

## We Can't Make It, So We Have to Take It: Why Vitamin C Is Essential

**Grade Levels & Subjects:** Grades 9 – 12 English Language Arts

**Learning + Food Objectives:**

Students will research why Vitamin C is an essential element of our overall health and wellness. They will demonstrate their understanding through the creation of a Vitamin C Action Plan.

**Common Core Standards:**

Common Core English Language Arts

Writing informative texts for a specific audience

CCSS.ELA-LITERACY.RI.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RI.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.9-10.1 and 9-10.4

Initiate and participate effectively in a range of collaborative discussions and present information in a clear manner so listeners can follow along



### MATERIALS NEEDED

- Student Worksheet (Attached below)

## CLASSROOM PROCEDURE

## INTRODUCTION (10 minutes)

1. Explain that the focus of this lesson is to research the ways Vitamin C benefits the body, to learn more about foods rich in Vitamin C and to create their own Vitamin C Action Plan.
2. Direct students' attention to the Bell Ringer section on the student worksheet.
3. Ask students to respond to these prompts:
  - a. *How do we/our bodies get Vitamin C?*
  - b. *What is Vitamin C used for? Why do we need it?*
4. Time permitting, have a few students volunteer share their responses aloud.

## INSTRUCTION (90-120 minutes)

1. Explain that the focus of this lesson is to learn about the ways Vitamin C benefits the body, to explore foods rich in Vitamin C and to create their own Vitamin C recipes.
2. Help students access the article [Vitamin C: Everything You Need to Know](#) and direct them to that section of the student worksheet.
3. As a class, read the article aloud and pause periodically to answer questions about the article as they read. The goal of this article is to provide an overview of Vitamin C and its benefits.
4. Then, instruct students to silently read the article, [Vitamin C History Timeline](#) and use it to complete prompts in the corresponding table on the student worksheet.
5. Next, explain to students that with a partner they will compare the article the whole class read to the article they just read on their own. Then, pairs should answer the reflection questions listed under the Venn diagram.
  - a. Use the Venn diagram to write 1 similarity between the two articles (middle) and 2 facts from each article in each of the outer circles.
  - b. Based on what you read, why is it so important for us to have vitamin c in our diet?
  - c. What are some foods you already eat that contain Vitamin C?
6. Bring the class back together and introduce the Vitamin C Research Project: **Create Your Own Vitamin C Action Plan**.
7. Direct students' attention to the Creating Your Own Vitamin C Action Plan section of the student worksheet and ask several student volunteers to read the overview of the project along with the rubric.
8. Remind students that their final project should be in slide format (Google Slides or PowerPoint) before releasing students to work on the Vitamin C research project: **Create Your Own Vitamin C Action Plan**.
9. On presentation day, inform students of the order of presentations and review the rubric again.
10. Instruct students to take out a sheet of paper and fold it into 6 squares. Inform the class that each square will be used to provide **Good Better Best Feedback** to different presenters. Teachers should write the format on the board or display it on big chart paper:
  - a. Good: You did a really good job of \_\_\_\_\_.
  - b. Better: Something to get better at is \_\_\_\_\_.
  - c. Best: The best part of this presentation was \_\_\_\_.
11. Teachers should explain to students that the goal is for every student to receive feedback; so, students will need to repeat this process for the next set of presenters.

**CLOSING (10 minutes, teacher discretion)**

1. Direct students' attention to the Exit Activity section of the student worksheet.
2. Instruct students to circle the emoji that expresses their experience creating their **Vitamin C Action Plan** and write 1 sentence explaining why they chose that emoji.
3. Collect student worksheets at the end of class.

## ADDITIONAL RESOURCES

- [Vitamin C History Timeline](#) from the Science Learning Hub
- [Vitamin C](#) from Britannica.com
- [The Benefits of Vitamin C and Why Your Child Needs It](#) from The Cleveland Clinic
- [What Are the Best Foods for Vitamin C?](#) by Medical News Daily
- [Vitamin C: Everything You Need to Know | Food](#) by Anna M. Miller

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



## Vitamin C Student Worksheet

Directions: Complete the sections of this worksheet when directed by your teacher.

### Vitamin C Bell Ringer

Directions: Answer the prompts below the table. Be prepared to share your response with the class.

What is Vitamin C used for?	
How do we get Vitamin C?	

### *Everything You Need to Know About Vitamin C* Article Notes

Directions: Read the article and answer the questions below.

Question	Answer
What is the scientific name of Vitamin C and what is the best way to consume it?	
Of the benefits of Vitamin C listed in the article, which 2 are the most important in your opinion?	
How much Vitamin C should we have per day?	
Which foods are rich in Vitamin C?	



