

## Section Three

Chapter 6, 7, 8

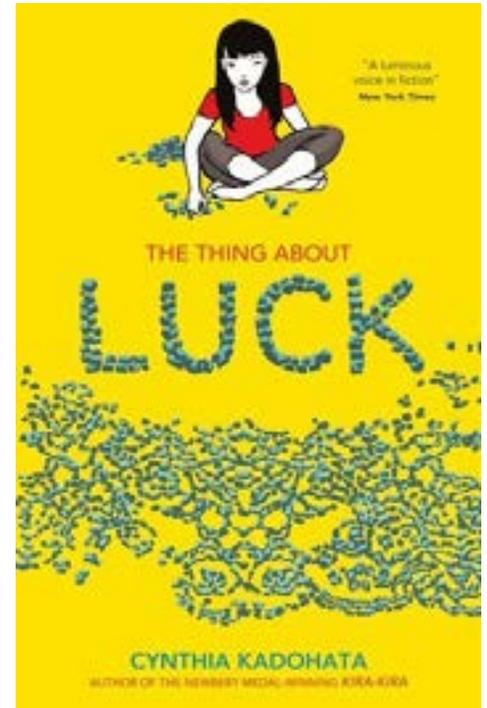
### BACKGROUND AGRICULTURAL INFORMATION

#### Grain Handling and Moisture

Define information about grain measurements and conditions:

Wheat is a plant, the grain of which is ground into flour for bread, pasta, pastry, etc. Like many other grains, wheat is measured in bushels which are a measure of dry goods equal to 64 pints.

The moisture of the grain at harvest time is very important because it is an indicator of grain storability. Wheat or flour with high moisture content (over 14.5%) attracts mold, bacteria, and insects, all of which cause deterioration during storage. Wheat or flour with low moisture content is more stable during storage. Weather conditions can quickly change the moisture content in a grain of wheat, so custom harvesters watch out for rain, high winds, and heat, and do their best to work long hours to get the crop harvested with optimal moisture content. The farmer gets a better price for the grain at optimal moisture. Grain storage and distributors use less energy to 'dry down' wet grain. Grain that is too dry means the farmer gets less revenue on his crop because the grains are thinner and less bountiful.



### VOCABULARY

**Acupuncturists** – A person who practices acupuncture (*Ch. 8*)

**Amber** – Hard translucent fossilized resin (*Ch. 7*)

**Aura** – Distinctive atmosphere or quality that surrounds and seems to be generated by a person, thing, or place (*Ch. 6*)

**Cowered** – To crouch, as in fear or shame (*Ch. 8*)

**Craic** – Fun and entertainment, especially good conversation and company (often preceded by the) (*Ch. 8*)

**Deet** – A brand of diethyltoluamide (insecticide) (*Ch. 6, 7*)

**Deflated** – To depress or reduce (a person's ego, hopes, spirits, etc.) (*Ch. 7*)

**Dengue** – An infectious, eruptive fever of warm climates, usually epidemic, characterized especially by severe joint and muscle pains (*Ch. 7, 8*)

**Deviate** – To depart, or swerve, as from a procedure (*Ch. 7*)

**Eejit** – A Scot or Irish word for idiot (*Ch. 8*)

**Encephalitis** – Inflammation of the substance of the brain (*Ch. 8*)

**Exasperated** – To irritate or provoke to a high degree (*Ch. 6*)

**Furtively** – Sly, shifty, done by stealth (*Ch. 8*)

**Going rogue** – No longer obedient, renegade (*Ch. 7*)

**Gullible** – Easily deceived or cheated (*Ch. 8*)

**Malaria** – Disease, transferred to the human bloodstream by a mosquito, which occupies and destroys red blood cells (*Ch. 7, 8*)

**Micromanage** – To manage or control with excessive attention to minor details (*Ch. 6*)

**Momentum** – Force or speed of movement (*Ch. 7*)

**Monotone** – A vocal utterance in one unvaried tone (*Ch. 7*)

**Mortgage** – A conveyance of an interest of property as security for the repayment of money borrowed (*Ch. 6*)

**Perfectionist** – A person who demands perfection of himself (*Ch. 6*)

**Rogue** – No longer obedient, renegade (*Ch. 7*)

**Samurai** – A member of the hereditary warrior class of feudal Japan (*Ch. 7*)

**Savoring** – To perceive by taste or smell, especially with relish; to give oneself the enjoyment of (*Ch. 8*)

**Shire** – An English breed of a large, strong draft horse having a usually brown or bay coat with white markings (*Ch. 8*)

