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Pathways Third Grade Curriculum - Week Ten

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KEEPING UP OUR PACE

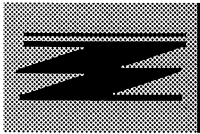
Purpose: To observe methods of reducing the amount of fat in ground meat.

Lesson Objectives – Students should be able to:

- distinguish between fat and lean ground meat.
- discuss some traditional and modern ways to prepare meat that will reduce the amount of fat.
- explain how the Food Service staff reduces the fat in ground meat.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10		Cassette Player Theme Music Cassette
2. Traditional and Modern Ways to Prepare Meat	10	Everyday Foods List	Everyday Foods Poster Overhead Projector Visual Aid I
3. Observation of Reducing Fat in Ground Meat*	20		Visual Aid J



Activity 1

Theme Story and Discussion



A. Prepare students for today's introductory lesson:

1. Turn on the Pathways Theme Music cassette.
2. Tell students that they will learn about the importance of meat in the lives of the Great-Great-Grandparents
3. Listen carefully to find out what happened to Daryl and how the Great-Great-Grandparents respected animals.
4. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, *Running Hard*, to the class.

Amanda watched as Daryl quickly turned and began running as hard as he could towards the truck. She couldn't believe how fast his legs were moving. She hollered, "Run, Daryl, Run!" to let him know that she supported him.

Daryl jumped into the back of the truck. He was gasping for air. He lay still for awhile and finally said, "Wow!!!, Amanda, that

wasn't a milk cow. That's a mean bull."

"Daryl, you sure ran fast," said Amanda.

He said, "Gosh, I sure am glad that I didn't meet this bull before I started running. Now I am quicker and can run for a long time without stopping." Daryl took several deep breaths and said, "Running makes me feel better."



Both of them watched while the bull turned back to the herd. Amanda said, “He sure acts tough. No wonder we don’t eat the meat from a bull.”

Daryl looked at Amanda. Then, he said, “Let’s ask Grandfather to tell us the story about the animals. I remember hearing this story once.”

Amanda said, “Okay. I’ll ask when he gets here. But, don’t you get any more ideas about chasing cows.”

“Okay,” said Daryl as he took more deep breaths. “I sure don’t want to meet another angry bull.”

When Grandfather returned, both Amanda and Daryl were trying to talk at the same time to tell him what happened. He praised Daryl for running away from a dangerous bull. Then, he told them the story about the animals.

“Long ago, Grandfather started, the Great-Great-Grandparents knew that a person who ate both plants and animals was a healthy person. Some of the animals they ate were deer, buffalo, antelope, elk, and mountain sheep. These animals roamed freely to find their food. Because they moved from place to place, these animals did not carry excess fat. Mankind valued these animals as food. Everyone respected the animal and did not waste any part of the animal because each part of the animal had a purpose. The hide, the different bones, the tail and the hooves were all used to help mankind. Nothing was wasted. The animal was thanked for providing good tools, warm clothing and moccasins, blankets, and even the covering for their home.”

Amanda and Daryl thought about what Grandfather was saying. They respected the wisdom of their Great-Great-Grandparents and how they lived.

C. Review the story using the following questions.

- How did Daryl get stronger to be able to outrun the bull?

Answer: He exercised by running often and being more active every day.

- What were some of the animals that the Great-Great-Grandparents ate?

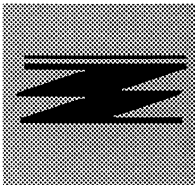
Answer: Deer, buffalo, antelope, elk, and mountain sheep.

Week 10 — Part A

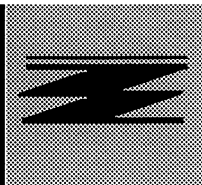
- Do we still eat meat from these animals? What other meat do we eat?

Answers will vary.

- D. Explain to students that the Great-Great-Grandparents ate animals, fish, and birds and wild plants to help them live a healthy life so that they would feel good and have the energy to do things that they liked to do.
- E. The Great-Great-Grandparents had great respect for the animals that they hunted, and were always thankful to have meat from these animals. To show their respect for the animals who gave themselves to mankind, the Great-Great-Grandparents spoke to the animals and thanked the animals for being on this earth.



