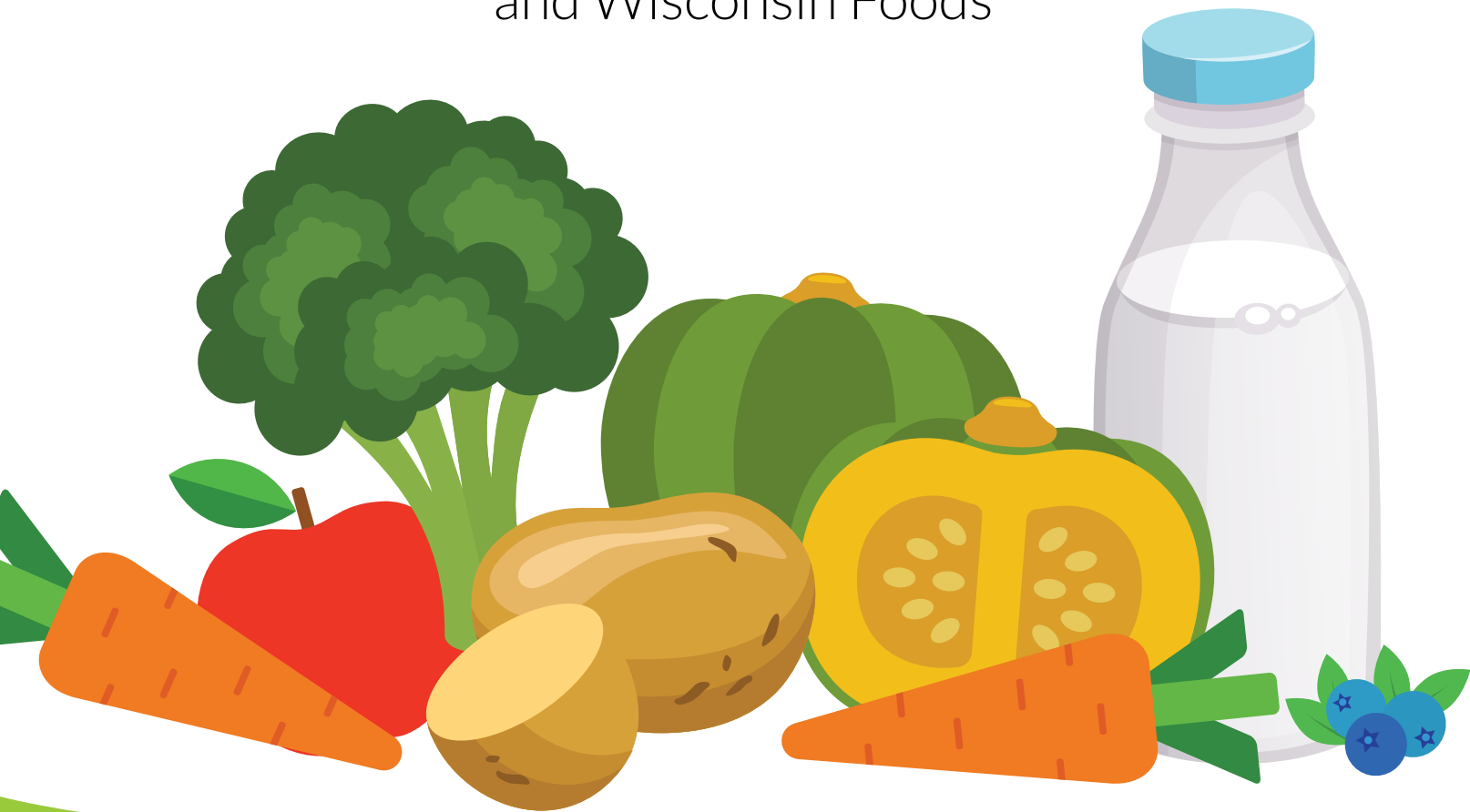


# Nutritious, Delicious, Wisconsin

Connecting Nutrition Education  
and Wisconsin Foods



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# Introduction

Eating well can make a positive difference in a students' ability to learn and lead a healthy, productive life. Nutrition education provides students with the knowledge and food-related life skills to establish healthful eating patterns. Furthermore, introducing foods through positive and engaging activities helps create meaningful learning experiences for students.

*Nutritious, Delicious, Wisconsin* is a series of lessons that use Wisconsin-produced foods to teach nutrition concepts to elementary students. The primary goal of the lessons is to broaden the food experiences of Wisconsin students and provide another aspect to learn about nutrition as part of the study of our great state. The lessons connect Wisconsin foods to the state's history, culture, and people. The lessons also encourage children to eat healthful foods, particularly those produced in Wisconsin.

Through implementing the *Nutritious, Delicious, Wisconsin* lessons, students will:

- Expand food and nutrition knowledge.
- Improve knowledge about growing, harvesting, and producing Wisconsin foods.
- Increase willingness to taste new foods.
- Increase appreciation of other cultures.

The *Nutritious, Delicious, Wisconsin* lessons are intended for third through fifth grade students. The lessons can stand alone or be taught as a unit of instruction. Each lesson has a cafeteria connection and an optional taste test activity to provide students the opportunity to further explore and enjoy Wisconsin-produced foods. It is encouraged to use local foods in the lessons; however this may not be possible as the Wisconsin growing season and school year don't completely coincide. The lessons can be coordinated with other "Wisconsin Harvest of the Month" activities, such as featuring the Wisconsin-produced foods on the school menu or in a taste test and displaying promotional materials in the cafeteria. Wisconsin school districts are encouraged to use the *Nutritious, Delicious, Wisconsin* lessons in their elementary classrooms, school cafeterias, and in the community.





# Lesson 1:

## MyPlate, My State



### History

Wisconsin is home to a wide variety of agricultural products. The first farmers in Wisconsin were primarily dairy farmers from upstate New York who also grew wheat. Wheat was the first, most important cash crop grown in Wisconsin (Wisconsin Agriculturist 2015). In 1860, rust disease and chinch bugs destroyed the wheat crops and farmers were forced to look to new crops such as corn, oats, and hay to feed cows in Wisconsin's growing dairy industry. This also led to the pioneering of the state's cranberry industry. By the late 19th century, farmers started to focus on commercial fruit and vegetable cultivation. Green peas, sweet corn, cucumbers, lima beans, and beets all became important commercial crops in the 1880s. After many attempts, apples, cherries, and strawberries also became viable crops in areas of the state (Wisconsin Historical Society, n.d.).

### Wisconsin Agricultural Facts

- Agriculture is a large economic driver in Wisconsin, contributing billions of dollars annually to the state's economy.
- In 2021, the state was home to 64,000 farms.
- Wisconsin consistently ranks near the top in the nation for cranberry, dairy, and potato production.





## Lesson Objective

Students will learn that when they include all food groups on their plate, it will help them get the nutrients they need to grow and be healthy. Additionally, students will be introduced to foods that are grown in Wisconsin and how they fit into the MyPlate food groups.

## MATERIALS

- MyPlate poster
- MyPlate Activity Sheet

## LESSON

1. Start by asking students what they think it means to be healthy. What does one need to be healthy? Explain to students that eating fruits and vegetables every day is important for a healthy eating pattern. Fruits and vegetables represent two important food groups out of the five. Ask students if they can name the other food groups.
2. Display MyPlate poster. Explain that the icon shows the five different food groups: Fruits, Vegetables, Grains, Protein, and Dairy. MyPlate serves as a visual reminder to eat foods from all five food groups. By eating a variety of foods from each food group, we can make sure we are feeding our bodies what we need to have energy, learn, and grow.
3. Explain that the MyPlate icon reminds us to eat foods from each food group. What does the icon tell us about how much of our plate should be fruits and vegetables? (Half of our plate at meals should be fruits and vegetables, with a little more coming from the Vegetable group.)
4. Ask students to think about how their favorite meal fits MyPlate. Are all five food groups represented in their favorite meal? If not, can they think of substitutions to make their favorite meal more balanced and in line with MyPlate?
5. Tell the students that Wisconsin farmers produce foods from each MyPlate food group.
6. Handout the MyPlate Activity Sheet. Instruct the students to list as many foods as possible for each section of MyPlate. After a few minutes, instruct the students to circle the foods they think are grown in Wisconsin.
7. Write the MyPlate food groups on the board. Ask students to share their answers and write them on the board. Discuss whether those identified as foods grown in Wisconsin are correct.

## CAFETERIA CONNECTION

*Identify foods that are featured on the school breakfast and/or lunch menu that could be grown in Wisconsin.*



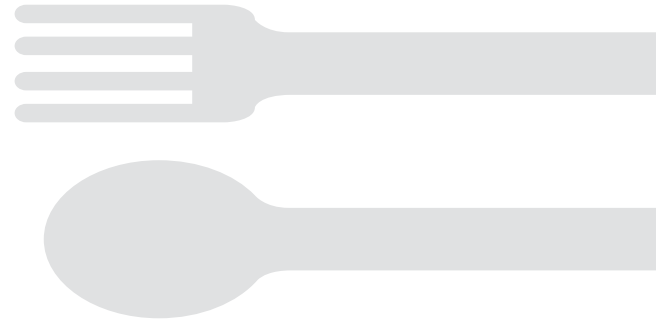


## Classroom Tasting Activity (Optional)

Students will make a snack plate featuring Wisconsin foods from each of the MyPlate food groups.

