



FROM MILPA TO MARS: HISPANIC & LATINO FOOD CULTURE AND THE FUTURE OF SPACE FARMING

DURATION

1 Lesson
1 Class period (50 min)

GRADE LEVELS

9-12

OVERVIEW

INTRODUCTION

In this engaging 50-minute high school lesson, students explore the intersection of Hispanic and Latino food traditions, Indigenous agricultural science, and the future of space exploration. They begin by reflecting critically on foods that connect them to family, heritage, and identity, then examine the cultural and historical significance of dishes like tamales, mole, and pupusas, the 9,000-year-old Indigenous science of the “Three Sisters” (maize, beans, and squash) and the milpa polyculture system, and NASA’s 2021 experiment growing Hatch chile peppers aboard the International Space Station. Students then apply their learning through a collaborative engineering–design activity called “Engineer Your Space Milpa,” in which teams of 3–4 design a sustainable Mars colony agricultural module. Students must select culturally significant Hispanic and Latino crops, justify their choices using cultural, nutritional, AND scientific/environmental criteria (companion planting, resource efficiency, growth constraints), address Mars-specific challenges (limited water, low light, confined space, radiation), and pitch their design in a Shark Tank-style presentation.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

1. Analyze the cultural significance of food in Hispanic and Latino communities by connecting traditional dishes to concepts of identity, heritage, migration, and community.
2. Evaluate the “Three Sisters” and milpa farming system as an example of Indigenous scientific knowledge, explaining the symbiotic and ecological relationships that make it sustainable.
3. Assess the role of food in human well-being—including physiological nutrition, psychological health, and cultural continuity—particularly in the context of long-duration spaceflight.
4. Design and defend a sustainable “Space Milpa” for a Mars colony by selecting culturally significant crops and justifying their choices using cultural, nutritional, and scientific/engineering evidence.

STANDARDS

NEXT GENERATION SCIENCE STANDARDS (NGSS)

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions.

HS-ETS1-3

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs including cost, safety, reliability, and cultural/aesthetic impacts.

COMMON CORE: ELA

CCSS.ELA-LITERACY.SL.9-10.1 / SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.WHST.9-12.1

Write arguments focused on discipline-specific content, supporting claims with logical reasoning and relevant, sufficient evidence.

CCSS.ELA-LITERACY.WHST.9-12.7

Conduct short research projects to answer a question or solve a problem, drawing on multiple sources

MATERIALS

- Student worksheets
- Crop reference sheet
- Drawing/design materials, poster paper or chart paper
- Optional: laptops/tablets for supplemental research

LESSON PLAN

INTRODUCTION (12 MINUTES)

1. Begin by introducing Blue Origin and Club for the Future
2. Introduce Lesson and Purpose
3. Warm Up prompt: “Food is more than nutrition—it’s identity, memory, and history. What’s a food that carries cultural meaning for you or your community, and why?”
4. Show 2-3 images of traditional Hispanic and Latino dishes (tamales, mole, pupusas) and briefly discuss regional origins
5. Driving question: “As humanity expands into space, whose foods—and whose cultural knowledge—will we bring with us? And who decides?”

MINI-LESSON PART 1: FOOD AS CULTURE AND INDIGENOUS SCIENCE (10 MINUTES)

1. Food as Identity and heritage
 - a. Family, holidays, and traditions (Día de los Muertos, Navidad)
 - b. Regional diversity across Mexican, Caribbean, Central & South American cultures
2. The “Three Sisters” of Mesoamerica
 - a. Maize, beans, and squash — foundational crops grown together for thousands of years
 - b. The science of companion planting: nitrogen fixation by legumes, structural support from maize, ground cover and moisture retention from squash
3. The Milpa System
 - a. A polyculture agricultural system that predates modern sustainability science
 - b. Introduce as an example of Traditional Ecological Knowledge (TEK)—Indigenous science that Western agriculture is only now catching up to
 - c. Discussion prompt: “Why do you think Indigenous polyculture systems are more sustainable than modern monoculture farming?”

