



FEEDING MINDS CULTIVATING GROWTH

Accurate Ag Book Lesson Plan Series

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IMPLEMENTATION STRATEGY

ARE THESE RESOURCES FOR ME?

This lesson plan series has been developed with the middle-school educator in mind. The three selected books are appropriate for middle-school readers, and the content lends to important discussion about issues relevant to young learners. The resources reinforce an accurate image of the agricultural industry, as determined by the American Farm Bureau Foundation for Agriculture (AFBFA), while inviting students to explore important concepts related to personal growth. Regardless of your primary subject area, you have an opportunity to support learning with these fun, relevant resources.

DO MATERIALS MEET NATIONAL STANDARDS?

The materials address national standards in English Language Arts and Health Science. AFBFA suggests using these materials with 5th, 6th, 7th, or 8th grade English, Health, or Agriculture Science courses. The resources can also be used to support leadership, homeroom, peer-mentoring, or civics courses/programs. The following standards and themes are addressed:

	KEY ENGLISH LANGUAGE ARTS STANDARDS	KEY HEALTH STANDARDS	AGRICULTURAL THEMES
Lesson Plans 1. Caring for Others 2. Building Healthy Relationships 3. Identifying Personal Values 4. Learning from Others	College and Career Readiness Anchor Standards for Reading 6-12: Key Ideas and Details (1) College and Career Readiness Anchor Standards for Writing 6-12: Text Types and Purposes (1) <i>Common Core State Standards for English Language Arts</i>	NPH-H.5-8.1 Health Promotion and Disease Prevention NPH-H.5-8.3 Reducing Health Risks NPH-H.5-8.5 Influences on Health <i>National Health Education Standards (2007) American Cancer Society</i>	Farmers Care for Animals Farmers Feed the World Agriculture is Everywhere Farmers Steward the Land
Final Project Comparative study of two or more texts	College and Career Readiness Anchor Standards for Reading 6-12: Key Ideas and Details (1) College and Career Readiness Anchor Standards for Writing 6-12: Research to Build and Present Knowledge (8) College and Career Readiness Anchor Standards for Reading 6-12: Integration of Knowledge and Ideas (7) <i>Common Core State Standards for English Language Arts</i>		

FEEDING MINDS CULTIVATING GROWTH

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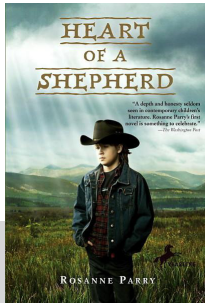
VOLUNTEER GUIDE

COULD I VOLUNTEER WITH THESE RESOURCES?

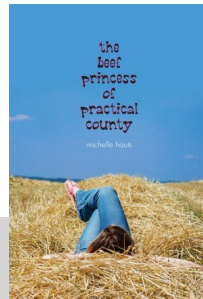
If you have a heart for the agriculture industry, the answer is yes! These resources have been designed to help students learn about American agriculture from the perspective of one of their peers; but this time their peer is a character in an agriculturally based novel. We encourage you to use these resources to connect with a local teacher, and help bring agriculture to life for the students in his or her class. Take a few moments to review this guide, which will help you think through the steps to implement these resources as a volunteer educator.

PROCESS

FIRST: Familiarize yourself with the following books, which have been identified as “agriculturally accurate” by the American Farm Bureau Foundation for Agriculture (AFBFA). Read the summaries provided and review lesson plans.



Heart of a Shepherd
Rosanne Perry



The Beef Princess of Practical County
Michelle Houts



Little Joe
Sandra Neil Wallace

SECOND: Contact a local school to share about the “Feeding Minds, Cultivating Growth” lesson plan series with a 6th - 8th grade teacher. You may wish to use the attached email content as a guide.

THIRD: Keep track of your communication with the school/teacher using the attached “Contact Record”.

FOURTH: Work with the teacher to identify a text relevant to his/her class.

FIFTH: Once a text has been selected, ask the teacher if you can come into the classroom to introduce the book and present books to students. If you are with an organization, see if your organization would be willing to donate a class set of texts.

SIXTH: Ask the teacher when he/she anticipates the class will have finished reading the book. Schedule a time (or multiple times) to visit the class for a one-hour period after they have read the book.

SEVENTH: Use the lesson plans provided to facilitate a learning experience with the students when you return. If the teacher is willing, offer to visit four times to implement each of the four lessons. Take time to share your experience in the agriculture industry with students as you begin your sharing time together.

EIGHTH: Follow up with the teacher to continue building a relationship. You can serve as an advocate for the industry by being a trusted person the class can turn to when questions arise.

FINALLY: Let us know about your experience! We would love to hear how you got involved in your community and shared these resources. Email your story to educationdirector@fb.org.

SAMPLE EMAIL INTRODUCTION FOR EDUCATORS



Greetings <NAME>,

My name is <NAME> and I am involved in the agriculture industry in our community. Recently the American Farm Bureau Foundation for Agriculture launched a new lesson plan series that tackles issues your students may be facing; issues like building healthy relationships to avoid bullying, knowing one's personal values, and discovering the value of learning from others. I have reviewed these resources and I would love to talk with you more to see if there is an opportunity to partner with your classroom.

The lesson plans are aligned to national standards in English Language Arts and Health, and they allow students to jump into the life of a young rancher by reading a short novel. After reading the novel, we have several lesson plans to choose from that I would be happy to help facilitate for your class.

I value the opportunity to connect with young people and help them discover important life lessons, and I know they would enjoy exploring one of these agriculturally-based books. For individuals who live and work on one of America's 2.2 million farms and ranches, agriculture is a way of life. But agriculture reaches beyond those who steward our precious natural resources, care for our animals, and feed the world. Agriculture touches the lives of all 307 million people living in the United States, including the students in your classroom!

I appreciate your time, and I look forward to hearing from you.