Activity 2 Traditional and Modern Ways to Prepare Meat



- A. Point to the **Meat, Poultry, Fish, Dried Beans** list on the **Everyday Foods** poster.
1. Tell students to find this list in the green Everyday Foods pages of their activity book.
 2. Explain that there are ways to lower the fat in meat before it is eaten.
 3. Point out the words written under the title, and read aloud that description: **“Trimmed and cooked without added fat. Baked, boiled, broiled, grilled, microwaved.”**

4. Discuss with students what they think “trimmed and cooked without added fat” means and provide an explanation, as needed.

- What is fat?

Answer: Butter, margarine, lard, shortening, or bacon grease are fats. Fat can also be seen as the greasy white part in the meat or around the edges of the meat.

- What does “trimmed” mean?

Answer: Cutting off or “trimming” the fat that is on the edges of the meat.

- What does “cooked without added fat” mean?

Answer: Adding no fat before or after cooking meat, poultry, fish, or dried beans.

- B. Display **Visual Aid I** and point to the top part which shows traditional ways of cooking meat.

1. Explain to students that in boiling, steaming, roasting, or drying meat, the fat in the meat separates during cooking from the rest of the meat.
2. Stress that these traditional ways of preparing meat were healthier because the fat separated or drained away from the meat. Also, that no fat was added during cooking.
3. Ask students to look at the bottom part of **Visual Aid I** and identify the modern ways of cooking meat to reduce the amount of fat in meat before it is eaten.

Week 10 — Part A

- **Baked:** cooked in an oven with no added fat.
 - **Boiled:** cooked in boiling water.
 - **Broiled:** cooked on a pan with small holes or slits that allow the fat to separate and drip into the bottom pan.
 - **Grilled:** cooked on a rack or grate over a fire or charcoal, like a barbecue grill, so that the fat from the meat drips off into the fire.
 - **Microwaved:** cooked in a microwave oven with no added fat.
- C. Stress to students that the healthiest ways to cook meat today are similar to the traditional ways of cooking meat.
- D. Emphasize that **Meats, Poultry, and Fish** that are cooked in these ways have **less fat** so they are healthier to eat.



Activity 3

Observation of Reducing Fat in Ground Meat



Teacher Note:

Arrangements **must** be made with your school's Food Service Manager prior to this activity for the observation of the reduction of fat in ground meat. There are two methods that are available for this observation. One way is to take students to the school kitchen to actually observe how fat is drained and rinsed from ground meat. If this is not possible, a second way is to take students to the school cafeteria, where they would see jars containing the fat that was rinsed and drained from ground meat used in today's (or yesterday's) lunch.

- A. Point out the food item **lean ground beef** under the **Meat** column on the **Everyday Foods** poster, and tell students that this meat is served often in their school lunches.
1. Ask students if they can identify some of the foods served for school lunch that have ground meat in them.

Answer: Spaghetti, tacos, chili, meat loaf, hamburger patties

2. Stress that ground meat can be made "**lean**" (meaning – having less fat in it) by cooking it in a certain way.
3. Display **Visual Aid J**, and briefly explain the four steps that are used in "Cooking, Draining, and Rinsing Ground Meat."

Week 10 — Part A

4. Show students a strainer and stress that **a lot of fat is drained and rinsed off the ground meat** when a strainer is used and that the meat is more healthful and just as tasty to eat.
 5. Remind students that it is important to eat meat that has less fat just as done like their Great-Great Grandparents.
 6. Explain to students that the Food Service staff at the school uses this method to reduce the amount of fat in their school meals.
- B. Announce to students that this week in their Family Action Pack, they will find the instructions for “Cooking, Draining, and Rinsing Ground Meat.”
- C. Remind students of the reason that it is important to eat foods that are lower in fat. **Eating Everyday Foods can help a person to look and feel good; stay well; and have lots of energy to do the fun, active things they like to do.**
- D. Tell students that they will take a “field trip” to the school kitchen. They will either actually observe how the fat is drained and rinsed from ground meat or they will just see the fat that was drained and rinsed from the ground meat.

