

*The Good Garden*

|  |  |
| --- | --- |
| **Introduction** | |
| Show the picture of the pre-Columbian bell. Have you ever heard of a dinner bell? This Pre-Columbian bell is from [Santa Barbara, Honduras](https://en.wikipedia.org/wiki/Santa_B%C3%A1rbara,_Honduras). Bells are the most common Pre-Columbian metal objects. They were worn as necklaces, anklets, and attachments to clothing and were also carried as dance rattles. While the round face and puffy cheeks and eyelids of this bell recall the [Maya Fat God](https://www.thoughtco.com/maya-gods-and-goddesses-117947), we cannot identify it positively, nor are we certain whether the bell, cast using the lost-wax process, was made by a [Maya](https://en.wikipedia.org/wiki/Maya_civilization) craftsman. This bell is said to have been found in the mountains of Honduras just outside the Maya area, but metal objects were apparently traded over a wide territory and cast objects and copper ingots were imported into the Maya area from both present-day Honduras and Mexico. **Fat God:** A huge potbellied figure or simply a massive head, commonly illustrated in the Late Classic period as a bloated corpse with heavy swollen eyelids, refers to *sidz*, signifying gluttony or excessive desire.  I wanted to share this artifact with you today because we are going to start reading a story called “The Good Garden.” It is set in Honduras, where this bell is from. I also wanted to use this bell because it signifies gluttony or excessive desire. Many people become gluttons because they love to eat food. This book is a simple story about food insecurity around the world. | |
| **Indiana Standards Connections:**  5.RV.2.2  5.RV.2.4  5.RL.3.1  5.W.6.2  5.W.6.2.b | **Compelling Question(s):**   How can caring for the Earth and its living things improve life now and in the future? |
| **Lesson Objectives:** synthesize information to create new understandings  Explain how plot events connect to form a story  Describe how conflict resolution is related to cause and effect  Identify imagery in the text and explain its effects | |
| **Materials** | |
| Picture of the pre-Columbian bell from the Windows to the World: Digital Artifacts  “The Good Garden” by Katie Smith Milway  Plot map  Cause and Effect index cards | |
| **Learning Plan** | |
| **Activities**  Day 1- Show the picture of the pre-Columbian bell. Have you ever heard of a dinner bell? This Pre-Columbian bell is from [Santa Barbara, Honduras](https://en.wikipedia.org/wiki/Santa_B%C3%A1rbara,_Honduras). Bells are the most common Pre-Columbian metal objects. They were worn as necklaces, anklets, and attachments to clothing and were also carried as dance rattles. While the round face and puffy cheeks and eyelids of this bell recall the [Maya Fat God](https://www.thoughtco.com/maya-gods-and-goddesses-117947), we cannot identify it positively, nor are we certain whether the bell, cast using the lost-wax process, was made by a [Maya](https://en.wikipedia.org/wiki/Maya_civilization) craftsman. This bell is said to have been found in the mountains of Honduras just outside the Maya area, but metal objects were apparently traded over a wide territory and cast objects and copper ingots were imported into the Maya area from both present-day Honduras and Mexico. **Fat God:** A huge potbellied figure or simply a massive head, commonly illustrated in the Late Classic period as a bloated corpse with heavy swollen eyelids, refers to *sidz*, signifying gluttony or excessive desire.  I wanted to share this artifact with you today because we are going to start reading a story called “The Good Garden.” It is set in Honduras, where this bell is from. I also wanted to use this bell because it signifies gluttony or excessive desire. Many people become gluttons because they love to eat food. This book is a simple story about food insecurity around the world. Before reading the text, have students use the graphic organizer to write what they already know about Honduras and gardening.  Read the text. Describe the two techniques Don Pedro uses to make his garden flourish? Reread page 346. What has María Luz decided to do in her own garden? What has made her feel hopeful it will work? Which details in the story reveal María Luz’s character and that her family is important to her? Add to their graphic organizer- what they learned as they read and then what is their new understanding.  Day 2- Today, we are going to reread the story to complete a Plot Map. We will review the parts of a plot map. We will review the beginning of the story and discuss who the characters are and the setting. We will then continue through the story to write the events, the problem, the climax, the falling action, and the resolution.  Day 3- Today, we are going to discuss cause and effect with the story. What is the definition of cause? What is the definition of effect? The teacher will pass out index cards that have cause/effect events from the story on them to the students. Each card will have one cause and one effect on it. Students will need to move around the classroom to find their matching card. We will then discuss the cards after everyone has found their match.  Day 4- Today, we are going to discuss ways that we can help with food insecurity around the world. Watch the following video: <https://youtu.be/fXXiuLgiL18> We will discuss what the students learned from the video. Students will work with a partner to problem solve how they can help lessen food insecurity around the world. Students will write a step by step plan for their solution.  Day 5- Students will share their plans with the class. | |
| **Assessment Suggestions**    Food insecurity plan | |
| **Extensions** Students can research other cultural gods that focus on glutton.  Students can research how their city/town plan to help food insecurity.  Students can write letters to their mayor/senator/governor to voice their concern/opinion about food insecurity in their community. | |