### MATERIALS

- Assorted vegetables such as carrots, bell peppers, cherry tomatoes, cucumber slices, sugar snap peas
- Assorted fruits, such as apple slices, strawberries, blueberries, raspberries, dried cranberries
- Protein such as jerky, walnuts, sunflower seeds
- Dairy such as cheese cubes and yogurt
- Grains such as popcorn and granola
- Cutting board
- Paring knife
- Large plates or platter for serving
- Utensils for serving
- Paper plates
- Plastic spoons
- Napkins



### ACTIVITY

1. Prepare fruits and vegetables as necessary for tasting and arrange on serving plates or platter. Place all foods for making the snack plate at a central location. Tell the students they will be making a snack plate using foods from Wisconsin.
2. Have students make their snack plate. Instruct students to select one or two foods from each of the MyPlate food groups.
3. Allow students to taste their snack plate.

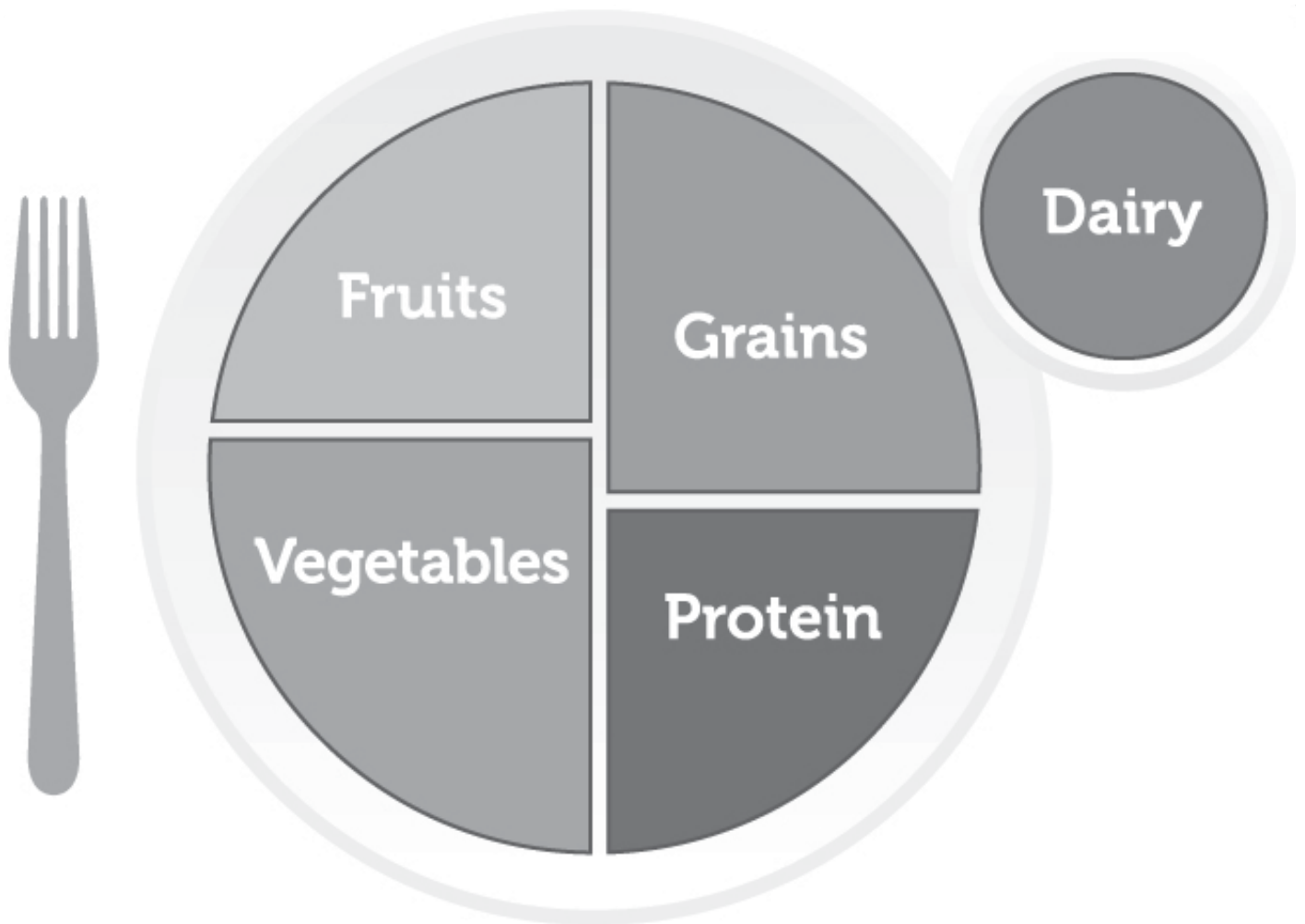




MyPlate, My State

### MyPlate Activity Sheet

Instructions: List as many foods as you can from each section of MyPlate. Next, circle the foods that are grown in Wisconsin.



# Lesson 2:

## Parts of a Plant



### Wisconsin Agricultural Facts

There are many types of fruit and vegetable crops that can be grown in Wisconsin. However, due to Wisconsin's climate we have a short growing season. Some fruits and vegetables grow best in cool temperatures, while others require warm air and soil. Cool season crops such as carrots, lettuce, cabbage, and broccoli can be planted when the ground temperature is around 50 degrees. These crops can be planted in early spring as they can withstand cold temperatures. It's also important they are planted early as they need time to germinate, grow, set fruit, and mature.

Warm season crops require a higher soil and air temperature; therefore, they are always planted in late spring after the last frost date. Warm season crops include corn, winter squash, peppers, potatoes, tomatoes, melons, and cucumber. With a shorter growing season, many warm season crops cannot be planted directly into the soil. These plants can be started from seed indoors and transplanted. Commercial farmers may use greenhouses and other techniques to warm the soil and start plants when the temperature outdoors is still too cool.

### Lesson Objective

Students will learn about different plant parts and classify Wisconsin plants according to what part is edible.

### MATERIALS

- Parts of a Plant Activity Sheet





## Lesson Objective

1. List the parts of a plant on the board: seed, flower, fruit, stem, leaf, and root. Ask the students to think about what we are eating when we eat a fruit or vegetable. Explain that we are not eating an entire plant, but we are eating an edible part of a plant. “Edible” means that it is safe for you to eat.
2. It is important to explain that not all plants or plant parts are edible. Some plants are completely edible such as beets or turnips. Other plants are poisonous, such as mistletoe. Other plants have parts that are edible, as well as parts that are not. For example, rhubarb stems are edible, while the leaves are poisonous.
3. Explain that each plant part is designed to support an important function necessary for the plant to live. Review each plant part and its function.
  - **Root:** A carrot is the root of the plant. Roots grow underground and provide support for a plant by holding it in the ground. They also collect water and nutrients from the soil.
  - **Stem:** Asparagus is the stem of the plant. Stems provide above ground physical support to the plant and contain the “highways” of vessels to move water and nutrients through the plant.
  - **Leaf:** Lettuce is the leaves of the plant. Leaves make food for the plant from sunlight.
  - **Flower:** Broccoli is the flower of the plant. Flowers attract pollinators, such as bees, butterflies, moths, flies, and hummingbirds. Flowers eventually mature into fruits.
  - **Fruit:** Tomato is the fruit of the plant. Fruits grow from flowers and protect and hold the seeds.
  - **Seed:** Peas are the seeds of the plant. Seeds contain all the information needed for plant life. They grow into new baby plants when conditions are right.
4. After describing each plant part, hand out the Parts of a Plant Activity Sheet. Instruct the students to list as many foods as they can think of for each plant part. After a few minutes, instruct the students to circle the foods they think are grown in Wisconsin.
5. Ask students to share their answers and list them on the board under seed, flower, fruit, stem, leaf, or root. Discuss whether those identified as foods grown in Wisconsin are correct.

## CAFETERIA CONNECTION

*Identify the plant part for fruits and vegetables featured on the school breakfast and/or lunch menu.*



### Classroom Tasting Activity (Optional)

Students will make a salad that contains edible plant parts from Wisconsin grown fruits and vegetables.

#### MATERIALS

##### *Ingredients for salad\**

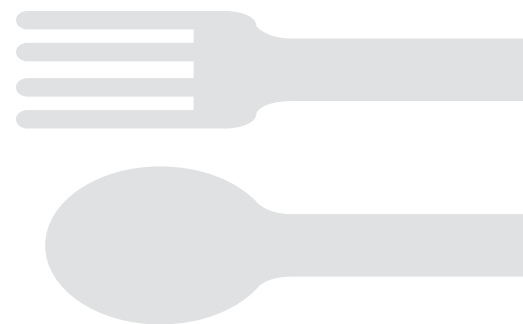
- Assorted fruits, such as apple slices, strawberries, blueberries, raspberries, dried cranberries
- Broccoli florets
- Cherry or grape tomatoes
- Sugar snap peas
- Carrots, shredded
- Swiss chard, roughly chopped
- Salad greens

##### *Ingredients for ranch dressing*

- 1 cup of plain Greek yogurt
- 1 cup milk or buttermilk
- 1 ranch seasoning packet

##### *Kitchen Supplies*

- Whisk
- Bowl for dressing
- Bowls for salad ingredients
- Measuring cups
- Serving utensils for salad ingredients and dressing
- Paper plates or bowls
- Plastic forks
- Napkins



#### ACTIVITY

1. Explain to students that they will be making a salad out of edible plant parts.
2. Begin by making a dressing for the salad. Ask a student to whisk together yogurt, milk, and the ranch dressing packet.
3. Place all ingredients in a central location. Have students come and assemble their salad. Encourage them to try all the vegetables.
4. While students are eating their salad, discuss the proper plant category for each of the ingredients.

