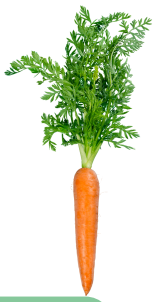


All about B.C. (Secondary)

Carrots

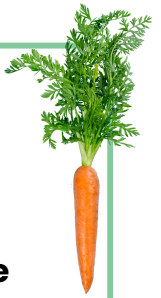


For this activity you'll want to refer to the "All About B.C. Carrots" poster and slides from the [Feed BC in K-12](#) website.

- Draw a circle on the map showing where you live in B.C.
- After learning more about B.C. carrots, draw an 'X' where our featured farmer is located.
- Shade or colour in where the majority of carrots are produced in the province.

1) Draw a line to match each plant lifecycle type to its correct description and example plant.

<u>Life Cycle Type</u>	<u>Description</u>	<u>Plant</u>
Annual	1. A plant that completes its life cycle in two years . In the first year, it grows leaves and roots, and in the second year, it flowers, produces seeds, and dies.	A) Carrots
Biennial	2. A plant that lives for multiple years , often producing flowers and seeds each season once it matures.	B) Tomatoes
Perennial	3. A plant that completes its life cycle in one year . It germinates, grows, flowers, and dies within a single growing season.	C) Asparagus



2) **True or False?** Read each statement and decide if it's a myth or a fact.

Circle your answer!

- a) Eating carrots can help improve your night vision. **True / False**
- b) Carrots are high in vitamin A, which helps keep your skin healthy. **True / False**
- c) Orange carrots are the original and only natural variety of carrot ever grown.

True / False

- d) Carrots help support a strong immune system. **True / False**

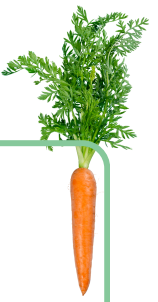
3) Some edible roots and tubers that are indigenous to B.C. include camas, wapato, arrowroot, wild carrots (Queen Anne's Lace), rice root, and licorice fern. Learn more by reading the [Traditional Food Fact Sheets - Roots](#) page (p. 24).

Pick one of the indigenous edible roots or tubers listed above and research:

- Where does it grow in B.C.?
- Who traditionally harvested and used it?
- How was it prepared or eaten?
- Is it still used today? If so, how?

Use the space below to write a short paragraph or create a mini infographic with your findings.

All about B.C. Carrots - Teacher Resources



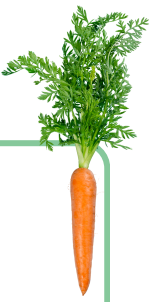
Background Information:

- [All About B.C. Carrots Poster](#)
- [All About B.C. Carrots Scrolling Slideshow](#)
- [Buy BC Carrots](#)
- [Traditional Food Fact Sheets - Roots p. 24](#)
- [Canadian Carrots: From Seed to Sauté](#)
- [Carrot Production Guide](#)

Answer Key:

- 1)
Annual - 3 - B
Biennial - 1 - A
Perennial - 2 - C
- 2) True or False?
 - a) **True** – Carrots are rich in beta-carotene, which your body turns into vitamin A. Vitamin A is essential for eye health, including night vision. While it won't give you superhero vision, it does help prevent deficiency-related vision issues.
 - b) **True** - Vitamin A helps maintain healthy skin and supports cell growth and repair.
 - c) **False** – Carrots naturally come in a variety of colours including purple, yellow, red, and white. Orange carrots were selectively bred in the 16th century in the Netherlands.
 - d) **True** – Carrots contain antioxidants and vitamin A, both of which help support immune function.
- 3) Answers will vary. Students can use the Roots page of the [Traditional Food Fact Sheets](#) (p. 24) to get started on their research.

All about B.C. Carrots - Teacher Resources



Curriculum Connections - Secondary

Applied Design, Skills and Technologies

Food Studies

- Local food systems (8,9)

Culinary Arts

- Food products available locally via agriculture, fishing, and foraging, and their culinary properties (10)
- B.C. agricultural practices (11)
- Characteristics and properties of culinary ingredients (12)
- Identify, analyze and evaluate the influences of land, natural resources, and culture on the development and use of culinary ingredients, tools, and technologies (8-12)

Science

- Ecosystem complexity (Environmental Science 11)
- Macroevolution and microevolution (Life Sciences 11)
- Express and reflect on a variety of experiences, perspectives, and worldviews through place (Life Sciences 11, Environmental Science 11,12)

Social Studies

- Relationship between First Peoples and the environment (Human Geography 12)
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. (8-12)

English Language Arts

- Strategies and processes; reading strategies; oral language strategies; writing strategies (7-9)
- Synthesize ideas from a variety of sources to build understanding (8&9)
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (8&9)
- Transform ideas and information to create original texts. (8&9)
- Respond to text in personal, creative, and critical ways (8&9)
- Express an opinion and support it with credible evidence (9)

Physical and Health Education

- potential short-term and long-term consequences of health decisions, including those involving nutrition (8&9)
- sources of health information (8&9)
- Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour (9)
- The role of nutrition and how it can affect health and performance (Active Living 11,12)