Reminder:

- ✓ Complete the **Evaluation Form** at the end of this lesson



KEEPING UP OUR PACE

Purpose: To reinforce the importance of physical activity.

Lesson Objectives – Students should be able to:

- describe how the Huhukam built canals to bring water to their fields.
- pantomime active movements.
- describe the **Pathways Family Action Pack: Week Ten**.

Lesson Outline			
Activities	Time (min.)	Student Materials	Teacher Materials
1. Storytelling and Discussion	15	Pathways Nation Map	Cassette Player Theme Music Cassette Story Tape: <i>Rabbit and Coyote</i> Overhead Projector Story Visuals Pathways Nations Class Map
2. Class Game: Mountain, Desert, River Challenge	15		Mountain Action Cards Desert Action Cards River Action Cards
3. Family Pack	5	Family Pack Stickers Star Chart Family Action Pack: Week Ten	Return Box
4. Summary of the Week	5		



Activity 1

Storytelling and Discussion



A. Prepare students for today's lesson.

1. Turn on the Pathways Theme Music cassette.
2. Instruct students to form a circle on the floor around you, if space allows.
3. Explain to students that they will travel with Amanda and Daryl to the Gila River Indian Community.
4. Like many other Native Americans, the Gila River Indian Community people have great respect for water and the importance of water to living things.
5. Tell students they will listen to a story of the Huhukam and how they brought water to the Gila River Indian Community.
6. Turn off the Pathways Theme Music cassette.

B. Read to students the following story, *Huhukam*, to the students.

Amanda, Daryl and Grandfather traveled to the Gila River Indian Community. They were going to a harvest feast at the village of Bapchule¹ (*Bap-chu*). Amanda reminded Daryl. "We are in a dry hot desert. Be sure to drink plenty of water."

They came to a sandwich mud-house² near the great Gila River. Auntie Lopez lived there with Grandma and Grandpa Reed. She was anxious to see Daryl and Amanda. She wondered if Daryl learned how to fancy dance.



Amanda and Daryl talked about what they had learned on their Pathways Journey until Grandma Reed said, “It is time to eat.”

Looking at the table, Daryl and Amanda saw steamed squash and lots of brown tepary beans called Ba’uff³ (Baa’-uff). A warm wheat tortilla was next to each plate.

Grandpa Reed spoke softly. “We must thank Se:he⁴ (Soot:hu) Elder Brother, for providing us with good health, good crops, and strong bodies.” Then he served everyone a full plate of Ba’uff.

Swooping up his Ba’uff with a wheat tortilla, Grandpa Reed ate his food. He had a delighted look on his face.

Amanda asked, “Tell us more about the harvest feast at St. Peter?”

“Of course” replied Grandpa. “Our church feast is tomorrow. In the old days, our Chief Antelope set the day to celebrate our harvest.”

He continued, “My ancestors, the Huhukam⁵ (Hu-hu-gam) built huge canals. They dug

these canals by using sharp sticks, stone axes and even their bare hands. Everyone, men, women and children, helped with building the canals. These canals brought water through the dry desert to the fields. This water helped to grow corn, beans, cotton, melons and pumpkins. That was when the harvest feast started.”

Grandma added, “The Salt River and Gila River brought the water to the canals. These are very famous rivers to the Akimel O’odham⁶ (A key mal Ath thumb). That is why we are called ‘The River People.’

Daryl asked, “Would you tell us about how the O’odham people became long-distance runners?”

“Let’s keep that story for next time” said Auntie Lopez. “We need to rise early and pick corn, squash, and watermelons to take to the feast.”

Suddenly, Grandpa Reed said, “Tomorrow, remember not to stare while people are eating at the feast. Let me tell you this little story about why you shouldn’t stare.”

¹Bapchule (Bap chu) A village of the Akimel O’odham in the Gila River Indian Community.

²A sandwich mud-house has this name because it is made from the cactus ribs of the Giant Saguaro by putting mud between two cactus ribs just like making a sandwich.

³Ba’uff (Baa’-uff) A cooked dish of brown tepary beans.

⁴Se:he (Soot:hu) The Elder who counseled and protected the Akimel O’odham people.