MINI-LESSON PART 2: BRIDGE TO SPACE FARMING (10 MINUTES)

1. Why Grow Food in Space?
 - a. Long-duration missions to the Moon and Mars require in-situ food production—resupply from Earth is impossible or impractical.
 - b. Physiological factors: freshness, micronutrients that degrade in prepackaged food, taste changes in microgravity.
 - c. Psychological factors: crew morale, connection to home and identity, cultural continuity across long isolation.
2. Real Example: Chiles in Space! (2021)
 - a. NASA grew Hatch chile peppers aboard the ISS as part of Plant Habitat-04.
 - b. Astronauts selected them for nutritional density (Vitamin C), sensory stimulation (taste changes in microgravity), AND cultural familiarity.
 - c. Discussion: NASA scientists made a design choice partly based on culture. What does this tell us about how we should design future space systems?

ACTIVITY: “DESIGN YOUR SPACE MILPA” (18 MINUTES)

Group activity (3–4 students per group): Your team is a group of agricultural engineers and cultural consultants pitching a design for a Mars colony’s first food-production module. Design a Space Milpa that:

- Includes 3 culturally significant Hispanic and Latino crops (from the reference sheet or your own research)
- Justifies each crop with THREE criteria:
 1. Cultural significance – Why does this crop matter to communities on Earth?
 2. Nutritional value – What does it provide the human body during a 2+ year mission?
 3. Scientific/engineering rationale – Why does this crop work for Mars? (Consider: growth habit, water needs, companion planting, space efficiency, radiation tolerance)
- Addresses at least one Mars-specific engineering constraint (limited water, low light, confined space, radiation, closed-loop life support, etc.)
- Names the garden with intention—the name should tell a story
- Includes a labeled sketch/diagram showing crop arrangement and how the crops support each other (like the Three Sisters)

Time breakdown:

- Design & discuss: 13 minutes
- Lightning-round share-out: 5 minutes (30–45 seconds per group)

Materials: Simple worksheet, colored pencils, crop reference sheet

WRAP-UP & EXIT TICKET (7 MINUTES)

Class Discussion (4 min):

- How does growing familiar foods support astronaut mental health and mission success on multi-year missions?
- Why is preserving cultural food traditions important as humanity expands into new frontiers? Who benefits when cultural knowledge is included in space design—and who loses when it’s excluded?
- What can modern space agriculture learn from 9,000 years of Indigenous farming knowledge?

Class Discussion (4 min):

Write a well-developed 2–3 sentence response: *“How could Hispanic and Latino food traditions and Indigenous agricultural knowledge influence the future of space exploration—and why does that matter?”*

Visual & Auditory Support

- Use **lots of images and diagrams** alongside spoken instructions
- **Repeat directions** and check for understanding
- Provide a **printed copy of the slides** so students can follow along
- **Subtitles/captions** on any video clips shown

ADDITIONAL ACCOMMODATIONS

Language Support

- **Bilingual handouts** with key vocabulary in both English and Spanish
- **Visual vocabulary cards** with images alongside text for all key terms
- **Pre-teach key vocabulary** before the lesson: polyculture, symbiosis, nitrogen fixation, sustainability, Traditional Ecological Knowledge, in-situ resource utilization, diaspora
- **Allow Spanish responses** in writing or discussion when appropriate—celebrate students’ home

languages as assets!

- **Sentence frames** on worksheets:
 - "This crop is culturally significant to ____ because ____."
 - "From an engineering perspective, we chose ____ because ____."
 - "This crop addresses the Mars constraint of ____ by ____."
- **Visual & Auditory Support**
 - Use **lots of images and diagrams** alongside spoken instructions
 - **Repeat directions** and check for understanding
 - Provide a **printed copy of the slides** so students can follow along
 - **Subtitles/captions** on any video clips shown

Extension Opportunities (for advanced students or additional time)