*\*Consider working with your school nutrition department to purchase ingredients. Purchase enough ingredients so that each student receives ½ cup of lettuce/Swiss chard mixture, 2 broccoli florets, 1 cherry or grape tomato, 2 sugar snap peas, 1 tablespoon carrots. Serve with 1 tablespoon ranch dressing.*



### Parts of a Plant Activity Sheet

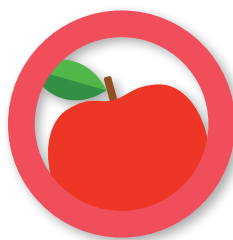
Instructions: List as many foods for each plant part as you can. Next, circle the foods that are grown in Wisconsin.

Plant Part	Fruits and Vegetables
Root	
Stem (or stalk)	
Leaves	
Flowers	
Fruit	
Seed	



## Lesson 3:

# Apples Around the World



### History

Apple trees have been providing people with fruit for thousands of years. European settlers brought apples with them to the Americas to cultivate (Museums Victoria Collections 2012). The first apple trees in the United States were planted by pilgrims in the Massachusetts Bay Colony. In the early 19th century, John Chapman, also known as Johnny Appleseed, traveled across the Ohio Valley planting apple seeds to ensure settlers living in the Western frontier would have apples (Britannica, n.d.).

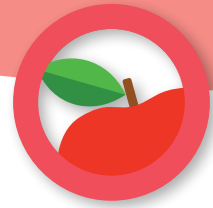
### Wisconsin Agricultural Facts

- Apples are the most widely planted fruit tree in Wisconsin.
- In 2021, Wisconsin was home to over 300 apple orchards.
- In the spring, apple trees blossom with fragrant, sweet-smelling white flowers that produce pollen and nectar. Bees help to cross-pollinate the blossoms. If a blossom is pollinated, an apple will begin to grow.
- Apples grow throughout the summer months and then are harvested from the trees by hand in the fall.
- The most popular apple varieties include:
  - Gala: crisp, juicy, and very sweet with a skin that ranges in color from cream to red and yellow-striped.
  - Honeycrisp: sweet and very crisp with a skin that has red streaks over a yellow background.
  - Golden Delicious: mild and buttery with a yellow skin and a honey flavor.
  - Granny Smith: very tart flavor with a distinctive green skin.
  - McIntosh: juicy, tangy, and tart with deep red skin that accrues a green blush.
  - Red Delicious: mild and juicy with a deep red skin.

### Apple Nutrition

- Apples provide you with energy and are an excellent source of fiber. Fiber is important as it helps keep your digestion running smoothly.
- Apples are also a good source of Vitamin C which helps your body fight infections and keeps you healthy.
- Apples can be eaten fresh, pressed into juice, or turned into applesauce. Apples can also be cooked into breads, sauces, and desserts.





## Lesson Objective

Students will learn about world geography by charting the spread of apples across the world. Students will also explore climates across the United States and the world.

## MATERIALS

- World Map Activity Sheet
- United States Map Activity Sheet

## LESSON

1. Provide students with World Map Activity Sheet. Discuss the history of apples with your students.
2. As you are discussing the origin and history of apples, instruct students to:
  - a. Locate and label Kazakhstan. Wild apples first grew in the Middle East and central Asia, most likely starting in the mountains of Kazakhstan.
  - b. Draw a line connecting Kazakhstan to eastern Asia. Draw a third line connecting Kazakhstan to north Africa. Apples spread throughout northern Africa, Europe, and Asia. Apple seeds have been found in archaeological dig sites in Europe dating over ten thousand years old. Apples were cultivated by ancient Egyptians as early as 1500 BC.
  - c. Draw a line connecting Europe to the United States. European settlers brought apple seeds to North America.
  - d. Draw a line connecting England to Australia. Apples arrived in Australia and New Zealand with British colonists in the late 18th and early 19th centuries.
  - e. Draw a line connecting the Netherlands to South Africa. European colonies were founded in South Africa by the Dutch. As a result, many fruit trees, including apples, were planted in South Africa in the 1700s.
3. Provide students with the United States Map Activity Sheet. Explain to students that Washington, New York, and Michigan produce the most apples in the United States. Have students locate and label those states. Ask students to compare Wisconsin's climate and geography to other apple producing states.
4. Ask students to consider climates of other major apple producing countries (China, Turkey, and Poland). Explain that apples grow best in climates that have cold winters and cool springs.

## CAFETERIA CONNECTION

*Display the Harvest of the Month apple poster in the cafeteria where it is visible to students. Additionally, work with school nutrition staff to play the Harvest of the Month apple video for students during mealtimes.*

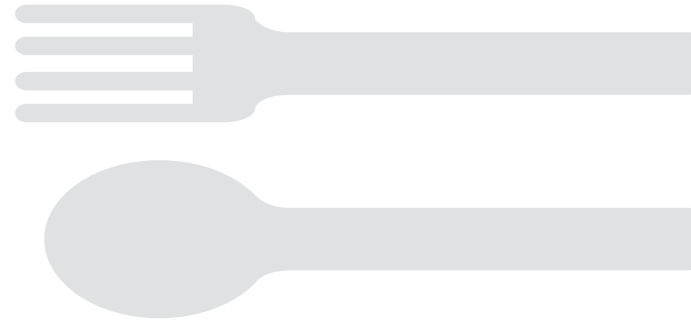


## Classroom Tasting Activity (Optional)

Students will taste different apple varieties, then vote for their favorite.

### MATERIALS

- Variety of apples\*
- Cutting board
- Knife
- Large plates
- Paper plates
- Napkins



*\*Apple varieties include Red Delicious, Gala, Golden Delicious, Granny Smith, Honey Crisp. Recommend 2-3 apples of each variety depending on class size.*

### ACTIVITY

1. Explain to the class the apple varieties they will be tasting. Have students write those varieties on a sheet of paper.
2. Cut each apple into eight slices. Place apples of same variety on a plate. Label each plate with the apple variety.
3. Tell students to come and select one slice of each variety of apple.
4. Once all students have apple slices, instruct them to taste each slice. Tell students to pay attention to taste, smell, and sounds. Instruct students to write down their opinion of each apple variety.
5. Write each apple variety name on the board. After students have finished tasting the apples, have students vote for their favorite, tallying the results on the board.

