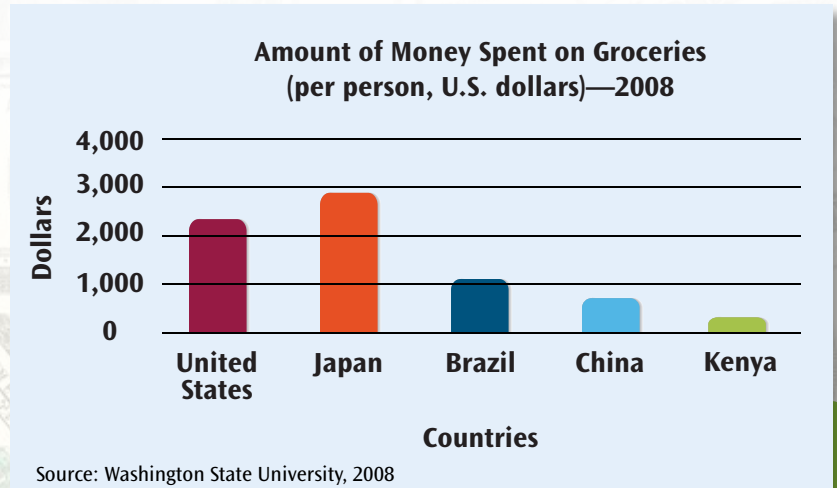


# Food Expenses in Different Countries

How much do people around the world spend on food? Have a look at the data on these pages and compare the numbers.



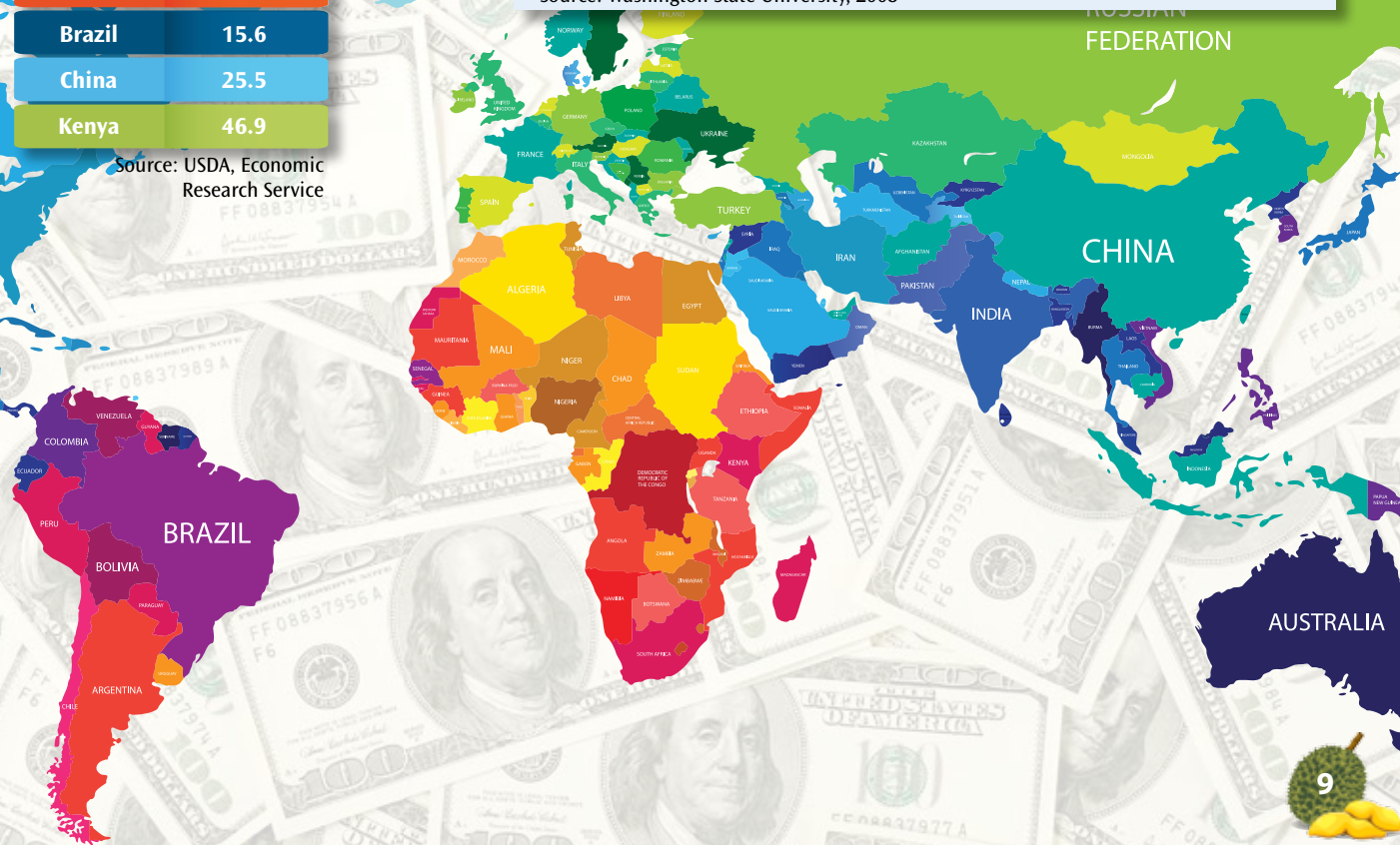
Source: USDA, Economic Research Service



Source: Washington State University, 2008

## Things to Consider

- For each country, compare the amount of money spent on groceries per person with the percentage of household income spent on food. What do you notice?
- What factors may be responsible for the differences in these numbers?
- Do these numbers surprise you? Why or why not?