- Research an additional Indigenous agricultural system (e.g., Andean terracing, chinampas, waru waru) and compare it to milpa
- Calculate approximate caloric and nutritional output per square meter of the designed garden
- Write a short op-ed arguing for the inclusion of cultural criteria in NASA's crop-selection process
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TIME	MATERIALS	ACTIVITY
15 min Intro	Slides	(Slide 1) - Welcome students (Slide 2) - Introduce yourself (for Blue Origin Club Ambassadors giving the presentation) (Slide 3) - A little background information, anyone heard of Blue Origin? - Wait for hands. - Who knows what they do at Blue Origin? - Take some answers (Slide 4) - Well, Blue Origin is a space company who builds rockets that take people and things to space. Their vision is to have millions of people living and working in space for the benefit of Earth. - What are ways we could utilize space to benefit Earth? - Wait for hands. Take some answers. - Those are great answers! - Let's watch a video about how they are doing this at Blue Origin! - As you saw in the video, Blue Origin is building rockets and flying people to space... all for the benefit of Earth. (Slide 5) - Blue Origin has a 3-part mission, and as you can see, the third mission is "To inspire the Next Generation", that's where all of you come in. - If we are to have millions of us living and working in space, it's going to take a lot of time and brain power and it's not going to happen in just my lifetime. - We need you to help us take on this mission and help us build this life in space. (Slide 6) - And that's where Club for the Future comes in. Club for the Future is the non-profit created to complete that third part of the mission and that is where I come in today as a Club Ambassador. (Slide 7-9) - If Club Ambassador is presenting, use these slides to present on your career pathway and what you do at Blue Origin. - If teacher is presenting, skip these slides. (Slide 10) - Today we're going on a journey that connects two things you might not expect to go together: the foods our families have been cooking for thousands of years... and outer space. (Slide 11) - Before we dive in, I want you to think about this question: Food is more than nutrition—it's identity, memory, and history. What's a food that carries cultural meaning for you or your community, and why? What food reminds you of family or home? Maybe it's something your grandma makes on holidays, or a dish that fills the kitchen with a smell you'd recognize anywhere. - Turn to the person next to you and share. You've got about one minute—go! - Circulate while students talk to listen for great responses. - Call on 2-3 volunteers afterward. - Affirm all answers — there's no wrong response. (Slide 12) - Let's look at a few dishes that come from different Latin cultures. This is a tamale—corn dough filled with meat, cheese, or vegetables, wrapped in a corn husk and steamed. Families gather to make dozens at a time. - This is mole—a rich, complex sauce that can have over 20 ingredients, including chiles and even chocolate. - And these are pupusas—a thick, stuffed flatbread from El Salvador and Honduras.

		11. (Slide 13) - Here's my big question for you today: Could astronauts eat these foods in space? Hold on to that thought, because we're going to come back to it. - Don't let them answer yet, let curiosity build. - This is the main question throughout the lesson.
10 min Food as Culture		1. (Slide 14) - Food in Hispanic and Latino cultures isn't just about eating—it's about identity. It's how families pass down stories, celebrate, and remember the people they love. - Think about Día de los Muertos. Families build altars with their loved ones' favorite foods—pan de muerto, tamales, mole. The spirits come back to visit, and the food welcomes them home. - Or Navidad. In many Hispanic and Latino families, making tamales together is a tradition where everyone has a job. It's a whole evening of family. - And here's something important: 'Latino' isn't just one culture. It includes Mexico, Cuba, Puerto Rico, the Dominican Republic, Guatemala, Honduras, El Salvador, Colombia, Venezuela, Argentina, Peru—and many more. Each country and region has its own dishes, ingredients, and traditions. - So food isn't just food. Food represents family, history, and identity. 2. (Slide 15) - Let's travel back in time. Thousands of years ago, Indigenous peoples in what we now call Mexico and Central America discovered something incredible. Three crops that grow better together than apart: maize, beans, and squash. We call them the Three Sisters. - Here's why it's genius: Corn grows tall and gives the beans something to climb. Beans put nitrogen back into the soil. Squash spreads big leaves that keep the soil moist and block weeds. Three plants working as a team to grow better and thrive. - This is indigenous science at work 3. (Slide 16) - This system is called the milpa. It's not just farming—it's a whole way of thinking about how plants, people, and the Earth work together. And it's been used for over 9,000 years. That's older than the pyramids in Egypt!. - Why do you think it's important that these crops support each other? What does that tell us about Indigenous farming knowledge? 4. (Slide 17 or 18) - Let's look at a video that dives more in depth to the topic. - Show either video, it is your choice depending on your students. - The Ted Talk one talks more about the science of how Milpa farm works, three sisters, and the history of it in visual form (~5min) - The second is in Spanish and talks about Milpa farms and its significance to people (~5min) - The second is in Spanish and talks about Milpa farms and its significance to people (~5min) - Introduce as an example of Traditional Ecological Knowledge (TEK)—Indigenous science that Western agriculture is only now catching up to - Discussion prompt: "Why do you think Indigenous polyculture systems are more sustainable than modern monoculture farming?"

