

French 'Kitchen Garden' Herbs

Les herbes potagères



A research project
for Francophone Studies
(Highlighting healthful herbs in
Haitian, French Caribbean, Cajun,
or “Floribbean” heritage cooking and nutrition)

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Instructor's Notes

In Francophone culture, there has long been strong awareness of the importance of plant-based foods for wholesome nutrition.

For supper in France, children are told to eat their thick vegetable soup as an appetizer before moving on to the main dish. *Potage* is made from puréed left-over vegetables warmed in a *pot* (cognate), hence the word "potage". Herbs bought at the market or grown in one's own "potager" (kitchen herb garden for the ingredients of pot-age!) give flavor that helps kids as well as adults associate their food with its origin, the earth! A typical main course after the soup can be eggs prepared with *chives* and other goodies in an omelet, or a pan-fried fish filet peppered with dried *oregano*, for example. It is a societal virtue to have a *leafy* salad daily. Pieces of a baguette first help to wipe the soup bowl clean, and more bite-size pieces of this crusty bread help push the salad greens onto the fork as well as soak up the *herb*-seasoned salad dressing! The list goes on. Warm and cold beverages made from fresh as well as dried herbs are beneficial between meals or on special occasions. They too offer an array of health benefits.

Tastes, aromas, and conversation all whet the appetite, and if the edibles are home-grown, or regionally-grown, the eaters enjoy extra pride! Even some traditional rhymes and folk songs mention the famous herbs *romarin* (rosemary) or *marjolaine* (marjoram)...so this is how all the senses contribute to preserving heritage foods as well as promoting knowledge of how these plants benefit our diet.

In Haiti, the French Caribbean, and in Cajun Louisiana, herbs are used copiously to flavor delicious meals at home as well as in restaurants. We as educators may be familiar with these resourceful grasses (*les herbes*) because of their fame in French cuisine, but many life-giving herbs grow well and abundantly right here in the southern USA. Florida is actually a cross-road that invites the fusion of Francophone culture from several continents with conventional north-American and classic "Southern" cooking.

Dear instructor, This introduction is intended as a trampoline for your own bouncing creativity! You may expand it in any way that inspires you, your students, and your colleagues in related fields. Starting with section II of this lesson plan, the directions are written in the second person with the student in mind. You may copy and paste the directions verbatim, or make changes as needed.

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I. Lesson Overview for the Student

The French word and concept of a “potager” [pronounce poh-tah-jay] garden is a garden where plants grow that are used in a delicious “potage” [pronounce poh-tahj]. This word is a synonym for *soup*. It is easy to see how ingredients cooked in a *pot* (English and French cognate) turn into “potage”-- onions, potatoes, carrots, cabbage, and/or beans provide the bulk, and fresh or dried herbs such as bay leaf or tarragon add both nutrients and flavor. Also, some of these same herbs have long been enjoyed as teas and perfumes for digestive or hygiene purposes!

Many people in our state of Florida [put your state name] would like to know more about harnessing the power of plants in their diet. If they already know something about these potent grass-like plants, they may want to know how to access them more readily, or when and how to grow them. You will help this happen by designing a poster about one herb. Your poster may later be distributed widely in order to advertise how to find these herbs, fresh or dried, to explain how to grow and harvest them, and how to incorporate them easily with daily food choices!

Your poster may be enticing to folks who have a specific Francophone connection --Canadians, Caribbeans, North Africans (*les Magrehbins*), West Africans, East Asians, or French from France! But the information you put together attractively can reach people of *all* backgrounds. Those who have lived here for generations or those who have just arrived and now consider the earth of Florida [substitute with your state name] their home might be very keen on receiving this information. When we Floridians [replace with your state citizen word] encourage growing, selling, and consuming these delicious herbs locally, what a benefit to the entire community!

By signing on now to this food poster project [use or change the name as needed], you are becoming an ambassador about growing kitchen herbs and encouraging healthful eating. This is part of the Francophone cultural legacy!

The first herb posters published by French students in the Santa Fe project were about bay leaf, chives, lavender, marjoram, oregano, parsley, rosemary, tarragon, and thyme. In addition to this list, plants such as basil, garlic, lime, shallot, and verbena also lend themselves to this research.

