Vegetables and the Weather

Purpose
To help students learn to sequence and summarize information while studying the logistics of getting a potato from the farm to the table.

Competencies
The learner will build an understanding of plant growth and adaptations.
The learner will build an understanding of soil concepts.
The learner will apply basic economic concepts to communities studied.
The learner will evaluate the uses of economic resources in different communities.

Vocabulary
climate crating crops environment harvesting

Materials Provided
"Journey of a Potato" (14a) and "Crazy Climate Conditions" (14b)

Materials Needed
packages of seed

Teaching Strategy
1. Duplicate and distribute "Journey of a Potato." Help students follow the instructions. Encourage creative, illustrative captions.
2. Discuss with students how environmental changes (for example, soil conditions or the weather) might alter the potato's journey. Could soil conditions or weather affect the planting or harvesting of potatoes? Could weather delay the crating or trucking or potatoes? This could lead to an interesting discussion of the farmer's dependence on weather conditions and other environmental factors.
3. Have students read the planting instructions on various packages of cool and warm season vegetables. Discuss when each can be planted. Help the students complete "Crazy Climate Conditions."
4. Using the directions on the seed packages, have students note on the classroom calendar what kinds of seeds could be planted in March, April, May and June. Have them estimate when each crop would be ready to harvest.
5. Plant potatoes and a variety of seeds in an outdoor garden. Solicit the help of a local farmer in the various stages of planting, cultivating and harvesting. Throughout the procedure, discuss effects of weather, quality of soil and other factors on your crop.

Answer Key – Activities
(14a) - The Journey of a Potato
1. harvesting: "I am digging up potatoes."
2. crating: "Next, we pack potatoes in crates."
3. trucking: "I’ll take the crates of potatoes to the factory."
4. packing: "The factory will process the potatoes for us."
5. grocery store: "Now the potatoes are ready to buy."
6. shopping: "I think I’ll buy 6 potatoes."
7. cooking: "These potatoes smell so good while they’re cooking."
8. eating: "Yum, I love mashed potatoes."

(14b) – Crazy Climate Conditions
Hot: corn, lima beans, watermelons, cucumbers, okra, green peas, pole beans
Cool: snow peas, kale, broccoli, cabbage, mustard greens, brussel sprouts, lettuce

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The Journey of a Potato

Instructions  Many things happen to a potato before you are able to eat it. Number the pictures in the order in which they occur. Number 1 is labeled for you. Then go back and write what each person might be saying about what he/she is doing. Finally, draw a picture of your favorite potato dish in the empty box.

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Crazy Climate Conditions

Some crops need hot weather and June-July-August temperatures to grow. Group these crops under the category called HOT. Other crops can withstand fairly cool temperatures and would be burned up by the heat of July. Group those spring and fall crops under the category called COOL. Then list any other warm or cool weather crops you can think of.

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<tr>
<th>CROPS</th>
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<tr>
<td>broccoli</td>
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<td>pole beans</td>
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<td>cabbage</td>
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