

## Description

The tall tale is a fundamental element of American folk literature. In the literacy genre, unbelievable elements are related as if they were true and factual. Tall tales are often humorous or witty and told so the narrator is part of the story. *Apples to Oregon*, written by Oregon author Deborah Hopkinson, is a delightful tall tale giving a fun-filled glimpse into the real story of how Oregon's first orchards began and the courageous efforts by America's early farmers. Students will connect this historical story with modern-day farming and compare and contrast challenges farmers face today.

## Part 1: Introduction and Reading

20 minutes

### 1. Briefly introduce yourself and your connection to agriculture (2-3 minutes)

Bring props, samples or photos of your farm. This is a very important part of these presentations! Take your time and talk about how you contribute to agriculture.

### 2. Introduce the Six F's of Agriculture (2 minutes)

Example: Say, "Agriculture is a big word and it is an important part of our daily lives. I am going to teach you "The Six F's of Oregon Agriculture" to help you understand how important agriculture is. Now repeat after me. The first F is for Farming. Farms are where food and fiber is produced. The second F is for Food. Agriculture feeds us. The third F is Fiber. Fiber is used to make fabric and clothes. The fourth F is Fishing. In Oregon we harvest lots of food from the ocean. The fifth F is Flowers. One of Oregon's biggest agricultural industries is nursery and greenhouse crops like flowers. And, the last F is Forestry. Wood products are used to make buildings, furniture, paper products and more. As you can see, agriculture is everywhere and very important to all of us. It feeds us, keeps us warm and provides us with shelter."

**4. Introduce the story (1 minute)** Example: Say, "We are going to learn about a part of agriculture today. I am going to read a story that talks about how Oregon's first orchards began. As we read the book, pay careful attention to the challenges the family faced while traveling with their fruit trees across the Oregon Trail."

**5. Reading (15 minutes)** READ SLOWLY and take time to show students the pictures as you go. Have students pay particular attention to some of the hardships associated with the long journey to Oregon. We will be doing an activity around this soon!

## Part 2: The Apple Farming Game

20-25 minutes

### 2A. Transition into the Activity (5 minutes)

1. After you have read the book, lead the students in a few follow-up questions. For example: "What do plants need to survive? What do you think some of the challenges were with keeping the fruit trees alive on the Oregon Trail?" For younger grades, consider reminding students about the lack of water, frost that swept in unexpectedly, and large wind storm. Flip back to photos in the book to visually help students remember. After a few minutes of discussion, explain to students that the hardships discussed in the book are challenges that farmers face even today. "In this activity, we are going to discuss some of the challenges associated with farming and will discover why certain decisions are made in agriculture."

2. **Explain the activity.** Say, "Today we are going to play a game. You will be divided into groups and each group will be responsible for their very own orchard. You will be given five apples. These apples will represent your orchard. You may lose or gain apples depending on your scenario and the playing cards you choose. The group with the most apples at the end of the game will be the winner."

### 2B. Performing the Activity (15-20 minutes)

1. **Divide students into three groups (for grades K-2) or five groups (for grades 3-4). Each group will receive five apples. Before you begin, discuss some ground "rules" for playing the game. For example say,** "Every time you hear me say "apple" we need to be quiet and listen carefully. If there is too much noise during the game, the group who is talking may lose an apple."