FEEDING MINDS, CULTIVATING GROWTH: CLASSROOM VISIT PLANNER

School Name _____
 School Address _____
 Teacher Name _____
 Teacher Phone _____ Teacher email _____
 Grade Level _____ Number of Students _____
 Class Subject _____

Core Content to Reinforce (Circle top preference)

- English Language Arts
- Health

Book Preference (Circle top preference)

Heart of a Shepherd
 Rosanne Perry

The Princess of Practical County
 Michelle Houts

Little Joe
 Sandra Neil Wallace

Call Log

Date	Items Discussed	Follow Up Actions

Date Visit Scheduled _____
 Start Time _____
 Length of Visit _____

A/V equipment available (Check all that apply)

LCD Projector Computer Student Computer Other

Other Notes:



FEEDING MINDS CULTIVATING GROWTH

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Designed to support exploration of the following literature:

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LESSON 1: CARING FOR OTHERS

Targeted Grade Levels: 6-8

Time: 1 - 1.5 hours

Objectives

Students will be able to:

- Describe how farmers care for others and for animals
- Identify examples in the text demonstrating farmers caring for others and for animals
- Illustrate how caring for others impacts mental, emotional, and social health

Standards

College and Career Readiness Anchor Standards for Reading 6-12: Key Ideas and Details (1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Common Core State Standards for English Language Arts

NPH-H.5-8.1 Health Promotion and Disease Prevention Describe the interrelationships of mental, emotional, social, and physical health through adolescence

National Health Education Standards (2007) American Cancer Society

Materials

- One of the supported books listed above (1 per student)
- Square of paper, approx 4" x 4" (1 per student)
- Lined paper or student notebook (1 per student)
- Blank newsprint (1 sheet per student)
- Colored pens/pencils
- Projector or white board and markers
- Take-home activity sheet

Pre-Lesson Expectations: Prior to this lesson, students will have read at least one of the Farm Bureau-recommended Accurate Ag Books listed above. Based on lesson content, you may choose to implement this lesson while reading the text if a significant, correlating event has occurred. Or, you may wish to implement this lesson after completing one or more books.

Activity Outline

1 Introduction

- Napkin Sketch: Distribute one, napkin-sized square of paper to each student. Instruct students to imagine they have just finished lunch at a restaurant, when a mysterious figure hands them a blank napkin and instructs them to use this napkin to demonstrate what they care about. Give students two minutes to quickly sketch an item they care about on their napkin.
- Have students share their napkin sketch with a partner before eliciting responses

from volunteers.

- **Process Activity:** Ask students to consider what they do for things they care about. Students are to share responses.
- **Transition:** Share with students that, just like we pay attention to, protect, and value those things we care about, farmers pay attention to, protect, and value the things they care about. American farmers and ranchers provide the safest, most abundant, most affordable food supply in the world. They do this by caring for the land, animals, and people for which they provide food and fiber.
- **Preview:** Inform students that this lesson will explore how characters in the selected text care for the land, animals and for others, while allowing students the opportunity to identify what they care about.

2 Identifying Relevant Text References

- Have students identify two to three specific locations in the text where a character demonstrates that he or she cares for the land, animals, or others.
- Have students write supporting quotes from the text on a lined piece of binder paper or in a student notebook. Remind students to include quotation marks and page references.
- In small groups, have students share one of the quotes they selected and why.
- Offer examples from your experience of how farmers care for animals.

3 Front Page News!

- **Set Context for Activity:** Have students imagine that the character in the section they selected was featured on the front page of the local newspaper for their caring actions. Students are to create a news article about this character that includes an illustration and a two-paragraph summation of the character's actions.
- Distribute newsprint and coloring utensils.
- Allow students time to work.
- If time allows, have students share their work.
- Post completed news articles on display in the classroom.

4 The Caring Impact

- You may elect to do the following activity in small groups of two to three students, or as a whole group.
- Post the following questions on a white board or display using a projector:
 - » When someone cares for you, how does it make you feel? How does it make you act?
 - » When someone does not show that they care, how does it make you feel? How does it make you act?
- Facilitate discussion, drawing examples from students related to how other people in our lives can impact our mental, emotional, and physical health, simply by how they act toward us.

5 Conclusion

- In a student notebook or on a lined piece of binder paper, have students identify three things (people, animals, tangible items) they care about.
- Challenge students to write a one-sentence commitment statement expressing how they will demonstrate how they care for these items each day.
- Collect commitment statements as students exit the room, or revisit during your next class period.

Take-Home Activity Sheet: The attached activity sheet supports vocabulary acquisition, as well as a firm foundation of understanding how farmers and ranchers care for the land and for animals.

Optional Enrichment Activity: As an out-of-class assignment, challenge students to write a letter to someone who has shown they care about the student. Students are to express their appreciation, while explaining how they have been impacted by this person's caring actions.

MY NOTES



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Accurate Ag Book Lesson Plan Series

ACTIVITY SHEET 1

DIRECTIONS: Read the paragraph below. Notice the underlined words. After reading the paragraph, use a dictionary to look up the definition of each underlined word. Write definitions in the definition box below. Re-read the paragraph and draw a picture that illustrates the main idea.

READ IT!



American farmers and ranchers across America work hard to provide food and clothing for people like you and me. But farmers don't just work hard because it is their job; they work hard because they care. Farmers care for land and water. They adjust water to make sure plants get just what they need. Farmers use an array of techniques to save land, like keeping soil covered so it does not blow away. Farmers also care for animals. Farmers create safe areas for animals to live so they are not injured. American farmers and ranchers may have many differences, but they believe in the same philosophy: to be involved in agriculture is to care for animals and the land.

DEFINE IT!

WORD	DEFINITION

DRAW IT!



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Michelle Houts

Little Joe

Sandra Neil Wallace

LESSON 2: BUILDING HEALTHY RELATIONSHIPS

Targeted Grade Levels: 6-8

Time: 1 - 1.5 hours

Objectives

Students will be able to:

- Describe a healthy relationship
- Identify examples in the text when a character is influenced by an unhealthy relationship
- Demonstrate strategies for expressing needs, wants, and feelings
- Demonstrate strategies for building healthy relationships

Standards

College and Career Readiness Anchor Standards for Reading 6-12: Key Ideas and Details (1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Common Core State Standards for English Language Arts

NPH-H.5-8.3 Reducing Health Risks

Exploring the importance of assuming responsibility for personal health behaviors

Demonstrate strategies to improve or maintain personal and family health

National Health Education Standards (2007) American Cancer Society

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Materials

- One of the supported books listed above (1 per student)
- Sheet of drawing paper (1 per student)
- Colored pens/pencils
- Binder paper or student notebook
- Projector or white board and markers
- Take-home activity sheet

Pre-Lesson Expectations: Prior to this lesson, students will have read at least one of the Farm Bureau-recommended *Accurate Ag Books* listed above. Based on lesson content, you may choose to implement this lesson while reading the text if a significant, correlating event has occurred. Or, you may wish to implement this lesson after completing one or more books.

Activity Outline

1 Introduction

- **Famous Duos:** Challenge students to quickly think of famous duos - couples, family members, or team members that are well known. Capture responses on a white board or projector. Ask students what makes these duos intriguing. Why do we tune into their every move?
- **Process Activity:** Shifting discussion to a higher level, ask students to consider if our interpretation of these famous duos accurately represents a healthy relationship. Ask students to consider why

or why not. Clarify that, in this lesson, we will use the term “relationship” to refer to friendships, family relationships, as well as romantic relationships.

