

Lesson Title: **The Traveling Tomatoes...and Other Food Adventures: A Virtual Tour of Mundos de Mestizaje**

Grade Level: 3-5

Estimated Time: 2 to 3 hours

THE TRAVELING TOMATO... AND OTHER FOOD ADVENTURES

STANDARDS AND BENCHMARKS:

Social Studies 1ABCD, 2ABCD, 4C

Language Arts 1BC, 2B

Visual Arts 1A, 5AB, 6A, 7A

MATERIALS/RESOURCES

- Online Supplemental Materials: Traveling Tomato Handout, Plant-Based Foods Research and Worksheet, Traveling Tomato Web, World Map, History of the Tomato Resource

- Access to the online interactive *Mundos de Mestizaje*
- Note cards
- Map Pins
- String

VOCABULARY

Domesticate	Consumption
Native Species	Staple Crop
Cuisine	
Cultivate	

OBJECTIVES

- Students use the online interactive *Mundos de Mestizaje* to analyze the mural and locate specific plant-based foods.
- Students utilize their map skills to identify the origin of plant-based foods present in the mural.
- Students explore the migratory journey of plant-based foods that occurred with exploration.
- Students investigate how food and culinary traditions have emerged from different foods.

PROCEDURE

Viewing Phase

1. Project the online interactive mural for the students to view.
2. Have students locate and list the plant-based food items present in the mural.
3. Facilitate a discussion regarding the foods identified and create a master list of all the plant-based food items in the mural.

Building Background Phase (Teacher Instructions)

1. Bring a bag of food items including: tomatoes, peanuts, avocados, potatoes, vanilla, chocolate, peppers, corn, pineapple and sweet potatoes. If you cannot bring the actual foods in for the class to view, use the attached photos from the Supplemental Materials provided online to show the class.
2. Have the children consider what all the foods might have in common. Record their ideas on the board. Tell students that all of the foods in the group are NATIVE to the Americas.
3. Use a world map to show the students North and South America.
4. Hold up the tomato. Ask students to identify different cuisines/food dishes that rely on tomatoes.
5. Students complete the Traveling Tomato Web and identify different food dishes that use tomatoes.
6. Students share their ideas/webs with the group.
7. Use a global map and point to South America. Describe how tomato plants are native to South

America. Pin a large tomato picture to South America and solicit student responses about what the word **NATIVE** means. Explain that when a plant species is native to an area, it means the plant lived in that place before it was taken to other regions for cultivation.

8. Ask students to identify other parts of the world that now grow and eat tomatoes.
9. Have students identify places : Italy, France, the U.S.. Use string to connect the tomato pinned to South America with other parts of the world.
10. Discuss how global exploration by various groups (Spain), impacted the exchange of plant-based foods.
11. Access the Plant-Based Food Research handout provided online and share it with students.

Student Research Phase

1. Individually or in small groups, assign students another plant-based food. Pass out the food or photo card to each group.
2. Students conduct online research to determine where the plant-based food originally grew.
3. Students use the Plant-Based Foods Worksheet to record other factual information on the plant-based food including: other parts of the world that cook with the food, origin of the food, and conducive climates for growing the plant, history of the plant-based food and other information.
4. Students use the World Map to trace the food from its origin to different places that now cultivate the plant.
5. Students present their information to the class.
6. Using a world map, students identify the native region for the plant-based food and identify other parts of the world that now cultivate the plant. They connect the place of origin with the other places where the plant spread using string and push-pins. Use the tomato as an example.

EXTENSION

- Students can locate a recipe including their plant-based food as an ingredient.
- Students can prepare a dish with the plant-based food.
- Students can bring the dish to class for a “Food of the Americas Feast.”
- Students can bring their recipe to share with their peers.
- The class can compile a cookbook with maps and recipes describing the influence of the native plant-based foods on other cuisines.