## Iceland

A country of glaciers, volcanoes, and puffins, Iceland is well known for some fascinating food items that can be found on its grocery store shelves.

### Kæstur Hákarl (Fermented Shark)

Fresh basking shark is poisonous. To get around this, Icelanders bury the caught shark and let it **ferment** for 6–12 weeks. Once the aged shark has been fermented, it's dried and served. Tasting of rotten cheese and smelling strongly of ammonia, *kæstur hákarl* is definitely not for the easily queasy.



### Rúgbrauð (Hot Springs Rye Bread)

*Rúgbrauð* is a sweet, dark rye bread made out of simple ingredients and a baking twist. Traditionally, this bread is baked in a special pot buried in the ground near a hot spring, yielding a distinct flavor.



### Svið (Sheep's Head)

People are divided on what the best part of the sheep is: the tongue, the cheek, or the eyes. Most Icelanders agree that sheep's head is a beloved traditional **delicacy**. You will probably like *svið*, if you can stomach your food looking at you.



### Harðfiskur (Fish Jerky)

Add salted butter to soften and moisten *harðfiskur* and you have Icelanders' favorite snack. The most popular versions are cod and haddock, and this snack is Iceland's version of the more well-known beef variety.



# Iceland

### A Viking Diet

When the Vikings first settled in Iceland, the basking shark was a common source of meat found in the waters; unfortunately, it is toxic to humans. Through a pretty tough trial and error, the Vikings discovered that fermentation was the key to eating shark, and *kæstur hákarl* was born.

### Try Skyr

Do you want a taste of Iceland that is a bit more . . . subtle? Try *skyr*, the Icelandic and healthiest yogurt in the world. While it is technically Icelandic cheese created out of skim milk, it is marketed as yogurt in grocery stores in the United States.



**A Spoon and Fork, Please**  
If you find yourself in Thailand, the spoon may become your favorite utensil. The Thai use their spoons more than their forks, which are just there to lift food onto the spoons.

## Thailand

Local food markets in Thailand are kaleidoscopes of pop-up street vendors, overwhelming smells, and colorful dishes full of character—perfect places for curious explorers.

### Durian

The durian is a spiky, stinky fruit. It is infamous for its smell, which has been compared to sweaty socks. As long as you do not judge the durian solely by its smell, you may find yourself rewarded with a taste of the fruit's sweet, buttery custard.



### Fried Grasshoppers

These crispy critters can be found at most food markets. The grasshoppers offer a source of protein, and many think they taste like chicken.



### Luk Chup (Thai Marzipan)

The glossy and brightly colored *luk chup* is marzipan with a Thai spin. These adorable candies are made out of mung beans, coconut milk, and sugar. They are often shaped into tiny fruits and vegetables and will **wholly** satisfy your sweet tooth.





# Bread, Bread, Bread

Bread is a staple in food diets around the world, and people from all over the world have put their own spins on the grain product.



**Pan de Muerto**  
buns topped with bones or a skull pattern made out of dough, served on Día de los Muertos (Day of the Dead)



**Pão de Queijo**  
gluten-free cheesy buns that are a constant in the Brazilian breakfast



**Baguette**  
the iconic and crusty bread that is undoubtedly as French as the Eiffel Tower



**Bauernbrot**  
chewy sourdough rye bread traditionally made only of water, flour, yeast, and salt



**Naan**  
a versatile flatbread, usually cooked in a tandoor oven, which captures hearts in parts of Asia

**Things to Consider**

- Look into the history behind each bread item. What is the cultural importance of the bread to each country?
- For what reasons might bread be a staple in most countries?

# Eccentric Ingredient Profiles

When was the last time you really leapt out of your ingredient comfort zone? Here are introductions from a few **unconventional** ingredients that you have likely never met. Give them a fair chance in your next recipe. You won't be disappointed!



## Pandan Leaves

I will color your world a fluorescent lime hue.

### Seeking...

I'd love to find a recipe that doesn't mind if I turn everything green.

### My Life Story

I'm usually found hanging out in Malaysian and Indonesian kitchens, though I have migrated over to America. You will typically find me buddied up with dessert recipes.

I'm all about big flavor, and I'm known for imparting a floral sweetness to recipes. You can buy me fresh (perfect for **savory** dishes), frozen (a handy substitute if you cannot find fresh leaves), or as a canned **extract** (specifically for desserts).

### Where Can I Find Pandan Leaves?

Many Asian grocery stores stock pandan leaves, and you can also purchase them online through several vendors. Be careful, though, and avoid anything labeled as "pandan flavoring." You will want fresh leaves or genuine extract to dodge disappointment when creating your next pandan-inspired recipe.

### An Essential Ingredient

Pandan leaves grow in abundance in Thailand and are an important ingredient in Southeast Asian **cuisine** as they add great flavor and are inexpensive. Pandan leaves are also woven into baskets, act as insect repellent, and are occasionally used in perfume. Talk about a multitasker!

### My Successful Matches

If you're still not sold on me as a potential ingredient, here's my résumé of successful taste matches:

- *Pandan waffles*: crispy waffles with a moist green center
- *Pandan cake*: sweet, fluffy delight that mixes a floral pandan taste with coconut
- *Onde-onde*: dumplings made of pandan leaves, palm sugar, and coconut
- *Pandan chicken*: chicken wrapped in fragrant pandan leaves







## Dragon Fruit (Pitaya)

As long as you do not chew my flashy shell, we'll get along just swell.