- Building off of student responses, ask students to share initial thoughts on what it means to be in a healthy relationship. Capture initial responses on a white board or projector. Keep these responses visible to refer to them in step four.
- Transition: Share with students the importance of taking responsibility for making sure that the relationships we are in are healthy. Every day American farmers and ranchers take responsibility for making sure the food they provide us is healthy. But we must also uphold our responsibility to build healthy relationships.
- Preview: Inform students that this lesson will explore how characters in the selected text were impacted by healthy and unhealthy relationships. We will also dive more deeply into what it means to be in a healthy relationship.

2 Identifying Relevant Text References

- Using the selected text, have students identify an unhealthy relationship a character experiences, as well as a healthy relationship.
- Give each student a blank sheet of drawing paper.
- Have students fold the paper in half, creating a crease down the middle.
- Have students draw a circle in the center of each half of the paper. On the left side, have students draw a sketch of the character in a healthy relationship in the circle. On the right side, have students sketch the character in an unhealthy relationship.
- Ask students to write down supporting quotes from the text around each circle. Remind students to use quotation marks and page references.
- Ask students to voluntarily share the relationships they selected.
- Before moving forward, ask students to consider how the relationship affected the health of the people involved. Ask students

how the relationship changed over time, if at all.

3 Communicating Needs, Wants, and Feelings

- Introduce one strategy for maintaining healthy relationship that allows students to share their needs, wants, and feelings in an organized format.
- “Open the front door”
 - » O: Observed “I observed that you are angry.”
 - » T: Thinking “I am thinking you are upset that I was late last night.”
 - » F: Feeling “I’m feeling frustrated because I needed to help my friend.”
 - » D: Do “I want to talk about this so that we can fix this problem.”
- Have students capture this process on a lined piece of binder paper or in a student notebook.
- If time allows, have students identify a situation in which they could use this strategy and role play.

4 Relationship Check-List

- Direct students’ attention back to the healthy relationship list on a white board or projector, generated during the introduction.
- Ask students what they would add to this list, based on their book investigation.
- Ask students if there are any things they would change on the list.
- On a sheet of lined binder paper or in a student notebook, ask students to individually create a personal check-list for a healthy relationship. Have students set up this list like a check-list, with boxes along the left next to each item.
- Once individual lists are created, re-visit the original list on the board. Ask students if they have any additions or changes.

5 Conclusion

- Challenge students to apply their checklist to the relationships in their lives.
- Remind students that, based on personal values, our check-lists may differ. The important thing is that we each take responsibility for respecting ourselves and others by building healthy relationships.

- Have students with cell-phones take a picture of their check list. Challenge all student to fold up their list and place it in their wallet or another place where they will see it regularly.
- Remind students that being healthy involves more than just proper nutrition. Building healthy relationships is a key step to building a healthy life.

Take-Home Activity Sheet: The attached activity sheet extends learning by giving students an opportunity to identify what they need to do to be a healthy friend or family member for others, as well as what they will expect of others in a healthy relationship.

Optional Enrichment Activity: As an out-of-class assignment, challenge students to interview five people. Students should ask interview subjects what they believe is important in a healthy relationship. Review student interview responses in class and adjust check-lists as necessary.

MY NOTES



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ACTIVITY SHEET 2

DIRECTIONS: In the center circle below, list what you will do to be a healthy friend or family member to others. In the larger circle, list what you will expect others to do, in order to be healthy friends and family members to you!

I EXPECT OTHERS WILL...

I WILL...

RESPECT YOURSELF AND OTHERS WILL RESPECT YOU. CONFUCIUS



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LESSON 3: IDENTIFYING PERSONAL VALUES

Targeted Grade Levels: 6-8

Time: 1 - 1.5 hours

Objectives

Students will be able to:

- Discuss the importance of taking responsibility for knowing what is important to oneself
- Identify personal values
- Identify examples in the text when a character expresses or demonstrates his or her values
- Express his or her values

Standards

College and Career Readiness Anchor Standards for Reading 6-12: Key Ideas and Details (1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Common Core State Standards for English Language Arts

NPH-H.5-8.3 Reducing Health Risks

Explain the importance of assuming responsibility for personal health behaviors

NPH-H.5-8.5 Influences on Health

Analyze how messages from media and other sources influence health behaviors

National Health Education Standards (2007) American Cancer Society

Materials

- Rope, 15' (2-3 sections)
- One of the supported books listed above (1 per student)
- Binder paper or student notebook
- 3 x 5" index card (1 per student)
- Poster paper (5 sheets, hung around room)
- Projector or white board and markers
- Take-home activity sheet

Pre-Lesson Expectations: Prior to this lesson, students will have read at least one of the Farm Bureau-recommended *Accurate Ag Books* listed above. Based on lesson content, you may choose to implement this lesson while reading the text if a significant, correlating event has occurred. Or, you may wish to implement this lesson after completing one or more books.

Activity Outline

1 Introduction

- **Physical Challenge:** Divide students into two or three groups, based on class size. Move students to one side of room - still divided into their teams. Stretch a piece of rope, approximately 15 feet long, across the room in front of each team. Set context and provide directions:
 - » Students are to imagine they have been on a long mountain climbing adventure. They have nearly reached the summit when they approach a crevice over

100 feet deep. The only way to cross this great divide is by tight rope walking across. But wait! There is more to consider!

- » Have each team line up, shoulder-to-shoulder, on their rope.
- » Continue directions. Each team must get all team members across the rope to the “other side” in order of age (youngest first, oldest last). Students must keep both feet in contact with the rope at all times. They may not step on bare ground.
- Clarify expectations and begin physical challenge.
- Process Experience: Ask students to describe what happened. What worked? What was challenging? What if you were actually walking on a real tight rope? How would that change your strategy? (Listen for responses that indicate a student would be more careful in their decision because they would have more to lose.)
- Transition: Whether we realize it or not, every day we are faced with a tight rope in front of us. This tight rope may not stretch across a huge canyon, but it does connect each part of our day - and along this tightrope, we must make careful decisions about how we will walk and how we will live.
- Preview Lesson: In our time together today we will explore the importance of living a life guided by our values. We’ll take a look at how this is demonstrated in our book, and you will have an opportunity to explore your personal values.

2 Defining Values

- Drawing on students’ experience with the physical activity, ask students to consider what they *would* cross a tight rope for in real life. What would have to be on the other side, or be at stake, for them to take this risk? (family, money, friends, beliefs, etc.)
- On a blank sheet of lined binder paper, or in a student notebook, ask students to write the word “values.” Give students time to quickly define the term in their own words.
- Share the following definition of values as needed: Values are the things that are

most important to us, which make up our character. For example, caring is a value, as are freedom and family. They are the things that you place the greatest value on!