ASSESSMENT

- Class participation-Completion of Tomato Web
- Online Supplemental Resources: Plant-Based Foods Rubric, Plant-Based Foods Presentation Rubric

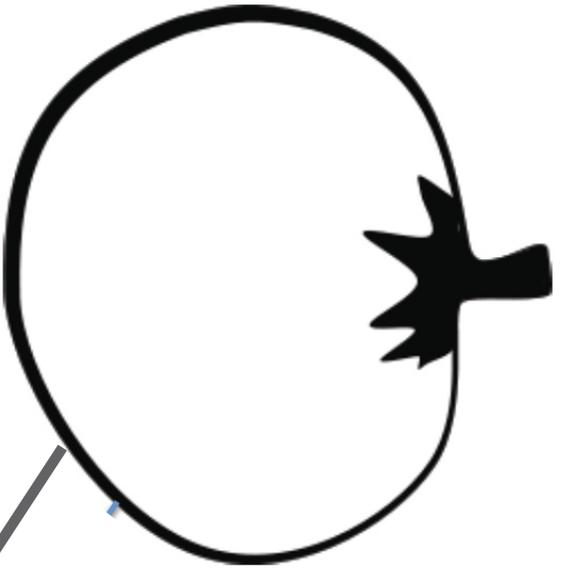
ADDITIONAL RESOURCES

- Map
- *Chilies to Chocolate: Foods the Americas Gave the World.* by Nelson Foster. Tucson: University of Arizona Press.

COMMON CORE

CCSS.ELA-Literacy.W.4.2a
 CCSS.ELA-Literacy.W.4.2b
 CCSS.ELA-Literacy.W.4.2d
 CCSS.ELA-Literacy.L.4.2