**Sustain** – To keep up, or keep going; to supply with necessities of life (*Ch. 6*)

**Symmetrical** – Characterized by or exhibiting symmetry; regular in form or arrangement of corresponding parts (*Ch. 6, 8*)

**Tauntingly** – To reproach in a sarcastic, insulting or jeering manner; mock (*Ch. 7*)

**Transformed** – To undergo a change in form, appearance or character (*Ch. 8*)

**Tyrant** – A person in position of authority who uses power oppressively or unjustly (*Ch. 7*)

**Unperturbed** – Not disturbed or troubled (*Ch. 8*)

**Voice** – The sound uttered through the mouth of living creatures, especially of human beings in speaking, shouting, singing etc. (*Ch. 6, 7, 8*)

## INTEREST APPROACH

Watch “2016 Nebraska Wheat Harvest” Video.

• <https://www.youtube.com/watch?v=xvZBVcAsij8>

- a. Ask students if they notice anything that is mentioned in the book.
  - b. Point out transfer of grain from combine harvester to grain cart to semi (*1:58-2:58*), point out moisture sensor probe (*5:18-5:28*).
  - c. Ask students if they have any questions about what they saw.
- Ask questions from the story. Moisture affects the lifestyle of wheat product consumers because of the effect on food cost.
- a. What factors affected the moisture of the wheat in the story?
  - b. What might happen to Summer’s family if the wheat was too wet?

- c. Where was the wheat tested for moisture in the story?
- d. How did the Parkers transport their crops to the elevator?
- e. What action does the elevator need to take if there is a wet grain delivery? How might that affect the cost of the grain to the purchaser? (The elevator will have to invest time and energy into drying the grain to a temperature that can be safely stored. This will either drive up the cost for the purchaser, or cause the hardship of less profit for the elevator or the farmer.)

## PROCEDURE

1. Begin class by asking students to share what they remember from the four chapters. What was interesting, confusing, exciting, hard words, etc.? Invite students to refer to notes on Thinkmarks to remember what they've read.
2. Invite students to turn to *p. 10* of the Working Journal, a worksheet on making the Text-to-Text, Text-to-Self, and Text-to-World connections from Chapters 5, 6, 7, and 8. Invite students to refer to notes on Thinkmarks to remember what they've read. Demonstrate making these connections while discussing with the entire class. Sample topics include:
  - a. What does this phrase on *p. 60* mean? "Your personality hasn't settled in yet."
  - b. What importance does weather have to farming? *pp. 64-65*
  - c. Discuss Mrs. Parker's character traits – detail oriented, controlling, opinionated.
  - d. Discuss finding a grocery store in Chapter 6.
3. Ask students to turn to an elbow partner and discuss more connections to topics from Chapters 5, 6, 7, and 8. Invite students to fill in connections on *p. 11* of their Working Journal as they discuss. Encourage students to respond to each other with "I agree..." or "I take exception to...", supporting our opinions with personal Text-to-Text, Text-to-Self, or Text-to-World reactions. Remind students we can refer to notes on Thinkmarks to remember what we've read.

Topics to cover in partner discussion include:

- a. Why does Summer find it hard to believe her grandmother laid with her while she was dying? *p. 79*
  - b. Are there any questions on the harvest information shared? *pp. 86-87*
  - c. What are your thoughts of Robbie, or of embarrassment?
  - d. Discuss 'being a normal person' as mentioned on *pp. 105-106*.
  - e. What jumped out at you during the sausages scene in Chapter 8?
  - f. What did you learn about Robbie's personality on Summer's date with him to the barn? (dishonest – wants to lie about the chickens)
  - g. What is this book starting to be about? (Discrimination or finding oneself/personality)
4. Pass out fresh Thinkmarks. Begin reading Chapter 9 aloud.
  5. Assign reading chapters 9, 10, 11, and 12 with annotating reactions on Thinkmark.