3 Identifying Relevant Text References

- Using the selected text, have students identify a key character who demonstrates their values (what they believe in/what they care about).
- On a sheet of paper or in the student notebook, have students list the character and two to three supporting quotations from the text. Remind students to use quotation marks and page references.
- Based on the quotations selected, ask students to identify the values exhibited by this character.

4 Gallery Walk

- Share with students that our life is like an open book, in which we are the main characters. If someone were to read the pages of our story, would they be able to identify our values accurately?
- Prior to the lesson, capture the following questions on five separate sheets of poster paper. Hang around the room, with the bottom half folded up to conceal contents.
 - » What makes you want to get up in the morning?
 - » Who is someone you look up to and why?
 - » What do you enjoy most in life?
 - » Describe what makes you happy in seven words or less.
 - » What do you want to be written on your tombstone when you are gone?
- Give each student a blank 3” x 5” index card.
- Divide students into five groups, have students pick up their index card and a pencil, and send each group to a poster paper sheet.
- When you say “go”, students are to uncover their poster and quickly respond to the question on their index card. They do not need to rewrite the question.
- Groups will have one minute and thirty seconds at each poster and will rotate clockwise on the teachers’ count.

- Have students return to their seats with their index cards.
- If time allows, invite students to share their responses.
- Share with students that their responses to the gallery questions around the room were designed to help them uncover their values.
- Challenge students to look back at their index card and, based on the responses they wrote down, identify three to five values they have.

MY NOTES

5 Conclusion

- Ask students to consider why an understanding of our values is important. Elicit responses.
- Share with students that our values act like a compass for our life. As we are walking the tight rope of life, we are faced with many decisions. Will I do this? Will I go with her/him? What will I wear? What will I say? How will I act? All of these decisions can be made more easily when using the compass of our values. As we approach a choice, we should consider how this aligns to our values.
- Farmers and ranchers use a values compass every day; they value the land, animals, and service to others. They value hard work and the tradition of providing food, fiber, and natural resources to our nation and the world. This is the compass by which they live.

Take-Home Activity Sheet: The attached activity sheet extends learning by allowing students the opportunity to look at their values as a compass. Students are to capture their values around the image of the compass and indicate how these values play out in their lives.

Optional Enrichment Activity: As an out-of-class assignment, introduce students to a seven-day journal challenge. Each day students are to respond to the question, “How did I live according to my values today?”



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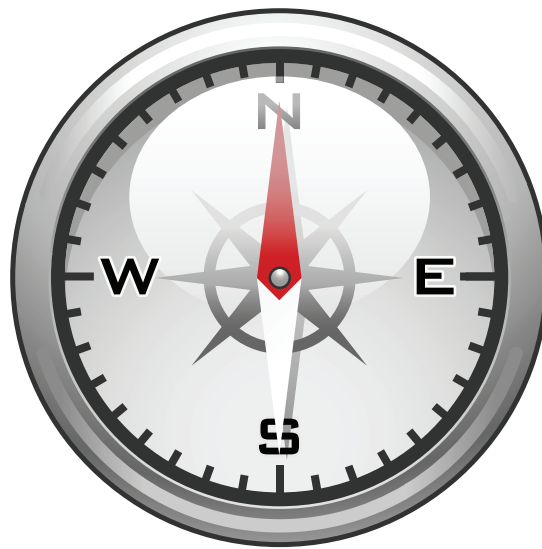
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NAME:
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ACTIVITY SHEET 3

DIRECTIONS: Your values act like a compass for your life. On the top half of this sheet, brainstorm at least 10 values you have in your life. Remember, values are things that are important to you. On the bottom half of the sheet, write a short paragraph describing how these values guide your actions every day.



HOW WILL I SEE YOUR VALUES IN ACTION? _____



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LESSON 4: LEARNING FROM OTHERS

Targeted Grade Levels: 6-8

Time: 1 - 1.5 hours

Objectives

Students will be able to:

- Discover the value in learning from others
- Identify examples in the text where a character learned from others
- Identify barriers that prevent us from learning from others
- Identify lessons or skills learned from others
- Realize what he/she can learn from others in his/her life

Standards

College and Career Readiness Anchor Standards for Reading 6-12: Key Ideas and Details (1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

College and Career Readiness Anchor Standards for Writing 6-12: Text Types and Purposes (1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Common Core State Standards for English Language Arts

Materials

- One of the supported books listed above (1 per student)
- Binder paper or student notebook
- Scissors and glue sticks (1 per student)
- Blank sheet of art paper (1 per student)
- Old magazines that can be cut
- Pipe cleaners (3 per student)
- Take-home activity sheet

Pre-Lesson Expectations: Prior to this lesson, students will have read at least one of the Farm Bureau-recommended *Accurate Ag Books* listed above. Based on lesson content, you may choose to implement this lesson while reading the text if a significant, correlating event has occurred. Or, you may wish to implement this lesson after completing one or more books.

Activity Outline

1 Introduction

- **Quick Write:** In the center of a blank sheet of binder paper or in a notebook, have students quickly brainstorm a list of things they know how to do. Give them 60 seconds to list as many things as they can.
- After completing their list, ask students to go back and underline the things they learned all by themselves - without the help of others.
- Ask volunteers to share. If students identify things they have learned on their own,

probe more deeply to uncover if anyone else was involved in helping teach this skill or knowledge.

- **Process Activity:** Ask students to compare the number of items underlined with the number of items not underlined. What can we take away from this activity? What lesson can be learned? Guide students to the realization that most of the skills or knowledge we currently have is a result of learning from others.
- **Preview Lesson:** Today we will explore the importance of learning from others. We will discover how characters in our book learned from others and brainstorm what we can learn from the people in our lives.

2 The Value in Learning from Others

- Direct students' attention back to their sheet of paper with skills and knowledge listed. Ask students to create a mind-web by branching off of each item listed to indicate a person who was involved in teaching this skill or knowledge. For example, if I have listed "playing guitar" as something I know how to do, I will draw a line from this skill to the edge of the paper where I will list "Mr. Wersky and Mrs. Hayes," my two music teachers.
- **Pair Share:** Have students grab their sheet of paper, stand, and find a partner. Pairs are to share three things from their sheet and then discuss the following question: Why should we treat others in our lives as people who can teach us something?
- After sharing in pairs, ask volunteers to share their thoughts on the prompting question.
- **Connect to Agriculture:** In the agriculture industry, we are able to celebrate new technology and an abundant supply of safe, affordable food because we share knowledge. We learn from best practices. Farmers, ranchers, and researchers often use their knowledge to help teach others in areas all across the world.

3 Identifying Relevant Text References

- Using the selected book, have students identify examples in the text where a key

character learned something from others.