⁵Huhukam (Hu-hu-gam) The ancestors of the Gila River Indian Community.

⁶Akimel O’odham (A-key-mal Ath-thumb) The name used by the Gila River Indian Community to describe themselves as the River People.

Week 10 — Part B

- C. Tell students that they are going to hear the story about *Rabbit and Coyote*.
- D. Play the Story Tape, *Rabbit and Coyote*,¹ and display the Story Visuals for students.

Teacher Note:

A script of *Rabbit and Coyote* and Story Visuals are located in the manual at the end of this week.

- E. Discuss the story with students using the following questions.

- Which Pathways Nation was having a feast day?

Answer: The Gila River Indian Community at their village of Bapchule.

- Can anyone describe where the Gila River Indian Community is located?

Answer: Near the Gila River which is in the desert.

- How did the ancestors, the Huhukam, bring water to their fields?

Answer: Everyone helped to build canals with their hands and sticks.

- F. Have students return to their desks.

¹Flesch-Kincaid Grade Level 4.64

- G. Instruct students to find their **Pathways Nations Map** in their activity book.
1. Choose a student to locate the Gila River Indian Community on the Pathways Nation Class Map.
 2. Instruct students to draw a line from the Apache tribes to the Gila River Indian Community on the map in their activity book.



Activity 2

Desert, River, Mountain Challenge



- A. Announce to students that they will now pretend to go on a journey through a desert, across a river, and then up a mountain.
1. Tell them this pretend journey will require them to do certain physical activities.
 2. Explain that they will pantomime (or act out) each action on their journey.
 3. State that they will first practice each physical action and then they will put all of the actions together.
- B. Instruct students to stand by their desks and caution them to be careful not to bump into their desks or other students.
1. Take out the six **Desert Action Cards** and hold up one at a time, read the action aloud, and then demonstrate that action while the students follow along. (See the Desert, River, and Mountain Action Cards at the end of this week.)

Week 10 — Part B

2. **Optional:** Choose two or three students to stand at the front of the classroom to help you demonstrate each action.
 3. Follow the same procedure with the **River Action Cards** and the **Mountain Action Cards**.
- C. Tell students they will now put all of the actions together by starting through the desert, across the river, and up the mountain.
1. Explain that when you hold up a card and read the action aloud, everyone should do that action together.
 2. Tell them to keep doing each action until you hold up a different card and read that action.
 3. Begin the actions with a Desert Card, next a River Card, and finally a Mountain Card.
 4. Repeat all of the action cards, as time permits.
- D. Ask students to identify any **Body Cues** they may have felt while doing the physical actions.
- E. Congratulate students on their active journey through the desert, across the river, and up the mountain.



Activity 3 Family Pack



- A. Ask students how their family members liked the Pathways Family Snack Pack that they took home last week.
1. Ask for some comments on what their families thought of the sugar-free beverages.
 2. Remind students that sharing the packs with their family members can help them identify Everyday Foods and beverages and physical activities that they can enjoy together.
- B. Ask if anyone has a return card for the Return Box. Tell students that if they have forgotten, they should bring the card back as soon as possible.
1. Reward the students who had return cards with a sticker to paste on one of the points of the **Star Chart** located on the back of the front cover of their *My Pathways Journey Activity Book*.
 2. Remind students to place their return cards in the Return Box in the classroom.
 3. Remind students that they will receive a Special Reward at the end of the Pathways program if they complete and bring back three or more return cards.

Week 10 — Part B

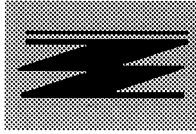
C. Distribute the **Pathways Family Action Pack: Week Ten** to each student and tell them to write their name on the front of the envelope.

1. Explain that the items in the envelope include:

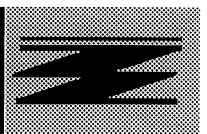
- Tipsheet on “Cooking, Draining, and Rinsing” to reduce fat in ground meat.
- Chile recipe using ground meat.
- A Family Physical Activity Goal sheet to help your family set a goal to do an activity together.
- **Return Card: Week 10** for you and a family member to sign when you finish the action pack.

