

## Grow into learning with school fruit and vegetable gardens!

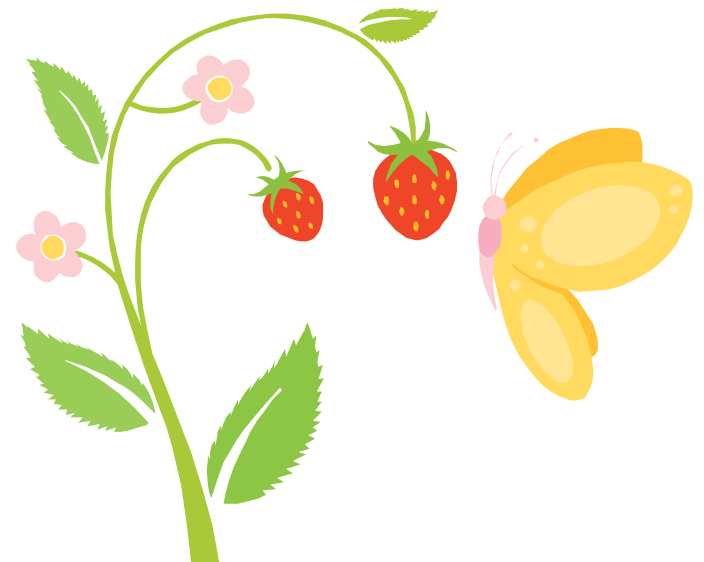
Vegetable and fruit gardens in classrooms and schoolyards help teach crucial concepts to students. This document includes a correlation to the Florida Next Generation Sunshine State Standards for **Social Studies Education**, with examples of activities leading the way.

By choosing to use your school garden or growing classroom to integrate **Social Studies Education**, you are ensuring success by giving students a context in which to apply these concepts. Research shows an increase in the consumption of fresh fruits and vegetables, increased outdoor exercise, and improved classroom management and attention when curriculum is integrated into a school garden project.



This symbol denotes a sample activity that would meet the benchmarks underneath. Each table is divided by grade, to show how this activity would apply throughout a K-12 curriculum.

For more information on creating a school garden, curriculum resources, and success stories, please visit the Florida Department of Education, Office of Healthy Schools, [School Gardens Website](#) or call 850-245-0480.



## Social Studies Education



**As a class, create safety rules in the garden, including: behavior with others and with plants, tool safety, wearing sunscreen, staying hydrated, harvesting only those leaves and fruits that the teacher suggests, washing produce thoroughly before eating, and the difference between edible and inedible parts of the plants. Review the consequences of not following these guidelines.**

Benchmark	Description	Grade Level
SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.	K
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.	1
SS.2.C.1.2	Explain the consequences of an absence of rules and laws.	2



**Plan the garden using a calendar. Mark preparation, planting dates (two days before each new moon, for example) and harvest dates (from the information on the seed packets). Advanced classes can volunteer to assist a community garden at a retirement community, school or neighborhood center with the planning and planting of the garden.**

Benchmark	Description	Grade Level
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.	K
SS.912.C.2.5	Conduct a service project to further the public good.	9 - 12



**Create a class timeline of the garden with all of the significant dates marked – planning, designing, planting, and harvesting each vegetable or fruit. To incorporate more standards, record the weather patterns of each season. If multiple classes are involved in the garden, compare each timeline. Write a story of the garden using the timeline. Advanced classes can also record rainfall and weather patterns and relate this to crop growth, or create a timeline of farming during different periods in American history.**

Benchmark	Description	Grade Level
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.	K
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.	K
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.	K
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.	1
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.	1
SS.2.A.3.1	Identify terms and designations of time sequence.	2
SS.4.G.1.3	Explain how weather impacts Florida.	4
SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.	4
SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.	5
SS.6.W.1.1	Use timelines to identify chronological order of historical events.	6
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.	9 - 12



**Use the cardinal directions when planning the garden, showing the students that the sun rises in the east, and rows for crops should run east and west. Create a map of the garden with a legend for where crop is located, and with cardinal directions clearly labeled. Advanced classes can create the map to scale.**

Benchmark	Description	Grade Level
SS.K.G.1.3	Identify cardinal directions (north, south, east, west).	K
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes	1
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.	1
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.	2
SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .	3
SS.4.G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).	4
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.	5
SS.6.G.1.5	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.	6



**Study what families in different countries, or in different points in American or world history, grew in their gardens. This could focus on different Native American crops and diets from different parts of the country. For a more recent example, invite a local farmer to speak to the class about what they used to grow in their fields and what they grow now, or have students talk with their grandparents about gardens or farmers in their family’s history.**

Benchmark	Description	Grade Level
SS.K.A.2.1	Compare children and families of today with those in the past.	K
SS.1.A.2.2	Compare life now with life in the past.	1
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.	2
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.	2
SS.4.A.2.1	Compare Native American tribes in Florida.	4
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.	6
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.	8
SS.912.G.6.4	Translate narratives about places and events into graphic representations.	9 - 12



**Create a map showing where each popular food crop developed (for example, potatoes, beans, corn, chocolate and cotton came from South America, bananas, coffee, onions and wheat came from Africa, oats, olives and beets came from Europe, and cabbage, carrots, grapes, and citrus came from Asia. Sunflowers, blueberries and cranberries came from North America). For a current local example, discuss which crops are grown currently near the school (see Florida Ag in the Classroom, Inc. for information on local commodities). Discuss the climate of each of these areas, how climate influenced the food growing there, and the ways in which Florida’s climate affects what fruits and vegetables can be grown here, and in which seasons.**

Benchmark	Description	Grade Level
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.	K
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.	1
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.	2
SS.3.G.1.3	Label the continents and oceans on a world map.	3
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.	3
SS.6.G.1.1	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.	6
SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.	6
SS.7.G.6.1	Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.	7
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.	9 - 12

SS.912.H.3.3	Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.	9 - 12
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	9 - 12



**Develop a system to distribute or sell extra produce to faculty, staff or parents within the school. Have students participate in harvesting, pricing and packing the produce from the garden, and/or delivering orders to teachers or parents. Discuss the economic components of this business. Advanced students can keep track of funds and help allocate them for garden supplies and materials.**

Benchmark	Description	Grade Level
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.	K
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.	1
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.	1
SS.1.E.1.5	Recognize the importance of saving money for future purchases.	1
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.	2
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.	3
SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.	9 - 12