

I. INTRODUCTORY LESSON – *Cocoa Connections*

Topics: Global interdependence, five senses, where chocolate comes from. **Time:** 30 minutes

Curriculum Content Area Standards: Language Arts, Geography, Life Skills.

Overview: Students will begin to explore our connection to the world through chocolate.

Objectives: Students will:

Be engaged in the theme of chocolate and embrace their role as explorers.

Be able to identify on a world map places where cocoa is grown.

Be able to name a climate characteristic of these areas.

Assessment: participates in group activities, demonstrates understanding of observation skills and five senses, completes mapping activity demonstrating relative geographical awareness

Materials: Cocoa Pod Photo (Photo 2 in Picture Card Series), chocolate bar, broken into pieces, world map (globe or world atlas).

Methods: Class observations and discussion from visual media and chocolate samples.

Learning Activities: 1) Introduction with Cocoa Pod Photo 2) Chocolate Five Senses Observation Activity 2) Cocoa Mapping and Climate Discussion

Vocabulary: five senses, cocoa, cocoa pod, chocolate, farm, explorer, Africa, map, Central America, Caribbean, South America

Part 1: Introduction – Cocoa Pod Photo (15 min)

This activity can be done in a circle seated on the floor, or at desks.

1. Show students a photo (Photo 2 in series) of a cocoa pod.
2. Pass the photo around the circle and ask if anyone in the class can guess what this is.

Part 2: Activity - Chocolate Five Senses Observation

1. Tell students to close their eyes and to OBSERVE with their nose.
2. Walk around the circle with an open chocolate bar on a plate. Make sure each kid has a chance to smell the chocolate.

3. Ask students what they think they smell.
4. Give each student a piece of chocolate while they still have their eyes closed.
5. Ask them to describe what they taste.

If students still haven't guessed chocolate, show them the chocolate bar package.

Part 3: Cocoa Discussion and Mapping

1. **Ask students: Who likes chocolate? Does anyone know where it comes from?**
2. **Show them the photo again. Tell them that chocolate is made from cocoa.**
 - a) Cocoa comes from a plant with a fruit that looks like this! It is called a **COCOA POD.**
 - b) What do they think it looks like? A football? A squash? A melon?
3. **Ask students who likes to explore. What do they like to explore?**
4. **Tell them that today we are going to be EXPLORERS, and we are going to learn all about CHOCOLATE, even visit a FARM where COCOA is grown.**
5. **Tell them to put on their imaginary explorer hats because today we're going to investigate:**
 - a) where chocolate comes from,
 - b) who grows it, and
 - c) how it gets turned into chocolate.
6. **Tell them that good explorers are good scientists. Good scientists:**
 - a) ask lots of questions
 - b) use all their senses (smell, sight, touch, taste, hearing)
 - c) use what they already know in order to learn about new things.
7. **Ask students:**
 - a) **Where in the world cocoa is grown?**
 - b) **Is it a hot or cold place?**

Cocoa is grown in warm places in many parts of the world, but not in the USA. Some places where cocoa is grown are in **Central America and the Caribbean, Africa and South America.**

8. **Find each region on the large map/globe.**

Explain that these are all **hot** places, near the **EQUATOR**.

- 9. Hand out the blank world map handouts. Have students find the USA.** They can also color or label Central America and the Caribbean, Africa and South America on their maps.

- 10. Can they think of why cocoa only grows in warm places,** also called places with a **warm CLIMATE?**

Different plants and animals can only live in places with certain climates (polar bears couldn't survive in Hawaii very well, for example. Or we don't see palm trees outdoors in Boston. Just like this, cocoa only grows in places with a warm climate.)
