**Title Potatoes, Potatoes (family’s experiences in war)**

**reads like legend or folktale, but is actually historic fiction**

**(2-3)**

**Essential Questions**

What is the importance of food, especially during a war?

What is the purpose for a wall?

Can a wall really do what it is built to do?

**Vocabulary**

* Polishing harvest swords raged cannonballs
* Regiment tattered medals rusting bitterly
* Bolted gleamed commander muddied victory
* Furious trampled moaning rubble weep
* Ruined mended

**Learner Profile**

*Principled*

How is the mother principled? Find evidence from the text.

Do the boys embody any of the other Learner Profile attributes?

**Non-fiction Connections**

[www.potatogoodness.com/kids](http://www.potatogoodness.com/kids) (types, nutrition, etc. information in English & Spanish)

Introduce current news on any war torn country/region

**Activities**

* Create recipe books
* Students take different perspectives from the story: the mother, the younger son (blue/west), the older son (red/east), and the soldiers in their armies. Students write letters to other characters in the book, in the perspective of the characters they've chosen.
* Small groups create illustrations of how war creates scarcity of limited resources (food) ie, people spend time creating war supplies instead of growing food, people become soldiers instead of food producers, land becomes battle field instead of producing crops or grazing animals and/or food for civilians is taken for soldiers (emphasize math component and limited or finite resources)

**Quotes of Note**

**“Because my potatoes will not grow if the winds from the east and the west blow on them”**

**(no page numbers, approx. p. 5)**

**“But before I will give you even one peel, you must promise to stop all the fighting and clean up this mess, and go home to your mothers.” (approx. p. 29)**