- While students are reviewing the text, distribute one sheet of blank paper, a glue stick, and scissors to each student. Set out old magazines in a central location.
- **Provide Directions:** Students are to write three to four quotes pulled from the text around the edge of the paper, supporting how a character learned something from someone else. Remind students to use quotation marks and page references. In the center of the page, students are to create a collage representing the lesson/skill learned by cutting out images from old magazines and gluing them to the paper. *Note: Finding magazines with content related to the content in the book will help your students in this process!
- Allow time for students to work and clean their areas.
- Direct students to meet in groups of four and share their collages.

4 Why We are Hesitant to Learn

- With students still in groups of four, ask them to consider the following question: We know that learning from others is important, so why are we sometimes hesitant to embrace others as people from whom we can learn?
- Ask teams to discuss and brainstorm responses on one sheet of paper.
- Have teams share responses and discuss.
- Collect collages and have students return to their seats.

5 Conclusion

- Ask students to pause and reflect on where we would be if we refused to learn from others.
- Distribute three pipe cleaners to each student. Ask students to make a fun pair of glasses using the pipe cleaners.
- Challenge students to look at life and others differently. Challenge students to look at relationships with others as opportunities to learn.

Take-Home Activity Sheet: The attached activity sheet extends learning by giving students the

opportunity to consider what they can teach others, and what they can learn from those in their life.

Optional Enrichment Activity: Reinforce learning in a future class period by facilitating a brainstorming discussion with students, in which students identify people/careers in agriculture and what they would like to learn from/about them.

MY NOTES



AMERICAN FARM BUREAU
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FEEDING MINDS CULTIVATING GROWTH

NAME:
CLASS PERIOD/TEACHER:
DATE:

Accurate Ag Book Lesson Plan Series

ACTIVITY SHEET 4

DIRECTIONS: Let's discover how you can learn from others, and how others can learn from you. First, fill in the "I Am..." box. Finish the sentence by describing who you are, what you love, and what you do well. Second, identify four people in your life. Write their names in the boxes around the page. Finally, brainstorm what you can teach each person, and what you can learn from each person.



I AM...

I can teach them to...

They can teach me to...

I can teach them to...

They can teach me to...

I can teach them to...

They can teach me to...

I can teach them to...

They can teach me to...



FEEDING MINDS CULTIVATING GROWTH

Accurate Ag Book Lesson Plan Series

Designed to support exploration of the following literature:

Heart of a Shepherd

Rosanne Perry

The Princess of Practical County

Michelle Houts

Little Joe

Sandra Neil Wallace

FINAL PROJECT DESCRIPTION AND RUBRIC

Targeted Grade Levels: 6-8

Materials

- Two of the supported books listed above (1 book of each title per student)
- Poster paper (1 sheet per student)
- Colored pens/pencils

Description

This final project is optional. If you choose to implement this project, review the following process:

- Read two of the Farm Bureau-identified *Accurate Ag Books* listed above.
- After reading both books, complete the four-lesson series “Feeding Minds, Cultivating Growth.”
- Culminate the experience by having students compare books for a final project.
 - » In pairs, students must compare and contrast how each book demonstrates how farmers care for animals, the importance of personal values, how characters build healthy relationships, and how characters learn from others.
 - » Students are to create a large poster that includes a Venn diagram for each component (four total). The poster should also include a brief summary of each book and an indication of which book the pair enjoyed reading the most.
 - » Finally, pairs will present their poster to the class.
- See the attached rubric for complete details.

Standards

College and Career Readiness Anchor Standards for Reading 6-12: Integration of Knowledge and Ideas (7) Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Writing 6-12: Research to Build and Present Knowledge (8) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Core State Standards for English Language Arts

FINAL PROJECT RUBRIC

Use the following as a guide for preparing your final project. Present this sheet to the teacher for scoring when you give your presentation.

Names: _____

Date: _____ Class Period: _____ Final Score: _____

	Unacceptable (0)	Good (2)	Excellent (3)
1. Poster compares and contrasts how books show farmers care for animals	Presentation does not include a comparison	Presentation includes a basic comparison	Presentation includes a comparison with specific details, examples, and page numbers
2. Poster compares and contrasts how books show the importance of personal values	Presentation does not include a comparison	Presentation includes a basic comparison	Presentation includes a comparison with specific details, examples, and page numbers
3. Poster compares and contrasts how books show the importance of healthy relationships	Presentation does not include a comparison	Presentation includes a basic comparison	Presentation includes a comparison with specific details, examples, and page numbers
4. Poster compares and contrasts how books show characters learning from one another	Presentation does not include a comparison	Presentation includes a basic comparison	Presentation includes a comparison with specific details, examples, and page numbers
5. Poster provides a brief summary of each book	Poster does not summarize both books	Poster summarizes each book in two to three sentences each	Poster summarizes each book in three to five sentences each
6. Presentation includes an opinion of which book the reader enjoyed most	Presentation does not include an opinion of book preference	Presentation includes a brief opinion	Presentation includes an opinion supported by specific examples
7. Presentation participation	Only one participant is involved in the presentation	All participants are involved in the presentation; however one person dominates the delivery	All participants are involved in the presentation equally
8. Poster	The poster shows lack of time invested and preparation	The poster is complete, but has minor errors	The poster shows considerable time invested and is virtually error-free
Notes			



FEEDING MINDS CULTIVATING GROWTH

Accurate Ag Book Lesson Plan Series

BOOK SUMMARY

The Beef Princess of Practical County
by Michelle Houts
Yearling, 2009

CHAPTER 1: GRANDDAD'S PASTURE

In this chapter the reader is introduced to Libby Ryan, a young girl who is the main character of the story. Libby lives with her mother, father, and younger sister Frannie in Practical County, Indiana. Her older brother, Ronnie, is attending college at Purdue. Libby picks out two calves on Granddad's ranch to raise as steers for the Practical County Fair. Libby finds herself in the shadow of her older brother, who was a successful showman.

CHAPTER 2: FAIR CALVES DON'T NEED NAMES

Libby brings her calves to her ranch and names the first Piggy because of his incredible appetite. Libby's friend Carol Ann is introduced to the reader, and Libby's father warns her not to name her fair calves.

CHAPTER 3: MEET THE DARLINGS

The Darling sisters, Precious, Lil, and Ohma, enter the scene as the typical female antagonists. Precious and Lil are beautiful and wicked. Together they have won the Beef Princess of Practical County pageant for four straight years. The youngest, Ohma, copies what her sisters say but speaks little else. The Darling sisters make an unexpected visit to Ryansmeade, Libby's ranch, and openly criticize Libby's calves.