The experience with the Florida Heritage Food project in Gainesville, Florida from 2021-2022 was rewarding to French students. They felt they were part of a team of college researchers working toward a common objective: to motivate farmers and consumers in our community to raise, sell, and eat more locally grown produce. Our students attended food demonstrations and tried new recipes on their own, as a result. They imagined an era of being more familiar with herbs, having easier consumer access to both fresh and dried varieties, and even living in neighborhoods with organic gardens tended by family and friends!

Your participation in this poster project can be valuable on your job résumé. It can showcase your competency in any number of fields (agriculture, art, botany, ecology, graphic design, motivational speaking, nutrition, pharmacy, public health, wholistic living...) With your classmates collaborating, you are also demonstrating your readiness for professional teamwork.

II. Objectives

The overall learning objective of this project is to apply your interest in Francophone culture toward a community outcome, particularly in the domain of gardening and healthful eating (*la bonne cuisine*). Here is a list that shows the possible range of thinking levels that you might engage in for this project from its inception to its completion.

- **Identify** the purpose of the Herb Poster Project in a written reaction/discussion board.
- **Associate** images and names of plants in English and if possible (depending on level and nature of course) in French, Haitian, or Vietnamese... A matching game (Kahoot) or classroom contest (Around the world) may be organized for fun and points.
- Based on personal interest and initial academic reading, articulate the choice of one specific herb (**illustrate** reasons for prioritizing it). Written reaction/discussion board.
- **Application:** Attend a regional in-person or online agricultural event to show commitment to the project. Report in writing or orally with photos. (For poster: sUsing academic resources, collect contents for your poster.)
- **Analysis** (self-edit in another written reaction): **Debate** PROS and CONS/ Justify your poster layout. Focus on audience for the poster. Be aware of style subtleties that make the material more convincing. Following the required list of poster sections, discern which content is relevant for inclusion in your poster.
- **Synthesis:** Prepare oral presentation in writing or PowerPoint. Continue with audience awareness and regional relevance.
- **Evaluation:** Perform or present your oral presentation, critique classmates' poster presentations constructively, auto-critique (record your speech, and re-do based on outcome). Demonstrate that Francophone heritage potager herbs enrich our eating habits.

III. Assignment Description

Make a digital poster about one particular French kitchen herb. The attractive display of your research will make you a **cultural ambassador** on how this plant is easy to grow and why it is good to cook with!

Producing this poster started originally as part of a project called Florida Heritage Food that was financed by the United States Department of Agriculture. By making this poster, our students were part of a team of college researchers working toward a common objective: to motivate farmers and consumers in our community to eat tastier, healthier, locally grown produce. [Name your project and explain its purpose.]

Sample Poster Assignment in four steps (Assignment Description continued)

Here are four consecutive tasks which can be assigned over a number of weeks either as conventional homework or in modules online. They are titled suggestively to mirror the *agricultural* as well as the *academic* research processes, as follows:

1. Preparing the Ground (getting started with your research – image of a hoe, plow, or tractor)
2. Choosing your Herb and “Planting” it (plugging your first findings and references into the poster template – image of seedlings in an egg tray or a compartmentalized gardening container)
3. Growing and Showing (developing your material and editing your sections – image of larger plants in garden rows or a field)
4. Selling Your Harvest (taking care of formalities/release forms, polishing and preparing an oral presentation/advertising the knowledge – image of herbs for sale at a produce stand or farmers’ market booth, people bustling, labels with names and prices of products)

1. Preparing the ground

Write a paragraph about your understanding of the **Florida Heritage Food Project and your part in it** here at the start. See the rubric for more guidance.

1. Explain the FHF Project's origin (What socio-economic problem is at its root?)
2. Describe what kind of results are wanted (academic or practical, interdisciplinary, or restricted to one field, and what is the role of the USDA?)
3. Announce which herb draws you the most, and why?

