

**Families:**

Pilot Light Family Meal Lessons are designed to easily bring food education into your home. We recommend using the Family Resources in the following way:

1. Watch the Family Meal video for the lesson as a family.
2. Make the recipe as a family.
3. In the Common Core Connections section, children can learn through and about food while strengthening Common Core English Language Arts or Math skills.
4. Family Discussion questions and Extension Activities are provided to allow learners of all ages opportunities to participate in the learning experience!



**Pilot Light Family Meal Lesson**

**One Pot Chili**

**+ Grades 3-8 Common Core English Language Arts-  
Writing-Production and Distribution of Writing**

**Suggested Recipe Age Range: 6 to Adult**

**Recipe by Chef Cindy Mojica**

**One Pot Chili**

**Ingredients:**

- 1 ½ lb. ground beef (90% lean preferably)
- ½ tsp. baking soda
- 1 Tbsp water
- 1 (15-oz) can black beans, drained
- 1 (28-oz) can diced tomatoes
- 1 Tbsp oil (any type will work!)
- ½ large white onion, chopped
- 3 cloves garlic, minced
- 2 Tbsp tomato paste
- 1 ½ tbsp chili powder
- 1 tsp. ground cumin
- 1 tsp. dried oregano
- 1/2 tsp. paprika
- Salt, to taste
- Black pepper, to taste
- (Optional toppings): onion, avocado, jalapeño (pickled or fresh), shredded cheese, cilantro, scallions, sour cream, yogurt, and/or whatever else you have in your fridge!

**Materials:**

- Large mixing bowl
- Knife
- Large slotted spoon
- Ladle (for serving)
- Cutting board
- Can opener
- Measuring spoons
- Large pot

**Directions:**

1. Dissolve baking soda in water in a large bowl. Mix in beef, and let sit for 20 minutes.
2. In a large pot over medium heat, heat oil. Add ground beef and cook until no longer pink. Remove meat with a slotted spoon and set aside.
3. Remove all but 2 TB of fat, and then add onion and cook until soft (about 5 minutes).
4. Add in garlic and cook until fragrant, about 1 minute more, then add tomato paste, stirring to combine.
5. Add chili powder, cumin, oregano, paprika. Season generously with salt and pepper.
6. Pour in beans and diced tomatoes, and bring chili to a boil. Reduce heat and simmer for 20 minutes. Taste and season with more salt and pepper (if necessary).
7. Ladle into bowls, and top with your choice of toppings!

**Common Core Connections:**

**Grades 3-8**

**English Language Arts - Writing - Production and Distribution of Writing - Standard 4:**

Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**What does this mean?**

Common Core standards around literacy build in complexity throughout the grades. That means that the standards can sound the same for younger, as well as older grades, but the kinds of writing produced will be much different. In this project, for example, third graders could write short poems describing the characteristics of spices such as color, taste, and smell, while an eight grader might write a persuasive poem or essay using the phrase “spice of life”. Eight graders might also write an informative essay tracing the history of spices throughout the world while citing evidence from multiple sources. This lesson will guide you through appropriate projects for your student.

In this lesson, you (the student) will be working on creating a poem that either supports or or argues against the idea of “variety is the spice of life.”

**Grades 3-6 (adults could participate as well):**

**What does this look like?**

**Materials needed:**

- Pens
- Paper (or computer)
- Research tools (books, the internet, family members or friends, etc)

**Directions:**

1. Research different types of descriptive poems with descriptive word choices.
2. Research examples of different types of concrete poems. (Concrete poems are poems that use patterns to visually convey part or all of the meaning. For example the words in a poem about birds may take the form of wings.)
3. Choose a spice to write a concrete poem about.
4. Research about the spice to learn its origin, how it grows, and how it's used.
5. Observe, feel, smell, and taste the spice while writing down words to describe each of these sensations.
6. Choose a characteristic or something unique about the spice that can be represented in a common identifiable shape. (For example chili pepper might be represented by flames because it is hot.)
7. Write a poem about the spice. The poem does not have to rhyme and can be a free verse.
8. Read and revise the poem as necessary.
9. Draw an outline of the shape you will use for your spice.
10. In pencil, lightly fill your poem in or around your shape. Change font style or size if you want with the poem.
11. Revise your poem's drawing or poem as necessary.
12. Add color to your poem if you would like.
13. Folding your concrete poem into a three dimensional piece is optional.
14. Display your poem.

**Grades 7-8:**

**What does this look like?**

**Materials needed:**

- Pens
- Paper (or computer)
- Research tools (books, the internet, family members or friends, etc)

**Directions:**

1. Research poetry written about "spice of life" for examples of topics and forms.
2. Determine your opinion of the phrase "variety is the spice of life."
3. Brainstorm and write down words that come to mind when you think of the phrase.
4. Choose the style of poem you will use.
5. Write a rough draft.
6. Read your poem and revise one line or section at a time as necessary.
7. Reread your poem in its entirety and revise as necessary.
8. Remember to closely look at word choice and use of literary elements that may be useful.

9. Read your poem aloud dramatically and revise if necessary.
10. Share your poem with others.

### Family Discussion Questions:

#### Families/children could discuss or write about:

- What new spices would you like to try and why?
- What other ingredients would you like to add to your chili?
- What ingredients in the chili are used in your family's culture? Does your family have their own recipe for chili or something similar, and if so, how is it alike and how is it different?
- Discuss or write about what the chili beans would be talking about if they were able.
- Imagine, then talk about what would happen if the beans began to jump out of the pot. Draw a picture of it that includes speech bubbles for the beans and other ingredients left in the pot.
- What does it mean to "spice things up"? What does the phrase "variety is the spice of life" mean? Why do you think the word "spice" is used in these phrases?

### Extension Activities:

#### Here are some suggestions for additional activities that relate to this recipe:

- Read a book about spices such as:
  - *The Yummy Alphabet Book: Herbs, Spices, and Other Natural Flavors* by Jerry Pallotta
  - *Skippyjon Jones, Lost in Spice* by Judy Schachner
  - *A Kid's Herb Book: For Children of All Ages* by Lesley Tierra
  - *The Biography of Spices (How Did That Get Here?)* by Ellen Rodger
  - *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science* by Marc Aronson
  - *Essential Spices and Herbs: Discover Them, Understand Them, Enjoy Them* by Rockridge Press and Christina Nichol
  - *Spice Apothecary: Blending and Using Common Spices for Everyday Health* by Devin Clare
- Play the Heads Up or 50 Question game using spices.
- Try a spice the family is not familiar with in a dish.
- Use a spice in a different dish or beverage than it usually is.
- Make a magical chili with magical ingredients and make up a story about it.
  - Act out scenes from the story.
  - Illustrate the story.
- Calculate the cost of making the chili to determine the cost to serve each person.

*This original Family Lesson was written by Pilot Light Food Education Fellow, Janet Ruff.*