

Service Learning Lesson Plan

Project Title: Help a Sister Out: Garden Companions

Grade Level: 2

Duration: 2 months

Theme: Environment

Main Subject Area: Social Studies/Science

Objective/Description

Students experience Native American culture through using specific agricultural methods to plant a Three Sisters garden. Students research ‘Companion Planting,’ and companion plants for growing in the school garden. They observe if companion planting makes a visible difference to plant health. Students plan a service learning activity, becoming “companions” where they will have a positive impact on something or someone else, (i.e., elderly, animals, environment).

Common Core Content Standards

Next Generation Science Standards

LS2: Ecosystems, Interactions, Energy and Dynamics

LS2.A Interdependent Relationships in Ecosystems

Ohio’s New Learning Standards/Grade Two Social Studies

Theme: People Working Together

Topic: Historical Thinking and Skills

1. Time can be shown graphically on calendars and timelines.
2. Change over time can be shown with artifacts, maps, and photographs.

Topic: Human Systems

7. Human activities alter the physical environment, both positively and negatively.
8. Cultures develop in unique ways, in part through the influence of the physical environment.
9. Interactions among cultures lead to sharing ways of life.

Topic: Civic Participation and Skills

10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.

Driving Question

How do the garden and I take care of each other? How can I take care of something or someone else?

Investigation

Research, class instruction, interviewing civic leaders and/or professionals, surveying neighbors or peers

- Learn about the three sisters garden & companion planting.
 - <http://www.reneesgarden.com/articles/3sisters.html>
 - *In the Three Sisters Garden: Native American stories and seasonal activities for the curious child* by JoAnne Dennee
 - *Carrots Love Tomatoes* by Louise Riotte



- Research Native American people of the area, including relations with European explorers and settlers.
- Read legends and discuss their importance.
- Invite a Master Gardener to come speak to the class about gardening methods.
- Present a few local nonprofit organizations with whom the class could “companion”; collaboratively decide which organization to help
- Set up an experiment: plant companion plants together and separately and track growth/harvest/overall appearance of the plants growing together versus growing separately.

Preparation

Collaborative problem solving, planning, and task assignment by & with the students

- See “Planning Tools” at http://servicelearning.childreninc.org/?page_id=527.
- Identify where to plant the three sisters garden.
- Break into small working groups—designated by one of the ‘three sisters’.
- Prepare seeds for planting.
- Develop a plan to care for the garden.
- Plan a “micro-enterprise” or advocacy campaign for the organization with which the class decided to “companion.”

Action

Service activities or methods used to address a social issue or community need

- Plant the “three sisters” garden.
- Raise funds for or advocate for the mission of the companion organization.

Reflection

Frequent assessment of students’ growing knowledge and developing skills; refer to driving question

- See “Reflection/Evaluation” at http://servicelearning.childreninc.org/?page_id=483.
- At different times throughout the project, ask students to write (or draw) a response to the following questions:
 - Does companion planting make a difference?
 - Are there other ways that plants take care of each other?
 - Are there plants that don’t do well together?
 - Can we use the legend of the Three Sisters to teach us how to help each other?
 - What are some ways that people take care of each other like the Three Sisters?

Demonstration of Knowledge

Assessment of students’ knowledge/skills and project outcome

Share the information learned about companion gardening and social cooperation with charts, photos, skits, writings, etc.

Community Partners

Includes anyone who offers expertise to the project or who benefits from the project

Guest speaker(s), local nonprofit organization(s)



Outcome

Funds or goods generated, direct or indirect service provided, advocacy or education done
Advocacy campaign or funds raised for nonprofit organization(s)

Secondary Subject Areas (Bold all that apply)

- **English, Reading, Language Arts**
- World Languages
- Arts
- Mathematics
- **Science**
- Economics
- Geography
- History
- Government and Civics
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

21st Century Skills (Bold all that apply)

- Career Readiness
- **Creativity and Innovation**
- **Communication and Collaboration**
- **Critical Thinking and Problem Solving**
- Physical Education
- **Initiative and Self-direction**
- Flexibility and Adaptability
- Consumerism
- Information Literacy
- Media Literacy
- Technology Literacy
- Productivity and Accountability
- Leadership and Responsibility
- **Social and Cross-cultural Skills**