Finally, write one sentence in French on this topic using two verbs in the past. (Ch 7) Hints: At first I didn't understand... but then I saw... and I thought... (French 2 students usually learn past tense)

2. Choosing your herb and "planting it"

Note: my instructions are partly in French to encourage your advancing proficiency. Your optional recorded talk at the end of the term will be in French, so some of the language provided here prepares you for that possibility. *The italicized instructions are in English, however. They are often more detailed than the French sentences. Reminder: You will write your poster in standard English.*

Tu fais de la recherche. Tu choisies une herbe potagère. Ensuite, tu commences ton affiche. *You do some preliminary research, you choose one herb, and you start your poster. As you begin plugging information into your digital poster, imagine that you are "planting" your herb into a well-planned garden plot. You are doing each section with care and with hope for a fruitful outcome.*

* One of the poster sections is a place to list all the sources (print and online) which you used as well as giving credit for any images included. Except for images, online sources should be limited to websites ending in .edu, .gov, or .org

- A. Chercher et choisir** au moins (5) ressources et sauvegarder leurs citations dans le style MLA. *The reading part: take time to search for and choose at least 5 resources. You may find more than five! Record the MLA citations of book or article that you find valuable, but by the deadline for this task, include only your five top finds. (6 pts)* Note: The rubric lists this criterion last -- it's often at the end of a writing task that we decide on a title!

One book or encyclopedia may seem to have all the information you need, but while reading, enjoy how different authors turn their phrases to engage you about the topic. Pay attention – which ones sound dry and technical, or by contrast, which ones come across excited and knowledgeable? What makes the difference? What impression do you want your poster to convey? Also, be on the lookout for subjects you will need for the next task (Task 3: planting, harvesting, and cooking instructions).

- B. Trouver et mettre** dans le gabarit pour ton affiche ... : *Find the following and put into your Task 2 Template (next page):*

- une photo de ton herbe potagère, jolie et légale, avec le nom du/de la photographe
- le nom scientifique en latin de la plante
- le nom français de cette plante (Est-ce qu'elle a un autre nom dans d'autres pays francophones ?)

- **la valeur nutritive de cette plante** (Elle a quel.l.e.s vitamines ou éléments? Ces choses servent à quoi pour la santé ?)
- **ses origines** (Depuis quand sait-on que cette herbe est utile ? Quand est-ce qu'elle est mentionnée dans l'histoire ? Avait-elle de l'importance culturelle ? **(18 pts/ (3x4 + 6)**)

Optional for extra credit: *Write two sentences in French about the nutritional value and the origin of your herb. Use pronominal verbs such as s'intéresser à, se servir de, se trouver etc.*

- C. SAVE your work as you progress. Transfer your most complete version to the Template for Task 2 when you are done. Submit in Word or a pdf file.

3. Task 3 - Growing & Showing

A. Enjoy reading from more sources and record your additional references, or go back to the first ones you chose for more in-depth understanding (12 pts)

B. Fill the 2 remaining sections of template (**instructions for planting** this crop in our climate – seed or seedling?, and a **recipe** that relates to our Francophone culture & heritage here in Florida. (12 pts)

4. Task 4 - Selling your harvest (written part)

After you have included all edits discussed with your project director, submit your completed digital poster in the form of an electronic file rather than as a physical object. Your instructor might provide:

- ✓ tips on poster design such as <https://colinpurrington.com/tips/poster-design>
- ✓ a “plug-in” template for all project participants to use
- ✓ a finished sample of a poster about an herb not offered on your list

So that your work can be distributed, there will be a release form to sign (handled through email). The FINAL deadline is...! Take all the details in stride - you are marketing a wonderful plant! *Tu encourages l'emploi d'une bonne herbe potagère!*

Optional Task 5 – Video or audio advertisement (oral presentation):

- Tell the audience what your project is about and hook their interest
- What is the name of the plant in different dialects of French and English? Show off their pronunciation and explain any interesting linguistic facts.
- Where did the herb first grow according to historical evidence? How is the herb grown, what are its properties for human health and the ecosystem, and how can it be prepared or eaten?
- Why are your findings important? How might they impact local farmers, grocers, gardeners, and yourself?

IV. Project Development Activities

- Attend local fairs, markets, food demonstrations, or a symposium that draws interdisciplinary people from agriculture and academic circles. Report in writing, video, or in person about the significance of that event.

- Involve art students with opportunities to do still life painting, drawing, or sculpting that celebrate plant-based foods, home gardening of herbs, vibrant market scenes. Put this work on display.
- Start an herb garden, in pots or plots around your school's campus! Promote support from colleagues, supervisors, and community sponsors.
- Learn French songs that name herbs and flowers: *J'aïdescendu dans monjardin* (rosemary, poppies, and a nightingale with a message); *Compagnons de la Marjolaine* (an old marching song that mentions a personalized marjoram); *Colchiques dans les près* (autumn song about meadow saffron, the end of summer, and falling leaves). A live chorus performing at a Farmers Market might do wonders for promoting herb sales!

