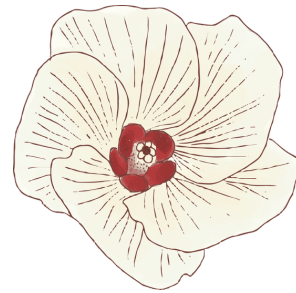


# The Real Story of Gumbo

## Going into Gumbo - Lesson 1



### For the Classroom:

- Group structure - whole group or small group
- Location - at tables
- Approximate time - 20 minutes

### Standards:

- CCSS.ELA-LITERACY.RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- SS3H3c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

### Materials:

- [“The Real Story of Gumbo and Okra”](#) article (1 copy per 2 students)
- [“Blank World Map”](#) worksheet (1 per student)
- Pencils (1 per student)

### Procedures:

#### 1. Engage:

- a. “There are many stories of how gumbo came to be. Today we are going to explore two of these stories and determine which we think to be most probable.”

#### 2. Explore:

- a. “Follow along as I read “The Real Story of Gumbo and Okra” article aloud. Listen carefully for the two different stories of how gumbo came to be.”
- b. “With your partner, share what you think the two different stories are.
- c. Find in the the text the first story of how gumbo came to be and label with a ‘1’. Find in the text the second story of how gumbo came to be and labe with a ‘2’. Put a star next to the story you find most probable.”
- d. “Underline three main reasons why you believe the story is most probable.”
- e. “Use the ‘Blank World Map’ worksheet to create a visual representation of how okra came to be.”

#### 3. Evaluate:

- a. “Put your hand in the air if you’d like to share your map and share, in your own words, how gumbo came to be using these sentence frames:
  - i. ‘Some believe that...’
  - ii. ‘It seems more likely that...’
  - iii. ‘Because of these three reasons...’

Lesson Created by Jenna Mobley for Georgia Organics