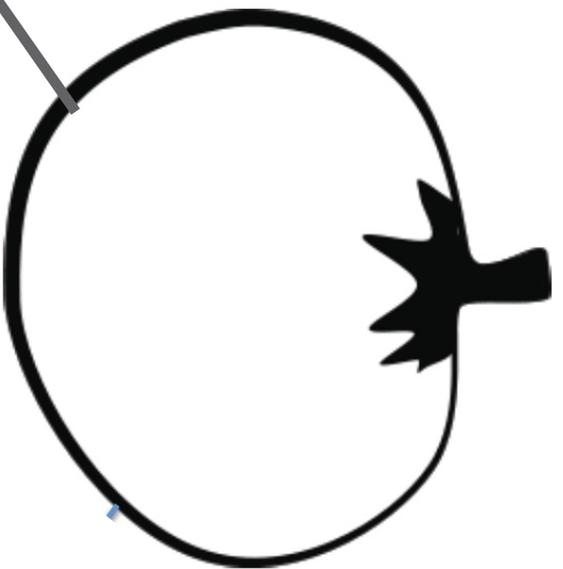
What I Know about Tomatoes



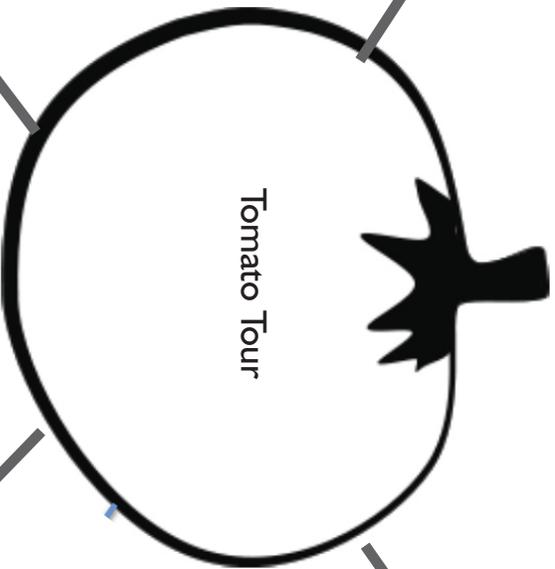
Traveling Tomato Handout

Name: _____

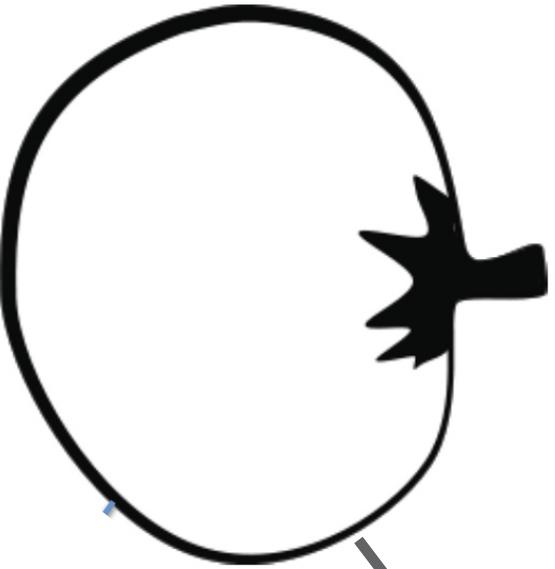
Italian Foods With Tomatoes



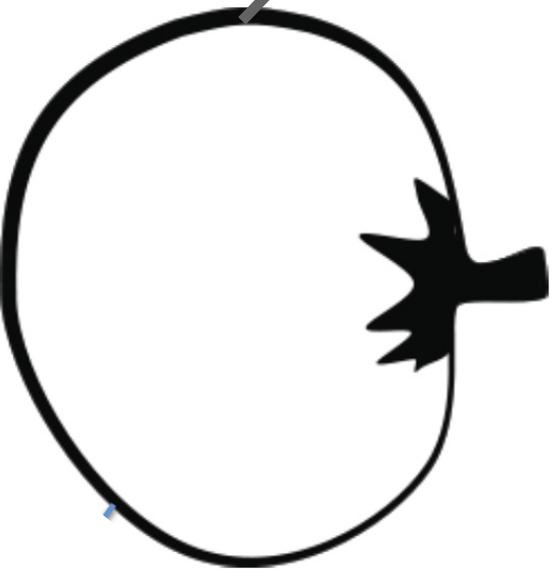
Tomato Tour



Mexican Foods With Tomatoes



Other Foods With Tomatoes



Foods From the Americas that Traveled the World



Pineapple

- Originated in South America
- Pineapple was named after what we call pinecones
- It was used by Native Americans to tenderize meats
- Pineapple traveled to Europe with Christopher Columbus
- Pineapple became popular with sailors in New England
- In the early 1800s, pineapple was beginning to be cultivated in Hawaii

Cut Here

Potato



- First Cultivated by the Incan People in Peru around 8,000 BC and 5,000 BC
- Used to heal broken bones, ease tooth aches, treat facial blemishes
- Became popular in the Americas and traveled to Europe
- Ireland is famous for its consumption of potatoes and the potato famine
- There are now over 5,000 varieties of potatoes
- Potatoes come in all shapes and colors; brown, red, yellow, and even purple!



Corn

- Originated from Mexico 5,000 years ago
- Corn was called maize by the native people in Mesoamerica
- It saved the colonists from starvation
- Corn was discovered to be a staple crop and rapidly spread to Europe, Northern Africa, and Asia

Cut Here



Sweet Potato

- Sweet Potatoes were cultivated as early as 750BC in Peru
- Sweet Potatoes were an established food in both South and Central America by the time Columbus arrived
- Columbus took the sweet potato back to Spain and it spread throughout Europe
- The Europeans called the sweet potato simply a potato, and the term sweet potato was introduced by the colonists



Vanilla

- Native to Mexico
- Vanilla gets its name from the Spanish word *Vainilla* which means “little pod” because the vanilla beans came from little pods
- Aztec people were paid in vanilla beans by other smaller tribes
- Vanilla was used to make a special drink for the rich and noble Spanish colonists
- The French fell in love with vanilla, and began to plant vanilla plants in their tropical territories

Cut Here



Chocolate

- Native to South America
- Started being cultivated in Mexico and Central America 3,000 years ago
- Made out of seeds of the cacao tree
- Mayan and Aztec people used chocolate and chile to make what we now call hot chocolate
- Chocolate became popular quickly and spread all over the whole world!



Chile Peppers

- Chile peppers were one of the first crops grown by native peoples between Peru and New Mexico over 10,000 years ago
- Used for food as well as medicinal benefits
- Columbus named them peppers because of their flavor similarity to peppercorn, an Asian spice
- Chile peppers are now used in almost every world cuisine
- Chile peppers can be green, red, yellow, and orange
- What would New Mexico do without chile?!

