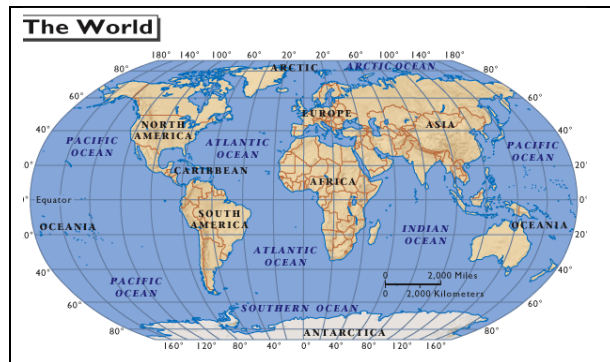




World “Veggie”ography

Focus/Overview

Students will participate in a scavenger hunt in the garden. They will look for vegetables based on a set of clues. After they locate all of the vegetables in the hunt, students will map the countries from which the vegetables originated.

Learning Objective(s)

The learner will:

- Identify various seasonal fruit and vegetable crops
- Associate countries with their flags
- Locate various countries on a world map

Louisiana Grade Level Expectations

1. Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)
3. Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)

Materials:

- Copy of the scavenger hunt worksheet
- Copy of the My Country Flag Worksheet
- Markers
- Magazine with pictures of vegetables/ fruit
- Craft paper and markers to draw pictures of vegetables/ fruit
- A world map including various countries boundaries
- Push pins

Grade Level

4

Duration:

2 - 1 hour class periods

Setting:

The scavenger hunt, checking of answers and creating flags and fruits/ vegetables will take place in the Model School Garden. The students will cut out pictures of vegetables and pin them to the map in their classroom.

Vocabulary:

Equator, compass rose, originate, symbolism

Background Information:

Origin is a word that denotes where something or someone comes from. In this activity, students will participate in a scavenger hunt and determine where particular fruit and vegetables originate. While most fruit and vegetables have been cultivated for thousands of years it is nearly impossible to exactly pinpoint where each crop originated. But we did our best to pick a country or area that most resources hypothesize to be the origin of the fruit or vegetable. The students will find the name of the country under the picture of the areas flag. The United States has an attractive flag that is very symbolic of our nation. The United States flag hasn't always looked the way it does today. Today's flag consists of thirteen horizontal stripes, seven red alternating with 6 white. The stripes represent the original 13 colonies. There are 50 stars on the flag. They represent the 50 states of the Union. The colors of the flag are also symbolic: Red symbolizes Hardiness and Valor, White symbolizes Purity and Innocence and Blue represents Vigilance, Perseverance and Justice.

Procedure:

1. Divide students into groups according to the back packs (20 children/ 5 per group; 40 children 10 per group). Groups are tomatoes, corn, peppers, and carrots.
2. Tell students they will be given a scavenger hunt sheet. They are to locate all the fruit and vegetables on the sheet by reading the clues on the worksheet and on the vegetable labels.
3. Define origin. (See back ground information).
4. Allow each group 20 minutes to locate fruit and vegetables and their countries of origin based on clues provided in the scavenger hunt worksheet.
5. As a group, ask students to share the answers to the clues.
6. Ask students what their favorite flag was and why?
7. Describe the United States of America Flag and why it is designed as such (See back ground information).
8. Ask students to take out the "My Country Flag" worksheet. Using the markers and their imaginations, students should create a fictional flag for their own imaginary country. Ask students to also create a fictional fruit or vegetable that originated in their country. Students should not only draw a picture of their flag and fruit/ vegetable but also describe why they used a particular design for their flag, and describe how their fruit feels, tastes, and smells.
9. Cut out pictures of fruit and vegetables from the scavenger hunt (if you don't have magazines with pictures have students draw small pictures of the fruit and vegetables they saw (the size of a quarter dollar each). Cut out the hand drawn pictures.
10. Ask students to volunteer to pin their fruit or vegetable picture to the country of origin on the world map. When doing so ask them to name the closest ocean or country. You may also ask them if the country they are pinning to is north, south east or west of an adjacent country. The objective is for the student to study the surroundings of the countries they are mapping.
11. Display the map for several weeks.

Scavenger Hunt Worksheet

1. There are 4 different vegetables with the same scientific name *Brassica oleracea*. Write down two of these vegetables and the country where they originated from (Hint: Look at the name below the flag)?
Vegetable 1 _____ Country of origin _____
Vegetable 2 _____ Country of origin _____
2. Find the vegetable with the scientific name *Brassica rapa*. What is the common name of this vegetable _____ and what country did it most likely originate in _____?
3. Thomas Jefferson, the third President of the United States grew this root crop in his garden. What vegetable is it _____ Where did it most likely originate _____?
4. Babe Ruth, a famous baseball player placed a leaf of this vegetable under his hat during each ball game. What vegetable was this _____? Where did this vegetable most likely originate _____?
5. The French word for this fruit is GOMBO and sounds very much like the Cajun dish we put it in. What fruit is this _____? Where does it most likely originate _____?

6. Find the pear tree. What country produces the most pears

_____?

7. Find the apple tree. What country produces the most apples

_____?

8. Find the grape vines. What country leads grape

production_____?

9. In Australia, this root crop is served on hamburgers at fast food restaurants. What vegetable is this _____? Where did it most likely originate_____?

10. Although this vegetable has the word Swiss in its name it most likely originated from what country _____?

Its common name is _____?

Name _____

My Imaginary Country's Flag



My Imaginary Fruit or Vegetable

