

Oregon



Agriculture in the  
Classroom Foundation

**Developed By:**

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# Summer Ag Institute Lesson Plans

- Title of Lesson:** So Much Depends Upon (poetry)
- Academic Subject:** Language Arts, Science, Social Studies
- Theme:** Agricultural Relationships/Impacts/Dependence
- Grade Level:** 4-6 (adaptable to younger or older level students)
- CIM/CAM Standards:**
1. Reading Benchmark 2/5th grade/Identify implicit relationships such as cause and effect, sequence-time, comparisons, classifications and generalizations.
  2. Reading Benchmark 2/5th grade/Predict probable future outcomes or actions.
  3. Reading Benchmark 2/5th grade/Extend and deepen comprehension by relating text to other texts, experiences, issues and events.
  4. Writing Benchmark 2/5th grade/Write in a variety of forms appropriate to audience and purpose.
  5. Common Curriculum Goal—Express ideas in an engaging and credible way appropriate to audience and purpose.
  6. Common Curriculum Goal—Select functional, precise, and descriptive words appropriate to audience and purpose.
  7. Life Science Benchmark 2/5th grade/Describe the relationship between characteristics of specific habits and the organisms that live there.
  8. Life Science Benchmark 2/5th grade/Describe how adaptations help a species survive.
  9. Social Science/Geography Benchmark 2/5th grade/Understand how physical environments are affected by human activities.

10. Social Science/Geography Benchmark 2/5th grade/Understand how human activities are affected by the physical environment.

(The above standards are the possible standards connected to the following lesson. Whether or not all are accomplished depends on the depth of the research and investigation and choices made in research resources. The specific topic of study should fit local interest and/or production. For example, myrtlewood is important to Myrtle Point, but not necessarily Burns! Also, the topic may come from novel study, science investigation or geography study. While reading Sign of the Beaver, a visit to a local corn farmer and/or cranberry bog enhances the reader's understanding of the responsibilities of the main character, Matt, upon whom so much depended.)

### **Learner Objective: (The student will)**

1. Identify key elements in an agricultural related industry or activity through reading, site visitation, media presentation, guest speaker or combination of resources. (Consider the 6 F's—farming, food, fiber, forestry, fish, flowers. For example, focus on the elements necessary for successful growing, harvesting and marketing of a local crop.)
2. Express understanding or acknowledgement of essential elements through poetry.
3. Create a visual representation through photography, illustration or painting.
4. Contribute to a group collection and presentation of ideas, creating a class book, poster or newspaper page.

### **Vocabulary:**

Select vocabulary specific to topic studied. For example, if studying the growing and harvesting of cranberries, words like bog and peat, as well as phrases like “setting the hook” would be important.

### **Anticipatory Set:**

Invite students to close their eyes while you read William Carlos Williams' poem, “The Red Wheelbarrow.”...so much depends upon...a red wheel barrow...glazed with rain water...beside the white chickens. Ask students what they picture in their minds while listening. Which words help create a picture in their minds? Discuss what the poet may have been expressing through his poem. Who/what depends on the red wheelbarrow? What are some tools they (students) depend upon (alarm clock, bus, food in the refrigerator to make their lunch)? Provide a visual and/or tactile product display for the intended topic of study. Ask what might make a difference or what the farmer/organism might depend upon for successful survival or harvest.

## Instructional Outline (Teaching Content)

1. Research a local crop from planting, through harvest to market.
2. Brainstorm a list of ideas that represent key elements of importance to the success of the crop growth, harvest and marketing. Encourage the use of specific, precise vocabulary.
3. Share 3 ideas with the class.
4. As a group/pair/individual, select 3 ideas to write about.
5. Write a poem(s) about the key element or vocabulary word following the format found in "The Red Wheelbarrow."

Lines 1&2 so much depends upon  
Lines 3&4 name the key element or vocab term  
Lines 5&6 describe it or give an action  
Lines 7&8 tell where or give an outcome

## Strategies (What to do, explain or have students do)

1. Read, visit, listen to a speaker and/or media presentation about a local agricultural topic. Connect to a current novel or science/social studies topic.
2. Divide class into groups of 3 or 4 students.
3. After 5-7 minutes ask for feedback from each group. When all groups have had an opportunity to share, ask if there are any other ideas not yet mentioned.
4. Allow each group to select 3 ideas to write poems about. You may decide to have them work as partners or individually at this point. The intent is to cover all ideas rather than having 3-10 poems about the same key element.
5. Poems may be longer or stray from the exact model. The model is a "recipe" to provide direction and some unity for a class collection.

Examples from SAI experience:

so much depends  
upon  
successful vertical  
integration  
bringing the milk from the family dairy  
processed and packaged by Lochmead  
premium chocolate milk sold at Dari Mart

so much depends  
upon  
altering nature's plan  
instead  
growing lush, evenly spaced  
branches  
on the grand noble  
fir  
to be adorned with ornaments in Los Angeles.

If the poems are a response or follow-up of a site visitation, students could have taken photographs on site to accompany their poetry. Give a disposable camera with specific directions—even in the form of a scavenger hunt—for photographs to take. The teacher or other volunteers might take pictures and have double prints made.

If a visitation was made or presentation given, this collection makes a great “thank you”. For those technologically adept, a power point presentation with digital photographs or images obtained through research would be a great way to publish and share work.

### **Extension:**

Write a poem for a product container or package.

Example from a SILK a soy milk container:

Silk Haiku

Soy cows do not moo

They are udderly silent

Unless they stampede

### **Closure:**

1. Each group/pair/individual shares a poem with the class. Students reluctant to read their piece might have the teacher read it for them. This is particularly important if writing poetry is new to them. Another strategy is to ask for 4-6 volunteers to read their poems, or for the teacher to collect all the poems and ask permission or randomly select a few poems to read.
2. Select 1 key element, like weather, and have students explain several of the possible situations and outcomes/effects.
3. End with a taste test/sample of product, if appropriate.

### **Resources:**

1. Research materials such as books, media, and/or product displays.
2. Art supplies—paint, paper, chalk, drawing pens, crayons, and/or disposable cameras.
3. Writing supplies.
4. *Love That Dog* by Sharon Creech. This is a novel—quick read—that is written poetically, introduces a variety of poets and poetic styles, inspiring poetry writers.

## **Evaluation:**

1. Did student(s) identify and describe a key element(s) important to the agricultural topic of study?
2. Were specific, precise, descriptive words used to convey a message?
3. Does the poem reflect depth of understanding, cause and effect relationship, comparison, classification, or generalization specific to the topic and representative of new knowledge gained from research, presentation and/or visitation?