

LEVEL 2 • C09

Climate in the glass

HOST PURCHASE + PREP SHEET

Use this before class. Bottle examples are teaching targets, not endorsements or stock guarantees. Check the current label and producer information; substitute by style when necessary.

What to buy

- Buy one Sample A and one Sample B using the named places and producer checks below.
- Keep grape, price, vintage, alcohol, and major oak influence as similar as practical.
- A label or region is a shopping clue, not proof of style. Save the current producer source used to confirm each wine.

Possible A/B choices

- Sample A places to shop: Chablis; Bourgogne Tonnerre; Tasmania; Mornington Peninsula; Adelaide Hills; Sonoma Coast; Santa Barbara County. Ask for a lean, minimally oaked Chardonnay and verify the producer's current notes.
- Sample A bottle examples: Louis Jadot Chablis; William Fèvre Chablis Champs Royaux; Josef Chromy Tasmania Chardonnay; Shaw + Smith M3 Adelaide Hills Chardonnay.
- Sample B places to shop: Napa Valley; Lodi (LOW-dye); Paso Robles (PASS-oh ROH-bless); warmer parts of Sonoma County; Riverina; South Eastern Australia. Ask for a broader Chardonnay with disclosed oak treatment.
- Sample B bottle examples: Kendall-Jackson Vintner's Reserve; J. Lohr Riverstone; Wente Morning Fog; Yalumba Y Series Chardonnay.
- A region is a shopping clue, not proof of style. Match vintage, price, alcohol, and oak statement; record unavoidable differences before class.

AI WINE-CHOICE CHECK

Photograph this sheet and the front and back labels of each candidate bottle. Ask: *Using this class sheet, classify each bottle as Sample A, Sample B, neither, or uncertain. Cite visible label evidence and current producer technical information. Compare the grape or style, region, vintage, alcohol, sweetness, oak or production clues, and price where relevant. State what evidence is missing; do not infer style from region alone. Recommend the best A/B pair and explain why.*

Teach before you pour

- Both wines are Chardonnay, so grape is held constant while you compare their structure.
- Warmer -> often more grape sugar at harvest -> potentially more alcohol and body in a dry wine; fruit may seem riper.
- Cooler -> often slower ripening and more retained acidity -> brighter, lighter wine; fruit may seem fresher and alcohol may be lower.
- Require several clues. Site, vintage, harvest date, yields, acid adjustment, fermentation or residual sugar, and vessels or oak complicate the model; supports does not mean proves.

Set up

- Chill both wines, then serve together at the same temperature.
- Hide labels as A and B; pour 1 oz each; provide water and spit cups.
- Keep leftovers cold and reuse later today or tomorrow for C10.

Host checklist

☐	Purchase or select samples
☐	Code and chill / temper samples
☐	Print one worksheet per participant
☐	Teach or read the primer before pouring or pressing play
☐	Set water, food, and spit cups
☐	Start the lesson before social refills

Hosting and reuse. Big-screen groups: seat everyone where they can pause and write; discuss after private notes and finish class work before refills. Reused bottles: close tightly, refrigerate, use later today or tomorrow, and replace if tired or oxidized. Updated 30 August 2026.