In this article, we discuss project-based learning in the context of a wheel garden as an instructional tool in science and mathematics education. A wheel garden provides multiple opportunities to teach across the curriculum, to integrate disciplines, and to promote community involvement. Grounded in the theoretical framework of constructivism, the wheel garden provides a multidisciplined educational tool that provides a hands-on, non-traditional arena for learning. We will examine some of the cultural, art, science, and mathematics connections made with this project.