CHAPTER 4: STUBBORN AS A MULE

The reader is introduced to the chaos at the Ryan house, as Mom works as a realtor and four-year-old Frannie runs around. Libby works with her calves, and the second calf earns the name Mule as a result of his stubborn defiance when Libby tries to take him on a walk.

CHAPTER 5: AUTUMN SURPRISE

Rain illuminates the challenges farms face each year. Brother Ronnie returns home for a surprise visit to help the family plant, and Libby is reminded of the pressure put on her to win Grand Champion at the fair.

CHAPTER 6: SOUP FOR THANKSGIVING

The Ryan family, along with Carol Ann, continue the family tradition by serving at the Indianapolis soup kitchen on Thanksgiving. They are surprised to see the Darling sisters, until they discover they are doing mandatory community service because they were caught cheating at school. In a key moment, Frannie Ryan accidentally surprises Precious Darling who is carrying a tray of soup bowls. In anger, Precious throws the tray at Libby and Carol Ann.

CHAPTER 7: CHRISTMAS AT RYANSMEADE

Christmas is a significant celebration at the Ryan residence. Ronnie is home for the holidays and

Libby is angered when her father begins asking his opinion about her steers. Once again Libby is faced with the challenge of becoming too attached to her steers.

CHAPTER 8: LEARNING TO WALK

Carol Ann asks about disease control on the ranch, and the concept of caring for animals while providing safe products is introduced. Carol Ann and Libby teach the steers to walk, but Mule continues to be stubborn.

CHAPTER 9: JUNG CHOW'S AND A REALLY BAD IDEA

Friday nights are pizza nights at the Ryan house. Mom and Libby set out to pick up the pizza at Jung Chow's and bring Carol Ann back to the house. Mom brings up the idea of Libby entering the Beef Princess pageant, and Libby is appalled.

CHAPTER 10: THE DAY THAT NEVER SHOULD HAVE HAPPENED

Libby oversleeps on Saturday and is woken up by her father. He informs her that her steer was caught in the fence. Libby is shocked to find out the injured steer is Piggy and is faced with one of the harsh realities of raising livestock; accidents happen and choices must be made. The vet inspects the injuries and determines the steer will live, but Libby is shaken. In a one-way conversation with her steer, Libby begins to think the Beef Princess pageant might be a good way to represent the beef industry.

CHAPTER 11: THINKING PRACTICALLY

Libby is faced with the realization that she must sell her injured steer prior to fair. Carol Ann backs up the decision with practical financial reasoning and also encourages Libby to enter the pageant. Ohma Darling overhears the conversation.

CHAPTER 12: THIS LITTLE PIGGY WENT TO MARKET

The time has come for Libby to load Piggy in the trailer to go to the auction. The chapter portrays the struggle of life and loss on a ranch.

CHAPTER 13: FEATHERS AND FLUFFY STUFF

The chapter begins with Libby shopping with her mother and Carol Ann for a pageant dress. She tries on numerous fancy dresses but none seem acceptable to Libby. Ronnie returns home from college for the summer, and Libby still struggles with losing Piggy. Ronnie gives Libby pointers as she begins to work with her second steer, Mule. Libby envies the confidence of her brother.

CHAPTER 14: THE CLOCK STARTED TICKING

School is out for the summer and Libby is anxious for the fair. Libby is grocery shopping with her mother when she runs into Lil and Ohma Darling. Lil is ruthlessly ridiculing her younger sister when they notice Libby. Ohma blurts out a lie that Libby has been bragging she can beat Lil in the pageant and Lil's ridicule turns to Libby.

CHAPTER 15: A GIRL THING

Libby works with Mule to prepare him for the show, and for the first time, she struggles with the idea of selling him in the livestock auction. Her father lends words of advice, and Libby realizes that she really wants to show her steer, but wonders if she is strong enough.

CHAPTER 16: INDEPENDENCE DAY

The chapter begins with the huge traditional Fourth of July celebration at the Ryan's. In a rash decision to take a stand for her steer, Libby publicly proclaims she has become a vegetarian. Libby's parents lovingly question her decision yet do not become angry. Carol Ann brings up the complicated forms of vegetarianism. Fueled by the adrenalin of her decision, Libby sneaks out into the barn to let Mule out of his corral.

CHAPTER 17: AVOCADO AND ALFALFA SPROUTS

Libby wakes up to the horrible realization of what she has done. She realizes that Mule is in great danger if he is roaming the county crossing busy roads. She also recognizes that people could be in danger as well if he were to cause an accident. She rushes out to the barn only to find Mule safe in his corral. Mid-day mom returns from the store with delicious lunch meat for the family and a meal of avocado and alfalfa sprouts for Libby.

CHAPTER 18: GRANDDAD'S SECRET

Libby maintains her vegetarian stance and Granddad sits down to talk with her. She quickly realizes he was the one who safely returned Mule to his pen, but that he had kept her secret to himself. Granddad shares with Libby the story of their family heritage and the important role beef production has played in the lives of their ancestors. He concludes by telling her, "The Ryan family tradition is nothing to be ashamed of."

CHAPTER 19: ANOTHER MAN'S TREASURE

While dropping off old clothes at the second-hand store, Libby spots the perfect pageant dress and quickly buys it. She is surprised to run into the Darlings outside who ridicule her for being in the store. They tease her about getting her pageant dress there, although they do not know for sure that she has. Mom loves the dress Libby has chosen, and Libby becomes more determined to keep the Darlings from winning another pageant.

CHAPTER 20: OFF TO THE FAIR

It is the first day of the fair and, as expected, the Darlings have obnoxiously decorated their steer stalls. Libby unloads Mule from the trailer, and Dad encourages her that Mule is a contender.

CHAPTER 21: A VERY LONG DAY

The second day of the fair Libby and Carol Ann have a run-in with the Darlings on the bumper cars. Back in the barns Libby notices that Ohma Darling's steer is not well and tries to warn Precious Darling, but she does not listen. Later that night Libby finds the vet in the barn. Ohma's steer has died and Precious Darling accuses Libby of killing it. Libby is in shock and empathizes with Ohma.

CHAPTER 22: A STRANGE ENCOUNTER

On her way home for the night Libby quickly returns to the fair barn to pick up the hair ribbons she left. She finds Ohma crying in the barn and, for the first time, has a civil conversation with her. Libby and Dad end up giving Ohma a ride home.

CHAPTER 23: CHAOS IN THE RING

Show day has arrived and the day starts with Libby entering the show ring. Mule is in the same weight class as Lil Darling's steer. Lil has no control of her steer, who bolts around the ring before jumping the fence. Mule remains calm thanks to the hard work Libby has invested. Mule ends up winning the class, and Libby looks forward to the opportunity to compete for Grand Champion.

