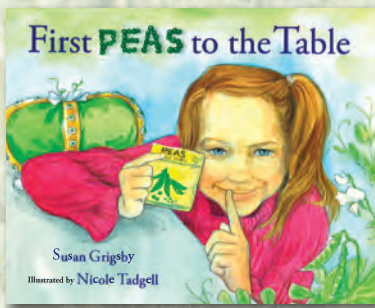


**EDUCATOR'S GUIDE**

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AMERICAN FARM BUREAU  
FOUNDATION FOR AGRICULTURE™

# Welcome, Educators!

In this educator guide you will find two sections.

## Section 1 contains:

- Information on how to run a First Peas to the Table Contest (no garden space required)
- Facts about modern pea farming to share and contrast with the historical information you will read about

## Section 2 contains:

- Six lessons that connect standards with agricultural literacy knowledge

## Suggestions for Volunteer Educators

You don't have to be a teacher to benefit from this guide! Whether you are a farmer, rancher or someone simply interested in sharing the story of American agriculture, you can leverage this tool to help engage young learners. Review the following suggested steps to begin sharing this resource:

- Familiarize yourself with the guide.
- Contact local schools or teachers and identify at least one hour to meet with students.
- Use the guide to read "First Peas to the Table" by Susan Grigsby to students and complete one or more activities depending on time.
- Leave a copy of the book or encourage the instructor to find a copy at the local library. Also leave the educator guide and encourage the instructor to use the remaining activities. You may also wish to schedule subsequent visits with students in the future to facilitate more activities.

**Grade Levels: 2–4**

**Common Core Standards are listed before each activity.**

**Next Generation Science Standards are listed before each activity.**

**Materials are listed separately for each activity.**



## SECTION 1: PEA CONTEST & MODERN PEA FARMING

### Start Your Own Pea Contest

Are you ready to engage your students in a contest, but unsure where to start? We've put together this resource to help!

**What to plant:** Snow peas or dwarf are both recommended as easy growing varieties.<sup>1,2</sup> You can find these anywhere garden seeds are sold.



**Where to plant:** If you're lucky enough to have a school garden, peas grow well in a garden environment. If you do not have access to an outdoor growing space, you can plant peas indoors as well! Egg cartons and Styrofoam cups both make great containers for pea plants.



**When to plant:** Peas enjoy cooler temperatures, but not too cold! Peas respond best to temperatures below 70°F.<sup>3</sup> Waiting until your soil is at least 45°F is a safe time to plant. At 40°F, peas could take about a month to sprout; at 60°F, peas usually take about a week to sprout.<sup>4</sup>



## How to plant:

- Outdoor Planting<sup>5</sup>
  - Poke holes in soil with your finger, about 1-inch deep
  - Plant seeds about 2 inches apart
  - Cover seeds with soil
  - Water the soil regularly
  
- Indoor Planting<sup>6</sup>
  - Fill container with potting soil
  - Poke holes in soil with your finger, about ¾-inch deep
  - Plant seeds about 2 inches apart
  - Cover seeds with soil
  - Water lightly at first until leaves emerge, then soak soil twice a week
  
- Plant Care<sup>7</sup>
  - Some pea plant varieties can be trellised, or supported as they grow upward, by rods or stick-like objects. When pea plants are about 4 inches tall, begin to train them to grow around trellises by supporting them with items on hand, like pencils. As they grow, you can create simple trellises by running yarn or fishing line vertically or horizontally along a classroom wall.





### Make It a Contest:

- With your class: You can easily set up a contest just like the classroom in this story! Challenge students to care for their plants and select a prize for the student who harvests the first pea. We encourage you to set a clear expectation for when a pea is ready to harvest, based on the variety you choose (i.e., the pea pod must be 1 inch long).
- With your school: Make this a school-wide event and plan a prize for the class that harvests the first pea!
- Engage your community: Consider inviting volunteers from your local garden club into the classroom. Have them help students learn and care for their plants. Harvest peas and donate to a local food pantry or enjoy in the school cafeteria.

### Share Your Growth!

We want to see what is growing in your class! As you engage your students with activities from “First Peas to the Table,” share your pictures on social media!