Cut Here



Avocado

- Native to Mexico and Central America
- Avocados were first cultivated in 5,000BC
- Mayan people believed avocados were magical
- Sailors began to call avocados “butter pears” and used them as butter
- Avocados spread all over South America eventually ending up in Africa, Europe, Australia, and parts of Asia

Tomato



- Originated in South America
- The Mayan people were the first to cook with it
- It took a while for tomatoes to become popular with the colonists because tomatoes were thought to be poisonous
- Once declared not poisonous, the tomato rapidly spread to Europe
- Tomatoes are now famous for its presence in Italian food, like pizza and spaghetti
- And who could imagine salsa without a good tomato?

Cut Here

Peanut



- Peanuts originated in South America 5,000 years ago
- The Incan people used them as sacrificial offerings
- Peanuts were taken back to Europe and made their way to Asia where they are now a common ingredient in many dishes
- Peanut butter was first introduced in 1904
- George Washington Carver developed several uses for peanuts, increasing their production in the United States of America



World Map - Plant - Based Food Geography

Plant-Based Foods Research Worksheet

Name of Food:

Food is native to what part of the world?

List countries and continent(s)

Write factual information about the plant-based food.

List at least three facts

What climate does the plant-based food need to grow?

Describe three features of the climate that help the plant: temperature range, water needs, elevation.

List other places where the food is grown.

List at least three countries (in addition to the country of origin) where the plant can thrive.

Plant-Based Foods Scoring Rubric

	2	1	0
Food is native to what part of the world? List countries and continent(s)	Accurately lists country of origin and continent	Accurately lists country of origin or continent	Does not accurately lists country of origin and continent
List factual information about the plant-based food	3 accurate facts are included	2 accurate facts are included	0-1 facts are included
List at least three facts			
What climate does the plant-based food need to grow? Describe three features of the climate that help the plant	Climate and 3 features are accurately provided	Climate and 1-2 features are accurately provided	Climate is not addressed
Other places where food is grown. List at least three countries (in addition to the country of origin) where the plant can live	3 other places are accurately provided	1-2 other places are accurately provided	No other places are accurately provided
Quality and Neatness	Student has attended to quality features such as spelling, grammar, and neat handwriting	Some of the research is legible, correctly spelled, and grammatically correct	The research sheet is messy and difficult to decipher
Mapping	Student has accurately identified country of origin and other countries influenced by the plant	Student has accurately identified some of the countries associated with the plant	Student has not properly identified any of the associated countries
Name:	Total Points		

Cut Here

Plant-Based Foods Scoring Rubric

	2	1	0
Food is native to what part of the world? List countries and continent(s)	Accurately lists country of origin and continent	Accurately lists country of origin or continent	Does not accurately lists country of origin and continent
List factual information about the plant-based food	3 accurate facts are included	2 accurate facts are included	0-1 facts are included
List at least three facts			
What climate does the plant-based food need to grow? Describe three features of the climate that help the plant	Climate and 3 features are accurately provided	Climate and 1-2 features are accurately provided	Climate is not addressed
Other places where food is grown. List at least three countries (in addition to the country of origin) where the plant can live	3 other places are accurately provided	1-2 other places are accurately provided	No other places are accurately provided
Quality and Neatness	Student has attended to quality features such as spelling, grammar, and neat handwriting	Some of the research is legible, correctly spelled, and grammatically correct	The research sheet is messy and difficult to decipher
Mapping	Student has accurately identified country of origin and other countries influenced by the plant	Student has accurately identified some of the countries associated with the plant	Student has not properly identified any of the associated countries
Name:	Total Points		

Presentation Scoring Rubric

Quality	Excellent 2 pts	Good 1 pt	Needs Improvement 0 pts
Student/group is prepared for the presentation			
Student/group presents factual and accurate information			
Student/group uses the word maps to illustrate migration of food item			
Student/group speaks loudly, clearly, and makes eye-contact during presentation			
Student/group shares responsibility for presentation			
Comments for Group	Total Points:		

Name(s): _____

Cut Here

Presentation Scoring Rubric

Quality	Excellent 2 pts	Good 1 pt	Needs Improvement 0 pts
Student/group is prepared for the presentation			
Student/group presents factual and accurate information			
Student/group uses the word maps to illustrate migration of food item			
Student/group speaks loudly, clearly, and makes eye-contact during presentation			
Student/group shares responsibility for presentation			
Comments for Group	Total Points:		

Name(s): _____