

Teacher's Guide for Appleseeds: Let's Eat

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This teaching guide was prepared by Vicki Foote, a retired teacher and librarian who now lives in California.

Objectives:

To find out ways to help solve world hunger

To learn about growing a schoolyard garden

To learn about nutritious foods and how to keep your own food journal

To learn about foods in other countries

To learn interesting facts about food

Solving World Hunger, One Meal at a Time (pages 2-5)

Questions for discussion:

1. What does malnourished mean?
2. What did one organization do to help?
3. How did Heifer International help?

Students can write their ideas about how to help end world hunger and send their writing to the Hunger Contest as suggested on page 5.

Growing a Schoolyard Garden (pages 6-9)

Questions for discussion:

1. What things did the students have to do first in order to plant a garden?
2. What is compost and how does it help the soil?
3. What did they grow in their garden?
4. Why is it safe for the students to snack on berries and edible flowers as they work?
5. After they have harvested and eaten their food, what do they do with the scraps?

As a class project, make the sweet potato biscuits from the recipe provided on page 9.

Students can grow edible plants in individual cups to take home to plant in their yard or in a pot.

Students can each bring a few fruits or vegetable to class. Use some of these first to create a still life for a painting or drawing. Then chop up the fruit for a salad to share. On another day, chop the vegetables to make a soup in a crock-pot.

Eat Right! Balance Your Diet (pages 10-11)

Have students read the article to find out the general rule about eating foods from the food guide pyramid.

Point out the website that will provide a description of the amount of food each should eat daily according to their individual needs. Encourage them to find this information on their own.

Have the students make a list of several foods that they prefer from each food group. Then have them write a menu consisting of what they would eat at breakfast, lunch, and dinner that includes these foods.

Keep Your Own Food Journal (pages 12-13)

Have students read to find out how to make their own food journal.

After reading, have them design the journal as described on page 13.

For the Love of Animals (pages 14-15)

Questions for discussion:

1. What are some reasons that people prefer to eat only vegetables?
2. Why are vegetarian diets healthy?
3. If people ate less meat, what crop would be saved?

Can Milk Make You Happy? (pages 16-17)

Before reading, ask these questions: Do you ever have a snack before going to bed? What do you eat? As you read this article, find out why some foods are better to eat than others and if milk can really make you happy.

After reading, ask about the kinds of foods that can help you feel better.

Bread, Beautiful Bread (pages 18-19)

Have students read to find out the three rules about fighting off bacteria.

After reading, make a tally of classroom favorites from the list of breads from other countries. Make a bar graph from the results.

Have students write a paragraph describing their favorite sandwich—list the ingredients and how to make it.

Have students research to find recipes for different kinds of breads from other countries.

Yummy, Yucky, Scrumptious, Awful (pages 20-22)

Ask students about their favorite food. What kind of taste does it have? Is it bitter, sweet, etc.? Have students read to find out the meaning of the word, "umami."

After reading, discuss the word and how it relates to the other tastes.

Have students each pick one of the facts to summarize and illustrate using similar cartoons.

All in Good Taste (pages 24-25)

Work in groups of two to read and discuss this article. Report to the class a few of the most surprising facts that they learned about these unusual foods.

What's For Lunch? (pages 26-27)

Before reading, locate the countries mentioned in the article on a world map or globe. Have the students read to determine which kind of lunch they would prefer. Tally the results for a class graph.

All About Pizza (pages 28-29)

Have students read the article and then write a paragraph that includes five new facts that they have learned about pizza.

On drawing paper, students draw a large pizza with their favorite ingredients and list the ingredients on the back of the paper.

Noodles That Changed the World (pages 30-31)

Have students read to find out why the Japanese people think that instant ramen is their single best invention in the last 100 years.

Make some instant ramen for students to sample.

Have books available about other Japanese foods.

Kids Can Cook (pages 32-33)

Before reading, ask students to find out what happens on this television program and why the program was developed.

After reading, ask what they think is interesting about this program. Ask what ingredients they like in the recipe and suggest they try making it with an adult at home.

Culminating activity:

Find unusual foods and have each student choose one to research and then write about the food and include an illustration. Put these together to make a class book for the students to share.