

Harlem Grown

Background:

From the HarlemGrown.org website:

“Harlem Grown is an independent, non-profit organization whose mission is to inspire youth to lead healthy and ambitious lives through mentorship and hands-on education in urban farming, sustainability, and nutrition. Founded in 2011, we operate local urban farms, increase access to and knowledge of healthy food for Harlem residents, and provide garden-based development programs to Harlem youth.

“Healthy habits start young, which is why our programs target elementary-aged students. Because food justice is more than just providing and distributing food, our model seeks to positively impact the entire community through mentorship, education, and partnerships to create sustainable change.

“One of the many ways we fulfill our mission is by raising support for the physical renovation of abandoned lots in Harlem, transforming them into thriving urban farms. Currently, we have 10 urban agriculture facilities ranging from soil-based farms, hydroponic greenhouses and school gardens.

“If you are interested in supporting our mission, you can participate in our [youth programs](#), [volunteer](#) or make a one-time or recurring [donation](#). For sponsorship opportunities, please reach out to us at info@harlemgrown.org.”

There’s also a picture book that you can read with your students to help them learn about community development, urban agriculture, healthy habits, nutrition, and fairness.

Source: Harlemgrown.org

Activities:

1. After reading the book, you can engage your students in a conversation about
 - a. Plants
 - b. Gardening
 - c. Healthy Food
 - d. Processed v. Unprocessed Food
 - e. Volunteering
 - f. Heroes
 - g. Leaders
2. You can engage your students in the following activities:
 - a. Planting vegetables

- b. Mapping out your community
- c. Creating a school garden
- d. Collecting food for a food bank
- e. Drawing pictures of flowers and plants to decorate the classroom
- f. Making story books about their favorite people in the community

Standards:

NJ State Standards: VPA: 1.5.2.Re7a-b; Health/PE: 2.2.2.N.1-3; ELA: NJSLSA.R1, NJSLSA.N3-5; Science: 2-LS4-1, K-2-ETS1-1; Social Studies: 6.1.2.GeoPP.1, 6.1.2.GeoSV.1-4, 6.1.2.GeoHE.1-4, 6.1.2.GeoGI.1-2; CLKS: 9.4.2.Cl.1-2, 9.4.2.CT.1-2

#harlemgrown #urbanfarms #socialjustice #foodjustice #foodscarcity #community #tonyhillery #harlem #schoolgardens #hony #mentoring #climatechange #climatecrisis #njdoe #njstatestandards #teachthetruth #letsgo

1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.

2.2.2.N.1	Explore different types of foods and food groups.
2.2.2.N.2	Explain why some foods are healthier to eat than others.
2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

6.1.2.Ge oPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.Ge oSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.Ge oSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.Ge oSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
6.1.2.Ge oSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). *actual words*
6.1.2.Ge oHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.Ge oHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.Ge oHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.Ge oHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.Ge oGI.1	Explain why and how people, goods, and ideas move from place to place.

6.1.2.Ge oGI.2	Use technology to understand the culture and physical characteristics of regions.
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9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.