5 min Bridge to Space Farming		1. (Slide 19) - Now let's take a look at food in space. - Imagine you're an astronaut chosen for a mission to Mars. The trip alone takes 7 to 9 months one way. You'll be away from Earth for years. What are you going to eat? - Right now, astronauts eat pre-packaged, freeze-dried food. After months, it gets old—imagine astronaut mac-and-cheese every day for two years! 2. (Slide 20) - Growing food in space has its challenges! - Go over slide. 3. (Slide 21) - Astronauts did get tired of the same old food and started to figure out other things they could grow. In 2021, NASA grew chile peppers on the International Space Station—specifically, Hatch chile peppers from New Mexico. - Plant Habitat-04 wasn't just a fun experiment—it was a serious piece of science. The Advanced Plant Habitat is basically a self-contained greenhouse the size of a mini-fridge, with cameras, sensors, LED lights, and automated watering. And it grew chiles. - Go over rest of slide. 4. (Slide 22) - This might be the most important slide in this whole lesson. NASA—the rocket scientists—said culture matters. That's a huge deal. It means the future of space isn't just going to be built by engineers—it's going to be built by cooks, farmers, cultural historians, and communities. 5. (Slide 23) - So back to our big question: As humanity expands into space, whose foods—and whose cultural knowledge—will we bring with us? And who decides?" - Take some thoughts and answers
18 min Design Your Space Milpa	Student worksheet Crop reference Sheet	1. (Slide 24) - Could astronauts eat these foods in space? The answer is yes—and NASA has already proven it. Now you're going to design what comes next. Get ready for your Space Milpa mission. 2. (Slide 25) - Go over slide 3. (Slide 26) - Here's what makes this activity different from a regular science project: you have to think like an engineer AND a cultural expert at the same time. That's actually how modern space design works. NASA's Plant Habitat-04 team included plant biologists, nutritionists, food scientists, AND cultural advisors. 4. (Slide 27) - Pass out student worksheet and crop reference sheet. - Alright, here's your mission. You're working in groups of 3 or 4 to design a small space garden for a Mars colony. I'm calling this your Space Milpa. - You are designing it like a traditional milpa where you have to think about what plants to grow that would best support each other and the whole garden. - Here's what your garden needs. Step One: Pick three culturally significant Hispanic and Latino crops. Use the Crop Reference Sheet I'm passing out for ideas—you'll see corn, beans, squash, chiles, tomatoes, avocados, quinoa, and more. - Step Two: Your garden must address at least one constraint from the list. - Step Three: For each crop, write a short reason why you chose it. It must address: - Cultural Significance: Why does this crop matter to Hispanic / Latino / Indigenous communities? What traditions, dishes, or history does it carry? - Nutritional Value: What specific nutrients does it provide? Why do astronauts need them on a 2-3 year mission? - Scientific / Engineering Rationale: Why does this crop work for Mars? Consider growth habit, water needs, space efficiency, companion planting role, pollination, etc. - Step Four: Create a poster with your crops. If you have time, show us how you would be growing this in space? What does the actual space garden look like?

		• Step Five—my favorite part: NAME your garden! Be creative. Make it cool. Make it meaningful. Bonus points for a name that tells a story. • You'll have 12 minutes to design and discuss. Then each group will get 60 seconds—a lightning round—to share with the class. Quick, snappy, and fun. • Any questions? Great—get into your groups and get started! • Circulate during work time and ask probing questions: • “Why did you pick that crop? What makes it special?” • “How do these crops work together, like the Three Sisters?” • “What’s the story behind your garden’s name?” 5. (Slide 28) • Time! Let’s do our lightning round. Each group has 60 seconds to share. Tell us your garden’s name, your three crops, and one the reasons why you chose them. • Give brief affirmations between groups: “Love that name!” “Great science thinking!” • If time runs short, ask groups to share just the garden name + crops 6. (Slide 29) • Amazing work, everyone. I love the creativity and the thinking behind every garden.” • Go over reflection questions and discuss as a class if time. Break the ice by having them discuss with a partner and then share out either what their partner said or what they said to one of the questions. 7. (Slide 30) • If teacher wants to do exit ticket, do exit ticket, or skip • Or can do exit ticket question on art to space platform and send to space https://draw.clubforfuture.org/ • Before you leave, I want you to write a well-developed 2-3 sentence response: “How could Hispanic and Latino food traditions and Indigenous agricultural knowledge influence the future of space exploration—and why does that matter?” • Hand it to me on your way out. • Thank you all for an awesome class today. Remember: the future of space isn’t just about technology—it’s about who we are, what we eat, and the cultures we carry with us.
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STUDENT WORKSHEETS

