



Title: The Story of Strawberries

Grade: 4th - 8th Grade	Date of Delivery:
Unit: The Story of 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 analyze the harmful impact of bias and injustice on the world, historically and today. (JU.3-5.12)
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they experience bias (JU.3-5.14)

Lesson Objectives:

- Deepen understanding of the injustices farm workers face by analyzing images.
- Develop compassion for farm workers by considering their impact on our lives
- Identify which businesses purchase foods from the Fair Food Program

Key Academic and Culinary Vocabulary

Macerate - soften by soaking in a liquid

Undocumented Person- they do not having the appropriate legal document or license

Key Preparation/Materials:

- Ingredients for strawberry shortcake recipe (see below)
- Bowls, utensils, napkins
- Images of farm workers (see below)
- Additional [video](#) on undocumented farm workers (teacher resource)
- Map of North America (see below)
- Resources on strawberry farm worker wages:
 - [University of Florida publication](#)



- [Economic Policy Institute](#)
- [The Fern AG Insider](#)

Lesson Flow

Driving Question: Who are the people that grow our food and what is their experience like?

Lesson Intro - Engagement/Inquiry: (5min)

Today is all about one of your favorite foods! I'm going to give you some clues. With a partner, write or draw what you think it is on your white board. The first team to figure it out gets their first choice of job today.

CLUES:

- This food is related to (hold out an apple, pear, and a rose)
- This food grows in spring time in Louisiana, but California grows more of these than any other state.
- There are about 200 seeds on the outside of it.
- They make great jelly.

STRAWBERRIES!!

Share a strawberry with everyone.

Today we will be enjoying one of the best treats of Spring in a strawberry shortcake. The preparation for this dish is very simple, but the story behind crops like strawberries is much more complex. Did you know that strawberries are completely harvested by hand? Who do you think harvested this strawberry and what is this person's story?

In our time today we will learn more about the farm workers that do one of the most demanding jobs in our country and often with very little recognition.

Body - Exploration: (30min)

Wash hands

Pass out the recipe.

Round Robin

Read the ingredients and the steps.

Make appropriate reminders of knife use/safety.

Begin by slicing the strawberries for the strawberry shortcake. Macerate the berries and whip the cream.

Clean up and leave the berries to macerate for 10-15 minutes.



This week I purchased all of these strawberries from a farmer at our farmers' market. All the berries came from their farm.

Who do you think picked the strawberries we just cut?

Take 2 minutes to draw a picture of a farm worker. Include their clothes, their home, and any other details.

Historically, a lot of farm work was done by people who were American citizens, but that has changed.

Pass the images of farm workers out, 1 set per pair.

With your partner take 2 minutes and look at these pictures of farm workers. What do you notice about them? How do they compare to your drawing?

Share out

Now most of the farm work is done by immigrants (often undocumented) that have traveled here from Latin America. Show the map of North America, and point out where many of our farm workers have immigrated from.

Timed Pair Share

Why do you think they would travel this long distance to work here in very hard conditions?

Share out

If needed, clarify that migrant farm workers often come from Latin America in search of better opportunities, seeking refuge, or many other reasons. They often do not have access to things like health care, or equitable wages because of their status here. On average a worker on a strawberry farm is paid \$2 for picking 12 baskets, or about 16 cents per basket (hold up a strawberry basket for reference). In 1 year they make about \$21,000, which is considered at the poverty level. Also, it is not just strawberry farms that employ these workers, almost every farm in our country hires similar farm workers.

Spectrum Question

Is it fair that the people that work to grow our food are paid so little?

Closing Ritual (10min)

Build shortcakes and share.



While we eat together, pass out the graphics from the Fair Food Program and the list of participating buyers. Who has eaten food from one of these companies? These companies have committed to always purchasing tomatoes and peppers from farms that pay fair wages to their workers. When you eat from these places you support farm workers getting better pay.