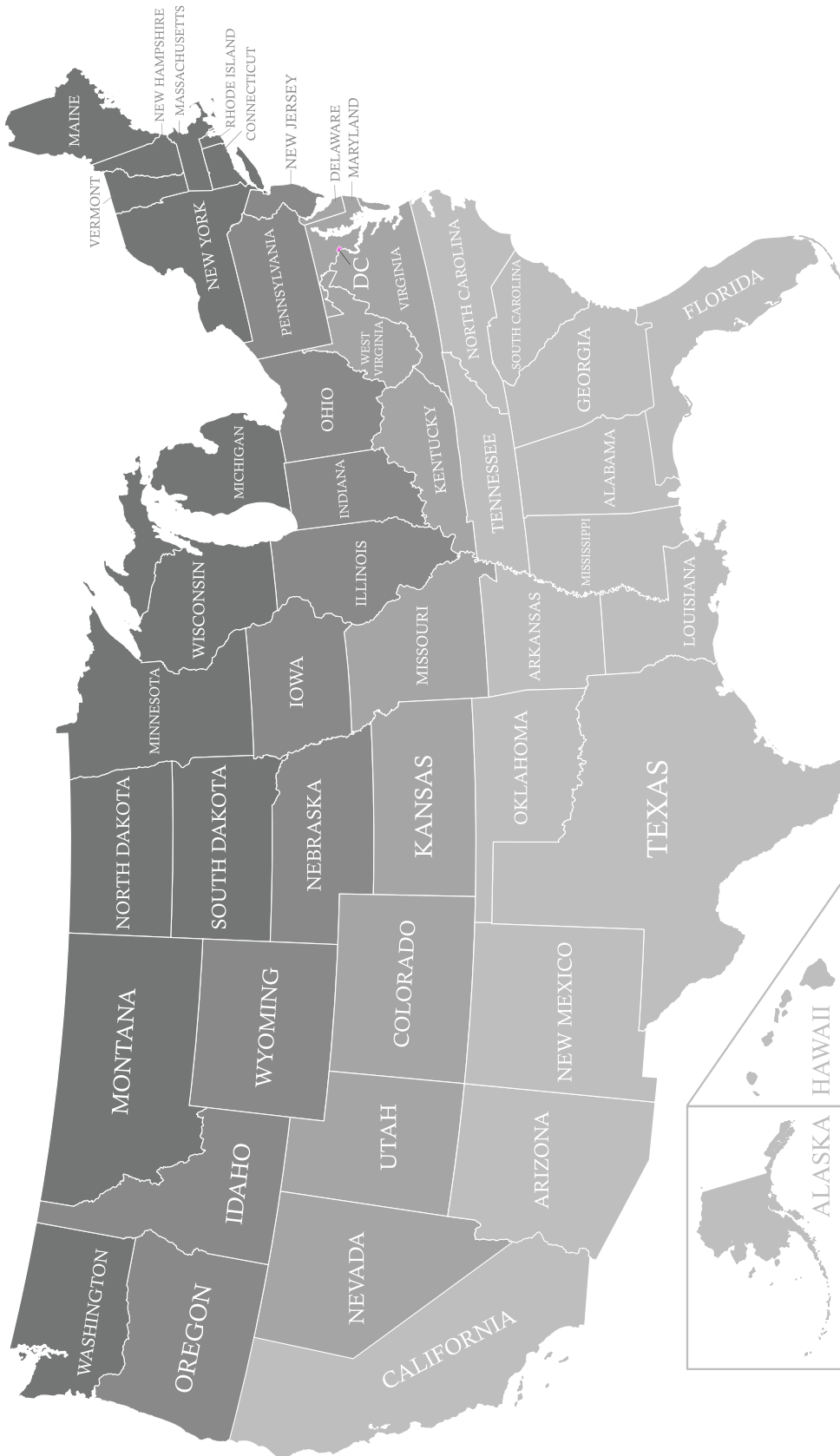




## World Map Activity Sheet



# United States Map Activity Sheet



## Lesson 4:

# Broccoli – A Nutrition Powerhouse



### History

Broccoli has been cultivated as a crop for over 2,000 years and is native to the Mediterranean region in Europe. It was introduced to France in the 1500s and to England in the 1700s. In the American colonies, Thomas Jefferson was an experimental gardener who planted broccoli with seeds he received from Europe. Yet, broccoli was not well known in the United States until the 1920s when the first commercially grown broccoli was harvested (A Global History of Food 2020).

### Wisconsin Agricultural Facts

- Broccoli is a cool-season crop, so it should be started in early spring for summer harvest or late summer for a fall harvest.
- Seeds can be planted directly into the ground or by transplanting seedlings that were started inside.
- Broccoli takes a long time to mature, between 100 to 120 days. Once you harvest the main head of a broccoli plant, it will often keep producing smaller side shoots that can be enjoyed for months to come.
- Broccoli is referred to as a cole crop, meaning they are grown for the heads they produce. Other cole crops include cabbage, cauliflower, and Brussel sprouts.

### Broccoli Nutrition

- Broccoli is an excellent source of vitamin C and vitamin K. Vitamin C helps your body fight infections and keeps you healthy. It is also important for body tissues, such as gums, bones, and blood vessels.
- Vitamin K plays an important role in wound healing and helps to keep your bones healthy.
- Broccoli can be eaten in a variety of ways. Raw broccoli can be added to salads and wraps or enjoyed with dip. Cooked broccoli is a great addition to rice or pasta.







## Lesson Objective

Students will learn what people need to be healthy. They will review the components of a Nutrition Facts Label and learn about the important nutrients found in broccoli.

## MATERIALS

- Broccoli Nutrition Facts Activity Sheet

## LESSON

1. Distribute the Broccoli Nutrition Facts Activity Sheet. Write “Healthy People” on the board. Ask students if they can describe what people need to be healthy (for example, physical activity, sleep, water). Allow students to share their ideas and write them on the board.
2. If not mentioned, tell students that people need to eat foods such as fruits and vegetables because they contain nutrients. Nutrients are substances in foods that help people grow and be healthy. Explain that some nutrients give our body energy, including:
  - a. Carbohydrates – Gives us energy to learn and play. Also helps the body with processes such as digestion and breathing.
  - b. Protein – Used by the body to build muscle.
  - c. Fats – Helps your body absorb vitamins.
3. Vitamins and minerals are nutrients that do not provide energy but have other roles that help the body grow and stay healthy. Many of these important vitamins and minerals are found in broccoli, including:
  - a. Vitamin A – Protects your eyes and skin. Helps you fight off infections.
  - b. Vitamin C – Helps your body heal cuts and scratches. Keeps your teeth and gums healthy.
  - c. Calcium – Helps build strong bones and teeth.
  - d. Potassium – Keeps your muscles and nervous system working correctly.
4. Broccoli also contains fiber which is a nutrient that is important to keep our digestion running smoothly.
5. Ask students if they know where to find nutrients that are found in food. The Nutrition Facts Label provides information about the food you are eating. Tell students to look at the Nutrition Facts Label on the activity sheet and find the words “Serving Size.” Nutrients found in food are based on that serving size.
6. Find the percent sign on the Nutrition Facts Label. This stands for percent daily value (% DV). The % DV is a number that tells you there is a lot or a little of something in that serving of food. A 5% DV or less of a nutrient is low whereas a 20% DV or more is high.
7. Tell students to look at the Broccoli Nutrition Facts Activity Sheet and answer the questions. Provide time for students to complete the activity and discuss as a group.

## CAFETERIA CONNECTION

*Display the Harvest of the Month broccoli poster in the cafeteria where it is visible to students. Additionally, work with school nutrition staff to play the Harvest of the Month broccoli video for students during mealtimes.*

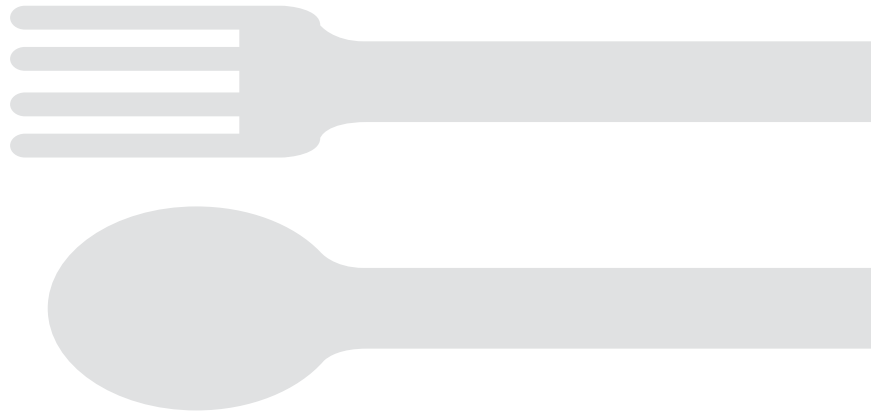


## Classroom Tasting Activity (Optional)

Students will learn how to make a homemade ranch for dipping broccoli.

### MATERIALS

- 1 cup Greek yogurt
- 2 teaspoons apple cider vinegar
- ½ tablespoon salt
- ½ teaspoon garlic powder
- ½ teaspoon onion powder
- ½ teaspoon dried dill weed
- Broccoli florets for dipping
- Mixing bowl
- Mixing spoon
- Measuring spoons
- Paper plates
- Napkins



### Activity

1. Gather all the materials at a central location. Tell the students they will be making a dip for broccoli.
2. Have students take turns measuring and adding the ingredients to the mixing bowl. Mix until all ingredients are blended.
3. Place a tablespoon of ranch dip and some broccoli florets on each plate. Allow students to taste the broccoli and dip.





## Broccoli–A Nutrition Powerhouse



### Broccoli Nutrition Facts Activity Sheet

Instructions: Review the Nutrition Facts label for broccoli and answer the questions.

Nutrition Facts	
4 servings per container	
Serving size	1 cup chopped (91g)
Amount per serving	
<b>Calories</b>	<b>31</b>
	% Daily Value*
Total Fat 0.3 g	0%
Saturated Fat 0 g	0%
Trans Fat 0 g	0%
Cholesterol 0 g	0%
Sodium 30 g	1%
Total Carbohydrate 6 g	2%
Dietary Fiber 2.4 g	9%
Total Sugars 1.5 g	
Protein 2.6 g	5%
Vitamin A	11%
Vitamin C	135%
Calcium	4%
Iron	3%
Potassium	8%
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

What is the serving size of broccoli?

How much vitamin A is in 1 cup of chopped broccoli?

How much vitamin C is in 1 cup of chopped broccoli?

How much calcium is in 1 cup of chopped broccoli?



## Lesson 5:

# Carrots - All About Vitamin A



### History

The first carrots were grown in central Asia, near Afghanistan. Early carrots were not yellow-orange, but instead ranged in color from lavender to black. The yellow-orange root developed from a mutant variety that lacked the purple pigment. Around the 1600s, the yellow-orange variety was introduced to America. It was found that carrots contain beta-carotene, a pre-cursor to vitamin A, which is important for good eye health (California Department of Health 2010).

### Wisconsin Agricultural Facts

- Carrots can be grown in many different climates, including Wisconsin's.
- In the spring, carrot seeds are planted directly into the ground. Carrots grow throughout the summer months and are harvested in the fall, often well into November.
- Carrots are biennial, meaning they have a two-year life cycle. In the first year, carrots form the edible root, followed by the production of larger flowers and seeds in their second year. Consider leaving a carrot in the ground over winter to see the flower that forms in the second summer.
- There are over 100 varieties of carrots that produce different shapes and colors such as orange, yellow, red, white, and purple.

