



Food Education Standard 3: Food and the environment are interconnected.

## Map Your Meal

**Grade Levels & Subjects:** Grades 3 - 5 English Language Arts

### Learning + Food Objectives

Students will learn how food and the environment are interconnected by studying the origins of different crops and what they need to grow.

### Common Core Standards

Common Core English Language Arts

Writing: Integrating Multiple Sources in Writing

#### CCSS.ELA-LITERACY.RI.3-5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

#### CCSS.ELA-LITERACY.W.3-5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



### MATERIALS NEEDED

- Pilot Light Video: Colorful Quesadillas with Chef Beth Somers: <https://vimeo.com/420788928>
- Student Worksheet (Attached below)

### CLASSROOM PROCEDURE

#### INTRODUCTION (5 - 10 minutes)

1. Ask students to think of a meal they have had in the last week. Ask them to record the meal as well as 3 - 4 ingredients from the meal.
2. Ask 2 - 3 students to share out their meal and ingredients.
3. After each student shares out a meal, ask other students if they can name the country or continent from which one of the ingredients is from and ask why they think it is grown there.
4. Explain that, today, students will be exploring where and when produce (fruits or vegetables) is grown.
5. Watch the "Colorful Quesadillas" video (<https://vimeo.com/420788928>).

## INSTRUCTION (20 minutes)

1. Ask students to explain what a "crop" is (*specifically fruits and vegetables*).
2. Share the website: <https://blog.ciat.cgiar.org/origin-of-crops/>
3. Explain to students that this map shows where crops were first grown. Give students 3 - 5 minutes to explore the website and look at where crops are grown.
4. Model for your students: looking at the pictures, finding a crop you have eaten, and recording where that is grown. Ask students to find and record where 2 - 3 food they have eaten is grown.
5. Ask students what areas do most of crops grow? What do those areas have in common?
6. Then, ask students to think about if they were to build their own quesadilla from crops, what ingredients would they include? Ask 4 - 5 students to share out their favorite ingredient from their quesadilla.
7. Have students research what one crop of their choice needs in order to grow and explain why that crop grows in that region based on their findings.
8. Now, ask students to write a summary of their findings about where the ingredients in their quesadilla were first grown. Ask them to explain what the crop they chose to research (in question 5) needs to grow and what the climate is like where it is grown.

Be sure to include the following in your paragraphs:

- **Introduction:** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when using to aiding comprehension.
- **Facts and details that relate to the topic:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **Transition Words:** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- **Use specific vocabulary related to the topic:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **Conclusion:** Provide a concluding statement or section related to the information or explanation presented

## CLOSING (teacher discretion)

Students can share their writing with their peers for feedback.

## ADDITIONAL RESOURCES

- Articles focused on growing/hardiness zones:
  - "Where our Food Crops Come From" - <https://blog.ciat.cgiar.org/origin-of-crops/>
  - "Growing Guides" by The Old Farmer's Almanac - <https://www.almanac.com/gardening/growing-guides>
- Video explaining hardiness zones with maps:
  - "US Plant Zones: Explained // Garden Answer" - <https://www.youtube.com/watch?v=O6AM0pNiUOs&t=11s>

## RECIPE FROM VIDEO

Video: "Colorful Quesadillas" - <https://vimeo.com/420788928>

Below is the recipe from the video in this lesson. Pilot Light Anywhere lessons are designed to be able to be delivered from a remote setting; however, this recipe can be demonstrated by the teacher virtually/in person, sent home to families, or used for reference.

## Colorful Vegetable Quesadillas

### Ingredients:

- 1 sweet potato, peeled and cut into 1/2 inch cubes
- 2 red or yellow Peppers, seeded and cut into 1/2 inch cubes
- 1 yellow onion, peeled and cut into 1/4 inch cubes
- 1 cup canned black beans
- 1/2 teaspoon cumin
- 1/4 teaspoon dried oregano
- pinch dried red chili pepper or a dash of hot sauce
- salt, as needed
- pepper, as needed
- 1-1/2 cups shredded cheddar
- 8 corn or flour tortillas

### Preparation:

1. In a fry pan, heat 1 tablespoon of vegetable or canola oil over medium heat until the oil shimmers.
2. Add the diced sweet potato, peppers, onions, cumin, oregano, hot sauce, salt and pepper and stir everything well to combine.
3. Cook over medium heat, stirring occasionally, until the onions are translucent, and the sweet potatoes are easily pierced with a fork, about 10 minutes. If the onions start to burn or stick to the bottom of the pan, add a few tablespoons of water and reduce the heat to medium-low.
4. Stir in the black beans and cook to heat through, about 2-3 minutes.
5. Taste and add extra salt and pepper if needed.
6. Remove the filling from the fry pan, and clean the fry pan and return to the stove.
7. To build a quesadilla, top one tortilla evenly with 2 tablespoons of shredded cheese, then with 1/4 of the vegetable filling, and then another 2 tablespoons of cheese. Sandwich with a second tortilla. Repeat.
8. Heat a fry pan over medium heat. Carefully slide 1 quesadilla into the hot pan, and cook for 1-2 minutes or until the bottom is slightly crispy.
9. Using a pancake turner or other spatula, carefully flip the quesadilla and cook an additional 1-2 minutes or until the cheese is melty. Remove from the pan and slice into quarters. Repeat.
10. Serve alone or with toppings like chopped tomatoes, salsa, sour cream, or avocado.

The student worksheet below can be printed or copied onto any online learning platform.



## Map Your Meal

We are going to explore how food and the environment are interconnected by tracing the origins of ingredients in our recipe and investigating how to eat seasonally.

1. What is a memorable meal you've had in the last week? Write down 3-4 ingredients from that meal. Using your background knowledge, where do you think those ingredients were originally grown?

Ingredients	Where were they grown?
1.	
2.	
3.	
4.	

2. Watch the "Colorful Quesadillas" video (<https://vimeo.com/420788928>).
3. Go to the website <https://blog.ciat.cgiar.org/origin-of-crops/>  
What crops have you eaten from the map? Where are they grown?

Crop	Region they are grown

4. If you were going to make your own unique quesadilla, what would you include and where are those crops grown?

Crop/ingredient for my quesadilla	Region crop is grown



5. Choose one ingredient from your quesadilla. Research what that crop needs to grow and in what type of climate it grows best. Record your findings below.

6. Now, write a summary of your findings about where your ingredients in your quesadilla were first grown. Explain what the crop you chose to research (in question 5) needs to grow and what the climate is like where it is grown.

Be sure to include the following in your paragraphs:

- **Introduction:** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when using to aiding comprehension.
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7. Share your work with a peer. Below, have your peer to provide feedback on your paragraphs.