

Peppery Prose

ELA/Informational Writing



Overview

Students will write an evidence-based, informational writing piece to promote healthy nutrition among their peers. (This lesson would be an ideal follow up, or simultaneous work, to the health lesson, Panoply of Peppers.) Using online or printed articles (included below) for research and evidence, write a persuasive essay/article, pamphlet, or speech convincing peers of why they should include peppers in their regular diet.

Goals

To practice informative writing/persuasive writing, to research and become more informed about the nutritional benefit of peppers, to inform peers of the nutritional benefit of peppers, and to persuade peers to include peppers more frequently in their diet.

Activities

Sample different varieties of peppers. Research and explore nutritional content with online and printed resources. Compare and contrast flavor and nutrition of different colored varieties. Measure ingredients.

Materials Needed

- Online articles with nutritional information about peppers
- Printed research guides (attached below)
- Devices for composing writing (computer, iPad) or paper & pencil
- One medium-sized orange, one medium-sized apple, one medium-sized red pepper
- Three index cards
- Optional: washed, sliced red, yellow, orange, & green peppers to sample, paper plates

Time Needed

Two to four class periods

GA Standards

ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE6W1: Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELAGSE6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE8RL1: Cite the textual evidence that most strongly supports an analysis

ELAGSE8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE8W1: Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



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2-4 class periods

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Objectives

Students will research the nutritional value of a variety of peppers. Students will make connections between nutritional components found in peppers and the potential health benefits they provide. Students will use evidence from informative texts to support writing.

Outline

Engage: Give the “What If” scenario (below) and then invite students to make guesses about items on display. Assign each student (or let them choose) research priorities (outlined below) and allow them to work in groups, if desired, for the research portion of this assignment.

Explore: The nutritional benefit of peppers via online and/or printed articles. The health benefits of vitamins A, B6, C, E, potassium, folic acid, and fiber, etc., the diseases they may help prevent, and the conditions they may help to improve (vision, immunity, diabetes, cancer, cardiovascular disease, etc.).

Explain: After students have compiled notes on their topic, regroup and discuss what they found out about the nutritional value of peppers and the health benefits.

Extend: Students will compose a short article/essay, graphic pamphlet (such as for a health fair), or speech detailing the benefits of consuming a variety of peppers regularly and persuading peers to include them in their diets.

Evaluate: After students complete the written portion, have them share their work and offer feedback to evaluate the effectiveness of their written presentation/essay.

Lesson Plan

Engage: Begin with the orange, apple, and red bell pepper on display at the front of the classroom with index cards containing vitamin C content facing backwards so students cannot see the values.

Ask: What if there were a vegetable so packed with nutrition that it could help prevent viruses, vision problems, diabetes, cardiovascular disease, and possibly even cancer?

Invite students to participate in a poll/take a guess about which of the three food items on display contains the most vitamin C (important for immunity and skin health). (You could also have students rank the three from 1 to 3.) Take the poll, making tally marks on the board to represent the results. Reveal the actual amounts in each item by turning the cards around.

	mg vitamin C/100 grams
Apple	4.6
Orange	53
Red bell pepper	127.7
Reveal that...	
Yellow bell pepper	183.5

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Lesson Plan continued

Explore: Using printed or online versions of the articles below (and any others desired) have students research to gather information about the nutritional components of peppers. Students can work in groups or individually, whichever is most appropriate for the age group and class structure. Students can research a broad spectrum of nutritional components, or focus on one specific component, whichever is most effective in covering the information. Give students 20-25 minutes to read through articles and record information.

Explain: Regroup with students and have them share and discuss the information they found.

Extend: Assign each student (or student group) to compose a short essay, persuasive speech, or threefold graphic pamphlet communicating the information they discovered. If creating graphic pamphlets, have students use call out boxes for key info points, graphics, comparison tables, charts, and pictures, etc. to highlight significant information in a way that is visually appealing.

Have students compose an outline before they write the essay. Allow 2-3 class periods to compose and revise writing. Use peer editing to help students improve their initial drafts before submitting to the teacher for review. Return writing with suggestions for improvement and allow time for revision. Allow an extra period if you plan to print/draw/produce the visual pamphlets.

Evaluate: After students have composed their articles/essays, speeches, or pamphlets, allow them to share the information they have discovered with their classmates, and potentially younger students, in the form of a health fair, or as guest speakers. Invite questions and feedback from the audience about the presentation.

Articles/Resources

<https://www.webmd.com/diet/peppers-health-benefits>

<https://www.healthline.com/nutrition/foods/bell-peppers>

<https://www.medicalnewstoday.com/articles/bell-peppers#vitamin-c>

<https://www.verywellfit.com/bell-pepper-nutrition-facts-calories-and-health-benefits-4119789>

<https://health.clevelandclinic.org/red-pepper-benefits/>

<https://www.bbcgoodfood.com/howto/guide/top-5-health-benefits-of-peppers>

If students did not complete the lesson “Panoply of Peppers,” or the accompanying research guide, they can use that (included below) as a launch point for the research for their written work. Teachers may also choose to use the alternate research form (or one they design) to target specific components for each group/individual.



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Research Guide

List several of the healthy components (vitamins, minerals, antioxidants) peppers contain:

Choose 3-5 pepper types and 3 vitamins/minerals contained in peppers to explore. Write them in the chart below.

Research how much of the following components can be found in various peppers and record.

Pepper Type	Fiber	Vitamin/Mineral	Vitamin/Mineral	Vitamin/Mineral

For one of the components above, explore the health benefits, (including possible disease prevention.) Record at least three to five benefits on the lines below. Prepare to discuss.



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Pepper Nutritional Component-Specific Research

Research the nutritional component (vitamin/mineral/antioxidant/etc.) _____.
Complete the table below. List the benefits this component has on overall health and disease prevention, how much of the component is contained in a serving of peppers, and how many servings per week are desirable.

Component:	Amount per unit of measure:	Number of servings/week desired:
Benefit 1		
Benefit 2		
Benefit 3		
Benefit 4		

Draw conclusions as to the number of servings and benefit of the nutritional component above.

What, if any, drawbacks/potential negative effects of consuming peppers did you discover?