References & Resources for Students and Teachers

Print (partial list)

Armbrecht, Ann, *The Business of Botanicals, Exploring the healing promise of plant medicines in a global society*. White River Junction: Chelsea Green Publishing, 2021. (EAudiobook)

Barlow, Julie, *The Bonjour Effect: the secret codes of French conversation revealed*. New York: St. Martin's Press, 2016. (pride in the "terroir" or local heritage food products and recipes)

Gladstar, Rosemary, *Herbs for long-lasting health: how to make and use herbal remedies for lifelong vitality*. North Adams, MA: Storey Publishing, 2014.

Guitteny, Marc, *Herbes et Plantes de Provence, Edition Française, Guide pratique des Fleurs et plantes, Applications médicinales, aromatiques et culinaires, 20 recettes provençales de Laure Roumanille et de tables amies...* Monaco : Société Ajax, 1997.

Perrotte, Mireille, *Les Trois Jardins, Three Gardens : Joyeux Poèmes pour Petits et Grands, Joyful Poems for All Ages*. Bloomington, IN: iUniverse, Inc., 2013.

Rousseau, Michelle, *Provisions: the roots of Caribbean cooking*. New York, NY: Da Capo Press, 2018.

Online

Florida Memory, url: <https://www.floridamemory.com/> [Does your state, if different, have a similar repository of state historical material?]

- Treasure trove of digitized public domain images from Florida history, many of which are still being digitized, so the site is worth researching from now on (in 2023 and beyond). Here are two examples that popped up when hunting for growing herbs and cooking/dining Creole-style. Note that historical pictures in a poster give a stamp of authenticity!



Farmer Eng gathering parsley (1957)



Couple dining in Ybor City Tampa outside Café Creole at historic Cherokee Club (circa 1969)

The two sample pictures side by side also suggest the progression from trench to table, or from field to feast. Producing food is a long, arduous process! Remember that in life one of the oldest sayings is “there is a time to plant, and a time to reap” (The Bible, Ecclesiastes 3:1-8). *En français: un temps pour planter, et un temps pour récolter.*

IFAS at the University of Florida, url: <http://ifas.ufl.edu>

- Contains helpful information on how our heritage plants can be grown in Florida, their place in the ecosystem, their nutritional benefits, and in some cases, how they can be used in meal preparation.

Lawrence W. Tyree Library at Santa Fe College, url: <https://sfcollege.libguides.com/food>

- **“The following guide will help you research foods, including their origins and recipes. Use the navigation links to explore different parts of a typical research process and for help locating sources.”**

Lawrence W. Tyree Library at Santa Fe College, url: <https://sfcollege.libguides.com/food/books>

- **On this page, scroll down to the yellow band that says Recommended Titles, and then click on the tab labeled “Herbs” for a list of nine or more reference volumes on herbs.**

Library of Congress, url: <https://www.loc.gov/pictures/>

- **Prints and photographs online catalogue contains numerous copyright-free historical images of heritage foods, both growing as plants and also as prepared for human consumption.**

Old Ways, url: <https://oldwayspt.org/traditional-diets/mediterranean-diet>

- This website shows the popularity of plant-based eating all around the Mediterranean. French and Francophone eating habits are not insular. They are influenced by their neighbors and their immigrant populations. If students with Algerian, Lebanese, or even Greek heritage want to promote a recipe that includes herbs from one of those culinary traditions, go for it – if the herb used in it grows locally, then it is part of the cultural story!

The following chart is an example of a matrix done by Santa Fe College Librarian Diana Matthews to direct students to various print or online resources in SFC's collection. Ask your librarian to curate your library's resources in order to launch students speedily into their chosen plant research!

