



CLASS 6

The Farmer's Ballad

MATERIALS NEEDED

Student Activity Handout: The Farmer's Ballad

CLASSROOM NARRATIVE

WARM UP: Invite a local farmer to come talk with students and ask him/her to bring examples of the items they grow. Beforehand, have small groups brainstorm a list of questions to ask the farmer when s/he comes in. Tell students you hope they will know what a farmer does each day and what it would be like to be a farmer. Encourage them to ask what s/he plants or raises, how s/he sells the things s/he grows, and what other kinds of farmers there are.

Make lists of questions for the farmer on a white board or on butcher paper in the front of the room to help guide the interview. Have students welcome the farmer into the classroom, introduce themselves, and describe this Unit they're working on. Next, students ask their questions. Then have students ask the farmer if he/she has any questions for the students. At the end, have students thank the farmer for his/her time.

CLASS DIALOGUE: What did you learn from your interview with the farmer who visited our classroom? What would it be like to be a farmer? If you were a farmer what would you like to grow or raise? What does a farmer do each morning? What does a farmer do each afternoon? What does a farmer do in the evening? What are all the different kinds of farmers (dairy, livestock, etc.)?

Write a Farmer's Ballad from a farmer's point of view. A ballad is a story in rhythmic verse suitable for singing. The chorus is usually the same each time.

You'll be graded using the following point system:

4 POINTS for coming up with a song that educates people about what your life as a farmer is like and why other folks should care

3 POINTS for creativity

3 POINTS for an effective group process that values and encourages each person's contribution

TOTAL: 10 POINTS

NAME:

DATE:

The Farmer's Ballad

Show what you know about the life of a farmer by writing a ballad. A ballad is a story in rhythmic verse suitable for singing. Try to make every other line rhyme if you can.



Title of your Ballad: _____

Verse 1: _____

Chorus: _____

Verse 2: _____

Chorus: _____

Verse 3: _____

Chorus: _____

FOLLOW-UP PROJECTS

List the foods you love to eat that can't be grown locally. Talk about why these foods can't be grown where you live. Create a map of the world that shows the location of things we don't grow or make locally that you'd like to buy through Fair Trade.

Research the production process for coffee and tea. Find out why we can't grow these items in the U.S. Find out who sells them as Fair Trade organizations. Find out which coffee and teas are organic.

Basic definitions: Use the glossary of terms in the back of the curriculum. Ask each student to show their understanding of the words by using it in a sentence.

Corporations: Find out which corporations control the food industry in the U.S. Make a chart that shows what percentage of the food production is owned by each corporation. What does this mean for farmers and consumers in the U.S.?

Research stories about how consumer activists have built the organic market, the Fair Trade market, and other positive food labels.

Find the definition of a CSA (Community Supported Agriculture). Research how and why these were created. Approximately how many CSAs exist in the U.S.? How do they help farmers? Do you or does anyone you know belong to a CSA?