Name: _____ Period: _____ Date: _____

MARS MILPA GARDEN

Your mission: Engineer a self-sustaining food module for the first permanent Mars colony (est. 2045) that will nourish 6 astronauts — physically, mentally, and culturally — throughout a 2-3 year mission where every resource must come from within the module itself.

Your design must include:

- A **team name** and a **garden name** (meaningful, not generic!)
- **3 culturally significant Hispanic and Latino crops**
- For each crop, a **three-criteria justification** (cultural + nutritional + scientific/engineering)
- A response to **at least ONE Mars engineering constraint**
- A **labeled sketch/diagram** showing crop arrangement and companion-planting logic
- A **60-second pitch** ready to present

Garden Name: _____

Be creative! Think about what your garden represents.

Choose at least one constraint and explain how your garden addresses the problem

CONSTRAINT	THE PROBLEM	DESIGN CONSIDERATIONS
Limited Water	Water on Mars is scarce and must be recycled	Choose drought-tolerant crops or design efficient irrigation
Low Natural Light	Mars gets ~43% of Earth's sunlight	Rely on LED grow lights, choose light-efficient crops
Confined Space	Habitat modules are small	Prioritize compact plants, vertical growing, polyculture
Radiation Exposure	No magnetic field to protect crops	Underground/shielded growing zones, radiation-tolerant crops
No Natural Pollinators	No bees on Mars	Select self-pollinating crops or plan hand pollination
Closed-Loop System	Nothing can be wasted	Nitrogen-fixing plants, edible-waste-cycle crops
Temperature Extremes	Mars surface: -80°F average	Fully enclosed, climate-controlled greenhouse

Name: _____ Period: _____ Date: _____

Which constraint(s) is your team addressing?

Choose Your 3 Crops

Use the Crop Reference Sheet to help you decide. Pick crops that are culturally meaningful AND nutritionally valuable.

Crop #1:

Crop Name: _____

Justification (all three criteria required):

Cultural Significance Why does this crop matter to Hispanic/Latino/Indigenous communities? What traditions, dishes, or history does it carry?

Nutritional Value What *specific nutrients* does it provide? Why do astronauts need them on a 2-3 year mission?

Scientific / Engineering Rationale Why does this crop work for Mars? Consider: growth habit, water needs, space efficiency, companion planting role, self-pollination, etc.

Name: _____ Period: _____ Date: _____

Crop #2:

Crop Name: _____

Justification (all three criteria required):

Cultural Significance Why does this crop matter to Hispanic/Latino/Indigenous communities? What traditions, dishes, or history does it carry?

Nutritional Value What *specific nutrients* does it provide? Why do astronauts need them on a 2-3 year mission?

Scientific / Engineering Rationale Why does this crop work for Mars? Consider: growth habit, water needs, space efficiency, companion planting role, self-pollination, etc.

Crop #3:

Crop Name: _____

Justification (all three criteria required):

Cultural Significance Why does this crop matter to Hispanic/Latino/Indigenous communities? What traditions, dishes, or history does it carry?

Nutritional Value What *specific nutrients* does it provide? Why do astronauts need them on a 2-3 year mission?

Name: _____ Period: _____ Date: _____

Scientific / Engineering Rationale Why does this crop work for Mars? *Consider: growth habit, water needs, space efficiency, companion planting role, self-pollination, etc.*

Systems Thinking: How Do Your Crops Work Together?

Like the Three Sisters, your crops should support each other. Explain the ecological or engineering synergy between your three choices.

Does one crop fix nitrogen for the others? _____

Does one provide structural support for another? _____

Does one provide ground cover or shade? _____

How does your design mimic (or improve on) the milpa system?