### Seeking. . .

I'm looking for new friends to take a chance on me.

### My Life Story

Am I a pineapple dipped into radioactive pink batter or a mixed-up poppy seed cake trapped inside a bitter shell? Sadly, neither description quite captures my true essence. I am a tropical fruit native to Mexico, Central America, and South America with a pretty wild wardrobe, a high dose of antioxidants, and a fiber-rich attitude. Trust me, I'm a fruit you should get to know better.

You can absolutely dine on me without adding me to a recipe. All you have to do is cut me lengthwise, scoop out my interior, and then make sure you peel off any pieces of my bitter pink shell. I'm not an overdose of sweetness but taste like a pear and kiwi blended together.

If you're feeling adventurous, check out my successful matches for a few different recipes that have made me an all-star!

### My Successful Matches

- *Dragon fruit smoothies*
- *Dragon fruit pancakes*
- *Dragon fruit jelly mooncakes*
- *Dragon fruit sorbet*
- *Dragon fruit cheesecake*



### Choose Perfect Dragon Fruit

Make sure you select a dragon fruit with an evenly colored shell. Next, check the dragon fruit's stem, and ensure it is slightly pliable, **not brittle** to the touch. If you gently press the dragon fruit and find it gives slightly, that's a good indication the fruit is not overripe.

## Worcestershire Sauce

Hard to say, easy to eat.

### Seeking. . .

I'm a flexible sauce compatible with a whole **array** of recipes.



### My Life Story

You should know that my backstory is not a pretty tale. Essentially, I come to life with the help of fermented anchovies—itty-bitty saltwater fish kept in vinegar for about 18 months. Add in some onions, molasses, corn syrup, salt, garlic, and a few other spices, and *voilà!* Worcestershire sauce comes to life and is subsequently capped away into a bottle.

I can understand if you're feeling timid about adding me to a recipe, especially since I sound like old fish juice. I'd recommend you give me a chance though, as I'm very capable of adding a bold, meaty flavor to a variety of dishes.

### Worcestershire's Origin Story

In the 1800s, a nobleman who had recently returned from travels in Bengal asked two chemists to re-create a sauce he'd enjoyed on his journey. The initial creation by chemists John Lea and William Perrins was not to their liking and was shelved. A couple of years later, they rediscovered the sauce, which had become a savory delight. The most widely known Worcestershire sauce, the Lea & Perrins® version, was officially born.

### My Successful Matches

- *Marinades*: Instead of soy sauce, use Worcestershire sauce as a way to give flavor to an otherwise flavorless dishes in your life.
- *Hearty meat dishes*: Start preparing hamburgers, stews, chili, and other hearty dishes with a dose of Worcestershire sauce. The sauce will enhance the flavors in these meat-heavy dishes.
- *Caesar salad dressing*: Good old Worcestershire is a popular seasoning for this dressing.



# My Snack-tastic Road Trip


*A Food Diary Inspired by Your Author's Travels*

For two summers, I worked a job where I spent all day folding shirts, but I saved my nickels and dimes and purchased a plane ticket to see the world. In my hands was a bucket list of places I had been itching to see and cities with food I had always been curious to try. I am a huge fan of street food, and I was determined to try everything—the sweet treats, the weird-smelling dishes, and the gross-out snacks. I was familiar with the old adage “You are what you eat,” and I remember wondering whether trying new food would change my **perspective** of this world. (Spoiler alert: It most certainly did.)

Join me on my road trip down memory lane, and let's breathe in the sights and smells of the different street foods around the world.



- ◎ Why do you think people find street food appealing?
- ◎ Why would the author assume there would be gross-out snacks on the trip? What makes the author describe them as such?



street food vendor in Bangkok, Thailand

## Hong Kong, China

I jetted to Hong Kong first, a city that hustles and bustles and glows neon in the night. I had just narrowly avoided paying too much for a knockoff Rolex™ watch when a sweet smell and a small crowd drew my attention. A food vendor was wielding a very strange waffle iron. A satisfied customer walked past me, and I glimpsed what he was holding—the tastiest bubble wrap I had ever seen in my life.

I had officially met the egg waffle (*gai daan tsai*), one of the shining stars of Hong Kong's street-food scene. The waffle has a collection of small, egg-like bubbles bonded together, just like golden bubble wrap. Immediately after purchasing one, I bit in—and found the waffle to be a crispy delight on the outside with a sweet, soft center.

My **hostel's** receptionist told me Hong Kong is known as the “World's Food Fair,” and that stayed in my mind as I tried chicken feet, shrimp dumplings, milk tea, and five helpings of egg waffles. Soon, I had started to master the art of chopsticks and began ordering tea with my meals, just like the locals. My journey had officially begun, and I felt my worldview expanding.

### Who Invented the Egg Waffle?

There is a lot of dispute about the egg waffle's origin. Some people think that these uniquely shaped egg waffles were made in the 1950s to make up for the eggless batter that was common after World War II. Others say street vendors came up with the iconic waffle as a way to use broken eggs.



## Skuon, Cambodia

A couple days later, I worked my way down to Southeast Asia—and found myself engulfed and overwhelmed by cultural differences. I took the train through Vietnam, spent hours staring at the sea, and then entered Cambodia, a land of dust, palm trees, and hardworking people.

The prices of everything were astonishingly low, and I was able to dine like royalty for less than \$3. However, the poverty in Cambodia made me think of how lucky I am never to have experienced hunger and to have a job that pays me more than \$5 a day.

