



All American BBQ Lesson Plan for Homeschool

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your All American BBQ box, this lesson plan divides your box into three 45-90 minute lessons you can use and adapt to support your homeschool study, pre-k – middle school. Depending on your timeframe and child's age and engagement, these can be taught together or separated for a longer lesson. Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card. Happy cooking! Happy learning!

Lesson 1: American Flag Cake and Flag Symbolism

Activity Time: 60-90 minutes

Learning Outcomes

- Students will learn about what a symbol is and how it can be used.
- Students will read a poem and learn about the symbolism of the American flag.
- Students will use a variety of sources to research the flag of another country.
- Students will show that they understand symbols and flags by creating one of their own.
- Students will present their flag to their friends and family and explain the symbols that they used and why.
- Students will make and share American Flag Cake.

Materials

- Recipe guide, ingredients, and tools listed within.
- Flag or pictures of flags
- Poem- Celebrating Our Flag by Helen H. Moore (included)
- Create a Flag Checklist (included)
- Flag Research Worksheet (included)



- Art materials for flag making
 - Sheet of paper or piece of fabric (like an old pillowcase)
 - Pencils, crayons, markers
 - Glue, glitter, felt etc.

I. Introduction

- a. Bring examples or pictures of flags to show students.
- b. Ask: What do you know about these flags?
- c. Ask: When do you think people first started using flags?
 - i. For hundreds of years, groups of people would use decorated spears, staffs, or shields which showed their cultural symbols. Later on, ribbons, leather or silk were added to distinguish their group from others.
- d. Ask: Why do you think countries have flags?
 - i. Flags show that we belong to a community or nation and that we share beliefs, goals and rules.
 - ii. Flags are national symbols; every country has its own flag.
 - iii. Flags help proclaim possession. Flags were flown in the 18th century to tell others that a piece of land was owned.
- e. Ask: What can we see on these flags? What is a symbol?
 - i. A symbol is something that stands for something else. It is something real that stands for or suggests another thing that in itself cannot be pictured or shown. For example, the lion is a symbol of courage. – Merriam Webster
 - ii. Some universal symbols in world flags:
 - Sun - The circle of the sun symbolizes unity and energy.
 - Cross - The cross used to symbolize the different points of a compass. In the 4th century it also began to symbolize faith.
 - Square - The four even lengths of the square symbolize balance and equal opposites.
- f. Ask: What do you think the colors might mean?
 - i. Colors are used to represent a country's values or geography.
 - Example: white often represents peace, purity, mountain snow, and/or innocence. A simple white flag represents surrender.
 - More examples:
www.enchantedlearning.com/geography/flags/colors.shtml
- g. Ask: What shape are most flags?
 - i. Most flags are rectangular.
 - ii. A couple of countries have different shaped flags. Why do you think that they chose those shapes?
 - Nepal - triangular
 - Switzerland - square



- h. Tell the students that today they will learn more about the American flag, research a flag from a country of their choosing, and create a flag of their own.

2. The American Flag

- a. Read the poem Celebrating Our Flag by Helen H. Moore (included).
- b. Discuss the poem. Ask the students what they think the symbolism of the shapes and colors on the flag mean.
- c. Read the American Flag Trivia section of the American Flag Cake Recipe Guide.
- d. The History of Flag Day

Flag Day was first celebrated in 1885 by a Wisconsin schoolteacher named B.J. Cigrand. He invited his students to celebrate Flag Birthday, to mark the anniversary of the adoption of the Stars and Stripes as the United States flag. The idea of Flag Day spread but it was not until 1916 that President Woodrow Wilson officially made June 14th Flag Day.

3. Research a Flag

Now that your students have a basic understanding of symbols used on flags and an in depth understanding of the American flag it is time for them to choose a flag they would like to learn more about.

- a. Provide students with the Flag Research Worksheet (included).
- b. *For younger students:* Work through the questions together. Ask them what they think the colors might mean or why a certain shape or picture was chosen to represent that country or state.
- c. *For older students:* Let students work through the questions on their own and use the internet and/or library resources to learn more about a flag of their choice.
- d. Have students share their research with one another and perhaps post it for friends and family to see while enjoying their American Flag Cake.

Extension Ideas

- a. Write a poem about the flag you researched.
- b. Learn the national anthem of that country.
- c. Research Friedensreich Hundertwasser, an artist, architect and environmental protectionist and the new alternate flag he designed for New Zealand.
- d. Create an alternate flag for the United States that symbolizes how you see the country.

4. Create Your Own Flag

Give students the opportunity to create their own flag!

- a. Provide students with the Create a Flag Checklist (included).
- b. Provide students with art supplies and let them create.
- c. Display the flags for a gallery walk while friends and family enjoy the American Flag Cake.