Sketch Your Space Milpa!

On the poster provided, draw a labeled diagram of your Mars greenhouse module. Include:

- Crop placement (show how they interact)
- Growing infrastructure (lights, water delivery, structural support)
- Scale (how big is the module?)
- Any special engineering features that address your chosen Mars constraint

Name: _____ Period: _____ Date: _____

Get Ready to Share!

Plan your Shark Tank-style pitch. Every team member should have a speaking role.

Pitch Structure:

1. The Hook (10 seconds) – Grab attention. Start with your garden name and a bold statement.

2. The Crops (20 seconds) – Name your 3 crops and give a rapid-fire justification for each.

3. The Engineering (15 seconds) – What Mars constraint did you solve, and how?

4. The Bigger Picture (15 seconds) – Why does your design matter? What does it say about the future of
5. humans in space?

Sentence Starters (If You're Stuck!)

- "Our garden, [name], is designed to..."
- "We chose [crop] because it represents [cultural value] AND provides [nutrient] AND solves [engineering problem]."
- "In the tradition of the milpa, our crops work together by..."
- "Our design addresses the Mars challenge of ____ by ____."
- "This matters because when humans go to Mars, we bring not just technology—but..."

CROP REFERENCE SHEET

CROP NAME	CULTURAL SIGNIFICANCE	NUTRITION	GROWING NOTES
MAÍZ (CORN) 	The heart of Mesoamerican civilizations for over 9,000 years. Sacred in Mayan and Aztec cultures. Used in tamales, tortillas, pozole, and arepas.	Carbohydrates for energy, fiber, B vitamins.	Tall plant — great for supporting climbing crops!
FRIJOLES (BEANS) 	A staple food across all Latin American cultures. Black beans, pinto beans, and red beans are everyday foods in Mexico, the Caribbean, and Central America.	High in protein, iron, and fiber.	Adds nitrogen to the soil — helps other plants grow!
CALABAZA (SQUASH) 	One of the oldest crops in the Americas. Used in soups, stews, and even desserts like calabaza en tacha.	Vitamin A, Vitamin C, fiber.	Big leaves cover the ground, keeping soil moist and blocking weeds.
CHILE PEPPERS 	Essential in Mexican, Caribbean, and Central American cooking. Already grown in space by NASA in 2021!	Vitamin C, Vitamin A, antioxidants.	Compact plants — perfect for small spaces like a Mars greenhouse!
TOMATE (TOMATO) 	Originally from the Americas! Foundational in salsas, moles, and sofritos across Hispanic and Latino cuisines.	Vitamin C, lycopene, potassium.	Needs sunlight and support — like a trellis.
AGUACATE (AVOCADO) 	Native to Mexico and Central America. Used for thousands of years; essential in guacamole and many traditional dishes.	Healthy fats, fiber, potassium, Vitamin E.	Hardy plant that tolerates tough conditions — great for Mars.
QUINOA 	A sacred grain of the Andes (Peru, Bolivia, Ecuador). Cultivated by the Incas for over 5,000 years.	Complete protein (rare in plants!), iron, magnesium.	Drought-resistant and grows quickly.

CROP NAME	CULTURAL SIGNIFICANCE	NUTRITION	GROWING NOTES
AMARANTO (AMARANTH) 	Sacred to the Aztecs. Used in alegrías (a traditional sweet) and as a grain.	High in protein, iron, calcium.	Drought-resistant and grows quickly.
BATATA (SWEET POTATO) 	Originated in Central and South America. Important in Caribbean and South American cuisines.	Vitamin A, Vitamin C, fiber, potassium.	Grows underground – saves space above!
CACAO 	Sacred to the Maya and Aztecs – used in ceremonies and as currency. The original source of chocolate! Used in mole.	Antioxidants, magnesium, iron.	Needs warmth and humidity – would need a special greenhouse zone.
ACHIOTE (ANNATTO) 	Used in Caribbean, Mexican, and Central American cooking for color and flavor (like in cochinita pibil).	Antioxidants, Vitamin E.	Small shrub – fits well in compact spaces.
CHIA 	Cultivated by the Aztecs for energy and endurance.	Omega-3 fatty acids, fiber, protein.	Small plant, easy to grow.