As I left Cambodia's capital, Phnom Penh, by bus, I stopped in Skuon. Several women with large baskets approached me as I exited the bus. They carried Skuon's delicacy—fried spiders (*a-ping*). A vendor encouraged me to go for the crispiest one and to try the legs first.

### Why Spiders?

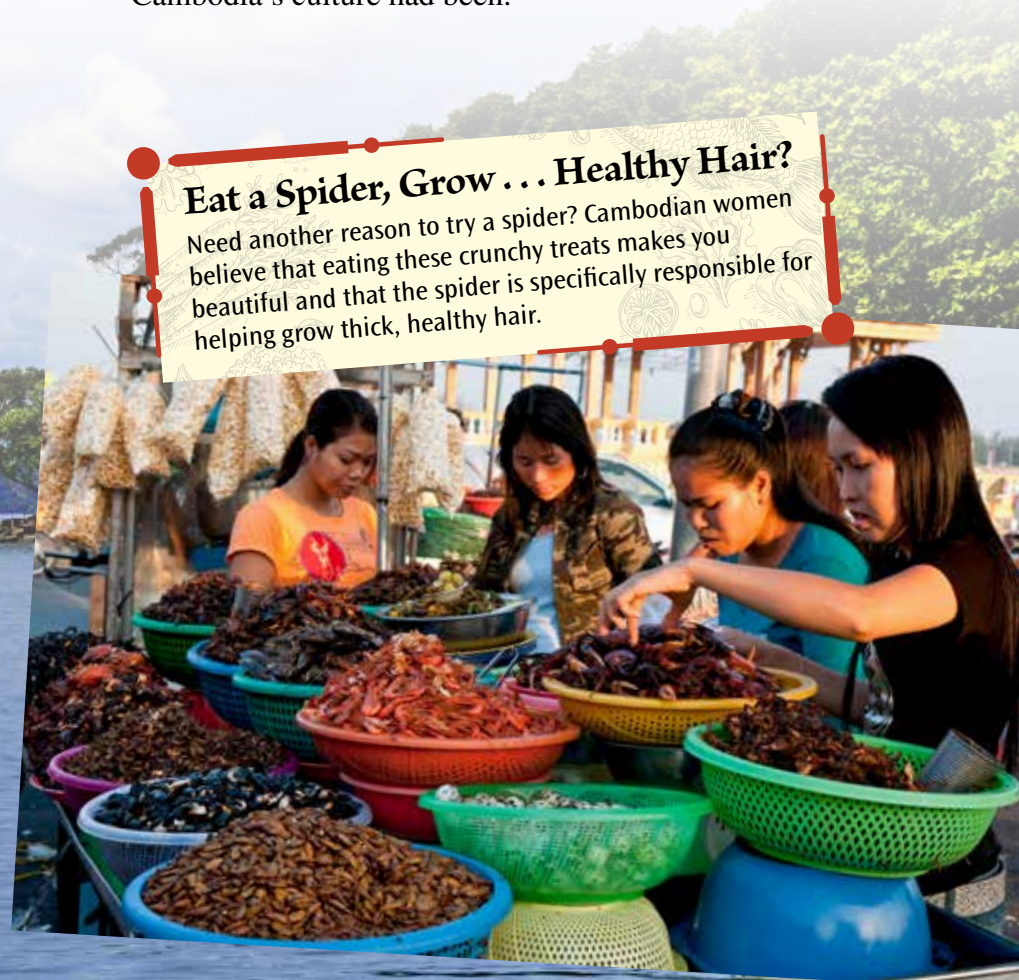
There is no clear reason why Cambodians began the practice of eating fried spiders. But many people believe the practice was a result of the lack of food during the Khmer Rouge regime (1975–79). During this tragic era, about 1.5 million Cambodians, out of a total population of 7 million, were executed or died of starvation and disease.

The fried spider was coated in oil, salt, and sugar. I was a little hesitant, but I began to chew the crispy “treat.” Surprisingly, the taste turned a bit nutty once I reached the center.

As I left, head pressed against a dusty bus window, I couldn't stop thinking about how unforgettable this taste of Cambodia's culture had been.

### Eat a Spider, Grow . . . Healthy Hair?

Need another reason to try a spider? Cambodian women believe that eating these crunchy treats makes you beautiful and that the spider is specifically responsible for helping grow thick, healthy hair.





## Berlin, Germany

When I entered Germany, I headed straight to Berlin, a city steeped in history I had only heard about in my social studies classroom.

A food stand caught my eye on my walk back from the Reichstag building. The vendor was handing out bunless hot dogs that appeared to be drowning in some kind of red sauce. I discovered I had unwittingly stumbled upon the snack staple of Germany's capital—currywurst.

The chatty vendor told me of the snack's invention. According to the tale, Herta Heuwer created the delicious snack in 1949 after getting ketchup, Worcestershire sauce, and curry powder from British soldiers. She combined the three ingredients and poured the **concoction** over a grilled sausage. This officially brought currywurst into existence. The snack was an immediate success due to the pop of flavor—as well as how the hearty snack fills hungry stomachs.

The currywurst is the hot dog I never knew I needed. Before I left to take the train to Frankfurt, I snagged one more for the ride.

### A Delicious Museum

There is an entire museum in Berlin dedicated to bringing the smell, taste, and feel of the currywurst to life for locals and tourists. A ticket to the Deutsches Currywurst Museum includes a sampler of currywurst, as well as access to interactive exhibits.