5. Kitchen Prep

- a. Read the American Flag Cake recipe card together.
- b. Identify and gather ingredients.
- c. Gather tools.
- d. Discuss kitchen safety. Specifically, oven safety (Visit Raddishkids.com/pages/safety)

6. Prepare American Flag Cake

- a. Ask children to read or describe each step.
- b. Together, follow the steps in the recipe.
- c. Give each child a turn to measure, stir and mix.
- d. While the cake is baking have students create a gallery of their flags for their friends and family to admire.
- e. While the students are decorating the cake have them explain the symbols of the blue of the blueberries, the meaning of the stripes and stars etc.
- f. When the American Flag Cake is ready, eat, taste and share!
- g. While you are eating have students talk about their flags. Why they chose the symbols that they did and what the flag means to them.



Lesson 2: BBQ Chicken Dippers and Capital Cities

Activity Time: 60 minutes

Learning Outcomes

- Students will learn what makes a city a capital city.
- Students will study their state's flag and assess what it symbolizes.
- Students will locate capital cities on a map.
- Students will learn that the same type of food has geographical variations from state to state.
- Younger students will use a combination of drawing, dictating, and writing to compose an informative text.
- Older students will recall information from experiences, gather information from print and digital sources, take brief notes, and sort information into provided categories.
- Students will share what they have learned in either written or oral format.
- Students will make BBQ Chicken Dippers to share with their friends and family.

Materials

- Recipe guide, ingredients, and tools listed within
- Map of the United States
- State Capital Research (included)

Resources

- www.sheppardsoftware.com/USA_Geography/USA_Caps_L_1024.html
- https://en.wikipedia.org/wiki/List_of_capitals_in_the_United_States
- <http://www.wisegeek.com/what-is-a-state-capital.htm>
- State government websites (for example: www.wisconsin.gov/Pages/visitor.aspx)
- Video: 50 States Song for Kids/50 States and Capitals for Children/USA 50 States (4:57)
<https://www.youtube.com/watch?v=Gt2mYPwXyAc>

1. Introduction- BBQ Across America

- a. Read the BBQ Across America section of the BBQ Chicken Dippers recipe guide with your students.
- b. Ask: Have you tasted any of these kinds of BBQ? Do you like one more than the others? If not, which one do you think you would like based on the flavor descriptions?
- c. Do the Food For Thought Activity.

2. What is a Capital City?



- a. Ask: What do you already know about capital cities? What makes a capital city different from any other city?
 - i. The capital city is the where the government of a country functions. All prominent offices like parliament or the highest court of justice are situated in the capital. All leaders and officials work in the capital city.
 - ii. Capitals are usually large cities but are not always the largest city in a country.
- b. Ask: What capital cities do you know? Have you visited any of them?
 - i. Some examples of capital cities:
 - The capital of the United States of America is Washington, D.C.
 - The capital of India is New Delhi.
 - The capital of the United Kingdom is London.
- c. Share some fun facts about capital cities around the world:
 - i. Some countries have more than one capital. Bolivia has two capital cities, and South Africa has three.
 - ii. Some tiny countries (more commonly known as a city-state) have the country itself as the capital. Like Monaco and Vatican City in Europe, and Singapore in Asia.
 - iii. Nauru, a tiny island country in the South Pacific Ocean does not have a capital.

Extension Ideas

- i. See how many country capitals your students can name.
- i. Learn more about an interesting country capital.
 - a. Example: Why did Australia create a whole new city for their capital?
- ii. Learn about government and the seat of power.

3. State Capital Research

- a. Share: Just like there are country capitals, every state also has a capital. Tell your students that it is now their opportunity to learn about the capital city of their state.
- b. Provide students with:
 - i. State Capitals Research Worksheet (included)
 - ii. Books
 - iii. Helpful websites
 - www.sheppardsoftware.com/USA_Geography/USA_Caps_L_1024.html
 - https://en.wikipedia.org/wiki/List_of_capitals_in_the_United_States
 - State government websites
 - Video- 50 States Song for Kids (4:57)
<https://www.youtube.com/watch?v=Gt2mYPwXyAc>
- c. Share some fun facts about state capitals:



- i. Juneau, Alaska is the only mainland capital in the U.S. which has no roads leading to it. The only way to get there is with a boat or a plane. It's also the largest capital city in terms of land area.
- ii. Santa Fe, New Mexico is the longest serving capital in the U.S.
- iii. Charlestown, West Virginia is the smallest capital city.
- iv. See more fun facts: <http://mentalfloss.com/article/55169/50-facts-about-50-state-capitals>

Extension Idea

- a. Ask students: Now that you understand the importance of capital cities, what would you say is the capital of the world? What is your reasoning?

