

## Featured Images



Always Fresh, Narsiso Martinez 2018



Pacific Gold, Narsiso Martinez 2021

### **How do our favorite fruits get to our plates?**

This lesson is well suited as a follow up activity for your social studies section when students are learning about farming and how food was grown in the past and is grown now. Students will have the opportunity to practice vocabulary gleaned in past lessons through this activity. Included in the Extension section are suggested read aloud texts.



## Food, Collage, & Colors | Lesson Plan | K-3

### Objectives: Students will

- Identify details in a work of art
- Identify basic geometric shapes and forms
- Describe familiar places, things and foods
- Create collages with geometric shapes
- discuss agricultural practices and explore their ideas of where food comes from.
- gain insights into where their food comes from and the people that produce and harvest it. Students can gain an appreciation for the labor behind their food and the value that this work brings to their lives and communities.

**Theme:** Connecting people/farm workers to the food they see on their plates/in stores

### Artwork:

Pacific Gold, 2021 Narsiso Martinez

Ink, Gouache, charcoal, collage, acrylics, and small paintings on produce boxes

82x40x48 inches

Alsays Fresh, 2018 Narsiso Martinez

Ink, Charcoal, Gouache, Gold Leaf and Collage on Reclaimed Produce Boxes

92.5x278 Inches

**Materials:** Glue sticks, Cardstock or construction paper of various colors, Cardstock cut into 1in geometric shapes ([cricut template](#))

**Standards:** 1.2.4- Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

2.4.1- Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

2.1.1.N- Classify various foods into appropriate food groups.

K.4 Describe familiar people, places, things, and events, with prompting and support, provide additional detail.

### Writing Standards

1.2 Use descriptive words when writing.

1.3 Print legibly and space letters, words, and sentences appropriately.

### Guiding Questions:

Where does your food come from?

Who are the people that produce our food? Whose hands bring our food to our plate?



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### Activity 1: Image Analysis

#### Part 1: *Always Fresh* by Narsiso Martinez

Begin with a large group discussion of the zoomed in version of *Always Fresh* by Narsiso Martinez.

**Guiding questions:** What do you see? What do you think the figures are doing? Do you see any shapes or figures that you recognize? What are the colorful objects in the collage? Where do you think the people are?

As the students share their answers, make a list of key words such as names of fruits and vegetables, as well as words that have to do with food production, tree, picking, packing, harvesting, boxes etc. as appropriate for your grade level.

#### Part 2: *Pacific Gold* by Narsiso Martinez

Share the Images of *Pacific Gold* with your students. Give students time to look at the piece quietly (about 20 seconds) asking students to pay special attention to the colors that they see. Pair Share; what colors do you see? What colorful items do you recognize?(Be sure to give both members of the partnership time to share.)

As a class add any missing words to the list of fruits and vegetables.

What other figures can you identify? What do you notice about the birds (peacocks) and the people? Why do you think the person in the image might have their hands outstretched?

\*As you ask this final question, model stretching your hands out in front of you like the figure in *Pacific Gold*, What does it mean when you stretch your hands out to someone?

What fruit or veggie do you wish the figure would hold out for you to taste? Which is your favorite? As students identify which fruit or veggie is their favorite, transition to the art making activity.



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### Activity 1: Art Making Activity: Collage

#### Part 1: Collage Plan and Execution

Students will need Glue sticks, a piece of cardstock or construction paper, and assorted pre-cut 1in geometric shapes.

Students will arrange the geometric shapes to create a collage of their favorite fruit. Encourage students to look at the pieces by Narciso to see the bright colors he chose. Students will first place on the cardstock to create their shapes. Once they have laid out their shapes, they are ready to begin gluing the pieces down.

#### Part 2:

Create labels for the student work that includes a title, name, and the year

#### Part 3: Gallery Walk

Hang student work! Give students a chance to view others' work.

### Extension Activities:

#### Adjective practice Fruit Tasting

If you are able to provide tastes of fruits that are in season, encourage students to describe the foods as they taste them, are they sweet? Sour? Squishy? Juicy? Spicy? (with younger students the tasting portion of the activity might be done before or after the discussion, this would serve as a good reference when they are naming fruits and vegetables they see in the artwork).



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### Writing Component:

Choose a prompt or sentence starter based on your grade level.

Use of adjectives;

a ) \_\_\_\_ (name of fruit) \_\_\_\_ are \_\_\_\_ (color) \_\_\_\_

b.) My favorite fruit is \_\_\_\_ because \_\_\_\_\_. Students can use descriptive language/senses to tell why.

### How it grows:

Based on the responses from students, find photos or videos that show *how* the class favorite fruits and vegetables grow. Are they grown on bushes, trees, are they roots? How are they harvested? Students are often *very* surprised to learn that kiwis grow on vines!

### Suggested Readings

*Amelia's Road* By Linda Jacobs Altman, *Yum! MMMM! Que Rico!* By Pat Mora; and *Gathering the Sun* By Alma Flor Ada; *Radio Man* by Arthur Dorros and *Calling the Doves*, Juan Felipe Herrera