### The Currywurst Utensil

To eat a currywurst properly, make sure to pick up a currywurst fork. This utensil is a small plastic or wooden fork and makes eating on the go easy!



## Vancouver, Canada

My last stop on this adventure was the seasonally cold terrain of Canada, my home. I flew to Vancouver, a city bordered with snow-capped mountains and a deep, clear river. I admit that the city does feel remarkably similar to America. However, we Canadians use a “loonie” coin instead of a dollar bill, are mildly obsessed with a fast-food chain named Tim Hortons, and tend to apologize a lot.

I was avoiding the Vancouver rain when I decided to finally try **poutine**, the **quintessential** Canadian dish. Originating in rural Quebec (a Canadian province), this unique take on fries covered in cheese and gravy has always made me raise my eyebrows.

Canadians are always on the search to stay warm, and suddenly, the popularity of poutine began to make sense. Not only did it taste delicious, but it also was served piping hot, and it warmed me up.

I began the trek back home to my part of Canada. Once there, I unpacked memories and the scents and smells of new places and perspectives, the taste of a good trip still lingering.

### Double Double

There's a lot of common Canadian lingo that has never crossed the border into other countries. When ordering at Tim Hortons, Canadians will often order a “double double.” This is Canadian code for two creams and two sugars in a cup of coffee.



# PINpoint Your Sweet Tooth

People around the world have found unique ways to satisfy their cravings for sweets, and we have pinned some of our delectable favorites. See if there's a dessert you might want to taste test!

## Cakes

**Dessert Culture**

As you pinpoint desserts from different countries, take time to contemplate the history behind each treat using the following questions:

- Why might a particular dessert be popular in its home country?
- Why do you think this dessert was invented?

Foodie

Follow



### Cherpumple

If you are looking to have it all, allow us to introduce you to what could be your new favorite dessert—the Cherpumple! This **scrumptious** delight contains cherry, pumpkin, and apple pie, all held together with yellow cake and spice cake. Charles Phoenix, an American comic, designed the recipe when he was faced with too many delicious options at his Thanksgiving dessert table. Talk about a one-stop dessert!

**Charles Phoenix (American Humorist)**  
The “Turducken” of Cakes



### Sultan's Golden Cake

It may look like a solid bar of gold, but this is an **edible** masterpiece . . . with a price tag to match its golden looks! Served at Istanbul's Çırağan Palace Kempinski Hotel, this cake takes 72 hours to create. The Golden Cake is whipped together with apricots, **quinces**, figs, and pears that have been swimming in Jamaican rum for two years. Covered with a topping consisting of caramel, black truffles, and real gold leaf, this \$1,000 dessert “takes the cake”!

**Çırağan Palace Kempinski Hotel**  
(Istanbul, Turkey)  
Courtly Cakes





# Fried Wonders

Follow



## Picarones

Don't be fooled by the doughnutlike appearance of the picarones—the Peruvian delights have their own flair. Picarones are filled with a **puree** of squash and sweet potato to give them a uniquely spicy, sweet flavor. Topped with *chancaca* syrup, they will leave you with sweet dreams.

**Peru, South America**  
Funky Fritters



## Martabak Manis

These are not your regular Sunday pancakes. Found at food stalls all around Indonesia, *martabak manis* is first created in special pans and layered with butter. The customer's choice of toppings follows (chocolate and cheese being typical choices). The vendor artfully folds the layers together, cutting the dessert into sandwich-like squares. Try just one bite, and you are guaranteed to finish the rest!

**Indonesia, Southeast Asia**  
Plucky Pancakes



## Deep-Fried Mars® Bar

The deep-fried Mars bar is now a worldwide sensation, but it is said to have come into existence because of a bet. As the story goes, in a chip shop in Scotland (serving takeaway fish and chips), one man bet his friend that he wouldn't eat a Mars bar tossed in a deep fryer—the rest is high-calorie history. It is now a popular menu item in Scottish chip shops, to the **chagrin** of doctors and heart specialists around the world.

**Scotland, United Kingdom**  
Upgraded Candy Bars



## Fried Mars Bar

**Scotland, United Kingdom**  
Upgraded Candy Bars

## What Is Chancaca Syrup?

*Chancaca* is raw, unrefined, solid cane sugar. One recipe involves melting the chancaca down and adding orange rind, cinnamon, cloves, and water to create the classic syrup. It's a fan-favorite dessert topping in Latin America.



# Great Greens

Follow



## Wasabi Ice Cream

Wasabi is not just a paste to give sushi some extra heat; it's also an ice cream flavor in Japan. Surprisingly edible, wasabi has a tangy taste in this frozen dessert with a lip-tingling effect. Though it's an unlikely flavor, it's not the most outrageous one available. Other Japanese ice cream flavors include eel, black sesame, and squid ink!

**Japan, Asia**  
Hot Ice Cream



## Avocado Cream

This is definitely not your standard dish of guacamole. Avocado cream is some Brazilians' favorite way of serving avocados—a simple, light dessert dish that is pretty easy to re-create. Just grab a food processor, one avocado, one teaspoon of lime juice, two tablespoons of sugar, and blend everything well. Then, serve and relish your newfound dessert!

**Brazil, South America**  
All A's



## Cendol

Are those . . . green worms? Fear not—*cendol*, Malaysia's favorite chilly dessert, does not get its ingredients from digging in the dirt. Cendol is actually a scrumptious mixture of chewy jelly noodles, coconut milk, palm sugar, and a healthy dose of ice. And the green in the noodles comes from pandan leaves!