4. Kitchen Prep

- a. Read the title page together.
- b. Identify and gather ingredients and tools.
- c. Read the **Featured Culinary Skill – Grill Safety** on the BBQ Chicken Dippers recipe guide.

5. Prepare BBQ Chicken Dippers

- a. Ask children to read or describe each step.
- b. Give each child a turn measuring and mixing.
- c. Once the BBQ Chicken Dippers are ready Eat, Taste and Share!
- d. While you are eating, teach your friends and family what you have learned about your state capital.



Lesson 3: Classic Macaroni Salad and The Revolutionary War

Activity time: 45-60 minutes

Learning Outcomes

- Students will identify some of the causes of the American Revolution.
- Students will describe the meaning of “taxation without representation.”
- Students will experience why the colonists were so angered by British-imposed taxes.
- Students will discuss what was so unfair about how the colonists were taxed.
- Students will make Classic Macaroni Salad.

Materials

- Recipe guide and ingredients and tools listed within.
- Chart paper and markers
- *For Role Play:*
 - Name tags for roles
 - Chart paper and markers
 - Small candies, grapes, or something similar
 - Container for each student
 - Plate for tax collection
- Video- American Revolution Animated Kids Lesson- No More Kings- Schoolhouse Rock (3:01) <https://www.youtube.com/watch?v=p8BwVWbc571k>
- Optional video for older students, A Declaration of Revolution (3:22) <https://www.youtube.com/watch?v=VlpACJRnZZE>

Lesson plan adapted from

- www.discoveryeducation.com and www.youngteacherlove.com

I. Introduction- Yankee Doodle’s Cap

- a. Read Yankee Doodle’s Cap section on the Classic Macaroni Salad Recipe Guide
 - i. Discuss the Food for Thought Questions. (Record answers.)
- b. Ask: What would you like to learn about the Revolutionary War? (Record questions.)
- c. Watch the video: American Revolution Animated Kids Lesson- No More Kings- Schoolhouse Rock (3:01) <https://www.youtube.com/watch?v=p8BwVWbc571k>
- d. After watching the video, look back to the list of student questions.
 - i. What questions were answered? Record this new information.
 - ii. What new questions do you have? (Record them).
- e. Additional questions:



- i. What ship did the colonists sail on?
- ii. What year did they arrive?
- iii. What things did the colonists do to build up the colony?
- iv. Who was the King at the time that they wanted independence?
- v. Why did the colonists pour their tea into the ocean?
- vi. What does it mean that the colonists had no voice in England?
 - I. Research: <http://www.dictionary.com/browse/taxation-without-representation-is-tyranny>
- vii. What did the King do when the colonists complained about the taxes?
- viii. What did the colonists want to happen in their new land?

2. Role Play: Taxation Without Representation

The object of the role play activity is to get students to understand why American colonists were upset with British laws and help them to understand the idea of Taxation Without Representation.

- a. Choose one student to be King, one student to be Tax Collector, and one to be a member of Parliament. Use labels, name tags, (or a paper crown for the king) to identify the roles. Tell the rest of the students that they will be colonists.
- b. Explain the roles:
 - i. King
 1. They will be collecting specific taxes from the colonists that they feels are necessary.
 2. They should sit front and center in the room as royalty.
 3. They will read out/proclaim each tax to the class.
 - ii. Tax Collector
 1. They should stand beside the king.
 2. They will go around and collect the candy/ taxes that the King proclaims.
 - iii. Member of Parliament
 1. They should stand beside the king.
- c. Start the role play:
 - i. The King and the Tax Collector brainstorm a list of taxes that could exist in your classroom and write them on chart paper. Examples:
 1. If you have a pencil you are taxed 1 piece of candy.
 2. If you ate lunch you are taxed 3 pieces of candy.
 3. If you are late, you are taxed 2 pieces of candy.
 4. If you are too noisy, you are taxed 1 piece of candy.
 - ii. Give each colonist a container with 10-15 candies.
 - iii. Place the King at the front of the room to observe from a comfortable chair. Place a plate nearby for his taxes to be placed on.



- iv. Have the King read out one tax at a time.
 - v. Have the Tax Collector go around the class to collect the taxes in a cup and then pour them out onto the plate by the King.
 - vi. If a colonist refuses to pay a tax have the Tax Collector escort them to jail (a chair in the corner) and take their entire cup of candy.
 - vii. After a few rounds (once one or more colonists have no more candy) stop the Tax Collectors.
 - viii. Ask: What do you think will happen to the candy taxes?
 - ix. Distribute the candy that was collected from the colonists: The Tax Collector gets 10% of the candy they collected. Give 40% to the Member of Parliament and 50% to the King.
- d. Discuss the role play. Ask:
- i. How did this activity made you feel? Why?
 - ii. Is it fair that the King has so much?
 - iii. Were the taxes fair? Why or why not?
 - iv. What happened to a colonist who did not pay his taxes?
 - v. How was this activity similar to what happened in colonial America before the Revolutionary War?
- e. Share out some of the candy as a treat.
- f. (Optional) Video for older students:
- i. A Declaration of Revolution (3:22)
<https://www.youtube.com/watch?v=VlpACJRnZZE>

Extension Ideas

- a. Have the students write a paper about the activity from the perspective of their role. What was your role? How did you feel? Do you think the colonists were justified in their anger toward the British?
- b. Have the students fully explain the phrase “Taxation without representation.”