## *Vitamin C History Timeline* Article Notes

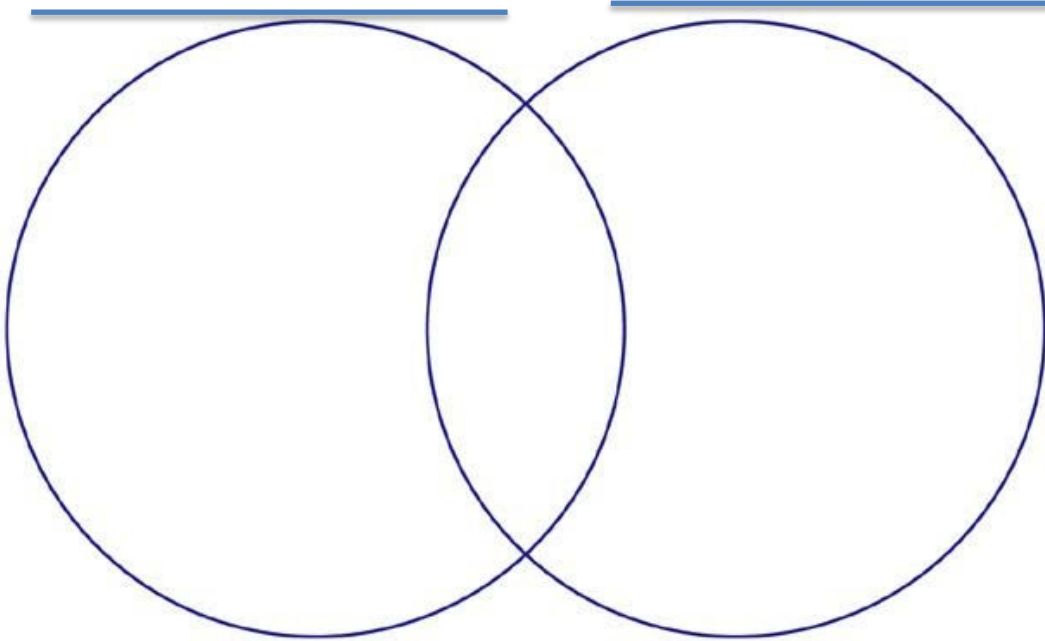
Directions: Read the article and complete the table below.

Question	Answer
What disease was led to the discovery of the benefits of Vitamin C?	
Which food(s) were used most often during the medical trials/experiments?	
List 5 other facts about Vitamin C from the article that you find the most interesting.	1. 2. 3. 4. 5.
What is the main idea of this article?	



## Analyzing Vitamin C Information

**Directions:** Based on the two articles you just read, complete the Venn diagram and questions below. Use the Venn diagram to write 1 similarity between the two articles (middle) and 2 facts from each article in each of the outer circles.



<p>Based on what you read, why is it so important for us to have Vitamin C in our diet?</p>	
<p>What are some foods you already eat that contain Vitamin C?</p>	



## Vitamin C Action Plan: Research Project Overview

**Directions:** Review the guidelines and rubric below for the Vitamin C Recipe Project.

Vitamin C Action Plan Overview	
<ul style="list-style-type: none"> <li>• Step 1 - Read 2 additional articles on Vitamin C from the provided list of sources.</li> <li>• Step 2- Fill in the Research Notes section of their student worksheet based on the Vitamin C articles you read.</li> <li>• Step 3 - Create a Vitamin C recipe.                             <ul style="list-style-type: none"> <li>○ This can be a recipe for a food or beverage for breakfast, lunch, dinner, or snack time.</li> <li>○ The recipes must include all the necessary steps and ingredients to create the final product. Two sample recipes are provided as a guide.</li> </ul> </li> <li>• Step 4 - Write a Vitamin C Reflection on how you will incorporate more Vitamin C into your diet</li> <li>• Step 5 - Compile your recipe and reflection into a slideshow format (Google Slides or PowerPoint). Be prepared to share/present your Action Plan to the class.</li> </ul>	

Vitamin C Action Plan Rubric	
To meet the expectations of this research project, students must:	Score (100 total points)
Include all the required elements (research notes + recipe + reflection) - 50 points	
Cite sources used - 30 points	
Present information clearly, concisely and logically - 10 points	
Add creative elements to the final digital presentation of the project - 10 points	
<b>TOTAL POINTS</b>	



## Vitamin C Action Plan: Research Notes

**Directions:** After reading two additional articles about Vitamin C, fill in the table below.


Vitamin C Article Research Notes	
Article 1: [Write the title & add the web address]	
Notes from Article 1	
Article 2: [Write the title & add the web address]	
Notes from Article 2	





## Vitamin C Exit Activity

**Directions:** Use the table below to rate your experience below and explain your response.

 <p>Circle the emoji that expresses how it felt to create your own Vitamin C Action Plan.</p>	
<p>Write 1 sentence explaining why you chose this emoji.</p>	