CHAPTER 24: A FAIR FIGHT

Libby and Carol Ann watch the other steer classes and are surprised to see that Precious Darling's steer does not look the same as he did earlier in the week. Suspicious, Libby walks through the barn and notices the Darling's livestock trailer. Peeking inside, she discovers Precious' steer and realizes the Darlings have made an animal switch that is not allowed.

CHAPTER 25: THE FINAL DRIVE

Libby decides not to expose Precious for her cheating and enters the ring for the Champion Drive. Near the end of the competitive show, the judge suddenly disqualifies Precious. In a brave decision, Ohma turned her sister in to the judges for her dishonest choice. After an intense show Libby is disappointed when she does not win Grand Champion, but is overcome with excitement when she is awarded Reserve Grand Champion - the highest award a steer from Ryansmeade has ever received. Despite sheer excitement, she struggles with the impending livestock sale.

CHAPTER 26: THE END OF AN ERA

This chapter features the Beef Princess Pageant. After a rough start, Libby takes pride in her ability to talk about the beef industry. Libby's friend ends up winning the pageant, and Lil Darling is outraged that she lost. Ohma Darling talks with Libby after the pageant and it appears their friendship has begun. After the pageant Libby decides she is no longer a vegetarian and enjoys a delicious hamburger.

CHAPTER 27: GOING, GOING

This chapter focuses on the livestock sale during the final day of the fair. Libby continues to struggle with letting go of her steer, yet she boldly follows through on her commitment. Mom and Dad share how proud they are of Libby and congratulate her on being a natural showman.

CHAPTER 28: THE FUTURE OF RYANSMEADE

Weeks after the fair Libby begins to long for the barn to be filled with cattle again. When the time comes a few months later, just as she did the year before, Libby heads out to Granddad's with her father to select two show steers for the upcoming year. Libby is proud to carry on the family tradition.



FEEDING MINDS CULTIVATING GROWTH

Accurate Ag Book Lesson Plan Series

BOOK SUMMARY

Heart of a Shepherd

by Rosanne Parry

Random House, 2009

CHAPTER 1: THE CHESS MEN

Readers are introduced to the main character, Brother. Brother is the youngest of 5 boys. His given name is Ignatius, but everyone calls him Brother. Brother lives with his father and grandparents on a ranch. His mother left the family to be an artist in Rome. The chapter establishes Brother's close relationship with his grandfather through a chapter-long game of chess. Brother lives in a military family, and his father has just received orders to take his reserve troops overseas.

CHAPTER 2: COW CAMP

The chapter begins with Brother waking up at Cow Camp, his last big adventure with his father and brothers before his father is sent overseas. Brother struggles with the distance of his father, who is mentally preparing to go to the Middle East. He is frustrated that his brothers act as if it is a normal day. The reader is introduced to Ike, Dad's horse, and Spud, Brother's horse. Riding back to the ranch on the day he leaves, Dad shares with Brother the importance of "home". The chapter concludes with Brother facing his first major test on the ranch of leading a fallen calf to safety. Key sentence: "'You don't have to be brave,' he says, real quiet. 'Neither of us does. A man's life is not so much about courage. You just have to keep going. You have to do what you promised, brave or not.'"

CHAPTER 3: FIRST FLOCK

Dad has been deployed and his siblings are back at school or on military duties. Brother is managing the ranch with his grandparents and hired-hand, Ernesto. Brother takes care of bum lambs in the barn and uses Grandma's practice of blessing a sick lamb with Holy water. The chapter provides background on Grandpa, a Quaker veteran, and Grandma, who is also a veteran. Brother uses a recipe from his father's notebook of remedies to help the ailing lamb, but in the process loses a healthy lamb who escapes through a loose board. Brother is sad over the loss and questions his ability to manage the ranch.

CHAPTER 4: THE MAN OF THE HOUSE

It is Christmas Eve, and his siblings are at the ranch. Brother desperately wants them to know that he is handling responsibilities at the ranch. The grandparents, called "The Grands" by the boys, are clearly aging, which saddens the boys. While doing their dishes they get in an argument over Brother's ability to manage the ranch. Brother hits Pete with a pot and has to stitch up his head under Grandpa's guidance. Key sentence: "'Listen, Dad, I think you better speak to the man of the house.' And Pete hands the phone straight to me."

CHAPTER 5: SERVING THE ALTAR

Brother meets the new priest in town and is surprised that the city-man is kind, respectful, and very observant. Brother reflects on his friends Paco and Rosita, whose parents are deployed under the leadership of his father. Brother spends time talking to Father Ziegler, the new priest, and establishes

a clear respect for the new church leader.

CHAPTER 6: PROMISES MADE

This chapter takes place at school and narrates the playful competition between the boys and girls in the tiny schoolyard. Brother's fascination with Rosita does not waver his allegiance to the boys in their imaginary war. The chapter concludes with a solemn moment, when Paco and Rosita's uncles arrive at school to tell them their parents have been injured in battle. Brother offers to help care for the animals on their ranch. Key sentences: "Already I feel their promise on my shoulders, and I'm calculating how to get my chores done faster to have enough time...I think about my dad...I could never do it. I couldn't make all those promises."

CHAPTER 7: BOOTS ON THE GROUND

Brother pulls his first calf and beams with pride, thinking of the joy Dad will have in his successful job. The siblings connect in a chat room online, and Brother expresses his frustration that no one is home to help with calving. He reminisces about his father and the chapter concludes with a sense of determination.

CHAPTER 8: THE VETERANS

Older sibling Frank is home from school and the family heads to Memorial Day Dinner at the VFW. There is a solemn celebration in recognition of Paco and Rosita's parents, the Ugartes, who have returned. Brother is taken aback by the prosthetic leg Mr. Ugarte now has and feels responsible that his father could have prevented this injury. Brother sits outside and has a brief but deep conversation with Mrs. Ugarte, who shares about his mother. Brother approaches Paco and apologizes for the state of his parents and their friendship is restored.

CHAPTER 9: WAITING FOR THE BEAUTIFUL

The chapter begins with Brother and Grandpa fixing fence. They notice thunder clouds moving in and prepare the ranch for evacuation in case lightening sparks a fire. They have just begun preparation when Deputy Himmel drives up announcing several fires and fifteen minutes to evacuate. They load up the animals and Grandma hauls out the trailer. In a significant moment, Grandpa instructs Brother to take his father's horse, Ike. Grandpa and Brother take off on horseback to help Ernesto, shepherding the sheep in the mountains. Grandpa and Brother narrowly save Ernesto and the sheep from the approaching fire, but the toll is too much for Grandpa. On the way back he doubles over and collapses onto the ground. Brother rushes to his side and briefly speaks to him before Grandfather passes. In what is recognized as an answer to prayers, Ike kneels down so Brother can lift Grandfather's body on the saddle and return home.

