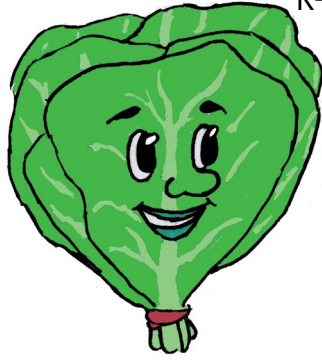




K-2nd Grade



January

..... HARVEST OF THE MONTH

COLLARD GREENS & FOOD TRADITIONS

NC Standard Course of Study

Social Studies:

K.E.1 Understand basic economic concepts.

K.C.1 Understand how individuals are similar and different.

1.H.1 Understand that history tells a story of how people and events changed society over time.

1.E.1 Understand basic economic concepts.

2.E.1 Understand basic economic concepts.

2.C.1 Understand how various cultures influence communities.

1st Grade: 1.E.1.3 Explain how supply and demand affects the choices families and communities make.

2nd grade: Social Studies

2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.

3rd grade: 3.E.1 Understand how the location of regions affects activity in a market economy.

Goal:

Students will learn about collard greens and the New's Year Eve traditional meal before sharing an example of their own food traditions.



Activity Length:

45 minutes



Location:

Classroom

Materials needed:

- Collard Green leaf to pass around
- Paper plates
- Writing utensils: colored pencils, crayons, markers

Collard Greens Life Cycle

Question for the class:

How do our COLLARD GREENS GROW? What do they need to grow?

Invite students to join in narrating or acting out the process:

Possible Script: *It starts off as a tiny little SEED. If that plants gets SOIL + WATER, it will start to GERMINATE. It will send ROOTS down into the SOIL. Then it sends up its STEM toward the sky. It sends out its LEAVES to collect more sun (the LEAVES are the part of the Collard Green plant that we eat!) When it wants to make more plants, it will open up a FLOWER (when leafy greens like collard greens do this, it is called BOLTING). Inside the FLOWERS are lots of tiny SEEDS, which can each make a new plant!*

Optional warm-up songs:

Roots, Stems, Leaves by the Banana Slug String Band

Sun, Soil, Water & Air by the Banana Slug String Band

Bonus: Have students act it by starting as a tiny little seed (ball on the floor), pressing their roots (feet) into the floor, stretching their stem (body) towards the sky, and opening leaves (hands).

Supply Chain

Question for the class:

WHERE do COLLARD GREENS GROW?



They grow on a farm or they can grow in a garden (do we have them in our garden?).

Where can we get or buy COLLARD GREENS?



We can buy them at the grocery store, farmer's market, or we can eat them at the cafeteria.

HOW did the COLLARD GREENS get from the farm to our plate? WHO helps?



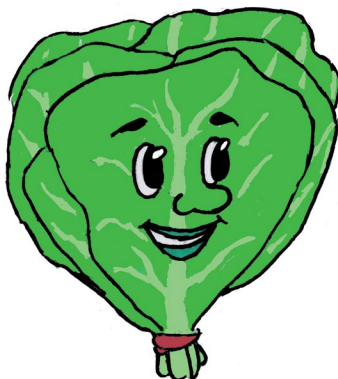
Harvest: The farmer had to harvest (pick) them and pack them into a box

Transport: A driver had to drive them from farm to store or market

Process: Maybe someone chopped them before they got to the store

Prepare: Someone (a chef, family member,) had to wash them, and maybe cook them

Eat: And finally... after all that... YOU get to eat them!



Harvest of the Month Moment!



Before diving into the lesson, introduce the featured produce!

If space, gather in a circle or around the poster. Feel free to use this space to share your own experiences with the harvest and celebrate what students know.

The Harvest of the Month for JANUARY is COLLARD GREENS!

Collard greens are a leafy green in the brassica family. Ask students, What other vegetables from the brassica family have we studied? (kale, cabbage).

They grow well most of the year in central North Carolina, and can survive the frost.

Ask students to find the harvest on the What's Growing On? Poster. If available, pass around the harvest and invite students to share observations (*How does it feel, look, smell, sound? Does it remind you of another harvest we've done this year?*).

Consider asking some warm-up questions for students:

Have you tried it? When did you try it?

How does your family like to prepare this fruit/vegetable?

Do you have anything that you know about this harvest that you'd like to share?

Collard greens exploration:

If available, pass around the collard green leaf sample for students to examine.

What do you notice about the collard greens

What's Growing On?



1. Celebrating traditions

Questions: What is a tradition? Celebration? Does your family have special foods for celebrations?

Examples:

- A holiday meal
- Meal shared at a faith-gathering

A Traditional New's Year's dish is black eyed peas, pork, and collard greens. The different foods represent health, wealth, and wisdom. (The greens specifically symbolize money).

Read "My Food, Your Food" by Lisa Bullard

2. Drawing & Sharing Food Traditions

- Pass out empty plate worksheets
- Invite students to decorate their plate with a favorite food tradition
- Draw the celebration
- Draw and label the components of the meal

3. Sharing

We are going to see what everyone created! I'm excited to see all the great food traditions that you all have. Of course, we are going to be respectful.

Options for sharing: with a partner, one by one, or a gallery walk:

Partner share:

- Have students turn to their plate with their partners
- Ask them to explain what the celebration is and which foods are important
- Set a timer for 2 minutes for each partner to share. Remind them to switch half-way through

One by One:

- Give each student a short amount of time to share with the entire class
- Ask them to explain what the celebration is and which foods are important

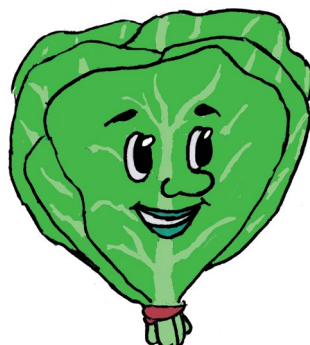
Gallery Walk:

- Have students place the plate on their desk
- Invite students to stand up.
- Decide on a direction so that students walk in a line around the room

4. Reflection

Possible questions to invite discussion & reflection.

- *When do collard greens grow? Why are they a part of many New Year's Eve celebration meals?*
- *What is a celebration? What is tradition?*
- *What role does food play in our celebrations?*
- *What did you learn from/about your classmates?*
- *Would this have been as fun and interesting if everyone shared the same thing?*



My Food Tradition!