### Carrot Nutrition

- Carrots contain high amounts of beta carotene, which our bodies convert to Vitamin A. Vitamin A plays a role in maintaining good eyesight and helps you stay healthy by boosting your immune system. Vitamin K plays an important role in wound healing and helps to keep your bones healthy.
- Carrots are a good source of B vitamins which helps the body convert food into energy.
- Carrots contain a high amount of fiber which helps keep our digestion running smoothly.
- Carrots are delicious eaten raw and grated into salads, sandwiches, muffins, and quick bread. They also can be boiled, steamed, or roasted.





## Lesson Objective

Students will learn about vitamin A and the role it plays in keeping our bodies healthy.

## MATERIALS

- School lunch menu

## LESSON

1. Start by drawing a circle on the board to represent a plate. Ask students if they know how much of our plate should be fruits and vegetables. Divide the circle in half and explain that half our plate should be fruits and vegetables. Divide the other half of the circle and explain that the rest of our plate should be grains and protein.
2. Explain that foods are categorized into different food groups based on nutrients they contain. Nutrients such as carbohydrates, protein, and fat give our body energy. Vitamins and minerals are also nutrients that do not provide us energy but have other roles that help the body grow and stay healthy.
3. Ask the students if they know what vitamin is found in carrots. Tell the students that carrots are an excellent source of vitamin A. Explain that vitamin A helps protect your eyes and skin. It also plays an important role in helping you fight off infections. Other foods that are a good source of Vitamin A include broccoli, sweet potatoes, pumpkin, red bell peppers, spinach, and cantaloupe.
4. Reinforce to students that making half of our plates fruits and vegetables ensures that we get the vitamins and minerals we need to grow and be healthy.
5. Hand out the school lunch menu to each student. Instruct students to identify foods containing vitamin A. Provide time for students to complete the activity and then discuss as a group.

## CAFETERIA CONNECTION

*Display the Harvest of the Month carrot poster in the cafeteria where it is visible to students. Additionally, work with school nutrition staff to play the Harvest of the Month carrot video to students during mealtimes.*





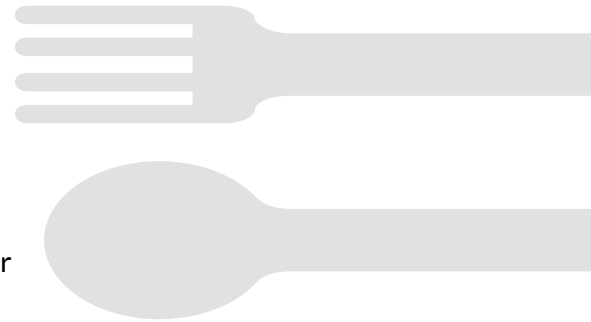


## Classroom Tasting Activity (Optional)

Students will learn how to make a salad featuring rainbow carrots.

### MATERIALS

- 3 medium carrots or 3 cups pre-shredded carrots (rainbow variety looks best)
- $\frac{3}{4}$  cup fresh spinach, optional
- 2 Tablespoons raisins
- 2 Tablespoons orange juice
- 2 teaspoons apple cider vinegar
- 1 teaspoon sugar
- 2 teaspoon vegetable oil
- Vegetable peeler
- Cutting board
- Box grater
- Large mixing spoon
- Small mixing bowl
- Measuring spoons
- Whisk
- Small plastic cups or paper plates
- Plastic spoons or forks
- Napkins



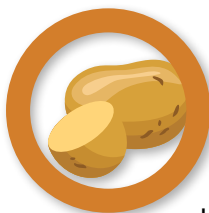
### ACTIVITY

1. Gather all the materials at a central location. Tell the students they will be making a carrot salad.
2. If using large carrots, have one student wash the carrots. Have students take turns peeling and shredding the carrots. Once shredded, add carrots to the large mixing bowl.
3. If using spinach, have students take turns ripping the leaves in half. Add the spinach to the carrots.
4. Ask a student to add the raisins to the carrots.
5. In the small mixing bowl, have students take turns adding the remaining ingredients and whisk together.
6. Pour the dressing over the carrot mixture and toss.
7. Place a small portion of the carrot salad in a cup or on a plate. Allow students to taste the salad.



# Lesson 6:

## Eyeing Up Potatoes



### History

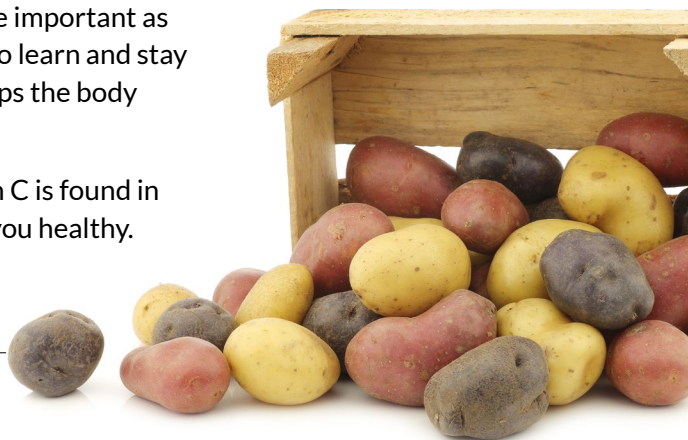
Wild potatoes originated in the Andes Mountain range about 7,000 years ago. By the 1400s, the potato was a staple crop grown throughout South America. In the mid-16th century, Spanish and Portuguese conquistadors shipped potatoes back to Europe. By the end of the 17th century the plant was a major crop in Europe, especially in Ireland where it became a staple of the Irish diet. Eventually potatoes were cultivated in both the Western and Eastern hemispheres, and the Irish economy itself became dependent on the potato. In 1852, a plant disease called potato blight spread throughout Ireland and destroyed most of the potato crop, causing the Great Hunger or Famine. The Irish Potato Famine, which lasted six years, had a catastrophic impact on the country and its population and led many Irish people to immigrate to the United States (Britannica, n.d.).

### Wisconsin Agricultural Facts

- Potato seedlings should be planted in mid-April once the soil has begun to warm up.
- Potatoes are ready to be harvested three to four months after being planted. The leafy greens of the potato vines will begin to turn yellow and die, which is a good indicator that the potatoes are ready to be harvested.
- A wide variety of potatoes can be grown in Wisconsin, including:
  - Russet: thick skin with light and fluffy texture.
  - White: thin skin with a nutty flavor.
  - Red: thin skin with a firm texture.
  - Yellow: buttery flavor with a creamy texture.
  - Fingerling: long and skinny like a finger with a nutty flavor and firm texture.
  - Blue and Purple: medium skin with an earthy flavor and vibrant color.

### POTATO NUTRITION

- Potatoes are a source of carbohydrates. Carbohydrates are important as they are the body's main source of energy to provide fuel to learn and stay active. They are also a good source of B vitamins which helps the body convert food into energy.
- Potatoes also contain many vitamins and minerals. Vitamin C is found in potatoes which helps your body fight infections and keep you healthy.
- Potassium is a mineral that is found in potatoes that keeps your muscles and nervous system working properly.



# Eyeing Up Potatoes



## Lesson Objective

Students will observe a potato grow over time with and without soil. Students will then discuss the differences between the potatoes.

## MATERIALS

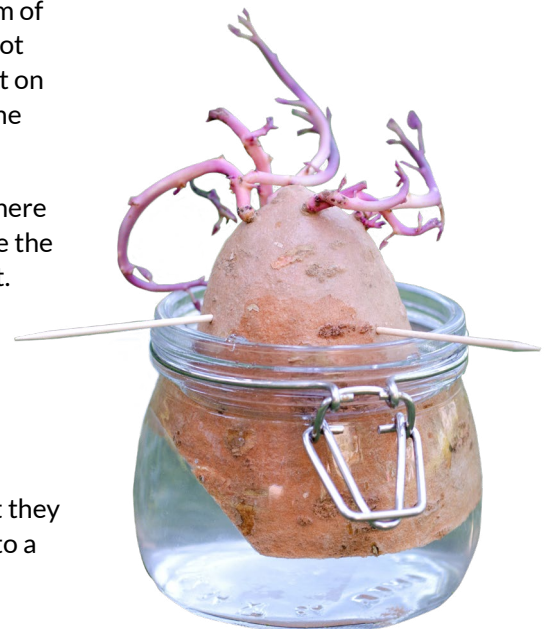
- Potato Growing Activity Sheet
- 1 large potato
- Glass jar
- 3-4 toothpicks

## LESSON

1. Distribute 10 copies of the Potato Growing Activity Sheet to each student. Instruct the students to cut out each one. Staple the cutouts together. Tell the students that they will be using these cutouts to journal about how potatoes grow.
2. Explain to students that potatoes grow in a unique way, in that a new potato plant can grow from an existing potato. Explain that sprouts can grow from the “eyes” of the potato. When the existing potato is planted, each eye can develop into a branch that can grow up through the soil and emerge into a green, leafy shoot. As the branches grow, they use up the energy from the original seed potato, which will shrink and shrivel. The soil provides additional energy for the branches to grow, and new potatoes will begin to form on the underground sections of the branches.
3. Explain to the students they will observe how a potato grows in water. Working with the students, pour water into a glass container until the water is almost to the top. Stick three to four toothpicks into the sides of the potato. Place the potato in the glass jar so the toothpicks rest on the rim of the jar. The water should be just covering the bottom of the potato; if not add more water. Ask the students to examine the potato and describe it on the first page of their journal. Students should note the date in which the observations are made.
4. Place the cup with the water and potato in a dark, cool place. Leave it there to allow the eyes to sprout and grow. Tell the students they will observe the potato to find the number of days that pass before eyes begin to sprout. Have students check the jar daily and add water as needed to keep the bottom of the potato wet. Once the eyes begin to sprout, place the potato cup near a sunny window. Continue to have students journal about their observations. After a while, you should start to see shoots and growing roots.
5. To conclude, have students look through their journal and discuss what they saw. Write these observations on the board. Transplant your potato into a pot with soil and your potato will continue to grow.

