

Title: The Story of Okra

Grade: 4th - 8th	Date of Delivery:
Unit: Story of your Food	Time: 45min

Unit overview and background information:

This series of lessons investigates the histories of a collection of foods and crops fundamental to the American South. Each lesson will focus on the people instrumental in historically growing or preparing this food, and the impact that they and their cuisine has had on our modern culture. Using images, videos, and prior knowledge, students will be asked to consider the skills, rights, and experiences of these people. Through these lessons, we aim to deepen our students' relationships with these foods and for them to better realize that the story of these foods is intertwined with their own.

The Urban Assembly SEL Competencies

- Students demonstrate an awareness of cultural issues and a respect for human dignity and differences. (3C)

Learning For Justice Social Justice Standards:

- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. (DI.6-8.8)

Lesson Objectives:

- Respond to diversity by building empathy and respect for a seared okra recipe they will cook and eat in class
- Students will connect with a different identity group by watching a video about how Okra was brought to the United States and the effect it has had on the food culture of their city.

Academic component:

[History of Okra](#)

Key Preparation/Materials:

- Popsicle sticks marked with a green or blue dot
- KWL sheet for okra (linked below)
- [Michael Twitty video](#) (0:00-3:20)
- Projector & Screen
- Recipe: Seared Okra & Garlic-Lemon Yogurt Sauce
- Knives, cutting boards, bowls, 2 stoves, 2 skillets, tongs, measuring cups, citrus juicer, measuring spoons, serving spoon
- Bowls and napkins

Lesson Flow:

Driving Question: Why is okra a staple of the South?

Lesson Intro - Engagement/Inquiry: (5 min)

As students arrive, have them grab a popsicle stick. Ask them to hold it for now.

Round Robin:

(hold out a bowl of okra)

What do you know about this vegetable? Encourage students to share anything from taste to dishes to people they know who eat it.

Pass out a KWL sheet. Give students time to fill in what they know and that they want to know.

Share out what they already know. Teacher enters their thinking into the KWL class board

Explain that today we will prepare an okra dish and also learn more about okra from a culinary historian named Micheal Twitty.

Body - Exploration: (25 min)

Look at your popsicle stick. If yours has a green dot then you will be on Team Okra. If yours has a Blue dot then you will be on Team Dip.

After washing your hands, Team Okra goes to the stoves and Team Dip goes to the tables.

Team Okra

1. Cut okra in half the long way
2. Heat olive oil in a frying pan over high heat. When oil is hot, add okra in a single layer. Do not overcrowd the pan.
3. Turn okra over using tongs when they are dark brown on one side. Add a pinch or two of salt.
4. Remove okra from pan and put on a plate when both sides are browned.

Team Dip

1. Chiffonade the mint & mince the garlic.
2. Mix Greek yogurt, mint, lemon juice, garlic, and spices in a small bowl. Add a few pinches of salt and pepper.

Clean up

Pass out KWL sheets. Ask students to share what they want to know. As students share out, have them enter this into the 'W' on the sheet. Teacher enters their thinking into the KWL class board.

Explain that we are going to watch a short video of Michael Twitty, a culinary historian. As you watch, write down anything you learn in that "Learned" column of your sheet. Also, listen for answers to these questions:

- Where is okra from?
- How did okra arrive here?
- What region of the United States is known for preparing dishes with okra?
- What dishes can we make with okra?

Watch the video (0:00 - 3:20)

Closing - Final check for Understanding/Summarization: (10 min)

Share meal

Round Robin:

What is something new you learned about okra?

Why is okra a main dish in the Southern United States?

Gratitudes

NAME _____

OKRA

KNOW	WANT TO KNOW	LEARNED

In the video with Michael Twitty listen for answers to these questions:

- Where is okra originally from?
- How did okra arrive here?
- What region of the United States is best known for preparing dishes with okra?
- What dishes can we make with okra?

The Edible Schoolyard New Orleans'

Seared Okra & Garlic-Lemon Yogurt Sauce

4 Servings, 5th Grade Appropriate

Ingredients

- $\frac{2}{3}$ cup Greek yogurt
- 2-3 sprigs of mint, leaves picked off of stem and chiffonade
- $\frac{1}{2}$ lemon, juiced
- 2 cloves garlic, minced
- 1 teaspoon ground coriander
- A few pinches of salt
- A few pinches of pepper
- Olive oil
- 1 pound of okra, cut in half the long way



Directions

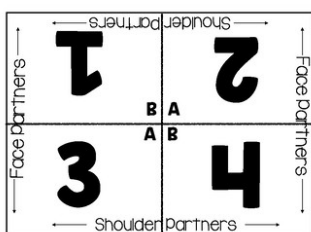
3. Mix Greek yogurt, mint, lemon juice, garlic, and spices in a small bowl. Add a few pinches of salt and pepper.
4. Heat olive oil in a frying pan over high heat. When oil is hot, add okra in a single layer. Do not overcrowd the pan.
5. Turn okra over using tongs when they are dark brown on one side. Add a pinch or two of salt.
6. Remove okra from pan and put on a plate when both sides are browned.

Recipe adapted from Louisianacookin.com, by Edible Schoolyard New Orleans

Kagan - Cooperative Learning Strategies

Kagan is a set of instructional strategies designed to: promote cooperation and communication in the classroom, boost students' confidence, build community, and retain their interest in classroom interaction. These structures create systems so that **all** students actively participate, and they utilize the four principles of PIES.

- (P) positive interdependence**
- (I) individual accountability**
- (E) equal participation**
- (S) simultaneous interaction.**



In all Kagan structures, students are clearly told what their role is and how long they will have to think and share. Having “table mats” helps make this possible for many structures, but you can also verbally name who holds each position. After they work together, they close out each structure with a “gambit” to celebrate one another’s thinking and partnership.

Example, in partners: The person closest to the pond is partner A, and the person closest to the collards is partner B. Person B is going first. You will have one minute per person. Go! (structure takes place) Gambit: Give your partner a high five and say, “Thanks for being a great partner!”; Or, the person wearing the most colors goes first...

Today’s Shared Lessons Include the Following Structures:

Timed Pair Share

1. Teacher presents the topic for discussion or question.
2. In pairs, students share their answer with a partner for a predetermined time while the partner listens. Then partners switch roles.
3. Teacher monitors the time, giving a cue to when to swap from partner A to partner B.

Round Robin

1. Teacher poses a question or a problem with more than one answer.
2. Students take turns answering the questions one at a time, in circle order, starting with the assigned person.

Additional Cooperative Structures:

Spectrum Questions

1. Teacher poses a question or a problem that has more than one answer, and offers 2 opposing responses (i.e. Yes or No).
2. Teachers indicate which side of the space represents a “Yes” answer and a “No” space.
3. Students respond to the prompt by placing themselves along the spectrum line between the two answers. Responses anywhere between the two opposing answers are permitted and encouraged.
4. Students follow the Timed Pair Share structure to share their responses.