CHAPTER 10: COMING HOME

Brother returns with Grandfather's body. The siblings return home on emergency leave to help with the charred ranch and funeral preparations. In an unexpected act of kindness, a team of church members from local churches arrive to raise a new barn on the day of the wake. Dad returns home but Brother is saddened to learn he is only home for a short time. The chapter emphasizes Brother's growth and expresses his desire to become a military chaplain. Key sentences: "I stand up and put my hand on his, because I do understand. It is breaking his heart to leave, but he'll never rest until they all come home."



FEEDING MINDS CULTIVATING GROWTH

Accurate Ag Book Lesson Plan Series

BOOK SUMMARY

Little Joe

by Sandra Neil Wallace

Alfred A. Knopf, 2010

CHAPTER 1: A SPECIAL DELIVERY

Little Joe, an Angus calf, is born on Christmas Eve. Main character, Eli, is introduced, as well as his Grandpa, Pa, Ma, and little sister, Hannah. Eli plays an active role in helping deliver Little Joe and feels an obligation to the calf.

CHAPTER 2: TATTOO DAY

The chapter opens with a cold, wintery scene on Windswept Farms. Eli sneaks out of the house early in the morning to check on his calf, which is now four days old. Eli realizes that Little Joe is really his and struggles when his father tattoos the calf's ear. Pa tells Eli, "There's a difference between them and you, Eli."

CHAPTER 3: SWEET AND SOUR

The reader is introduced to Keller Tibbets, a boy around Eli's age who lives down the road. Eli clearly does not enjoy spending time with Keller, and the reader quickly discovers Keller's brash personality. Keller has shown animals at the fair in the past and holds a superior tone with Eli. Keller shows pigs, which he names based on candies he likes.

CHAPTER 4: DON'T LET GO!

The chapter begins with Eli and Grandpa talking in the barn. Eli has a strong relationship with his grandfather. Eli is concerned that Little Joe will be castrated, based on what Keller told him, but Grandpa assures him that Little Joe will be a fine bull. Grandpa teaches Eli to put a halter on Little Joe. After Grandpa leaves, Eli tries to do it himself and ends up being drug down the pasture behind his calf.

CHAPTER 5: MENDING FENCES

Winter has turned into spring, and Easter is near. Eli gets his hair cut and recovers from having stitches in his hand after being pulled by his calf. The reader is introduced to Tess. Tess has a dairy and rides an Appaloosa horse. Eli has a crush on Tess. Tess is a good friend to Hannah and teaches her how to do complicated braids. Eli fixes fence with his father and learns that his hands will callus up soon.

CHAPTER 6: SORRY

Eli shows how much he cares about Little Joe, as he tries to train him again with a caring touch.

CHAPTER 7: BIG NIGHT

This special chapter illustrates how farmers care for animals. Pa drops Eli off at Grandpa's and they

pack a sack dinner before heading out. Every year, on one night in the spring, salamanders cross the main road to the pond to mate. Grandpa and Eli use buckets to carry salamanders across the road to safety.

CHAPTER 8: MISSING MAMA

At Pa's direction, Eli weans Little Joe from his mother. Eli can't sleep because he hears Little Joe bawling in the pasture. In a loud thunder and rainstorm, Eli heads to the barn in the middle of the night and brings in his calf. He covers Little Joe with his coat and falls asleep in the stall until his father wakes him up.

CHAPTER 9: FIRST CUT

Grandpa symbolically gives Eli his father's old show stick to begin working with Little Joe. Eli knows that his father won many blue ribbons showing. Grandpa passes on his knowledge by teaching Eli to drive the tractor. Pa shows Eli the prize pumpkin he is growing for the fair pumpkin contest. Pa and Eli begin talking about selling Little Joe at the fair, and Eli struggles with the idea.

CHAPTER 10: TRADING EGGS

In this short chapter, Ma gives eggs away while cutting hair in her home salon. It is clear how much the family cares for one another and their animals.

CHAPTER 11: COW TIPPING

It is mid-summer and Eli is fuming mad that rain has led to the cancellation of the Fourth of July fireworks show. Pa reminds Eli to check the fields for lupine and lobelia, weeds poisonous to cattle. Keller shows up and tries to get Eli to go cow tipping. He teases Eli for checking the field for weeds. Just when Keller starts to aggravate the cows, the fireworks begin. Eli is so excited they were not cancelled. He finds Pa and Hannah swimming in the creek on his way home and stops to enjoy the fun.

CHAPTER 12: IN THE SHOW RING

Grandpa works with Eli as he practices showing Little Joe. It is evident that Eli has worked very hard over the past several months with his calf. Grandpa surprises Eli by giving him a show box, filled with necessary show items.

CHAPTER 13: POISON WEEDS

Eli comes running to Pa's frantic call. Pa is holding lobelia in his hand, picked fresh from the field. He is so angry with Eli that he threatens to ban Eli from showing his calf for failing to check the fields. In a conversation with Grandpa, Eli learns why Pa is so hard on him. Pa lost his first cow after turning her loose in a field of poisonous weeds. Grandpa reminds Eli that he will have to let go of his calf soon – a reality Eli is not happy to think about.

CHAPTER 14: NO TRESPASSING

Eli goes to Tess' house to see the new foals. Keller unexpectedly shows up and mercilessly teases Eli. On the way home, Keller tries to get Eli to go in an abandoned barn. Eli resists and, as a result, is safely outside when Keller falls through a weak board. Eli runs for help.

CHAPTER 15: BROKEN BONES

Pa comes home to tell Eli that Keller has a broken arm. Keller told Pa that Eli was not involved, and Eli is not in trouble. Pa tells Eli he can still show in the fair the next day. Keller comes to dinner with his new cast because his mother is out of town, and Eli is angry that no one is focused on preparing him for his first show day.

CHAPTER 16: ALL JITTERY

It is show day at the fair, and Eli is up early to load his calf in the trailer. He is caught off guard by how new everything is at the fair. He doesn't even know where to put his chair until an older boy shows him. Keller and others tease Eli because Hannah brought her cow-loving barn cat to the fair. Eli nervously enters the show ring, but he keeps his focus on the judge as Grandpa taught him. Eli proudly wins a blue ribbon. He also learns that there is a soft and caring side to his father.

CHAPTER 17: SOLD!

Eli is sad as he takes Little Joe into the sale ring. He is so focused that he does not even see who buys his calf. He is surprised to find out that Grandpa bought his calf to have a good bull on the farm. Grandpa reminds Eli that he will need to be prepared to let go of his animal next year, but for now, Eli is thrilled that his first calf is staying on the farm!