#AFBFAFirstPeas



Foundation4Ag



AgFoundation



AgFoundation





## WHAT'S GROWING ON THE PEA FARM TODAY?

### Types of Peas to Purchase to Eat<sup>8</sup>



#### Snow Peas

Edible, translucent flat pods with small peas



#### Shelled Garden Peas (English Peas)

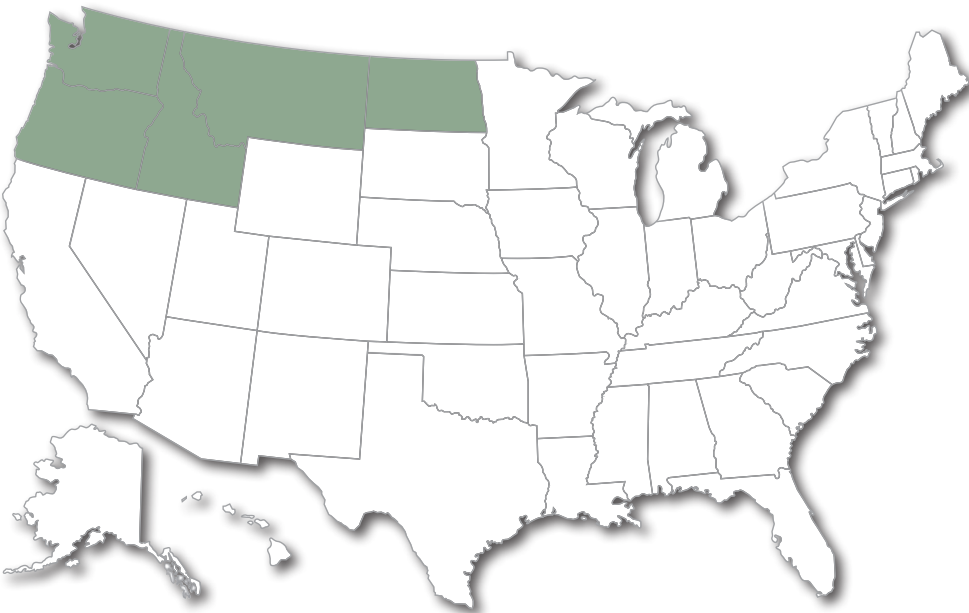
Inedible, curved pods  
Need to be shelled before eating them



#### Sugar Snap Peas

Edible, plump, round pods  
Developed by crossing snow and shelled garden peas

### Pea Production in the United States



The top states for wrinkled seed peas, dry edible peas and Austrian winter peas are Idaho, Montana, North Dakota, Oregon and Washington.<sup>9</sup>

#### Did You Know?

- Garden peas are a valuable source of protein, iron and fiber.<sup>10</sup>
- The pea is one of the oldest cultivated vegetables in the world.
- Colonists brought peas to the New World. In fact, Captain John Smith even wrote about how much the colonists enjoyed peas in 1614!<sup>11</sup>
- Peas are actually considered a "pulse." A pulse is the edible seed of plants in the legume family.<sup>12</sup>
- A half-cup of canned peas provides 15% of the daily-recommended amount of vitamin C and 12% of the daily-recommended amount of fiber.<sup>13</sup>



## SECTION 2: LESSONS AND ACTIVITIES

### Introduction

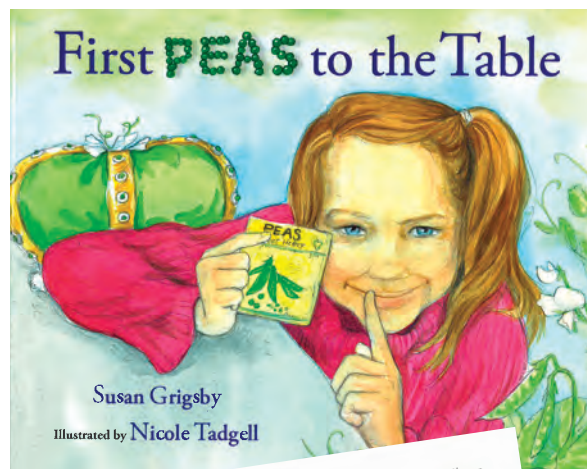
“First Peas to the Table” by Susan Grigsby is an engaging book for young readers emphasizing important lessons related to history and science. The activities in this resource have been designed to help extend learning beyond the story. We recommend that you use the following format to introduce the story, and follow up with one or more of the activities provided.

1. Ask students what they know about Thomas Jefferson. Be sure students include that he was the President of the United States, he is on the nickel, and he helped write the Declaration of Independence.