## CAFETERIA CONNECTION

*Display the Harvest of the Month potato poster in the cafeteria where it is visible to students. Additionally, work with school nutrition staff to play the Harvest of the Month potato video for students during mealtimes.*



# Eyeing Up Potatoes



## Classroom Tasting Activity (Optional)

Students will learn how to make and taste potatoes with seasonings of their choice.

### MATERIALS

- 1½ pounds red or yellow potatoes
- 2 Tablespoons olive oil
- 2 Tablespoons seasonings of choice such as ranch, taco, or Italian seasoning
- Non-stick cooking spray
- Slow cooker
- Cutting board
- Knife
- Measuring spoons
- Mixing spoon
- Paper plates
- Plastic forks
- Napkins



### ACTIVITY

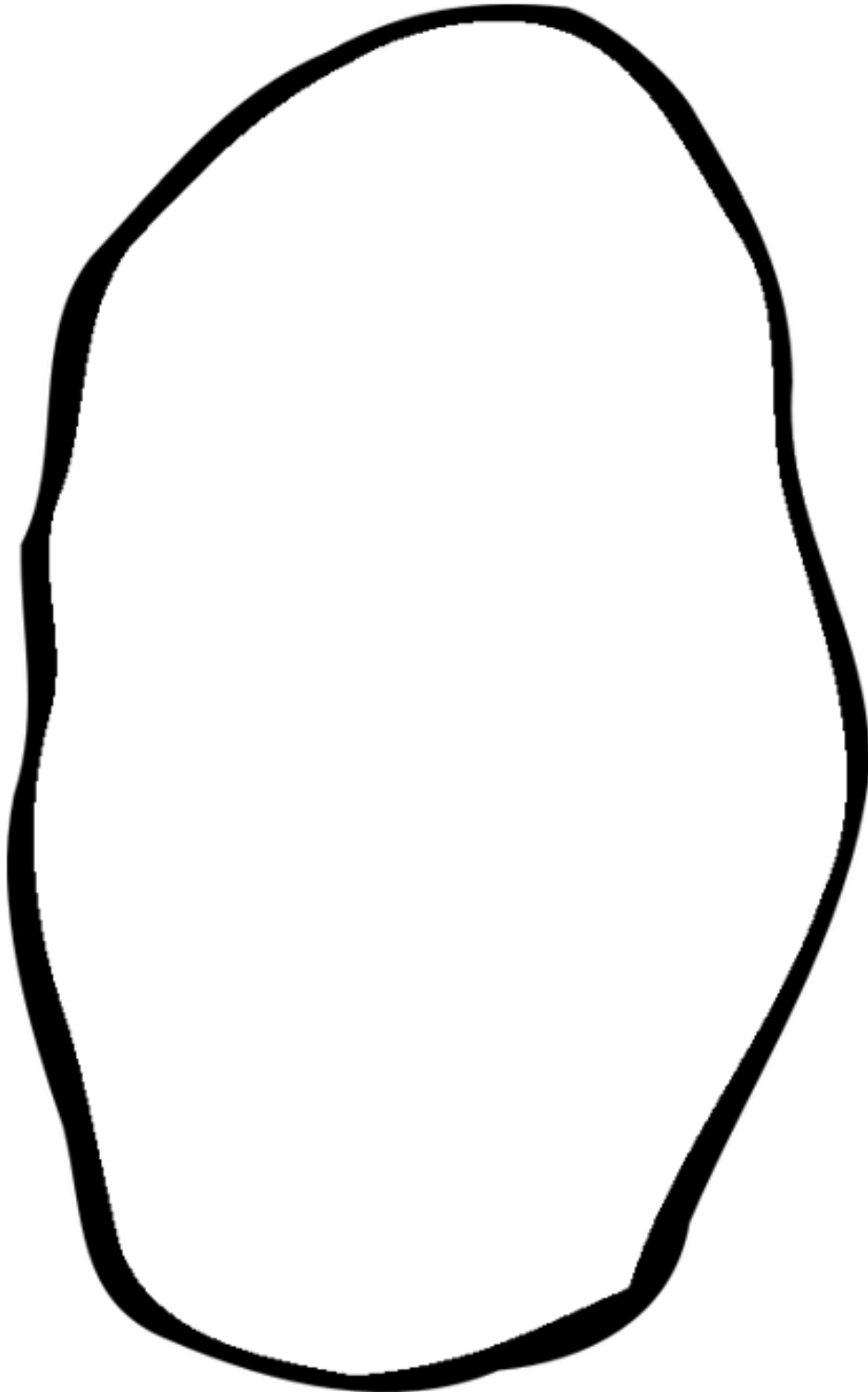
1. Tell the students they will be making seasoned potatoes.
2. Dice potatoes. If cutting potatoes ahead of time, put them in a bowl with water and refrigerate. Drain before placing in slow cooker.
3. Place potatoes into slow cooker. Have students take turns adding the olive oil and seasonings. Stir to combine.
4. Cook on high for 2-3 hours until potatoes are fork tender.
5. Place a sample of potatoes on each plate. Allow students to taste the potatoes.





### Potato Growing Activity Sheet

Instructions: Cut out each potato and staple the cutouts together to make a journal. Use these cutouts to journal about how potatoes grow.





# Lesson 7:

## Exploration Squash



### History

Winter squash is one of the oldest cultivated crops in the Americas with seeds found in Mexico dating back over 10,000 years. In the Americas, squash was one of the three primary crops with the other two being corn and beans. Squash, beans, and corn were known as the “Three Sisters” by American Indian tribes as these crops grow and thrive together. These were a staple in their diet as these plants provided good nutritional benefits. Winter squash became a staple food of early colonists and eventually traveled West with Americans (California Department of Health 2010).

### Wisconsin Agricultural Facts

- Winter squash are warm weather plants. Seeds can be planted directly into the garden in late May or early June.
- They grow on vines which “run” on the ground and take up a lot of space.
- Winter squash is not harvested in the winter, but instead in the fall when its hard outer shell turns a deep solid color. The thick shell allows it to be stored throughout the winter months.
- There are many varieties of winter squash grown in Wisconsin including:
  - Acorn: a smaller, acorn-shaped squash with dark green skin, deep furrows, and yellow-orange flesh.
  - Butternut: a long, pear-shaped squash with a tan skin and orange flesh.
  - Hubbard: a golden or green squash notable for its bumpy, thick skin.
  - Pumpkin: the largest squash variety with bright orange ribbed skin, and orange flesh.
  - Spaghetti: a yellow-skinned squash whose flesh forms spaghetti-like strands when cooked.

### Winter Squash Nutrition

- Winter squash is an excellent source of vitamin A and good source of vitamin C. Vitamin A plays a role in maintaining good eyesight and helps you stay healthy by boosting your immune system. Vitamin C is important for keeping body tissues healthy such as gums, bones, and blood vessels and helps your body to fight infections.
- Winter squash is a good source of fiber which helps to keep our bodies running smoothly.
- Winter squash can be prepared many ways including roasted, steamed, and sautéed. Winter squash seeds are edible and can be roasted for a delicious snack.



## Exploration Squash



### Lesson Objective

Students will use their senses to compare and contrast different varieties of winter squash.

### MATERIALS

- Compare and Contrast Winter Squash Activity Sheet
- Variety of winter squash
- Knife and cutting board
- If not using actual squash, use winter squash picture cards.

### LESSON

1. Distribute the Compare and Contrast Winter Squash Activity Sheet.
2. Arrange the winter squash on a table where students can see them. Hold up each squash, telling the students the name of that squash. Have the students write down the name of each winter squash in the chart on the activity sheet.
3. On the cutting board, cut each squash in half. Tell the students they now will use their senses to describe the squash. Ask them to think about how the squash are different from each other, including the inside and outside of the squash. Allow the students to take turns coming up to the table to inspect the squash.
4. Instruct students to write down words to describe what they see, feel, and smell. Ask students to consider if the outside is smooth or bumpy? Is the outside hard or soft? Is the flesh firm or stringy? How do the varieties differ from each other? Encourage students to use descriptive words that describe how they experience the squash with their senses.
5. Make a class chart on the board. Once students finish writing about what they see, have students share their observations with the class. Write those observations on the class chart.
6. Have students flip to the Venn diagram on the activity sheet. Instruct students to complete the Venn diagram using the winter squash description chart to compare and contrast the varieties of winter squash.
7. Make a Venn diagram on the board. Once students have finished, have students share the results with the class. Write those results in the Venn diagram on the board.