**Malaysia, Southeast Asia**  
Wormed into Our Stomachs

### Who Eats the Most Ice Cream?

At one point, Americans were known as the largest consumers of ice cream, but China has crept up in the standings. In 2014, the Chinese enjoyed over 1.6 million gallons of ice cream, while the United States trailed behind with people only eating 1.5 million gallons.



**Cendol**  
**Malaysia, Southeast Asia**  
Wormed into Our Stomachs



## Unconventional Treats



### Sankaya

The best way to picture the *sankaya* is as an inside-out pumpkin pie. A kabocha squash is first hollowed out, and a sweet brew of coconut milk and egg custard is poured in. The entire squash is then steamed to cement the delicious dessert. A popular treat at Thai street stalls, a slice of *sankaya* can be eaten completely—skin, custard, and all!

**Thailand, Southeast Asia**  
Inside-Out Desserts



### Almond Tofu

While the word *tofu* brings to many people's minds bland white cubes, almond tofu is quite a sweet alternative. Commonly found at Chinese dim sum restaurants, almond tofu's texture is similar to jelly. For the most authentic version, try to find almond tofu made from southern Chinese apricot kernels.

**China, Asia**  
Totally Tofu



### Šakotis

*Šakotis* is a sweet cake that looks fatal! Though it looks intimidating, this Lithuanian classic is made with simple ingredients. The cake resembles a beige pine tree. To create the cake's "branches," a chef drips batter on a rod inside an oven and rotates the cake at an even pace to build delectable spikes.

**Lithuania, Europe**  
Deadly Delights

### World's Largest Brownie

In 2014, Canada's McGill University baked a brownie that could feed 20,000 people. Made entirely out of **fair trade** ingredients, this mammoth brownie stretched 30 by 15 feet (9 by 4.5 meters) and weighed around 4,400 pounds (1,996 kilograms). A dedicated team of 20 chefs crafted this overdose of chocolate. The university's collection of hens helped supply more than 8,640 eggs to the cause.



### Eating Chinese Dim Sum

Traditionally, dim sum is a selection of bite-sized Chinese cuisine served in circle baskets. Dim sum is usually served on carts to each table, making the selection process a fun and interactive experience.

**China, Asia**  
Gimme Some Dim Sum

# Meet Heston Blumenthal, Chef & Wizard

Many people call Heston Blumenthal a **culinary** wizard. A British celebrity chef, Blumenthal is known for weaving the science of cooking with a creative flair. He's made bacon-and-egg ice cream, parsnip cereal, and meat fruit. The man is truly the master of delicious **whimsy**!

## The Beginning

Born in London on May 27, 1966, Blumenthal did not become invested in the art of food until the age of 16. On a family trip to France, he visited Provence and ate at a Michelin-starred restaurant named *L'Oustau de Baumanière*. He marveled at how the experience awakened all his senses. The smell of lavender, the sight of the server carving lamb, among other details, created a memorable experience for him.

While it was not a lightning-strike moment, from that point forward, Blumenthal began learning more about cooking. He read book after book, building his knowledge and fueling his fascination with the creation of never-been-done-before dishes.

## What's a Michelin Star?

The same company that sells tires also awards powerful star ratings to the best restaurants around the world. Anonymous reviewers decide the ratings, on a scale of one to three stars. Three-starred Michelin restaurants are a rare find.

## Lickable Wallpaper

In 2010, Blumenthal created rolls of wallpaper that invited guests to lick their way back into the 1960s. The wallpaper was layered with popular 1960s-era food, such as tomato soup and prawn cocktail. It was a huge success with his guests.



## Becoming a Name to Remember

Perhaps the most incredible part of Blumenthal's rise to fame is that he has very little "official" training. He spent most of his 20s working odd jobs and studying French cuisine in his spare time. Examining recipes on his own and finding new ways to perfect them became part of his training process.

A defining moment for Blumenthal was reading Harold McGee's *On Food and Cooking*, a book that challenges traditional cooking practices. This caused him to "question everything" he knew, and his inquiring nature is now an important part of his process.

### Yes, You Can Eat the Cutlery

A dinner with Blumenthal is never going to be a dull affair. This is especially true when the dessert ends up being the cutlery. During an episode of his cooking TV show *Heston's Feasts*, the chef switched his diners' cutlery to an edible variety, including chocolate spoons!

## The Fat Duck

In 1995, Blumenthal took a leap of faith. He purchased a run-down pub in Berkshire, England, and molded it into a bistro. The bistro, named The Fat Duck, first served fairly standard meals, but he slowly began adding menu items that stood out.

Soon, the world began to take notice of this up-and-coming chef, and Blumenthal was awarded his first Michelin star in 1999.

### A Costly Meal

Considering a meal at The Fat Duck? You will need a pretty thick wallet to dine there. A ticket to a night of wonder will cost you about £255, or \$368—before the tip!

## Blumenthal's Signature Dishes

Blumenthal's goal is to create dishes that make the guest feel like a kid in a sweetshop, and his classic creations capture that sentiment perfectly.

### Snail Porridge

This is perhaps Blumenthal's most iconic dish, likely because the name "snail porridge" makes ears perk up. While the combination seems ill fated, Blumenthal took deliberate steps to take this porridge from gloopy to good. The oats of the porridge are parsley laced, while the snails are **braised** and buttered, resulting in a finely tuned harmony of flavor.