Gratitudes



The Edible Schoolyard New Orleans'

Strawberry Shortcakes

8 Servings, 1 Shortcake Serving Size, 1st+ Grade Appropriate

Ingredients

- 1 quart strawberries,
- 3 Tablespoons sugar, divided
- Premade angel food cake, sliced
- ¼ cup of heavy cream
- 1 Tablespoon powdered sugar
- Dash of vanilla extract



Directions

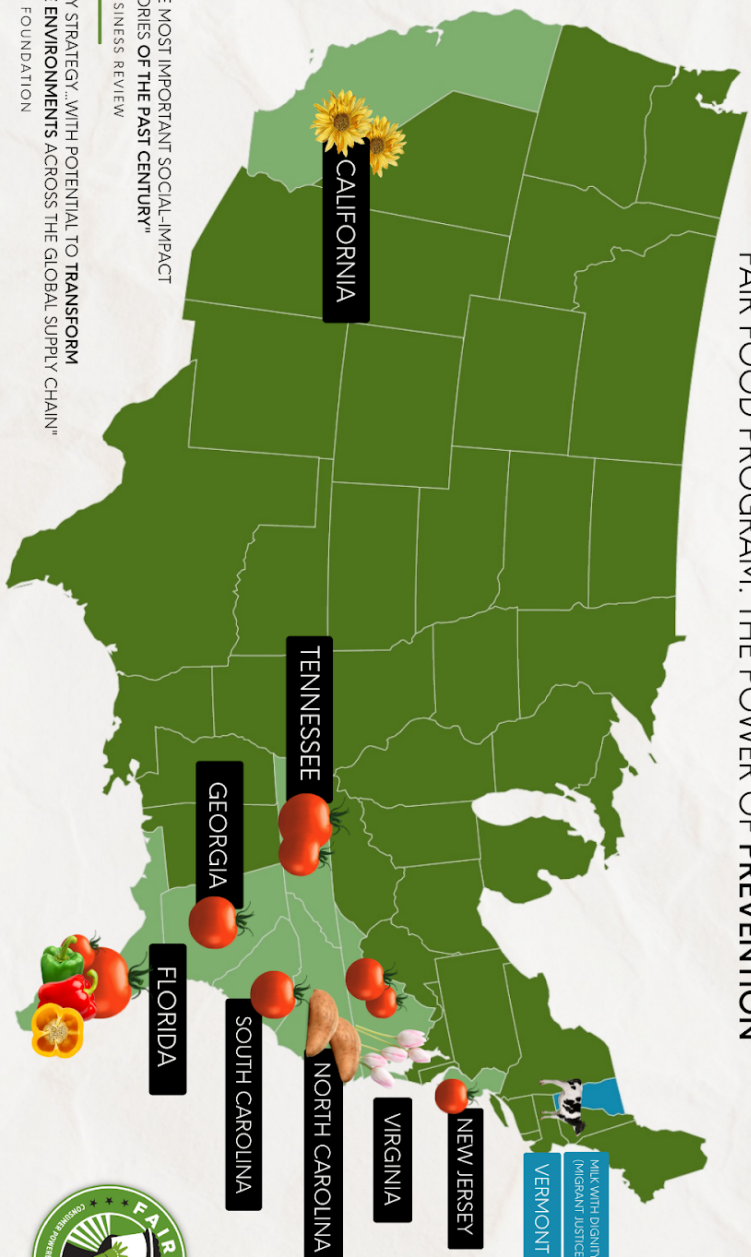
1. Hull and slice the strawberries
2. In a medium mixing bowl, toss the strawberries with 3 tablespoons of sugar. Set aside.
3. Pour heavy cream, powdered sugar, and vanilla in a jar. Shake until the cream becomes stiff.
4. Spoon strawberry mixture on the slice of cake and top with whipped cream.





FAIR FOOD PROGRAM: THE POWER OF PREVENTION

UPDATED FEBRUARY 2022



"ONE OF THE MOST IMPORTANT SOCIAL-IMPACT SUCCESS STORIES OF THE PAST CENTURY"
HARVARD BUSINESS REVIEW

"A VISIONARY STRATEGY, WITH POTENTIAL TO TRANSFORM WORKPLACE ENVIRONMENTS ACROSS THE GLOBAL SUPPLY CHAIN"
MACARTHUR FOUNDATION

Participating Buyers





Kagan - Cooperative Learning Strategies

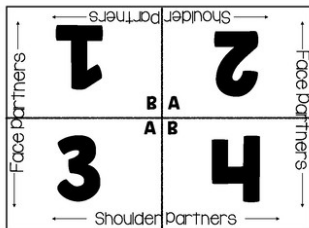
Kagan is a set of instructional strategies designed to: promote cooperation and communication in the classroom, boost students' confidence, build community, and retain their interest in classroom interaction. These structures create systems so that ***all*** students actively participate, and they utilize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

Students follow the Timed Pair Share structure to share their responses.