Title	Tarragon	Chives	Parsley	Thyme	Bay Leaf	Lavender	Marjoram	Oregano	Rosemary
<i>1900 Ingredients</i> (TX349 .I54 2007)	p. 414	p. 417	p. 413	p. 416	p. 417		p. 415	p. 415	p. 416
<i>A to Z World Food and Recipes</i> (online)	Many	Many	Many	Many	Many		Many	Many	Many
<i>Beginner's Guide to Edible Herbs</i> (SB351.H5 S64 2010)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<i>Cambridge World History of Food</i> (REF TX353 .C255 2000 + online)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<i>Complete Herb Book</i> (SB351.H5 M354 2008)	p. 48	p. 26	p. 188	p. 246	p. 138	p. 140	p. 176	p. 176	p. 202
<i>Culinary Herbs and Spices of the World</i> (SB351.H5 V36 2013)	p. 80	p. 62	p. 208	p. 274	p. 160	p. 162	p. 196	p. 198	p. 240
<i>Cultural History of Plants</i> (online)	p. 111	p. 101	p. 108	p. 111	p. 99	p. 247	p. 111		p. 108
<i>Diner's Dictionary</i> (TX349 .A86 2012)	p. 365	p. 79	p. 264	p. 370	p. 24		p. 221	p. 255	p. 311
<i>Encyclopedia of Food and Culture</i> (REF GT2850 .E53 2003)		v.3 p. 8	v.2 p. 192			v.2 p. 193			v.1 p. 662 v.2 p. 192
<i>Encyclopedia of Herbs and Spices</i> (online)	Yes		Yes	Yes	Yes		Yes	Yes	Yes
<i>Essential Herbal Wisdom</i> (SB351.H5 A7713 2009)	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
<i>Food Cultures of the World...</i> (online)	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes
<i>Food Encyclopedia</i> (TX349 .R644 2006)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<i>Growing Vegetables, Herbs & Fruit</i>	p. 347		p. 430	p. 462	p. 401	p. 402	p. 442	p. 443	p. 442

Title	Tarragon	Chives	Parsley	Thyme	Bay Leaf	Lavender	Marjoram	Oregano	Rosemary
(SB321 .B556 2015)									
<i>Herb Society of America's Essential Guide to Growing and Cooking with Herbs</i> (TX819.H4 H4545 2007)	p. 73	p. 31	p. 57	p. 74	p. 23	pp. 36 & 45		p. 55	p. 62
<i>Herbalist in the Kitchen</i> (TX819.H4 A57 2007)	p. 108	p. 13	p. 62	p. 231	p. 241	p. 206	p. 208	p. 216	p. 222
<i>History of Food</i> (TX353 .T6413 2009)	p. 480	p. 478	p. 479	p. 480					p. 480
<i>Larousse Gastronomique</i> (TX349 .L365 2009)	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes
<i>Lavender</i> (SB317.L37 P58 1999)						Yes			
<i>Nectar and Ambrosia</i> (REFGR498 .A53 2000)			p. 169						pp. 33 & 213
<i>New Oxford Book of Food Plants</i> (SB175 .V38 2009 + online)	p. 164		p. 166	p. 160			p. 160	p. 160	p. 162
<i>Oxford Companion to Food</i> (online)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Outcomes Assessment (Pre and Post quiz)

The following general questions, **based on the Lesson Overview (II)**, can be taken as a quiz at the beginning of the course. Students will show how much they know about heritage herbs at the start of the semester. The same quiz will be retaken at the end of the course to determine what they remember after doing their particular research.

The multiple-choice format might be enjoyable and useful. Take out the answers and tweak the questions to come up with ice-breakers for class discussion. (Correct answers are listed after the quiz)

1. The words “potage” and “potager” come from
 - a. Latin because the herbs grew in the Roman Empire around the Mediterranean
 - b. the idea of a garden of edible plants
 - c. the word “pot” in which one makes vegetable mush or soup
 - d. all three answers listed above are correct
 - e. b and c are correct

2. In this Francophone course, the purpose of research on a kitchen herb is to
 - a. distinguish the various aromas and flavors of potager herbs
 - b. gather gardening and cooking knowledge of plants that can be grown locally
 - c. collect points to substitute for a comprehensive final exam

3. Consumers of kitchen or potager herbs include
 - a. people of diverse origins and occupations
 - b. people with primarily Francophone or French connections
 - c. local farmers looking for drought resistant, edible crops

4. Our state's climate lends itself to growing herbs such as
 - a. bay leaf, lavender, oregano
 - b. arugula, broccoli, cabbage
 - c. all of the above

5. Eventually my herb poster will likely be
 - a. blown into a billboard size advertisement
 - b. edited and distributed as a beautiful recipe card
 - c. displayed at a local museum