### Bacon-and-Egg Ice Cream

It's breakfast for dessert! Blumenthal's love of exceeding expectations is on full display in this infamous dish. The ice cream is a rich, surprisingly sweet blend of bacon and eggs served with butter caramel, caramelized **brioche**, and jelly tea. Liquid nitrogen is used to create the scrambled look of the "eggs."

bacon-and-egg  
ice cream

### An Out-of-This-World Bacon Sandwich

Tim Peake, Britain's first official astronaut to spend time in the International Space Station, was lucky enough to have Blumenthal create the food for his trip. The creative chef's greatest challenge was making a bacon sandwich for Peake. The canned sandwich ended up taking a lot of money and many months to perfect!

## Sounds of the Sea

Another iconic specialty is sounds of the sea. This dish layers the smells and sounds of the ocean in an edible masterpiece. Featuring a **medley** of seafood, the entire dish can be eaten, right down to the white sand. Sounds of the sea is complemented with a music player tucked away in a conch shell. As part of the experience, guests are invited to eat their meals while listening to a symphony of crashing waves and seagulls. Blumenthal's love of a multisensory storytelling experience is clearly evident in this dish!

## Meat Fruit

Blumenthal is all about the element of surprise, and creating a dish that jolts and shocks takes time. His famous meat fruit dish is the **epitome** of this attitude, taking 15 hours to complete. Covered in a "peel" made of mandarin jelly, the meat fruit's interior is a sphere of chicken liver and **foie gras**. Meat fruit looks exactly like a juicy fruit, but delights diners with a savory filling, which is part of its undeniable appeal.

## Edible Fairy Lights

When entering a world Blumenthal has created, one can never be sure what exactly he has up his sleeve. He has been known to create orange-flavored fairy lights (using jelly and LED lights) to brighten up the atmosphere.



meat fruit

# What U.S. Food Should You Try?

Follow this questionnaire, and find out which American state specialty you should try next!

**Are you in the mood for savory or sweet?**

Savory all the way.

Sweet, definitely.

Are you a fan of combining flavors?

Nope. This treat better just be hitting one taste bud.

Yes, absolutely!

Feeling adventurous?

Oh yes!

Nope. Nope. Nope.

Deep fried or healthy?

Do you prefer eating something with your hands or chopsticks?

I'm a master at chopsticks.

Let me hold my food.

Let's stick to healthy.

Deep fried, of course!

Try a **FRIED-BRAIN SANDWICH** (p. 55).



Try **LOCO MOCO** (p. 52).



Try a **RAMEN BURGER** (p. 52).



Try **DEEP-FRIED BUTTER** (p. 51).



Try **AKUTAQ** (p. 54).



Try a **KOOLICKLE** (p. 50).





## Koolickles (Mississippi Delta)

Your love for mixing up flavors has led you to a treat that takes sweet and sour to a whole new level. Koolickles are a Mississippi Delta favorite and are essentially pickles soaked in Kool-Aid® (hence the red color). Combining the two leads to an irresistible sweet and sour flavor, one that you're unlikely to forget!

Koolickles are fairly easy to create at home, as all you need is a jar of pickles, a couple of Kool-Aid packages, some sugar, and a few friends who will also enjoy the flavor combination.



### Deep-fry It Up!

You might be surprised at what has been deep-fried and sold as treats across various state fairs in the United States. The following items have all gone into deep fryers and emerged golden: bubblegum, salsa, Twinkies®, pizza, and even alligator!

## Deep-Fried Butter (Texas)

Deep-fried butter lives up to its name. Pure butter is whipped into shape, frozen, and then covered in dough before deep-frying. The taste is similar to a biscuit bursting with gooey butter.

Deep-fried butter leapt onto the food scene at the 2009 State Fair of Texas, and since then, the heart-stopping dessert has made its way across the country and even to Canada. While it's not recommended to make deep-fried butter part of your daily diet, the treat might be worth a try!

### Average Daily Calories

Country	Calories Consumed (per person)
United States	3,641
Germany	3,539
Japan	2,717
India	2,458
Somalia	1,695

Source: National Geographic

**STOP!**  
**THINK...**

Consider some of the following facts in relation to the chart:

- © About 37% of the daily calorie intake for a person in the United States is fats and sugars. How do you think that relates to the obesity epidemic?
- © In India, 57% of a person's calorie intake is from grains. How do you think a person in India might react if he or she took the questionnaire on pages 48–49?
- © How do you think the calorie intake of the other countries in the chart might compare to the above facts?

## Ramen Burger (New York)

Most people are very familiar with burgers, a classic crowd-pleaser on menus across the world. However, the ramen burger poses the question, “What if ramen noodles were used instead of a bread bun?”

This burger **hybrid** is the brainchild of Keizo Shimamoto, a second-generation Japanese American. After quitting his job in finance, Shimamoto moved to Japan to study the art of ramen creation. In 2013, he launched the ramen burger in Brooklyn and won over the stomachs of New Yorkers.

While you might not be near one of Shimamoto’s kitchens, ramen burgers are fairly easy to make at home. You’ll need ramen, eggs, oil, salt, and pepper. If you’re ready to take your burger to the next level, give it a try!

## Loco Moco (Hawaii)

In Hawaii, loco moco is comfort food at its finest. Traditionally, loco moco has a base of white rice with a hamburger patty and a sunny-side up egg stacked on top. The final touch is smothering the dish in gravy.

A group of teens at a restaurant in the town of Hilo wanted to eat something different from an American sandwich, something that could be made quickly and cheaply. As the story goes, the crazy dish was named “loco,” which means *crazy* in Spanish, and soon “moco” was tagged on because it rhymed so well!