2. Remind students that each time a signed return card is brought back, they will receive a sticker to paste on a point of their **Star Chart**.

D. Remind students to be sure to share this week’s Family Pack with their family.



Activity 4 Summary of the Week



A. Review with students this week's Pathways Journey.

1. Congratulate students on being physically active during the game: Mountain, Desert, River Challenge.
2. Emphasize that during the Pathways Journey with Amanda and Daryl, they are learning that eating healthful foods and being physically active is important.
3. Remind them that they should keep themselves healthy so that they will feel good and have the energy to do all the fun things that they like to do.

B. Read **Cliffhanger for Week 10** to the class.

When Amanda and Daryl went to bed, they saw the clearest night sky with lots of shining stars. They were soon asleep, with dreams about the great Huhukam¹ (*Hu-hu-gam*) people living by the Gila River.

The next day, Amanda and Daryl went to the feast in Bapchule² (*Bap-chu*). They played baseball, tag, and a traditional game, Toka³ (*Tho-ka*), which is a desert hockey game. In between games, they ate many of the traditional foods that had been prepared for the feast. Tired and full, they danced with everyone in a round dance.

Daryl sighed, "I have never seen such large tortillas⁴. Some of them are bigger than a pizza. I never felt so full."

Amanda answered, "You must have been hungry. Maybe, it is time to stop eating."

"I will," said Daryl. "And . . . I haven't forgotten that I want to be healthy. And, remember, Amanda, I did run faster than that bull."

They both burst out laughing as they remembered the angry bull. In a short while, they were told to gather their things and get in the truck with Grandpa.



Week 10 — Part B

Waving goodbye, they drove onto a highway leading to the mountain from the desert.

Daryl and Amanda were thinking about their Pathways Journey and how much they had learned from everyone.

Suddenly, Grandfather said, “Look at that cloud of smoke.”

“Why is there so much smoke?” said Daryl.

Amanda said, “I wonder what is burning?”

¹*Huhukam (Hu-hu-gam) The ancestors of the Gila River Indian Community.*

²*Bapchule (Bap-chu) A village of the Akimel O’odham in the Gila River Indian Community.*

³*Toka (Tho-ka) The O’odham word for desert hockey that is played during feasts and in competition.*

⁴*Tortillas (Tor-ti-yas) Spanish word for a flat bread made from cornmeal or flour.*

Reminders:

- ✓ Complete the **Evaluation Form** at the end of this lesson.
- ✓ Check with Food Service about the food/supplies ordered for the snack preparation and Family Snack Pack activities in Week 11, Part A and B.

Rabbit and Coyote

By Jean White, member of the Gila River Indian Community
Illustrated by Gary Owens, Jr., Xalychidom-Pipash, (Tohono O'odham Nation)

Coyote sees that Rabbit opens a brown burlap sack each time he sits down to eat. Coyote was very, very curious about what was in this sack. He would stare and stare whenever Rabbit was eating. Rabbit tried to ignore him.

One day, being so curious, Coyote followed Rabbit back to his home. He hid himself outside and stared through a little window. He could see everything that was happening inside of Rabbit's home.

Coyote watched as Rabbit set his brown sack on the table. Then, Rabbit turned it over and emptied it. Meat and all kinds of food fell out of the sack. Coyote could see Rabbit's children joyfully jumping up and down. They were so happy to see so much food to eat.

Being hungry, Coyote quickly jumped through the door and grabbed the meat on the table. He turned and ran into the desert until he was far, far away. Then, he stopped to eat the meat.

Coyote laughed as he thought about how he had taken the meat from Rabbit's table. Coyote put a piece of meat into his mouth. Suddenly, the meat began to turn into scorpions and started to sting him. Yelling out loud, Coyote spit out the meat and ran away to the mountain.

This is why you can still hear Coyote yelling in the mountain.

Week 10

Action Cards

Desert Actions

Skipping across the sand - skip - skip - skip!

Hopping from rock to rock -
one - two - three!

Dodging a cactus here and there -
here and there - here and there!

Looking for water -
On your right - on your left -
On your right - on your left -
On your right - on your left!

Chasing a road runner in a circle -
around - around - around!