### CAFETERIA CONNECTION

*Display the Harvest of the Month winter squash poster in the cafeteria where it is visible to students. Additionally, work with school nutrition staff to play the Harvest of the Month winter squash video for students during mealtimes.*

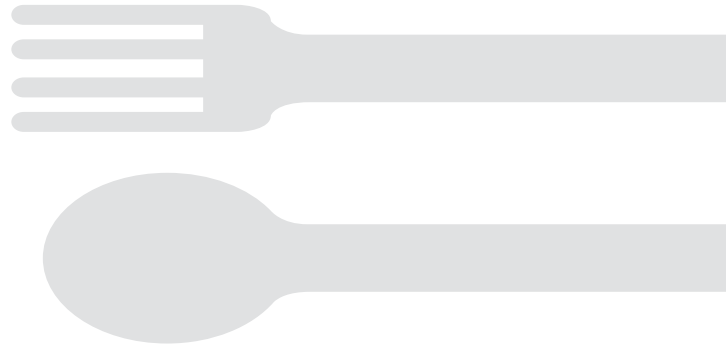


## Classroom Tasting Activity (Optional)

Students will learn how to make a homemade dip using pumpkin, a type of winter squash.

### MATERIALS

- ½ - 15 ounce can pumpkin
- 8 ounces low-fat cream cheese, softened
- 2 Tablespoons brown sugar
- ½ teaspoon pumpkin pie spice
- Graham crackers for dipping
- Mixing bowl
- Spatula
- Measuring spoons
- Paper plates
- Napkins



### ACTIVITY

1. Place the pumpkin into a bowl and refrigerate for one hour.
2. Remove pumpkin from the refrigerator and gather all the materials at a central location. Tell the students they will be making a pumpkin dip.
3. Have students take turns to add the remaining ingredients to the bowl. Then ask one student to mix the ingredients together until creamy.
4. Place one tablespoon of the pumpkin dip and one graham cracker on each plate. Allow students to taste the dip.



## Compare and Contrast Winter Squash Activity Sheet



### Winter Squash Description Chart

Instructions: Use descriptive words to describe the varieties of winter squash.

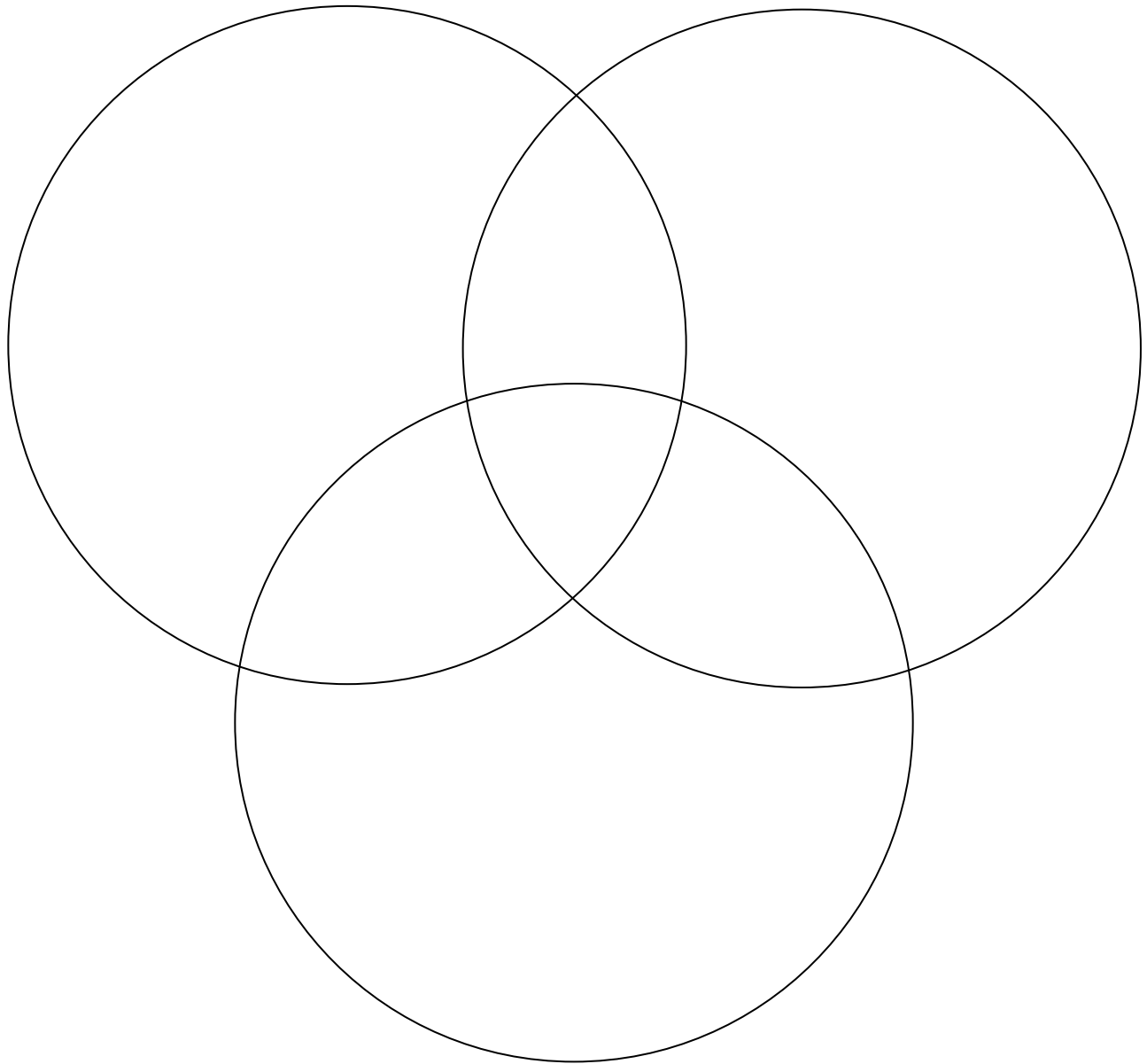
Squash Name	Outside Appearance (color, shape, texture)	Inside Appearance (color, texture)	Smell



## Compare and Contrast Winter Squash Activity Sheet

### Winter Squash Description Chart

Instructions: Complete the Venn diagram. Use the winter squash description chart to compare and contrast the varieties of winter squash.



**Winter Squash Picture Cards**





## Lesson 8:

# Milk from Cow to Table



### History

Since the early 19th century, dairy farming has been an important Wisconsin industry. However, Wisconsin wasn't always known as the dairy state. In the 1850s, many of the settlers in Wisconsin were from New York and brought their dairy farming skills to the state. It wasn't until the mid-19th century that dairy farming expanded rapidly in Wisconsin. Additionally, the University of Wisconsin helped to promote the dairy industry through scientific research and the development of new manufacturing processes (Wisconsin Historical Society, n.d.).

### Wisconsin Agricultural Facts

- There are six common breeds of dairy cows found in Wisconsin. They include the Ayrshire, Brown Swiss, Guernsey, Holstein, Jersey, and the Milking Shorthorn. The Holstein is the most popular breed of cow in the United States due to their tendency to provide more milk than other breeds.
- In 2020, Wisconsin had 7,100 dairy farms and over 1.2 million dairy cows. Wisconsin produced almost 31 billion pounds of milk (Dairy Farmers of Wisconsin, n.d.)
- Wisconsin milk is used to produce a wide variety of products including butter, cheese, cottage cheese, ice cream, and yogurt.
- A wide variety of cheese is produced in Wisconsin including Limburger, Feta, Provolone, Parmesan, Mozzarella, and Cheddar.

### Dairy Nutrition

- Dairy is one of the MyPlate five food groups and includes milk, yogurt, and cheese.
- Calcium and vitamin D are two very important nutrients found in dairy products.
- Calcium is important for building bones and teeth and maintaining strong bones as you age.
- Vitamin D helps the body maintain proper levels of calcium, thereby helping to also build and maintain strong bones.
- Milk is used to produce foods that are not in the Dairy group including butter, sour cream, and cream. These foods have little calcium.





## Lesson Objective

Students will learn what a typical day looks like for a dairy farmer. Students will also learn how milk gets from cow to the foods they eat.