3. Kitchen Prep

- a. Read the title page together.
- b. Identify and gather ingredients and tools.
- c. Discuss kitchen safety, in particular Knife Safety and refer to How to Dice in the Featured Culinary Skill section of the recipe guide. (Visit Raddishkids.com/pages/safety)

4. Prepare Classic Macaroni Salad

- a. Ask children to read or describe each step.
- b. Give each child a turn measuring, mixing and dicing.
- c. Once the Classic Macaroni Salad is ready, gather your family and friends together to Eat, Taste and Share!

Celebrating Our Flag

*There are flags
The whole world over,
and each flag is really great!
But there is really only one
I want to celebrate.
With its fifty stars on a field of blue
And its 13 stripes, for the brave and true,
it's the flag that tells our nation's story-
The banner that we call Old Glory!*

-Helen H. Moore

Flag Research Worksheet

- Choose a nation's flag you are interested in learning more about.
- Find research sources:
 - Library books about the country
 - Interview a person from that country about their flag
 - Internet sources:
 - Flag meanings: www.msn.com/en-us/news/world/25-world-flags-and-their-hidden-meanings/ar-CCic7s
 - Color symbolism: www.enchantedlearning.com/geography/flags/colors.shtml
 - www.mapsofworld.com/flags/
 - www.worldflags101.com
 - www.flagpedia.net
 - www.enchantedlearning.com/geography/flags/colors.shtml
 - www.signology.org/flag-symbol/index.htm
- Research the history of the flag:
 - When was it first accepted as the nation's flag?
 - Who created/designed it?
 - Was/is there any disagreement about accepting it as the national flag?
- Explore the symbolism of the flag:
 - What do the colors on the flag represent?
 - What do the pictures and symbols on the flag represent?
- Share your learning! Choose from these options or create your own:
 - Create a poster with a picture of your flag and include the facts you have learned.
 - Make a documentary play or movie about how the flag came to be and what its symbols mean.
 - Draw a picture of the flag and do an oral presentation about what you have learned.

Create a Flag Checklist

1. Choose what you want to make your flag about. Some ideas:
 - i. Yourself
 - ii. Your family
 - iii. A group you belong to
 - iv. Your city
2. What do you want your flag to represent? What are the most important things that you want other people to know and recognize about your flag?
3. What colors best symbolize your subject? Why?
4. What shape is your flag going to be? Why?
5. What pictures, designs, or shapes will you use on your flag? Why?
6. Draw a rough plan of your flag on a piece of paper and label and explain the symbols you chose.
7. Gather your art materials.
8. Create!
9. Clean up.
10. Share your flags by creating a gallery for friends and family to explore while eating your American Flag Cake.

State Capitals Research

What is your state capital? _____

Find it on a map.

How far is it from where you live? Have you ever been there?

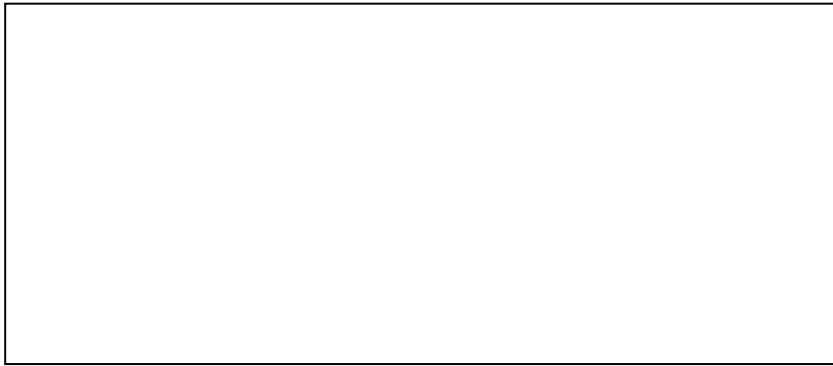
When was it founded and by whom?

Why do you think it was chosen to be the capital?

Does your capital city have any special buildings, like monuments or government offices? List them.

Do any important people live there? Why are they based in the capital city?

Draw your state flag.



Explain what the symbols on your state flag mean.

What is one fun fact about this state capital?

Any other interesting information you discovered.