**Lesson #3 The Three Sisters Demonstration
Garden Materials Document**

**Lesson Resources:**

Teacher Resource for how to build a Three Sisters’ Demonstration Garden:
 YouTube Video: Planting Corn, Squash and Beans Using The Three Sisters
 Method: <https://www.youtube.com/watch?v=kRLANoPbs1o&t=32s>

**Teacher & Student Resource: Links for doing research on historical and current information regarding the Three Sisters.**

Creating a Three Sisters Garden: <https://extension.uga.edu/content/dam/extension/programs-and-services/school-gardens/documents/4-Historical-Creating-a-Three-Sisters-Garden.pdf>
USDA National Agricultural Library: <https://www.nal.usda.gov/collections/stories/three-sisters>

**Note to Teachers:** By engaging students in creating a demonstration garden through this lesson, students will develop a further understanding of local food economies. The students can also support local farms by propagating the very same foods that are annually cultivated at nearby farms. With the seeds that do germinate and reach seedling stage, the students can give back the seedlings to the local farms to plant in their fields or distribute to members in their local community who desire to start their own personal gardens. Thereby, students will have an insight into practicing a civic approach to community action of investing in a localized food system.

**Materials needed to grow a Demonstration Garden:**

* Select an area where plants can absorb 7 hours or more of sunlight.
* Corn, beans and squash seeds that are specific to your local environment
* Access to water
* Adequate amounts of fertilizer. Note: mid-growing season treatment will be needed to guarantee successful yield
* Start with a 10 ft. by 10 ft. space, but can the garden space can modified depending on time and commitment

**Lesson 3 RUBRIC for Letter**

***Instructions:***

1. Research an organization or leader who may be able to help you effect change
2. Include the name(s) and mailing address and salutation
3. Make sure there are no grammatical or spelling errors
4. Paragraphs - focus on:
	1. State why you are writing.
	2. Explain the kind of legislation or actions you would like them to support or develop.
	3. Recommend ways to address the issue.
	4. Identify opportunities to raise awareness when legislation isn’t possible.
	5. Be respectful, clear, and concise.
	6. Use specific examples, and citations, book references, or websites to support claims made and to encourage the official to conduct further research.
	7. Make a call to action
	8. Thank the reader for their time

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| **Levels of Accomplishment** | **Criteria** | **Points** |
| Meets expectations | Letter includes the name(s) and mailing address and salutation, there are no grammatical or spelling errors, and body of letter includes: why you are writing, the kind of legislation or actions you would like them to support or develop, recommended ways to address the issue, Identify opportunities to raise awareness when legislation isn’t possible, are respectful, clear, and concise, used specific examples, and citations, book references, or websites to support claims made and to encourage the official to conduct further research, makes a call to action and thanks the reader for their time. | 10 |
| Approaches expectations | Letter is missing more than two criteria listed above. | 6-9 |
| Fails to meet expectations | Letter is missing more than five criteria listed above. | 0-5 |