2. Explain that next we will learn about Thomas Jefferson’s involvement in agriculture.

3. Read “First Peas to the Table” by Susan Grigsby.

4. After reading the story, read the historical information in the afterword. Then complete the activities that follow.







## Activity 1: Pea Timeline

**Time:** 1 hour plus grow time

**Objective:** Students will be able to analyze the stages of the pea lifecycle by creating a pea timeline.

### Standards Addressed:

*Next Generation Science Standards, Disciplinary Core Ideas:*  
LS1.B: Growth and Development of Organisms

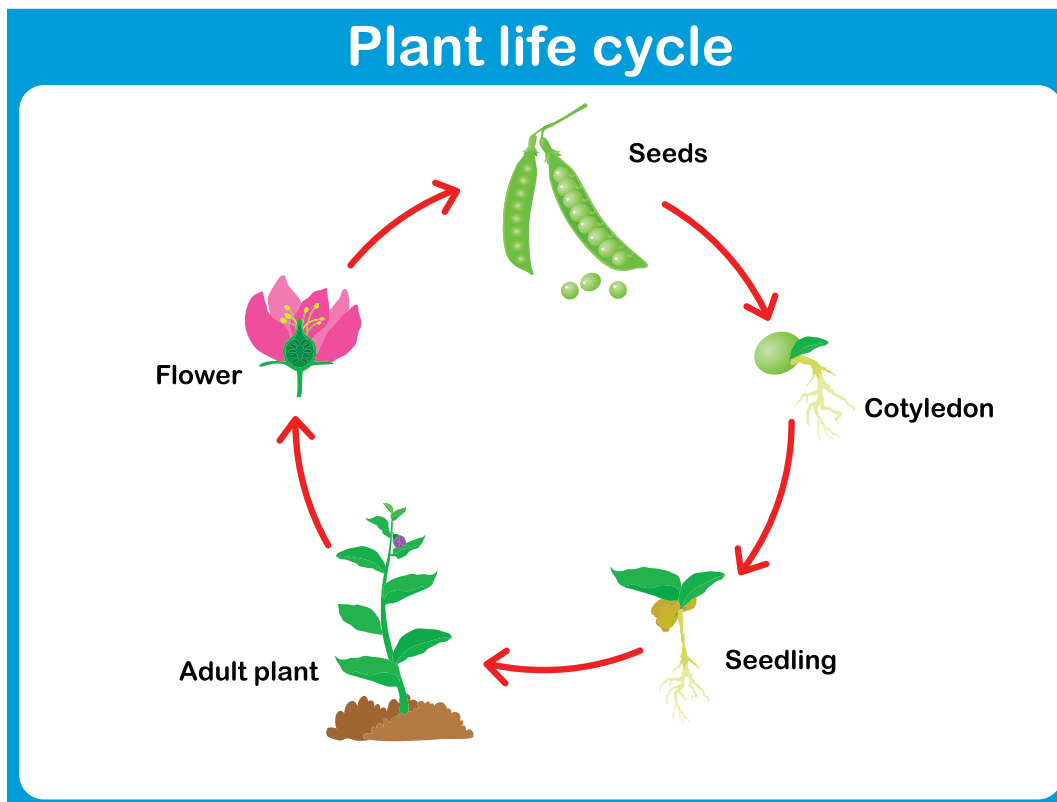
### Materials

- Lifecycle icons (1 set per group)
- Scissors
- Coloring utensils (pencils, crayons, markers)
- Blank index card (1 per student)
- Pea seeds
- Soil
- Water
- Planting container