6. The social outcome of this project is to
 - a. seriously consider becoming a vegetarian
 - b. make it easier for growers to sell crops like chives and marjoram
 - c. dissuade food buyers from consuming locally grown produce
 - d. a and c are incorrect

7. Participating in the project will give / gave me
 - a. experience designing educational material
 - b. substance on my resume for a job after I graduate
 - c. an automatic A on the final for this course
 - d. a and b are correct

8. Doing the poster will probably not afford me the chance to
 - a. visit a local organic farm
 - b. dig up facts in the library and online
 - c. organize meals for the poor

9. Finish the following statement in an academic, balanced way. "As a student of French language and culture, a project like this one really makes me appreciate that..."
 - a. the French imposed their ideas about food on those they colonized
 - b. the world of "French cuisine" includes the use of herbs in European dishes as well as fusion with African and Asian specialties
 - c. the French stole tasty ingredients from peoples under their dominion

10. Complete the following statement in the least diplomatic way if addressed to your instructor. "I will do the project because it sounds like..."
 - a. a great way to get better at research for a very useful reason
 - b. a fun way to learn about a plant I never cared to know much about
 - c. an easy way to get an A

11. (Short answer)
What is your major or a subject that you are passionate about and may specialize in? Does that interest of yours intersect with any issues or aspects of this proposed research? Explain!

Answers:1.e; 2.b.;3.a; 4. a; 5. b; 6. d; 7. d;8. c; 9. b; 10.c; 11. ____

Save results for comparison at end of course.

Suggested rubrics for each of the four tasks of section III (Assignment Description) are as follows:

The points add up to 100.

Task 1

Criteria	Ratings						
<p>This criterion is linked to a Learning Outcome: Content Subject, depth of understanding</p>	<p>6 pts Excellent Paragraph includes three aspects of the USDA project. Through specific and original detail, the writer conveys strong engagement with the purpose of the project</p>	<p>5 pts Excellent - Same criteria as excellent with minor deficiencies</p>	<p>4 pts Good Paragraph lists elements required, but due to lack of detail, writer conveys medium engagement with the purpose of the project.</p>	<p>3 pts Good - Same criteria as good with minor deficiencies</p>	<p>2 pts Needs improvement Paragraph lacks focus. Aspects of the USDA project are lacking. Writer conveys low engagement with the purpose of the project.</p>	<p>1 pts Needs improvement Paragraph lacks focus. Aspects of the USDA project are lacking. Writer conveys low engagement with the purpose of the project.</p>	<p>0 pts No marks Assignment not completed</p>

Criteria	Ratings						
<p>This criterion is linked to a Learning Outcome: Form Style, care with spelling, punctuation</p>	<p>6 pts Excellent Length: 11-12 complete sentences total. The writing can be in first person journal style (I/We) or third person description style (it/they etc). Consistent use of either voice (1st or 3rd) No errors.</p>	<p>5 pts Excellent - Length: 9-10 complete sentences total. The writing can be in first person journal style (I/We) or third person description style (it/they etc). Consistent use of either voice (1st or 3rd) No more than 1-2 errors.</p>	<p>4 pts Good Length: 7-8 complete sentences total. The writing voice shifts between 1st and 3rd No more than 3-4 spelling or punctuation errors</p>	<p>3 pts Good - Length: 5-6 complete sentences total. The writing voice shifts between 1st and 3rd No more than 5-6 spelling or punctuation errors</p>	<p>2 pts Needs improvement Less than 5 sentences, which are incomplete or run-ons. Writing was not proofed.</p>	<p>1 pts Needs improvement Less than 3 sentences, which are incomplete or run-ons. Writing was not proofed.</p>	<p>0 pts No Marks Assignment not completed</p>
<p>This criterion is linked to a Learning Outcome: Punctuality / Attendance</p>	<p>4 pts Excellent You attended first presentation and participated actively.</p>			<p>3 pts Good You attended but arrived late.</p>		<p>0 pts Needs improvement You were absent, unexcused</p>	
<p>This criterion is linked to a Learning Outcome: French sentence</p>	<p>0 pts Extra credit Points will be added manually: Correct use of 2 Passé Composé verbs in a meaningful statement relating to the topic +2 pts ; Incorrect use of 1 or 2 Passé Composé verbs in a meaningful statement relating to the topic +1 pts ; Erroneous verb usage resulting in no meaning, or no attempt at French writing +0 pts</p>					<p>0 pts Full Marks</p>	<p>0 pts No Marks</p>

