

Spice geography lesson

VELS

Civics and Citizenship: Community Engagement: L4, 5, 6

Geography: L 4; Economics: L 4 & 5: Knowledge and Understanding

This activity attempts to encourage students to think about where the ingredients in their food come from and how they are produced. Students will investigate the origins of a variety of spices from around the world and map these locations.

Equipment:

Blank outline maps of the world, one for each group of students

Variety of spice samples

Recipe cards

Activities:

1. Brainstorm: 'What is a spice?'
2. Ask students what types of spices they enjoy in their foods. Do they know where these spices come from?
3. Look at recipes cards and list the spices used in the recipes. Examples of spices can be provided: e.g., cinnamon, nutmeg, and ginger.
4. Using an atlas identify the origin of each spice
5. Try and give approximate coordinates for each country using latitude and longitude.
6. Discuss historical importance of spice trade in establishing trade routes and exploration (Columbus looking for quicker passage to India).
7. Discuss the importance of the spice trade in establishing states (Goa) and companies (Dutch East India, British East India).

Useful websites:

Outline world maps for each group of students:

<http://www.nationalgeographic.com/xpeditions/atlas/>

Spice information:

<http://en.wikipedia.org/wiki/Spice>

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