## MATERIALS

- Milk from Cow to Table Matching Activity Sheet

## LESSON

1. Start by asking students where milk comes from. Explain that milk comes from dairy cows that live on farms that are cared for by dairy farmers.
2. Ask students what a dairy farmer does in a typical day. Explain that dairy farmers begin their day by milking the cows with milking machines and that cows will be milked again one or two more times that day. Also explain that dairy farmers care for their cows every day by providing a mixture of hay and grains to eat and water to drink as well as cleaning barns regularly.
3. Ask students how milk gets from the farm to our table. Tell students that cows eat hay and grains to produce milk. Explain that once a cow is milked, the milk is then stored in a refrigerated tank on the farm. Several times a week, a refrigerated truck then picks up the milk from the farm and takes it to a dairy processing plant. When it arrives at the processing plant, it must undergo pasteurization and homogenization.
4. Write the word “pasteurized” on the board. Then ask students if they have ever heard the word pasteurized and if they know what it means. Explain that during pasteurization, milk is heated to a high temperature to kill bacteria. This process ensures that milk is safe to drink.
5. Write the word “homogenized” on the board. Then ask students if they have ever heard the word homogenized and if they know what it means. Explain that during homogenization, special equipment spins milk, pushing it through smaller and smaller holes until the milkfat particles are small enough to float throughout the milk. This process makes the milk smooth and helps it last longer.
6. Explain that after the milk is processed, it is then put into bottles and cartons. Trucks deliver the milk to schools and stores. Not all milk is for us to drink, as some milk is used to make other dairy products like cheese, yogurt, and ice cream.





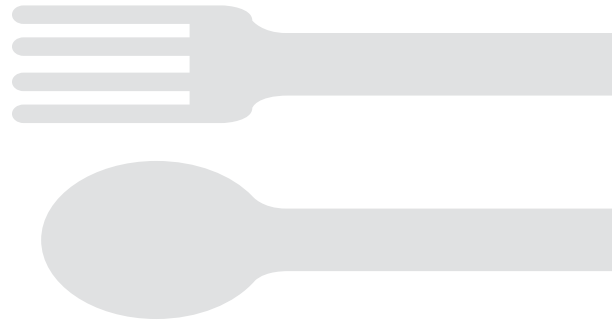


## Classroom Tasting Activity (Optional)

Students will learn how to make a simple cheese using basic kitchen equipment and ingredients.

### MATERIALS\*\*

- 1 pint milk
- 1 Tablespoon vinegar
- Salt (optional)
- Saucepan
- Stove or hot plate
- Oven mitts
- Colander
- Cheesecloth
- String
- Plastic cups
- Plastic spoons
- Napkins



### ACTIVITY

1. Gather all the supplies at a central location. Tell the students they will be making cheese.
2. Have one student rinse out the saucepan with water. This will prevent the milk from sticking. Ask another student to pour one pint of milk into the saucepan. Heat the milk over medium-high heat. Have the students observe as small bubbles form where the milk meets the sides of the saucepan. Once the bubbles form, remove the saucepan from the heat.
3. Ask one student to stir the milk, while another student adds one tablespoon of vinegar to the milk. Have the students observe the milk as liquid starts to separate from the solids. Ask students which part of the separated milk is used to make cheese?
4. Have a student line the colander with cheesecloth. Place the colander over the sink or in a bowl. Pour the contents from the saucepan into the cheesecloth.
5. Ask one student to gather up the corners of the cheesecloth and assist by tying the corners together with string. Tell the students the curd needs to sit for one hour to completely drain.
6. After an hour has passed, have each student spoon a small amount of curd into a plastic cup. Have the students observe the curd using their senses and ask students to describe the texture, smell, and taste. Allow students to then taste the cheese.

*\*\*Cheese making kits are also available for purchase through a variety of retailers. Kits often include ingredients and materials needed for making cheese.*

# Milk from Cow to Table



## Milk from Cow to Table Matching Activity Sheet

Instructions: Identify the steps in order in which milk travels from a cow to your table.

1

The dairy farmer milks the cows using milking machines.

2

A refrigerated truck picks up the milk from the farm and takes it to a dairy processing plant.

3

The milk is packaged into bottles and cartons, while some of the milk will be turned into cheese, yogurt, and ice cream.

4

The cows eat hay and grains so they can make milk.

5

The milk and other milk products are delivered to stores and schools.

6

The milk undergoes pasteurization and homogenization.



## Lesson 9:

# A Nutritious, Delicious World



### Wisconsin History

If you ask for a list of common Wisconsin foods, you will likely hear responses that include milk, cheese, bratwurst, and potatoes. However, Wisconsin food heritage goes well beyond these commonly thought of food items.

The earliest habitants of Wisconsin were American Indian tribes, such as the Chippewa, Ho Chunk (Winnebago), Menominee, Oneida, and Potawatomi. Traditional foods included bison, cranberries, fish, wild rice, venison, and vegetables such as corn, beans, and squash (Wisconsin Humanities, n.d.). These traditional foods are still grown, raised, and enjoyed today.

With each wave of immigrants to Wisconsin, new cultures have been introduced. In the 19th century European settlers brought their foods, recipes, and traditions. Wheat was one of the earliest cash crops grown in Wisconsin and potatoes followed soon after. Peas, sweet corn, snap beans, cabbage, cucumbers, and carrots all became important crops to Wisconsin farmers. Many of these vegetables were grown to meet the needs of the immigrant population (University of Wisconsin Eau Claire 2009).

More recently, Latinx and Asian foods and recipes have become part of the food culture of Wisconsin. Fortunately, these recipes do not remain hidden within immigrant communities. Restaurant cuisine is not limited to European-inspired foods, but also feature traditional cuisines such as Thai, Vietnamese, East Indian, Moroccan, Middle Eastern, and Ethiopian. The following timeline shows when peak immigration started, and with it an introduction to foods, recipes, and traditions (University of Wisconsin Extension 2007).

#### *Immigration into Wisconsin by Ethnicity*

1830 - 1935	Norwegian	1880 - 1920	Russian
1830 - 1850	Cornish	1890 - 1925	Armenian
1840 - 1860	Irish	1890 - 1920	Italian
1840 - 1890	Dutch	1890 - 1940	Syrian
1845 - 1900	German	1916 - 1970	African American Great Migration
1850 - 1900	Polish		
1850 - 1910	Swiss	1940 - 1960	Mexican
1860 - 1900	Swedish	1970 - 1990	Hmong
		1990 - Today	Latinx

Immigration to Wisconsin continues today from countries around the world. As of 2017, over 30% of immigrants to Wisconsin came from Mexico, 8% from India, 7% from Laos, 4% from Thailand, and 4% from China. Immigrants from European nations contribute to nearly 17% of Wisconsin's immigrant population.



## Lesson Objective

Students will learn about foods from different countries and how they were introduced to other parts of the world.

## Materials

- Foods from Around the World Activity Sheet

## Lesson

1. Ask students about any foods or recipes that are special to their families.
2. Discuss with students how foods are associated with celebrations, traditions, and cultures.
3. Explain to students how foods, recipes, and traditions can be spread across the world.
4. Provide students with the Foods from Around the World Activity Sheet and review the instructions. Provide students sufficient time to complete the worksheet.
5. Discuss with the class the results of student research.

## Classroom Adaptation

1. Identify one food from each section of the Foods from Around the Worlds Worksheet.
2. Describe the food to the class. Include information about ingredients, where the food originated, and any other culturally relevant details. If possible, show a picture to the class.
3. Ask students if they have eaten the food and invite students to share their experience.



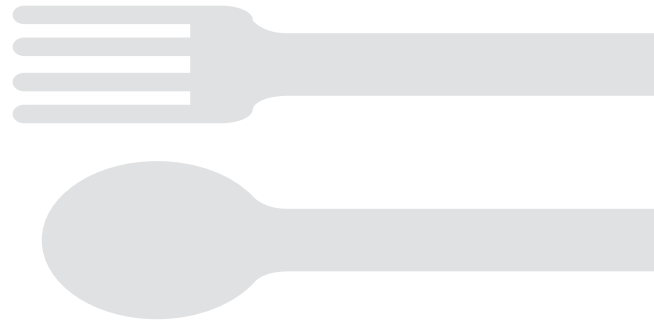


## Classroom Tasting Activity (Optional)

Students will discover how “breads” around the world differ from each other.

### Materials

- Assorted breads and other grains from around the world (e.g., corn tortilla, fry bread, lefse, matzo, pita)
- Butter, jams, jellies, other spreads (optional)
- Knives and spoons
- Paper plates
- Napkins



### Activity

1. Provide students with samples. Allow students to try the samples.
2. Discuss where the foods originated from while sampling.
3. Encourage students to compare the foods.





### **Foods from Around the World Activity Sheet**

Instructions: Select one food item from each of the five groups and circle it. Research the food item to answer the questions.

Fry Bread | Pemmican | Succotash | Three-Sisters Dish (such as soup or stew)

Description:

Origin:

Have you eaten this food?

Draw or add a picture of the food.

---

Chocolate | Guacamole | Pupusas | Tamales

Description:

Origin:

Have you eaten this food?

Draw or add a picture of the food.





## Foods from Around the World Worksheet 2

Instructions: Select one food item from each of the five groups and circle it. Research the food item to answer the questions.

Kielbasa | Latkes | Lefse | Paczski

Description:

Origin:

Have you eaten this food?

Draw or add a picture of the food.

---

Sweet Potato Pie | Gumbo | Injera | Sabaayad

Description:

Origin:

Have you eaten this food?

Draw or add a picture of the food.

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Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

fax:

(833) 256-1665 or (202) 690-7442; or

email:

[program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.





**Wisconsin Department of Public Instruction**

Jill K. Underly, PhD, State Superintendent

Madison, Wisconsin