Jumping high to touch the sky -
jump - jump - jump!

River Actions

Swimming in the water - move those arms -
one - two - three!

Wading through knee high water -
lift those knees - one - two - three!

Floating on your back - move those arms -
one - two - three!

Jumping over stones - one foot at a time.
One stone, another stone, another stone -
don't fall in!

Rowing a boat - row with those arms -
row - row - row!

Digging for worms with a shovel - dig and
throw the dirt - once - twice - three times!

Mountain Actions

Climbing up the side of the mountain -
climb - climb - climb!

Leaping across streams in the mountain -
leap - leap - leap!

Take a deep breath and
look to the right and then to the left -
right then left - right then left!

Crawling on hands and feet
up a steep slope - crawl - crawl - crawl!

Smelling the roses on the right,
smelling the roses on the left.
Smelling the roses on the right,
smelling the roses on the left.
Smelling the roses on the right.
smelling the roses on the left.

Ducking under and climbing over tree
limbs - duck under - climb over -
duck under!

**Climbing up the side
of the mountain –**

Climb !

Climb !

Climb !

**Leaping across the streams
of the mountain –**

Leap !

Leap !

Leap !

Taking a deep breath –

Look to the right – then left !

Look to the right – then left !

Look to the right – then left !

**Crawling on hands and feet
up a steep slope –**

Crawl !

Crawl !

Crawl !

Smelling the roses and the lilies –

Smell the roses on the right –

smell the lilies on the left !

Smell the roses on the right –

smell the lilies on the left !

Smell the roses on the right –

smell the lilies on the left !

**Ducking under and climbing
over tree limbs –**

Duck under – climb over !

Duck under – climb over !

Duck under – climb over !

Skipping across the sand –

Skip !

Skip !

Skip !

Hopping from rock to rock –

Hop !

Hop !

Hop !

Dodging a cactus –

Here and there !

Here and there !

Here and there !

Looking for water –

On your right – on your left !

On your right – on your left !

On your right – on your left !

**Chasing a road runner
in a circle –**

Around !

Around !

Around !

**Jumping to touch the sky –
jump high !**

Jump !

Jump !

Jump !

**Swimming in the water –
move those arms !**

One !

Two !

Three !

**Wading in knee high water –
lift those knees !**

One !

Two !

Three !

**Floating on your back –
move those arms !**

One !

Two !

Three !

**Jumping over stones –
one foot at a time !**

One stone !

Another stone !

Another stone !

Don't fall in !

**Rowing a boat –
move with those arms !**

Row !

Row !

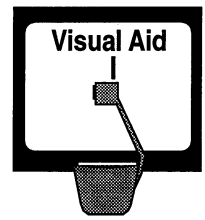
Row !

**Digging for worms with a shovel –
dig and throw that dirt !**

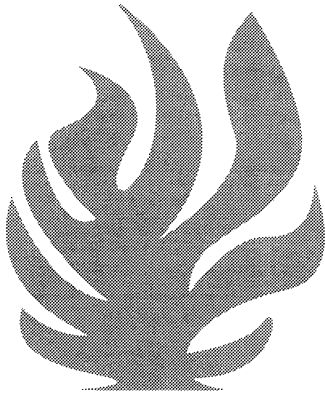
Dig !

Dig !

Dig !



Traditional Ways of Preparing Meat



Boiling

Steaming

Roasting

Drying

Modern Ways to Cook Meat

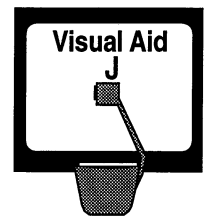
Baked: cooked in an oven with no fat added to it.

Boiled: cooked in boiling water.

Broiled: cooked on a pan with small holes or slits that allow any fat in the meat to separate and drip into a bottom pan.

Grilled: cooked on a rack or grate over a fire or charcoal, like a barbeque grill. The fat from the meat drips off and into the fire.

Microwaved: cooked in a microwave oven with no fat added to it.



Cooking, Draining, and Rinsing Ground Meat

Four steps:

Cook:

Cook ground meat until lightly brown and in pieces.