### How to Eat Loco Moco

A fun fusion of Asian and Western cuisine, the loco moco is a delight to eat. To get the best of all the flavors, pierce the golden yolk of the egg so it drizzles into the gravy. Then, get a bit of gravy-soaked rice, beef patty, and egg in each bite for the full flavor.

ramen burger

## Akutaq (Alaska)

An important part of Alaska's culture, *akutaq* means "mix them together" in Yup'ik and is sometimes referred to as Eskimo ice cream. But this isn't a frozen sweet. The traditional ingredient of akutaq was the fat of Arctic animals, such as moose or caribou. However, the recipe now uses shortening instead, combined with berries and ground fish.

Akutaq is a part of every hunter's travel pack as a nutritious snack. There is no set recipe, though, as each Alaskan family has its own way of creating it. Children often watch their elders so the practice can be passed down generation to generation. If you ever find yourself in Alaska, akutaq is a must-try!

### Functional Fat

It might surprise you to know that animal fat has been used in many household items for hundreds of years. It is not simply a part of an animal that can be eaten, it also has numerous other uses. For example, animal fat has been used in the creation of soap, makeup, waterproof garments, and fuel.

## Fried-Brain Sandwiches (Midwest)

If you want to try something quite out of the ordinary, head to the states of Indiana, Missouri, or Ohio for sandwiches made with fried pork brains. They come served on hamburger buns and go great with tangy sauces. In the past, these sandwiches were made with beef brains, but fears about mad cow disease have made using that ingredient rarer.

The sandwiches are usually eaten with standard American sides, such as french fries or potato chips. The texture of the brains is creamy once fried, and the taste is rich. Part of the reason for this is that the brains have a high fat content. Biting into it, you taste a crispy, fried chicken-like outside followed by a smooth, custard-like inside. To truly understand, you'll have to try it for yourself!



## A Culinary Discovery

This has been quite a wild taste-testing ride through the food world. There have been helpings of green snail porridge, tangy wasabi ice cream, and the crunchy legs of fried spiders. There's been tantalizing street food, super-sweet desserts, and unforgettable culinary inventions. It's been a celebration of the food people love from around the world and a discovery of new items to add to foodie bucket lists.

There is no escaping the fact that what we eat is an important part of who we are. Learning about the food other people eat—the what, why, and how—is vital to understanding more about a country's culture and history. So the next time someone sets down an unfamiliar dish in front of you, embrace the experience! Learn more about the dish's history, where the food is originally from, and who is fond of this particular item. You never know what you will discover.



It's exciting to incorporate new foods into our diets, but it is always good to remember that you need to populate your plates with food that will keep you healthy.

- ◎ How do people around the world satisfy the many food groups in different ways?
- ◎ Why do people constantly search for new recipes and tastes?
- ◎ What makes a food unique or surprising?

# Glossary

**array**—a selection of items  
**braised**—cooked in fat and stewed in a container  
**brioche**—a sweet bread roll  
**brittle**—easy to crumble or break  
**chagrin**—annoyance  
**concoction**—something made by mixing different things together  
**cuisine**—a unique approach to or type of cooking  
**culinary**—related to cooking  
**delicacy**—a specialty treat  
**edible**—able to be eaten  
**epitome**—an example that perfectly represents something  
**extract**—ingredient in concentrated form  
**fair trade**—a way of trading so that workers in developing countries earn fair prices and receive ethical treatment for their products  
**ferment**—use bacteria to chemically break down food  
**foie gras**—fatty goose liver served as a ground, spreadable paste  
**hostel**—an inexpensive place for travelers to stay overnight  
**hybrid**—combination of two different things

**medley**—assortment  
**mundane**—dull  
**perspective**—point of view  
**poutine**—a Canadian dish made with french fries and cheese curds and topped with a light brown gravy  
**puree**—a creamy food made out of crushed fruit or vegetables  
**quinces**—acidic fruits typically used for flavoring  
**quintessential**—a perfect example of something  
**savory**—having a spicy or salty taste or smell  
**scrumptious**—very delicious  
**staple**—something common and widespread  
**unconventional**—unusual  
**whimsy**—playful and mischievous  
**wholly**—totally or completely



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# Try It!

You are the chef of a new restaurant in your hometown called *Unusual Eats*. What type of menu will you create? How will you craft each dish so that it is either delicious or adventurous? You've got some decisions to make:

- ⦿ Draw a logo or write a slogan for your restaurant.
- ⦿ Decide what kinds of dishes will be included on your menu.
- ⦿ Decide which dishes will serve as appetizers, main courses, and dessert options.
- ⦿ Plan which ingredients will make each dish unique and delicious, and list them. Try to incorporate ingredients from around the world.
- ⦿ Think about a memorable name for each dish. Does the name reflect the main ingredients in a fun and engaging way? How will each dish stand out on your menu as strange or surprising?



## About the Author



Monika Davies is a Canadian writer and a big believer in trying all types of food, especially while traveling. She has eaten frog legs in Vietnam, drunk goat milk in Mongolia, and devoured every kind of dessert she can get her hands on. If you told her she could either have a lifetime supply of tiramisu or the power of invisibility, she would choose tiramisu—every time.

Davies graduated from the University of British Columbia with a bachelor of fine arts in creative writing.



## Reader's Guide

1. What makes people decide that a particular food is “surprising” or “strange”?
2. Each country has its own favorite food that is likely not as common in other areas of the world. Why are there such differences in culinary habits across the globe?
3. What is the weirdest food you’ve ever tried? Tell the story behind the food.
4. What country or city would be interesting to visit for the purpose of trying new foods? Why?

