

Section Five

Chapter 13, 14, 15, 16

BACKGROUND AGRICULTURAL INFORMATION

Shared Values

One of the pillars of Agriculture Literacy published by the American Farm Bureau Foundation for Agriculture is Shared Values.

VOCABULARY

Ampe – full of nervous energy (*Ch. 14*)

Apathy – Lack of interest, enthusiasm, or concern (*Ch. 15*)

Awning – A sheet of canvas or other material stretched on a frame and used to keep the sun or rain off a storefront, window, doorway, or deck (*Ch. 15*)

Banjaxed – Broken, ruined, shattered (slang) (*Ch. 12, 14*)

Constellations – Any of various groups of stars to which, definite names have been given (*Ch. 16*)

Deet – A brand of diethyltoluamide (insecticide) (*Ch. 13, 14, 15*)

Din – A loud confused noise, continued loud sound (*Ch. 14*)

Endorphin rush – Feeling of wellness, caused by exercise, danger, or stress (*Ch. 15*)

Endorsement – Approval or sanction (*Ch. 15*)

Engaged – Mechanics (or gears of the like) to interlock (*Ch. 13, 14*)

Entrees – A dish served as the main course of a meal (*Ch. 15*)

Exertion – Vigorous action or effort (*Ch. 15*)

Fajitas – Tex-Mex dish with thin strips of meat, served with tortillas and salsa (*Ch. 15*)

Gasket – Burst out in anger (slang) (*Ch. 14*)

Hallucinogenic – Producing hallucinations (*Ch. 13*)

Idled – To operate at a slow speed, disengaged from the load (*Ch. 14, 16*)

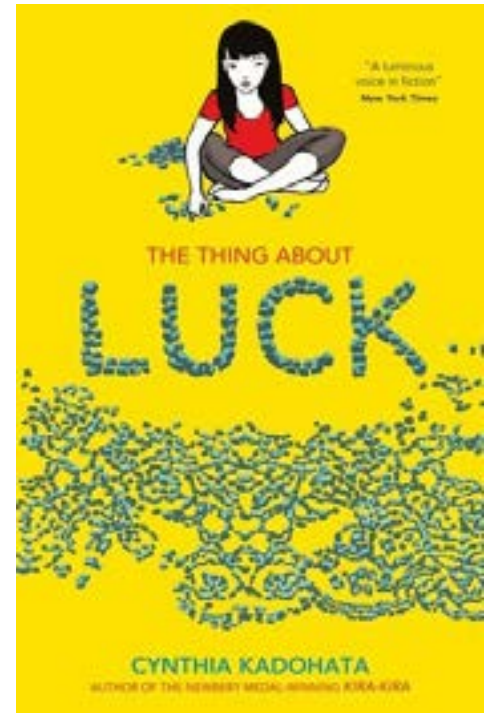
Intricate – Complex, hard to make, complicated (*Ch. 15*)

Lenient – Agreeably tolerant, permissive, indulgent (*Ch. 16*)

Malaria – Disease, transferred to the human bloodstream by a mosquito, which occupies and destroys red blood cells (*Ch. 13, 14, 15, 16*)

Maximize – To increase to the greatest possible amount (*Ch. 14*)

Meditating – To engage in thought, reflect (*Ch. 13, 15*)



Mortgage – A conveyance of an interest of property as security for the repayment of money borrowed (*Ch. 14*)

Musty – Having an odor suggestive of mold; outdated (*Ch. 15*)

Nocturnal – Active at night (*Ch. 15*)

Ogre – Monstrously ugly, cruel, barbarous person (*Ch. 15*)

Parasites – An organism that lives on or in an organism of another species, obtaining its nutrients from the body (*Ch. 13*)

Profusely – Abundant, in great amount (*Ch. 15*)

Queasiness – Inclined to feel nausea, uneasy, squeamish (*Ch. 14*)

Recommendation – Representation in favor of a thing, advice (*Ch. 15*)

Relevance – Condition of being relevant, or connected with the matter at hand (*Ch. 15*)

Slathered – To spread something thickly on (*Ch. 14, 15*)

Smidgeons – A very small amount (*Ch. 14*)

Tandem – One following or behind the other (*Ch. 16*)

Terraced – A raised level with a vertical or sloping front or sides faced with turf, or the like, especially one of a series of levels rising one above the other (*Ch. 14*)

Thermos – A container lined with an insulating material to keep liquids hot or cold (*Ch. 13*)

Trail mix – A snack food consisting of dried fruit, nuts and seeds (*Ch. 14, 15*)

Transfer – To cause to pass from one person to another, as thought, qualities, or power; to imprint, impress or otherwise convey (*Ch. 15*)

Voice – The sound uttered through the mouth of living creatures, especially of human beings in speaking, shouting, singing etc. (*Ch. 14, 16*)

INTEREST APPROACH

Identify Pairs

- Allow students to pair up, choosing someone with whom they are comfortable.
- Give each student a single index card and marker.

“I don’t like...”

- On a single index card, ask students to complete this statement, “I don’t like it when someone/people...”
- Encourage students to write down 2-5 such statements on separate index cards.

Exchange Cards

- Once everyone is done writing, exchange all of the cards with your partner.

“I like it...”

- On the back of each index card, write down a statement that will counter your partner’s “I don’t like it...” Statement with, “I like it when someone/people...”
- Be amazed at the partners’ insights into behavior they will truly appreciate in response to their hot-button issues!

Share Values

- Ask each student to read a statement aloud that begins with “I like it when...”. Take turns reading one statement per team member until all statements are exhausted.

Open up for class discussion: How might this type of activity be useful on a harvest team like the Parker’s? Are shared values important in the relationship between farmers and consumers? What about at ConAgra?

PROCEDURE

1. Discuss Chapters 13, 14, 15, and 16.
 - a. Moving to Oklahoma – picture on *p. 200*
 - b. What kind of person is the Oklahoma farmer?
 - c. What options is Jiichan weighing at the end of Chapter 13?
 - d. Why does Summer sneak out at night and run the combine? Describe her feelings about this work. What reaction does Mick have and why?
 - e. How does Summer’s view of Mick change throughout the story?
 - f. What do these chapters reveal about Jaz’s character?
 - g. On *pp. 268-269*, Jiichan tells a childhood story. Why does he share that story with his grandkids?
 - h. What events illustrated Summer’s strength of character?
 - i. How has Summer grown by the end of the story? How has her relationship and understanding of her grandparents changed? What about their understanding of her? Use evidence from the text to support your answer.
 - j. Why do you think the author titled this book, *The Thing About Luck*?
 - k. What lesson does Summer learn by the end of the story? (You do what you can do.)
2. Explain that students will create Venn diagrams for comparing and contrasting a pair of characters. Write character pair options on a marker board and ask students to choose one pair to write about in their journal:
 - a. Mrs. Parker vs. Obaachan
 - b. Robbie vs. Summer
 - c. Mick vs. Jiichan
 - d. Mr. Parker vs. Oklahoma farmer
3. Direct students to Venn diagram *p. 15* of their Working Journal.