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# Eating Around the World

## Information for students

1. Click on the link to read an article in the *New York Times* about family meals around the world: <https://www.nytimes.com/2019/09/24/dining/family-meals-around-the-world.html>
2. Think about what the article says about how food draws people together. On a piece of paper:
  - o jot down similarities and differences among the families
  - o jot down reasons why families choose to eat together
3. Now write a paragraph that includes the following information.
  - a. If you were in charge of preparing a family meal, what would you choose to make?
  - b. Why would you make these choices?
  - c. Are there foods that are special or unique to your family? What is the story behind these foods?

## Materials required

- Device with Internet access
- Paper and writing materials

## Information for parents

Parents could:

- share some of your favourite foods as a child and explain why
- share some of your memories associated with food

# Le burger végétal

## Information for students

### FSL BASE :

- Lis le texte « Le burger végétal est-il meilleur pour la santé ? » à la page 45 de la revue [Curium](#) de mars 2020 ou voir la version en annexe.
- **Question à réponse élaborée:**  
Après avoir lu le texte, utilise les informations pour remplir l'organisateur graphique et répondre à la question.

Q : Est-ce que tu aimerais essayer le burger végétal ?

Justifie ta réponse à l'aide de :

Un élément du texte

**ET**

Une raison personnelle

### FSL ENRICHÉ :

- Lis les deux textes de la revue [Curium](#) de mars 2020 ou voir la version en annexe.
  - P. 45 : « Le burger végétal est-il meilleur pour la santé ? »
  - P. 24 : Info Doodle « Viande rouge »
- **Question à réponse élaborée:**  
Après avoir lu les textes, utilise les informations pour remplir l'organisateur graphique et répondre à la question.

Q : Crois-tu que le burger végétal est un meilleur choix ? Utilise **un élément tiré de chaque texte** afin de justifier ta réponse.

Justifie ta réponse à l'aide de :

Un élément de chaque texte (Deux éléments au total)

**ET**

Deux raisons personnelles

**Materials required**

- Appareil avec accès à internet
- Imprimante (facultatif)

**Information for parents****About the activity**

Children should:

- improve their reading comprehension
- make choices based on their reading and justify them
- read the rest of the [Curium magazine](#) (the March 2020 edition was offered for free by the publisher)

Parents could:

- print the graphic organizer (core or enriched, if needed)
- print the texts (if needed)

FSL BASE

**ORGANISATEUR GRAPHIQUE**

**QUESTION**

**OUI**                      **NON**

**Idee tirée du texte**

**LIEN #1**

**MA RÉPONSE**

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# ORGANISATEUR GRAPHIQUE

QUESTION	
OUI	NON
<p>ou</p> 	
<p>IDÉE #1 TIRÉE DU TEXTE «Le burger végétal est-il meilleur pour la santé?» p. 45</p>	<p>IDÉE #2 TIRÉE DU TEXTE «Viande rouge» p. 24</p>
LIEN #1	LIEN #2
	
MA RÉPONSE	
<hr/> <hr/> <hr/> <hr/> <hr/>	

# EXTRAS



Envoyez-nous vos suggestions de nouvelles à vérifier! [redaction@curiummag.com](mailto:redaction@curiummag.com)

Texte Catherine Crépeau

## Le burger végétal est-il meilleur pour la santé ?

### 1 Premier bémol:

Avec leur vingtaine d'ingrédients, les boulettes végétales vendues dans les supermarchés ou les chaînes de restauration rapide se retrouvent dans la catégorie des aliments ultratransformés. Généralement plus riches en sel, graisses saturées et sucre que les boulettes végé maison, les « ultratransformés » sont reliés à des risques accrus d'obésité, de maladies cardiovasculaires, de certains cancers et même de décès.



Aussi, la boulette Beyond Meat est près de six fois plus salée qu'une boulette de bœuf maigre. Elle est deux fois plus riche en fer que la viande maigre, mais son fer est moins bien absorbé par l'organisme. Le fer de la viande maigre est, lui, impliqué dans les mécanismes associés au développement du cancer colorectal.

### Verdict? On ne s'en sort pas. 😞

Les boulettes végétales commerciales et les boulettes commerciales de viande ont chacune des avantages et des désavantages pour la santé. Les nutritionnistes diront qu'il est toujours préférable de préparer ses propres galettes avec des produits végétaux frais, afin de contrôler le sel et les gras saturés. 🍅

40+ Agence Science-Pressé

Cette rubrique de vérification des faits en science est un projet de l'Agence Science-Pressé. Pour d'autres nouvelles vérifiées par le Détecteur de rumeurs: [www.sciencepresse.qc.ca/detecteur-rumeurs](http://www.sciencepresse.qc.ca/detecteur-rumeurs)

### 2 Deuxième bémol:

Une étude réalisée par des chercheurs de l'Université Harvard rappelle qu'un régime végétarien n'est pas systématiquement synonyme de santé. Une alimentation riche en pommes de terre (frites, croustilles), en sucre et en produits raffinés (pain blanc, craquelins, etc.), par exemple, est mauvaise pour la santé. Si les régimes végétariens sains diminuent de 25 % le risque d'être touché par une maladie coronarienne, les régimes malsains, eux, augmentent ce risque de 30 %.