Criteria	Ratings
Total Points: 16	

Task 2

Criteria	Ratings				
<p>This criterion is linked to a Learning Outcome: Name/Title</p> <p>English name of herb and Title of poster</p>	<p>6 pts Excellent</p> <p>English name, properly spelled, and 5 references that prove solid library research (Matrix resources and or books). An alliterative or clever phrase makes the title especially "catchy".</p>	<p>5 pts Excellent -</p> <p>Same as Excellent but 1 or 2 spelling error(s), and lack of creativity in the title.</p>	<p>4 pts Good</p> <p>Same as Excellent - but 3 or 4 spelling error, only 4 academic references, and lack of creativity in the title.</p>	<p>3 pts Good -</p> <p>Same as Good- but more than four spelling errors, only 3 academic references, and lack of creativity in the title.</p>	<p>2 pts Needs improvement</p> <p>Less than Good only 2 academic references</p>
<p>This criterion is linked to a Learning Outcome: Photo</p> <p>Photo of Herb with credit</p>	<p>3 pts Excellent</p> <p>Good photo from legal source appropriately credited.</p>	<p>2 pts Good</p> <p>Same as excellent without photo credit.</p>	<p>1 pts Needs improvement</p> <p>Poor photo with or without credit</p>	<p>0 pts incomplete</p> <p>no photo</p>	
<p>This criterion is linked to a Learning Outcome: Latin Name</p> <p>Scientific name of herb</p>	<p>3 pts Excellent</p> <p>Latin name and literal translation because relevant to or suggestive of the plant's characteristic properties.</p>	<p>2 pts Good</p> <p>Latin name without parenthetical comment.</p>	<p>1 pts Needs improvement</p> <p>Latin name with spelling error(s).</p>	<p>0 pts Incomplete</p> <p>No Latin name.</p>	

Criteria	Ratings			
<p>This criterion is linked to a Learning Outcome: French Name</p> <p>Name(s) of herb in France and Francophone countries</p>	<p>3 pts</p> <p>Excellent</p> <p>French name and literal translation if relevant to or suggestive of the plant's characteristic properties. Correct accent marks and spelling.</p>	<p>2 pts</p> <p>Good</p> <p>French name without parenthetical comment or missing accent or spelling error.</p>	<p>1 pts</p> <p>Needs Improvement</p> <p>French name without parenthetical comment or missing accents or spelling errors.</p>	<p>0 pts</p> <p>Incomplete</p> <p>No French name.</p>
<p>This criterion is linked to a Learning Outcome: Nutrition</p> <p>Nutrition elements and vitamins</p>	<p>3 pts</p> <p>Excellent</p> <p>Full nutritional information including minerals, chemical elements, and vitamins. Cite source.</p>	<p>2 pts</p> <p>Good</p> <p>Same as Excellent but less complete information.</p>	<p>1 pts</p> <p>Needs Improvement</p> <p>Same as Good, and no source cited.</p>	<p>0 pts</p> <p>No Marks</p> <p>This section is missing.</p>
<p>This criterion is linked to a Learning Outcome: History</p> <p>Origins Geography and Traditional Use</p>	<p>6 pts</p> <p>Excellent</p> <p>Earliest evidence of this plant's existence and use. Description of how herb was used as reported from archeological or textual evidence. Written with a potential consumer's interest in mind.</p>	<p>3 pts</p> <p>Good</p> <p>Same as Excellent but one of the components is missing (time or usage or consumer interest). E</p>	<p>2 pts</p> <p>Needs improvement</p> <p>Same as Good but 2 or 3 of the components are missing</p>	<p>0 pts</p> <p>Incomplete</p> <p>This section is missing.</p>
<p>This criterion is linked to a Learning Outcome: French sentences</p> <p>extra points</p>	<p>0 pts</p> <p>Extra credit</p> <p>Points will be added manually for French language. Write 2 sentences in French about the nutritional value and the origin of your herb. Use pronominal verbssuch as s'intéresser à, se servir de, se trouver etc. Use present and past tense(s) as appropriate.</p>			<p>0 pts</p> <p>No Mark</p>
Total Points: 24				

