



Map Your Meal



Grade Levels & Subject: Grades 3-5 English Language Arts

Lesson Duration: 35-40 minutes

OBJECTIVES

Objective: Students will examine the origins of the ingredients in a quesadilla dish and write an informational piece about it.

Food Education Standards:	Content Area Standards:	This lesson also aligns to:
<p>FES 3: Food and the environment are interconnected.</p>	<p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.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.</p>	<p>CASEL Skills:</p> <ul style="list-style-type: none"> • Social Awareness • Self-Awareness • Relationship Skills <p>Learning for Justice Social Justice Standards:</p> <ul style="list-style-type: none"> • Identity 3: Students will recognize that people’s multiple identities interact and create unique and complex individuals. • Diversity 6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

LESSON SYNOPSIS

Students will learn how food and the environment are interconnected by studying the origins of different crops and what they need to grow. They will reflect on a dish they have eaten in the past week and think about where its ingredients could have grown. They will watch a video of a chef preparing a quesadilla dish, and think about making their own type of quesadilla dish. They will research where those ingredients were grown and write a summary of their findings.

LESSON PREPARATION

Prep Steps	Materials
<ul style="list-style-type: none"> ● Pilot Light Video: Colorful Quesadillas with Chef Beth Somers: https://vimeo.com/420788928 ● Worksheet below - could be printed or recreated in your preferred online learning platform ● Exit ticket - could be printed or recreated in your preferred online learning platform ● Preview and cue up any supplemental videos you are choosing to show and have them ready to play and project (see Lesson Activities) 	<ul style="list-style-type: none"> ● Writing and drawing materials ● Student devices for accessing internet sites

VOCABULARY

- crop [krop] (noun) - a plant or animal product that is grown and harvested
- frequently [free-kwuhnt-lee] (adverb) - happening often
- Ingredient [in-gree-dee-uhnt] (noun) - one of the items that are part of a mixture or recipe
- produce [prod-oos] (noun) - fresh fruits and vegetables

LESSON ACTIVITIES

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.
 - *Teacher note: Feel free to use participation routines you've previously established in your classroom such as turn-and-talk, admit tickets, etc.*
2. Ask 2 – 3 students to share out their meal and ingredients.

3. After each student shares 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>).
6. Play video from the beginning. Pause at different points of the video (timestamps are indicated below) and invite discussion and engagement with the following prompts:
 - *Teacher note: You can decide which prompts to use and which ones to skip depending on your students and the time you have available.*
 - i. At 00:40:
 1. What colors do you see? What colors are missing, what could we add?
 - ii. 00:50 '
 1. Chef Beth just showed us all the ingredients of the dish. Which ingredients are you familiar with, and which ones are new to you? Where do you think she might have gotten these ingredients?
 - iii. 02:25
 1. Chef Beth tells us to make sure to have cheese on both sides. What would happen if you didn't put cheese in the quesadilla on both sides?
 - iv. 03:03
 1. We could eat the quesadilla with sour cream, salsa, or avocado slices. What would you choose to eat the quesadilla with?

INSTRUCTION (20 minutes)

1. Ask students to explain what a “crop” is (specifically fruits and vegetables).
2. Share the website: <https://blog.ciat.cgjar.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 these 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. Distribute the worksheet and explain the task. Students will 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. Then, students will 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.

Remind students to include the following in their 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)

1. Students can share their writing with their peers for feedback.

CONSIDERATIONS (What adaptations are needed for diverse learners and/or varying dietary needs?)

- Be familiar with your school and/or district’s allergy policies as well as any food restrictions for the students in your particular class.
- Students can work in partners to brainstorm and orally rehearse their stories.
- Consider displaying visuals and a word bank to support students’ writing.

ASSESSMENTS

- [Classroom to Cafeteria Exit Ticket](#)
- Have students read their stories to each and practice providing constructive feedback.
- Students can present their written stories or compile them into a class book.

EXTENSION IDEAS

- Check out Pilot Light’s [Food Education Center](#) for free food education lessons and resources for home and school.
- Suggest related texts for this lesson and topic by emailing info@pilotlightchefs.org!
- **Content Integration:**
 - Literacy: Discuss cause and effect - This fruit or vegetable grows well in this area because of _____ growing conditions (e.g. lots of sun, sandy soil, etc.)
 - Math: Compare numbers by examining the number of days different crops take to grow from seed to harvest.
 - Science: Talk about the different nutrients present in foods of different colors.
 - Social Studies: Talk about how different crops grow in different areas, and how each respective local culture uses those foods in their traditional dishes.
 - SEL: Practice active listening and empathy with classmates through the peer feedback process.
- **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=11>

REFLECTION AND NEXT STEPS

Activities that worked	Topics to revisit	Community extension opportunities

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 copied and used into any platform used to share work with students.



Name: _____

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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Map Your Meal



Write your summary here!

7. Share your work with a peer. Below, have your peer provide feedback on your paragraphs.