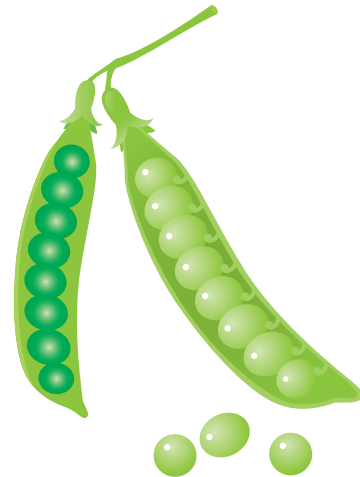
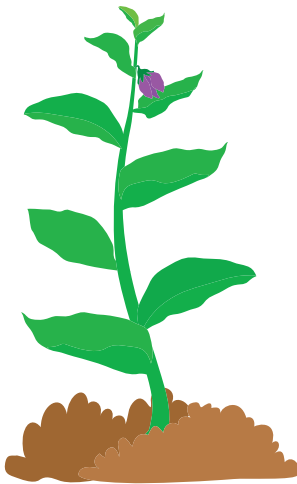
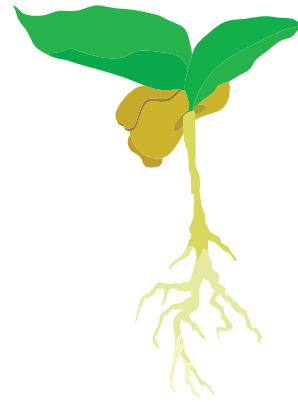
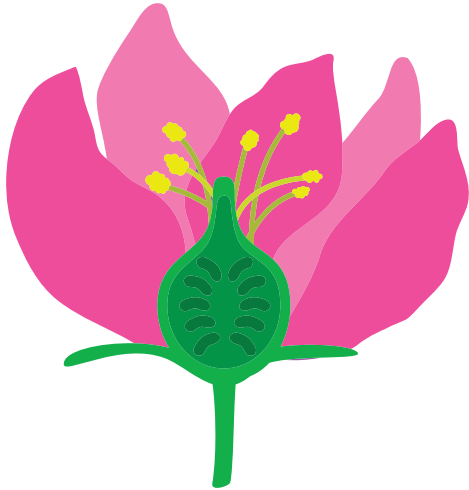
### Directions

- Divide the class into groups of four to five students.
- Distribute the pea lifecycle icons to each group and have students cut the icons apart.
- Challenge groups to arrange the lifecycle stages of a pea in the correct order. Review the pea lifecycle.
- Invite students to help you create a large pea lifecycle timeline around the room.
  - Give each student a blank index card and coloring utensils.
  - Assign each group a phase in the lifecycle (i.e., seed or seedling).
  - Have the students in the group each draw a picture representing that phase.
  - Post like images together on a bulletin board in the lifecycle order.
- Next, have students plant their own pea seeds. (See “Start Your Own Pea Contest” information on page 2.)
- Have students monitor the pea plants as they grow. Engage students in a continued discussion about the phase of the lifecycle they are observing.

### ANSWER KEY



# Worksheet Activity 1: Peas Lifecycle





## Activity 2: Pink or White?

**Time:** 30 minutes plus growing time

**Objective:** Students will hypothesize, observe, collect data and conclude the outcome of pea plant flower color.

### Standards Addressed:

*Next Generation Science Standards, Disciplinary Core Ideas:*  
LS1.B: Growth and Development of Organisms, LS3.B: Variation of Traits

*Common Core English Language Arts: Writing Standards*  
K-5, Research to Build and Present Knowledge 7-8.

### Materials

- Computer with Internet access, pea seed packets or seed catalogs showing flower color
- Pea seeds
- Soil
- Water
- Planting container
- Paper or notebook (1 per student)
- Pencils

### Directions

- Discuss the stages of the Scientific Method:
  - Ask a question
  - Do background research
  - Construct a hypothesis
  - Do an experiment
  - Analyze data and draw a conclusion

- Explain that in the flowering stage, pea plants produce different colored flowers. This is a result of each pea plant having different inherited information.
- Divide students into groups of three to four to research the question, “What are the different colors of pea flowers?” You may elect to have students look online, or you can provide pea seed packets or seed catalogs.
- Challenge students to hypothesize which color of flower their plants will produce using the “If..., then..” model. For example, “If we plant four seeds, then four plants will have pink flowers.” For older students, you may wish to have students use percentages.
- Instruct students to plant pea seeds. (See “Start Your Own Pea Contest” information on page 2.)
- Instruct students to document their planting procedures in their notebook.
- After plants have produced flowers, have students observe the color of the flowers and record in their notebook.
- Inform students that researchers will “Accept” or “Reject” their hypothesis based on what they observed. Help students determine if they should accept or reject their hypothesis.
- To report their findings, have students summarize their lab procedure and findings. You may wish to have younger students provide an illustrated report.