### Overview:

**Time:** 45 minutes

**Grade Level:** K-4

**Essential Skills:** 4,5,9

**CCSS:**

K-1.RL.1; K-1.SL.7; 2.SL.2; 3-4.SL.1

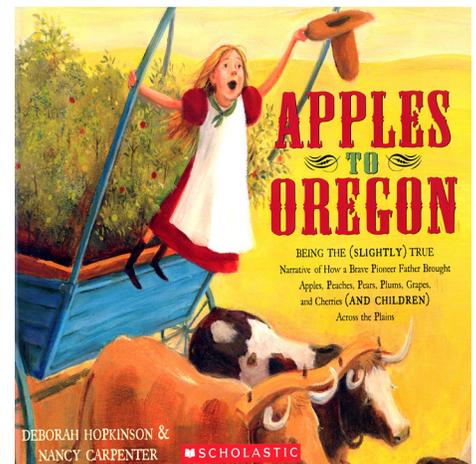
**Social Sciences:**

K.1; K.3; K.10; 1.2; K-2.20; partially 4.3; 4.13

**NGSS:**

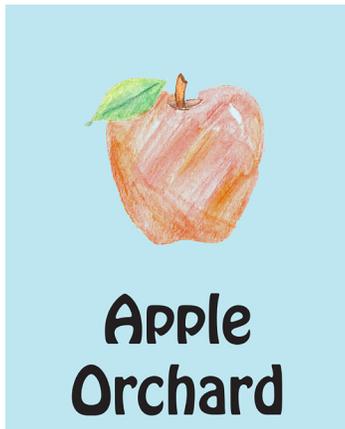
K-ESS2-2; K-ESS3-2-3

**Materials:** Book; 30 apples; 30 playing cards; 13 scenario cards



### Checklist:

- Contact the teacher well before your presentation.
- If you plan to use a white/ smart board, check with the teacher beforehand.
- Practice reading the book out loud and doing the activity beforehand.
- Complete the participation form and return it to AITC, or fill it out online.



**Food**



**Water**



2. Next, assign or have students choose their playing cards for the game. The playing cards are irrigation, fertilizer, crop protection, wind turbine and fencing.  
 (Grades K-2) Randomly assign three playing cards to each group. Pass out the assigned playing cards and then explain each of the playing cards in detail. Make sure to hold up the card you are explaining so that students can see it.  
 (Grades 3-4) Allow each group to choose three playing cards collectively. Explain each of the playing cards in detail before having students choose which three cards they want. Allow a minute or two for discussion.

- **Irrigation:** Trees need water to grow and produce fruit. Newly planted and young trees require more water than older, well-established trees.
- **Fertilizer:** Trees need nutrients to grow and stay healthy. Fertilizer is used to supply the soil with nutrients.
- **Crop protection:** Crops and trees are often affected by weeds, insects and diseases. Crop protection will help protect your orchard from weeds, insects, and diseases.
- **Wind turbine:** The buds on apple trees can be damaged by frost if they are blooming when low temperatures occur. Wind turbines are used to circulate air and prevent trees from being damaged by the frost.
- **Fencing:** Deer and elk like to visit orchards to eat the fruit on trees or rub their antlers on them. Fencing helps protect orchards from deer and elk.

3. Explain that there will be different types of scenarios read aloud to the class. Students will be able to use their playing cards for some of the scenarios, but not all. There will also be opportunity for decision making and creativity (for grades 3-4).  
 4. Clarify that each scenario will be read to the entire class. Depending on the scenario read, groups may lose an apple, gain an apple, or have nothing happen. Remind students to listen carefully as each scenario is read. If a group loses an apple, it will need to be discarded. Decide beforehand how you will have students place the discarded apples; you can have them place them in a pile, bring them to the front of the class, or hold them in the air for you to gather.  
 5. Before you begin reading the scenarios say, “Remember all of you are apple farmers who are responsible for caring for your orchard and growing delicious fruit. Today you are going to work together in groups to manage your farm and make decisions that will benefit your farm. Your goal is to have the most apples left at the end of the game.”  
 4. Begin by reading the scenario on the top off the deck labeled with a number one and work your way through the entire deck from one to 13. Keep in mind that a few of the scenarios are a little more difficult, so we recommend that those scenarios are only read to students in grades 3-4 (these scenarios are labeled).  
 5. The game will end once all scenario cards have been read. The winner is the group with the most apples remaining.

## Part 3: Wrap Up

**5 minutes**

1. When the activity is complete gather the cards and ask the students to return to their seats (or the carpet) and talk about the activity and what they learned. Here are some questions to lead the discussion:
- What did you learn from the activity? Do you think these types of scenarios happen to farmers? Do you think farmers have a lot of decisions to make every single day?
  - Which group ended with the most apples? Why do you think some groups finished the game with more apples than others?
  - (Grades 3-4) Would you choose the playing cards you had again? Why or why not? Would you choose one or two of them again and not another?
  - If it was an option, would you have chosen all of the playing cards? Why might that not be realistic?
2. When the discussion draws to a close (or when time runs out), distribute bookmarks to the students or leave them with the teacher. Tell the students that this bookmark will help them remember what they learned today.  
 3. Review **The Six F’s of Agriculture** if you have time.  
 4. Thank the teacher and students for sharing their time to learn about agriculture.  
 5. Leave the book and the contents of the “Teacher Packet” for the classroom’s library and collect all other supplies to reuse in another classroom. Once completed, you can return the cards to AITC for other volunteers to reuse.

**Don’t forget to fill out the participation form, either online or mail the one included in your packet!**

**Thank you!**

