



CLASSROOM CONNECTIONS

Early Childhood and Lower Elementary: A Fruity Comparison

Connections to Standards:

Science 2-PS1-1

Math 2.MD.9, 10

Upper Elementary: What Are You Named After???

Connections to Standards:

English Language Arts 3.W.3, 4, 5; 4.W.3, 4, 5;
5.W.3, 4, 5

Lesson:

It is important to eat a colorful array of fruits and vegetables to ensure that a variety of vitamins and minerals are consumed. Sometimes, however, because of seasonality, availability, cost or personal preference, it can be easy to eat just one or two different kinds of fruits. This activity compares the nutrients in the less common kiwi fruit with the nutrients contained in apples, bananas and oranges. Print off the nutrient values for each of these fruits, and others if desired, from a tool such as the USDA's Food-A-Pedia Supertracker. Provide these values to students along with a blank bar graph. Using different colored pencils, have students graph the percentage of daily value of some of the better known nutrients; calories, fat, protein, vitamin C, vitamin A, potassium, etc. to get a visual example of why it's important to vary our diet.

Resources:

USDA Food-A-Pedia Supertracker

<https://www.supertracker.usda.gov/foodapedia.aspx>

Lesson:

The kiwifruit is an edible fruit of a woody vine native to China where it was known by the name "yang tao." In the early 20th century it was brought to New Zealand and cultivated and given the name "Chinese Gooseberry" due to its similarity in taste to gooseberries. The fruit received its current name in 1959 when it became a popular commercial product. An export company from New Zealand named it after the national bird, the kiwi, a brown feathered bird that does somewhat resemble the fruit.

How did other fruits and vegetables get their names? Tell the story of how kiwi got its name, showing them an example of the fruit and pictures of the kiwi bird. Then, have them write their own creative stories to explain the naming of other vegetables and fruits.

Resources:

Kiwi Bird Photos

<http://www.arkive.org/great-spotted-kiwi/apteryx-haastii/>



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Middle School: Tracking the Elusive Kiwi
Connections to Standards:
Science MS-ESS3-3, 4
Social Science 7.15, 20, 21; 8.13

High School: Analyzing Food Ads
Connections to Standards:
Health HE.12.PM01.INF; HE.12.PH01.CC
English Language Arts 9-10.RI.8

Lesson:

As described in the previous activity, kiwifruit is native to China, was brought to New Zealand and from there gained popularity and is now grown commercially in various places around the world including Oregon, California, Italy, South Africa and Chile. Use a map to show the movement and distribution of kiwifruit around the world. Have students consider different variables that may influence a food's growth and movement around the world (climate, popularity, health benefits, etc.) then research and map the movement of a particular food showing its source and spread around the world. For ideas about crops to focus on, check out the crops listed as Oregon's top agricultural commodities on the resource page. Further discussion can revolve around the impact of shipping food on our health and environment and how these impacts can be minimized.

Resources:

National Agricultural Statistics Service - Oregon Agriculture: Facts and Figures
http://www.nass.usda.gov/Statistics_by_State/Oregon/Publications/facts_and_figures/facts_and_figures.pdf

Lesson:

Adapt this lesson from the Center for Ecoliteracy's Nourish Curriculum Guide to encourage students to understand how marketing influences our culture and the food we eat. Real world food ads are brought in and analyzed by students to get a better understanding of food marketing techniques and how those techniques are used to influence consumer decisions. Students can then create an ad for a healthy food or one that spoofs an advertising technique.

Resources:

Nourish Curriculum Guide - Analyzing Food Ads
http://www.nourishlife.org/pdf/Nourish_Curriculum_Guide.pdf



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