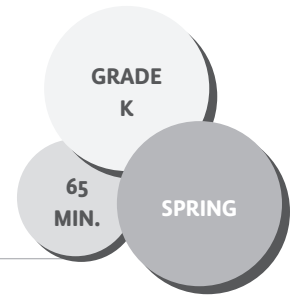


People Who Feed Us

THEME: CONNECTING FOOD, CULTURE, AND COMMUNITY



ESSENTIAL QUESTION

Who helps provide the food we eat?

LEARNING OBJECTIVES

- ✓ Students will be able to explain how we rely on our community to eat.
- ✓ Students will be able to depict a community member who is integral to how we get our food.

LESSON DESCRIPTION

In this lesson, students consider the various community members who prepare or provide the food they eat, and they create a portrait honoring one of these people.

MATERIALS

- *Before We Eat: From Farm to Table* by Pat Brisson or *Zora's Zucchini* by Katherine Pryor
- Chart paper
- Drawing paper
- Crayons (if you have the resources and ambition, tempera paints would be a nice choice for this project)
- Pencils
- Washable black marker for each student

PREPARATION

- › Create a model portrait beforehand using the materials you'll provide students.
- › Print people portraits to project or display.
- › Write the following sentence starter on chart paper: *I drew a picture of _____*

because _____

- › Divide art material into sets for groups of students to share.

SAMPLE CHART OF COMMUNITY FOOD HELPERS

- | | |
|---------------------------|-------------------------|
| • Baker | • Fisher |
| • Beekeeper | • Food packager |
| • Cafeteria cook | • Food pantry volunteer |
| • Corner store clerk | • Food truck driver |
| • Family members who cook | • Grocery store clerk |
| • Farmer | • Rancher |
| | • Restaurant cook |

ACTION STEPS

1. Reading: Gather students in a circle. Ask, *Who helps you get the food you eat?* Students responses may be limited to their family. Explain that you're going to read a book about other people in the community who help give you food. Read a book such as Pat Brisson's *Before We Eat*. Ask, *Who are the people who helped make the dinner that the people ate? Who else helped?* Alternatively, to initiate a conversation about depending on community for the foods we eat, read Katherine Pryor's *Zora's Zucchini*, about a girl who grows zucchini and shares it with her community. **(10 min.)**

2. Brainstorming: Have a conversation with students to generate a list of people in the

community who help provide the food they eat. You might ask students, *Who prepares the food we eat at school? Who helps with the food we get at a store? Who makes the food we eat at a restaurant?* Adapt the questions and conversations to what is relevant to your community. Use chart paper to make a list of the people you come up with together. As you make the list, comment on how nice it is that so many people in our community help make the food we eat. **(10 min.)**

3. Model: Tell students they are going to draw a portrait of a person in their community who helps prepare their food. Explain that a portrait is a picture of someone that usually just shows a person's head and shoulders. Show students your portrait. Talk through the process of how they will create their own. Explain that the first step is to draw a picture of someone in pencil. Point out how you use all the space on your page for the person; encourage students to do the same. Explain that the next step is to trace their person with black marker. The last step is to color their picture with crayons or tempera paints. **(5 min.)**

4. Creating Portraits: Pass out pencils and paper to students, and have them draw a portrait of their person. Remind them to take their time and to raise their hand when they're ready for a black marker. Then have them trace. Tell them they will complete the third step of coloring their portraits at the end of the lesson, if there is time. **(15 min.)**

5. Sharing: Have students bring their work back to the circle and share with their neighbor. Give students a sentence starter to structure their talk such as, *drew a picture of _____*
_____ *because* _____

As they discuss, add comments that build appreciation and value for all the people in our community who prepare our food. Also discuss how nice it is when community members care for each other. **(5 min.)**

6. Follow-Up: If you have time, pass out crayons or tempera paints and have students complete their portraits with color. Otherwise, you might ask if the classroom teacher would like to continue this activity the following day. **(15 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- *What does it mean to be part of a community?*
- *How do people in a community help each other?*
- *How does it make you feel to think of all the people who help provide food?*

ADAPTATIONS

Classroom Extension: Invite community members to class to share about their role in growing or preparing food for the community.

Community Food Helpers Video: Throughout your year, make short videos of community members who have participated in FoodCorps events, such as family members, farmers, etc. Ask each person, *What role do you play in growing and preparing food for the community?* Then share this video with students at the beginning of this lesson to encourage them to consider the real, local food helpers in their community.

ACADEMIC CONNECTIONS

Common Core State Standards for English
Language Arts

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