Drain:

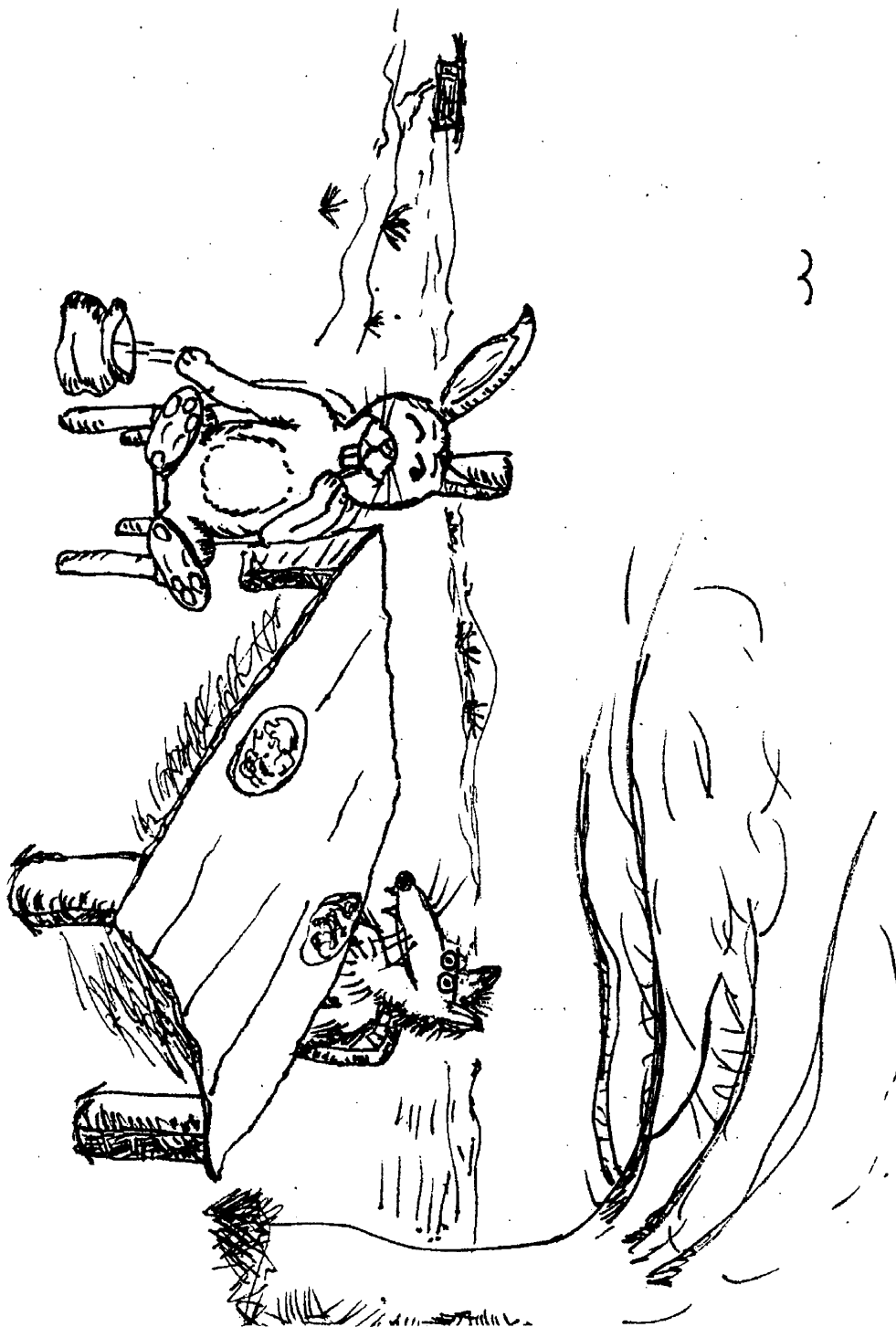
Place strainer in a large pan in sink and pour in cooked ground meat to drain off fat.

Rinse:

Pour hot water over ground meat in strainer to rinse off more fat.

Reheat:

Put ground meat back in cooking pan to reheat and add your favorite spices and sauces. Serve!



Rabbit and Coyote
Visual 2

