**Multicultural Garden Salad**

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**Target Grade:** 4
**Subject:** Science and Language Arts

**Lesson Overview:** Using garden salad from school garden to address multicultural themes found within the classroom. The school garden is actively used in the unit plans, and relates to the greening of Detroit nutrition education curriculum. I hope to show students the link between science and cultural understanding.

**Sources Consulted:**
- Nutrition education curriculum was used as inspiration for gardening technique.
- Language Arts Harcourt Storytown grade 4
- McGraw-Hill Social Studies
- MDE grade level content expectations were used as a reference to help shape the lesson plans

**Learning Objectives:**

*The students will be able to:

  1. Use interviewing techniques.
  2. Observe specimen.
  3. Use communication skills with think pair share.
  4. Analyze compiled class data through symbols.
  5. Make accurate predications based on analysis.

**Michigan GLCE:**

S.IP.04.11 Make purposeful observation of the natural world using the appropriate senses.

S.IA.04.13 Communicate and present findings of observations and investigations.

S.RS.04.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

L.OL.04.15 Determine that plants require air, water, light, and a source of energy and building material for growth and repair.

**Materials Needed:**
Board, Chalk
Pencil, paper for students
Access to school garden for short tour

**New Vocabulary:**
Names of the part of the plant found in a variety of garden salads, including lettuce, tomato, cucumber, parsley, onion, peppers, celery, radishes and mint leaves.

Names of salads in different cultural: Tabbouleh, fattoush, ensalada.

Focus Questions:
- Brainstorm similar foods that different cultural eat, i.e. tortilla, bread, pita, flatbread, etc.
- Who eats what, and where does it come from?
- How does what we eat relate to ethnic background and where we came from (soil & climate)?
- How can we analyze food as a scientific and a cultural link?

Classroom Activities:

Day 1
1. Students come into class and are presented with the focus question: What type of garden salad do you eat at home that came from another country? 90% of students in classroom or their parents originate from different countries. Share with the class.
2. Students brainstorm in small groups what salad they would possibly eat at home, including ingredients.
3. Students take a short tour of the garden to see different plant life.
4. Students return to class with the homework assignment of interviewing family members and obtaining a garden salad recipe from their kitchen.

Day 2
1. Students come into class and share recipes in small groups.
2. After sharing, students are called upon to give results of interview. These are written on the board.
3. After writing a recipe, common ingredients are circled, starred, and otherwise noted. It is also decided if this plant life is found at school garden.
4. Students then made a list of plant life now available in school garden.
5. Students are asked to research what could and could not be grown in Michigan.

Day 3
1. Students will come into class and share with a partner the results of homework research, including plants grown in Michigan. We will discuss how our neighborhood garden can produce salads that can be enjoyed by many different cultures.
2. Students will discuss garden salad ingredients found in Michigan. Teacher will purchase these ingredients that are not available in school garden, and teacher from school garden will harvest a few.
3. Students will note ingredients and write one paragraph describing how locally grown vegetables can be used to make culturally diverse garden salads.

Optional:
- Integrate geography into the lesson (show a globe or world map in order to show the countries where the salads come from)
- Name the parts of the plant in the salad—leaf, seed (nuts), fruit (pepper), root (carrot), etc.
- Discuss how different geography results in different climate and soils, making what grows there different, thus the cultural differences in what we eat!

Assessment:
Informal assessment gathered based on student participation in-group discussion.
Students will turn in recipes from interviews.
Students will write paragraph.
Any supporting notes were collected.