### 3 Troisième bémol:

Les boulettes de Beyond Meat et de l'Impossible Burger (Burger King) contiennent presque autant de gras saturés qu'une galette de bœuf maigre à cause de l'huile de coco. Cette dernière augmente le cholestérol LDL autant que le beurre, le gras de bœuf ou l'huile de palme.




Publicité

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# INDOODLE

Texte Philippe Marois  
Illustrations Barbara Lapointe

# VIANDE ROUGE

Viande provenant des mammifères:  
bœuf, porc, cheval, agneau, mouton...

**200 000 millions**  
et + de kilos de viande rouge  
consommés CHAQUE ANNÉE  
dans le monde

AU CANADA:  
**35 kilos**  
par personne/année

**AVANTAGES NUTRITIONNELS**  
Protéines  
Fer  
Vitamine B12

**MAUVAIS  
POUR LA  
SANTÉ?**

Fort probablement

Consommé en grande quantité,  
cela peut entraîner:

Diabète  
Cancer  
colon, estomac,  
prostate, pancréas...  
Problèmes cardiaques  
gras saturé de la viande

**MAUVAIS  
POUR LA  
PLANÈTE?**

**OUI!**

**LA PRODUCTION MASSIVE DE BÉTAIL =**

→ Pollution des cours d'eau

→ Méthane des pets de vaches  
= CO<sub>2</sub> de toutes les voitures,  
bateaux et avions du monde!

→ Élevage et culture  
de la nourriture du bétail  
= forêts rasées  
= destruction d'écosystèmes  
+ extinction d'espèces.

**SELON PLUSIEURS EXPERTS:**

Action individuelle qui a  
le plus d'impact dans la  
lutte aux changements  
climatiques:

**MANGER MOINS  
DE VIANDE ROUGE.**  
(ou pas du tout)

Rouge lorsque crue parce que haut taux de myoglobine, protéine contenant du fer

CURIUM MARS 2020

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# What's Your Angle<sup>1</sup>?



## Information for students

### What do you “gotta” do to make the grade in geometry?

In order to solve this riddle, you must complete a puzzle by matching the three sets of 15 cards that can be found in Appendix B:

- set 1 includes: 15 cards with either a triangle or a quadrilateral with a missing interior angle measure
- set 2 includes: 15 cards with an angle measure corresponding to a missing measure from a card in set 1. Each card also includes a letter/symbol that, when placed in the right order, will spell out the answer to the riddle (the dash symbol represents a space between words)
- set 3 includes: 8 cards labelled Acute, 6 cards labelled Obtuse and 1 card labelled Right that correspond to the missing angle measures in sets 1 and 2

## Materials required

- A printed copy of Appendix B on paper or card-stock
- Scissors
- Scrap paper
- Pencil

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<sup>1</sup> Image: Claudia Anzovino, “Taking a Selfie” May 29, 2020, PNG, Personal Collection.

## Information for parents

### About the activity

- this activity is meant for Secondary I students
- this activity will help students:
  - recognize the names and characteristics of angles, triangles and quadrilaterals
  - find the unknown measurements of angles, using the properties of figures and relations in triangles and quadrilaterals

### Children should:

- watch the videos to review characteristics, concepts and procedures before attempting the activity
- refrain from using a protractor to find the missing angle measures

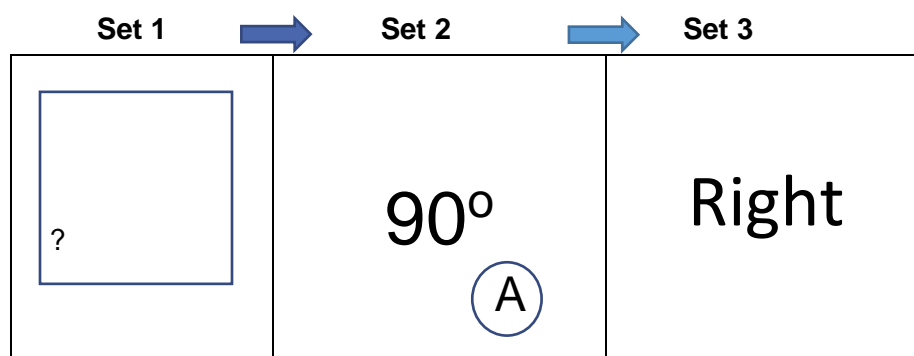
### Parents could:

- help with the preparation of the activity cards
- check their child's answer against the one provided below:
  - The answer to the riddle: "What do you "gotta" do to make the grade in geometry?" "HIT-THEM-ANGLES"

## Appendix A – Instructions

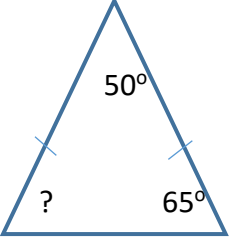
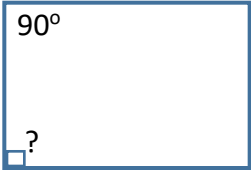
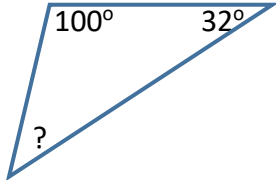
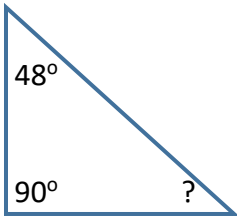
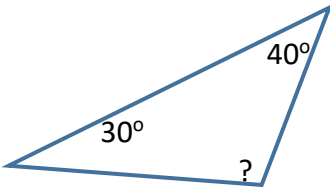
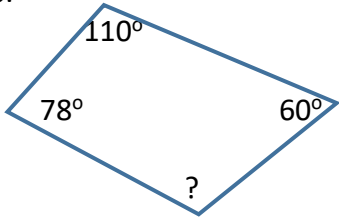
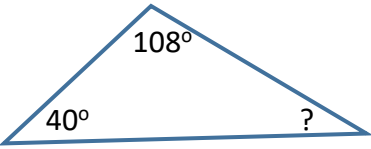
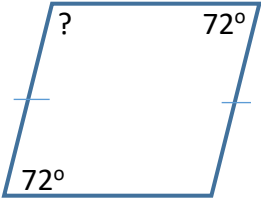
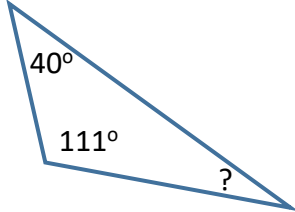
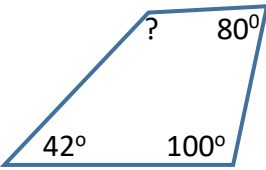
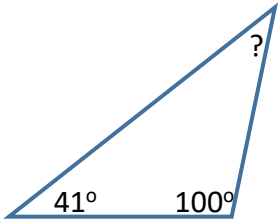
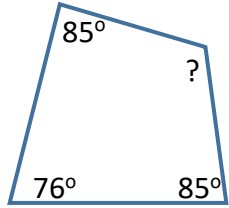
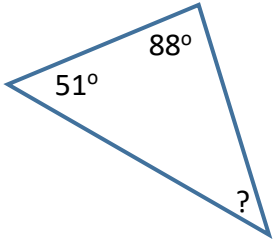
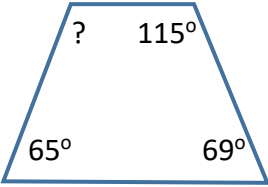
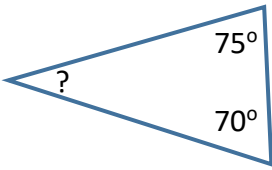
- watch the following videos to refresh your understanding of triangles and quadrilaterals:  
<https://www.youtube.com/watch?v=mLeNaZcy-hE> <https://www.youtube.com/watch?v=yiREqzDsMP8>
- print and cut out the 3 sets of 15 cards on each page of Appendix B
- find the missing angle measure for each card from set 1 without using a protractor
- match each card from set 1 with the corresponding angle measure from set 2, as shown below
- add a third set of cards (from set 3) by matching the missing angle measure with the type of angle, as shown below
- your cards should line up (3 x 15), with each card used only once
- to solve the riddle “What do you “gotta” do to make the grade in geometry?” rearrange your card sets in order using the numbers in the upper left-hand corner of the cards in set 1

**Example:**



# Appendix B – Card Sets

Set 1: Cut out the 15 rectangular cards

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 	<p>9.</p> 
<p>10.</p> 	<p>11.</p> 	<p>12.</p> 
<p>13.</p> 	<p>14.</p> 	<p>15.</p> 

## Set 2: Cut out the 15 rectangular cards

$42^\circ$ -	$65^\circ$ H	$112^\circ$ H
$110^\circ$ T	$41^\circ$ L	$32^\circ$ E
$90^\circ$ I	$108^\circ$ M	$39^\circ$ N
$138^\circ$ A	$111^\circ$ E	$35^\circ$ S
$29^\circ$ -	$48^\circ$ T	$114^\circ$ G

**Set 3: Cut out the 15 rectangular cards**

Acute	Acute	Acute
Acute	Acute	Acute
Acute	Acute	Obtuse
Obtuse	Obtuse	Obtuse
Obtuse	Obtuse	Right

# Learn About Muscle Strengthening Activities and Get Moving!

## Information for students

### Activity 1

- last week, you looked at [Canada's 24-Hour Movement Guidelines](#). According to the guidelines, how many times a week should you be doing **muscle strengthening activities**? (If you forgot, check out the recommendations under the SWEAT category to find out.)

