CLASSROOM CONNECTIONS

Early Childhood and Lower Elementary: Pepper Predictions

Connections to Standards:
Science K.3S.1, 2; 1.1L.1; 1.3S.2
Math K.CC.1, 6; K.MD.3; 1.MD.4

Materials:

Variety of sweet peppers - green, red, yellow, orange, purple, white, and brown (depending on age level you may want to limit the variety to 3) paring knife for slicing cutting board large chart paper and markers to record predictions and observations.

Contact school nutrition staff, a local grocery store, farm, or farmers market about getting a variety of sweet peppers for taste testing with your students. If possible, harvest from your school garden or visit a farm to harvest.

Record student predictions about whether the peppers will smell and taste the same or different. Observe the shape, color, size, smell, and texture of each whole pepper. Have students draw a picture of the color pepper they predict will be their favorite to taste. Use the accompanying Sweet Pepper Poster and Family Newsletter to share more about pepper nutrients and growing peppers in Oregon.

Cut each pepper in half. Continue to explore the look, feel, and smell of each. Remove seeds, slice, and taste. How does each variety taste and smell? Compare and contrast. How did student predictions align with their favorite tasting pepper? Take a class poll to see which color pepper was the overall favorite. Create a chart labeled with each color pepper and the number of students who voted for it as their favorite. Explore which had the most and least votes.

Adapted from Network for a Healthy California's Harvest of the Month www.harvestofthemonth.cdph.ca.gov/download/Summer/021712/ED_Peppers_Newsletter_Final.pdf

Resources: A Guide to Taste Testing Local Food in Schools food-hub.org/files/resources/FEED_TasteTestGuideFINAL_lores.pdf

Upper Elementary: Pepper Planet

Connections to Standards:
Science 2.2L.1; 2.3S.2; 3.2L.1; 4.2L.1; 5.2L.1
Math 2.NBT.7; 4.NBT.4, 5; 5.NBT.5
English Language Arts 2.RI.3; 2.SL.1; 3.RI.3; 3.SL.1; 4.RI.3; 4.SL.1; 5.SL.2

Materials:

1 sweet pepper per pair or small group of students, cut in half paper plate for each group index cards, one per student.

Working in pairs or small groups ask students to predict how many seeds are in their pepper. Record the class predictions. Count the actual seeds in each pepper. How did this compare with their prediction? Review and record class totals.

How many seeds does it take to grow one pepper plant? How many pepper plants could you potentially grow with your seeds? If one pepper plant can grow about 5 peppers (this can really vary depending on the plant and growing conditions), how many pepper seeds could you get from one plant (5 peppers x about 400 seeds per pepper)? Why aren't peppers growing everywhere and taking over our planet? Discuss what seeds need to germinate and grow into a healthy plant (sun, soil, space, water, air, etc). See the full lesson plan, linked below, for an interactive game that illustrates seed survival rates (http://tinyurl.com/cc4g8wp). Adapted from Shelburne Farms Project Seasons activity "Tomato Planet".

Middle School: Fruit or Vegetable?

Connections to Standards: Science 6.2L.2; 7.2L.2 English Language Arts 6.RI.1, 4, 7; 6.W.1, 2, 4, 7, 8; 6.L.3, 4, 6; 6.SL.1 7.RI.4; 7.W.1, 7, 8; 7.L.3, 4; 7.SL.1 8.RI.1; 8.W.1, 2; 8.L.4, 6

Depending on who you ask, a pepper is both a fruit and a vegetable. Talking with agricultural experts, nutritionists, botanists, and chefs will yield some distinctly different ways to categorize the plants we eat. So is a pepper a fruit or a vegetable? This lesson from Oklahoma Agriculture in the Classroom leads students through an exploration of current definitions, research of nutrition information, and collaboration to create their own definition. oklahoma4h.okstate.edu/aitc/lessons/upper/fruit-veg.pdf Resources/literacy connection: Cool as a Cucumber, Hot as a Pepper: Fruit Vegetables by Meredith Sayes Hughes

High School: Still Life With Peppers

Connections to Standards:
Art AR.CM.01; AR.CM.CP.04

Peppers have a distinct and beautiful shape. One that makes them particularly well suited for culinary uses such as stuffing, slicing, and adding color and nutrients to dishes. They also make a great subject for art explorations. See the lesson link below for an exploration of Georgia O'Keefe flower paintings, Vincent Van Gogh landscapes, and Chinese brush painting. Students apply some of these techniques as they draw realistic and detailed representations of bell peppers. Coordinate with school nutrition staff to display the artwork and help highlight Oregon grown peppers in school lunch offerings.

Lesson: Peppers - Drawing From Life - pen and ink/ink wash www.princetonol.com/groups/iad/lessons/high/wendy-drawing.htm