Task 3

Criteria	Ratings
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Task 3

Criteria	Ratings				
<p>This criterion is linked to a Learning Outcome: Growing instructions Gardening or Farming instructions for a person interested in growing this herb for the first time.</p>	<p>12 pts Excellent This section’s instructions provide region-specific tips: what form of the plant to use to start and where to acquire it. Soil/sun requirements, time(s) of year to plant and harvest. (6 aspects)</p>	<p>10 pts Excellent - Same as Excellent but missing 1 aspect or is not region-specific.</p>	<p>8 pts Good Same as Excellent- but is missing 2 aspects or instructions are not region-specific</p>	<p>6 pts Good - Instructions are like Good but lack 3 aspects or are not region-specific</p>	<p>2 pts Needs improvement Instructions lack specificity and/or are insufficient</p>
<p>This criterion is linked to a Learning Outcome: Recipe Cooking instructions for an appetizing Francophone dish using this herb (authentic name!)</p>	<p>12 pts Excellent This recipe comes from a Francophone place from our part of the world such as Haiti, another French Caribbean Island, or Louisiana. (2pts) The recipe has 1) a list of ingredients (5 pts) and 2) a paragraph explaining how to prepare the dish in an appealing way. (5 pts)</p>	<p>10 pts Good Same as Excellent but lacks clarity and/or is not culturally Francophone. May have misspelled word.</p>	<p>8 pts Needs improvement Recipe is like Good, but appears incomplete, lacks clarity, and/or is not culturally Francophone. May have more than 1 misspelled word.</p>	<p>0 pts incomplete Recipe is missing or offers insufficient directions.</p>	
<p>This criterion is linked to a Learning Outcome: French sentences extra points</p>	<p>0 pts Extra credit Points will be added manually for French language with French 2 (Ch 7 - 11 grammar). Write 2 sentences in French about growing your herb and/or preparing it in a dish. Use impersonal expressions (Il faut, on doit, as ex.) Give instructions in the future tense (on mettra, as ex.)</p>				<p>0 pts No Marks</p>
<p>Total Points: 24</p>					

Task 4

Criteria	Ratings				
<p>This criterion is linked to a Learning Outcome: Final Editing for Content</p> <p>This criterion evaluates the quantity of your findings.</p>	<p>Excellent</p> <p>All research sections are done with relevant, appealing information</p>	<p>Excellent -</p> <p>Same as Excellent but 1 section is less appealing or incomplete</p>	<p>Good</p> <p>Same as Excellent- but 2 sections are incomplete or missing</p>	<p>Good -</p> <p>Same as Good but 3 sections are incomplete or missing</p>	<p>Needs improvement</p> <p>Poster res less than h</p>
<p>This criterion is linked to a Learning Outcome: Final editing for Form</p> <p>This criterion evaluates the quality of your presentation of findings</p>	<p>Excellent</p> <p>All sections are well written and/or formatted. No typos. 5 solid references.</p>	<p>Good</p> <p>80% of sections are well written and/or formatted. 1 or 2 typos. 4 solid references.</p>	<p>Good-</p> <p>70% of sections are well written and/or formatted. 3 or 4 typos. 3 solid references</p>	<p>Needs improvement</p> <p>60% of sections are well written and/or formatted. more typos. 2 solid references</p>	
<p>This criterion is linked to a Learning Outcome: Formalities</p> <p>Intellectual property - yours!</p>	<p>Excellent</p> <p>SFC forms (intellectual property/photo/AV in case of a video) release(s) are signed and submitted by deadline</p>	<p>Good</p> <p>SFC forms are 1 day late</p>	<p>Good-</p> <p>SFC forms are 2 days late</p>	<p>Needs improvement</p> <p>No forms signed of research time</p>	
<p>This criterion is linked to a Learning Outcome: Extra points</p> <p>For your feedback in French</p>	<p>+1 pt will be added manually</p> <p>Your final thoughts are expressed in comprehensible French using words and structures learned in French 2 with 2-3 errors</p>		<p>+2 pts will be added manually</p> <p>Your final thoughts are expressed in perfect French using grammar structures learned in French 2 (past tense, comparatives, as ex.)</p>		
<p>Total Points: 18</p>					