The following are examples of **muscle strengthening activities**:

<ul style="list-style-type: none"> <li>Games (e.g. tug of war)</li> <li>Push-ups or modified push-ups (with knees on the floor)</li> <li>Resistance exercises using body weight, resistance bands, weight machines or hand-held weights</li> </ul>	<ul style="list-style-type: none"> <li>Rope or tree climbing</li> <li>Sit-ups (curl-ups or crunches)</li> <li>Swinging on playground equipment/bars</li> <li>Chores that require lifting and carrying</li> </ul>
--	--

### Examples by the Canadian Society of Exercise Science

- muscular strength and endurance are components of health-related fitness. Muscular strength is not just about getting big or toned muscles and looking better. Everyone needs a certain amount of muscular strength to do everyday activities and enjoy a good quality of life
- what are the muscle strengthening activities you do throughout the week? Do you meet the Movement Guidelines' recommendations of doing muscle strengthening activities at least three times throughout the week? If not, what could you do to include more muscle strengthening activities in your week?
- discuss with a parent or a family member. What muscle strengthening activities do they do?

### Activity 2

- speaking of muscles, let's pump it up! Complete [this muscle strengthening workout](#). Don't forget to read the cues and choose which exercise to do according to your personal fitness level

## Materials required

None

## Information for parents

### About the activity

Children should:

- learn about the muscle strengthening recommendations in Canada's 24-Hour Movement Guidelines
- carry out a muscle strengthening workout

Parents could:

- discuss the movement guidelines with their children
- carry out the muscle strengthening workout with their children



# Student-Led Inquiry Lab on Scribes in Ancient Mesopotamia

## Step 1: Activate prior knowledge

Write down what you already know about scribes.

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## Step 2:

Observe the following image carefully and then record five observations in the table below:



Source: <https://allmesopotamia.wordpress.com/2015/06/26/the-lives-of-scribes-in-ancient-mesopotamia/>

Five observations about the image (What do I see?)	
Observation 1:	
Observation 2:	
Observation 3:	
Observation 4:	
Observation 5:	

**Step 3: Make inferences**

Based on your observations of the image, what do you think is going on? Make three inferences and explain your thinking for each one.

Inference 1:

Inference 2:

Inference 3:

**Step 4: Discover the context of the image**

The image shows scribes in Ancient Mesopotamia, each one holding a reed stylus.

**Step 5: Learn more about the topic**

Read the following article about Mesopotamian scribes carefully:

**Scribes in Ancient Mesopotamia**

"Literacy was not widespread in **Mesopotamia**. Scribes, nearly always men, had to undergo training, and having successfully completed a curriculum became entitled to call themselves dubsar, which means 'scribe'. They became members of a privileged élite who, like scribes in ancient **Egypt**, might look with contempt upon their fellow citizens.

In the beginning, Mesopotamian scribes were primarily involved in the recording of financial and government transactions and they were usually anonymous, but this changed as time went by and the first literature began to appear.

Some scribes signed their names to tablets as early as 2600 BCE. Generally, the authors of literary texts remained anonymous; however a catalogue from **Nineveh** listed authors and editors of some well-known compositions such as the **Epic of Gilgamesh**. Later scribes listed their lineage, giving the names of their fathers and even earlier ancestors."

Source: <https://www.ancientworldreview.com/2018/08/scribes-in-ancient-mesopotamia.html>

**Step 5: Think of questions**

After you have read the article, what are you most interested in or curious about? To generate inquiry questions, start by writing down as many questions as you can think of about the life of a scribe in Ancient Mesopotamia:

Questions that I have:

**Step 6: Choose your best question**

Place a star next to your favourite question, the one that you really want to research further

**Step 7: Research your question**

You can use <https://www.britannica.com/> to conduct your research

My question:
What I have found out about my question:

**Step 8: Present your findings to a friend or family member**

## Information for parents

### About the activity

- this activity is student-led. The student may at some point benefit from reading the instructions with a parent. The activity will take 2-3 hours
- if you do not have access to the Internet, choose an interesting historical image from a book or magazine about Ancient Mesopotamia and use that image instead of the image at the beginning of this activity. Then, students can practise the same inquiry skills for the observation, inference, and question-formation phases