

HARVEST of the MONTH in the CLASSROOM



CARROTS

HISTORY

Carrots originated in Central Asia over 1,000 years ago and were derived from a wild carrot called Queen Anne's Lace. This wild carrot ancestor is also a taproot crop but has a white root. Archaeologists have found wild carrot seeds in Europe that were 5000 years old! The carrots we know today, orange and more uniform in size and shape, have been selectively bred over centuries from earlier carrots that were purple and yellow, and sometimes white. Today the largest producers of carrots are China, the United States, Poland, Japan, and France.

FUN FACTS

• People in the United States eat an average of 10 pounds of carrots every year.

• Carrot seeds are tiny. There are more than 23,000 seeds in one ounce.

• The earliest versions of carrots were white and purple.

• Cultivated carrots originated in Afghanistan.

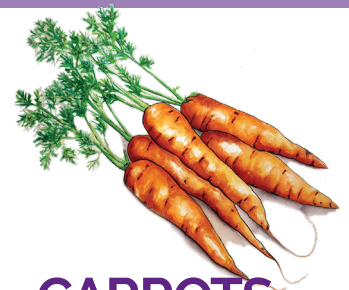
FARMER BIO



The Athearn Family at Morning Glory Farm on the island of Martha's Vineyard farms 144 acres. They grow a wide variety of vegetables from Asparagus to Zucchini, hay and meat. Simon Athearn's favorite carrot variety is Bolero because it is thick, not overly long, can withstand cold and has the best carrot flavor of any carrot he's ever grown. All of Morning Glory Farm's products are sold through their farm store and local restaurants. *Photo Credit: Alison Shaw / Morning Glory Farm.*

TOPS & BOTTOMS

Grades K-2 • 30 minutes



CARROTS

OBJECTIVES

Students will understand how plants grow. They will be able to identify different parts of the plant, and recognize what parts of plants we eat.

ESSENTIAL QUESTIONS

Where does food come from?
How do carrots grow?

MA STATE FRAMEWORK(S)

K-2 Life Science Standards

- K-LS1-1
- K-LS1-2 (MA)
- 1-LS3-1
- 2-LS2-3 (MA)

MATERIALS NEEDED

Tops and Bottoms by Janet Stevens
Tops and Bottoms Worksheet (attached)
Paper
Crayons
Variety of vegetables, either in the garden or on display in the classroom (carrot, tomato, lettuce, beet, potato, kale, squash, etc.)

PROCEDURE

Introduction

Read Tops and Bottoms aloud to the students. Ask students to list the vegetables they heard in the book, and where they grew in the garden. Make a list on the board.

Activity

In the Garden: Invite students to explore the garden with a partner. Ask them to find vegetables that grow above or below the soil. Individually, or with a partner, have students complete the Tops and Bottoms Worksheet.

In the Classroom: Have students complete the worksheet using the displayed vegetables. Give them some clues to help them figure out if the vegetable grows above or below the soil. Then, ask the students to choose one vegetable to draw. Give each student a piece of paper and ask them to fold it in half. Students should draw a line across the fold to highlight the soil area and draw their vegetable according to where it grows in relation to the soil level.

Wrap Up

Ask the class: Do all vegetables grow in the same way? Why is it important for some vegetables to grow on top of the soil and some vegetables to grow in the soil?

TOPS & BOTTOMS Worksheet



Name: _____

Tops

Bottoms