## Activity 3: The Power to Pollinate

**Time:** 20 minutes

**Objective:** Students will identify the reproductive parts of a flower and reproduce a model of pollen production.

### Standards Addressed:

*Next Generation Science Standards, Disciplinary Core Ideas:*  
 LS1.A: Structure and Function, LS1.B: Growth and Development of Organisms

### Materials

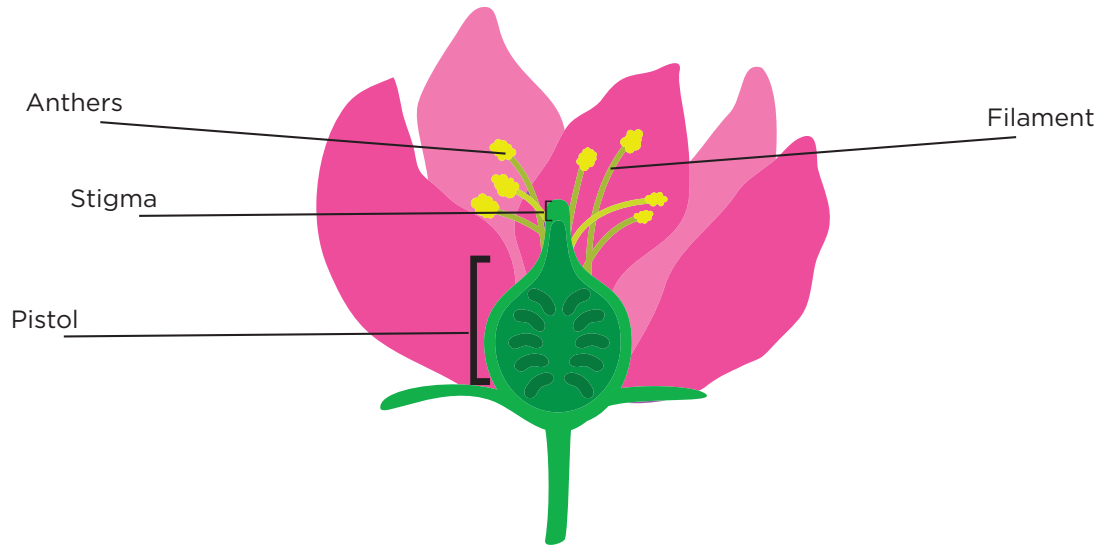
- Coffee filter (1 per student)
- Crayons, markers, colored pencils, etc.
- Q-tips, cut in half (2 halves per student)
- Pipe cleaner (1 per student)
- Cornmeal or yellow colored sugar in small bowls or bags
- Paper straws (1 per student)
- Brass brads or small pom-poms (1 per student)
- Glue or glue sticks
- Optional: Real flower



### Directions

- Give each student a coffee filter and allow students to color it. This will be the petals for their flower.
- Introduce the concept of self-pollination to students by showing the diagram provided or by showing a real flower.
  - We often notice the colorful petals, but there are other important parts to a flower.
  - Some plants, like pea plants, are able to self-pollinate. Pollen moves from the anther to the stigma in the same flower. The pollen then moves into the ovary where seeds for new plants are created.
- Give each student the two halves of the Q-tip. Have students cover the end of each Q-tip with glue and dip in cornmeal, simulating pollen.
- Explain that the Q-tips represent the anther, which creates pollen.
- Have students carefully poke their straw through the center of their coffee filter so that it sticks out about 1 inch. This will represent the pistil. Attach the brad or pom-pom with glue on top of the straw to represent the stigma.
- Place the cut ends of the Q-tips through the holes as well, so that the Q-tips are adjacent to the straw.
- Fold up the coffee filter petals and fix tightly to the straw with a pipe cleaner to create a flower.
- Enrichment activity: Have students dissect a common flower and identify reproductive parts (stigma, anther, ovary and sepals). Using the dissected flower, have students create pressed-flower art by placing the flower between two sheets of wax paper in or under a book. Students can then label the parts of the pressed / dried flowers.

# Worksheet Activity 3: Building a Pea Flower





## Activity 4: Thomas Jefferson and Gardening

**Time:** 20–30 minutes

**Objectives:** Students will learn more about the history of Thomas Jefferson, as well as work on recalling information from a text.

**Standards:**

CCSS.ELA – Literacy.RI.2.4

CCSS.ELA – Literacy.RI.3.4

CCSS.ELA – Literacy. RI.4.4

CCSS.ELA-LITERACY.SL.2.2

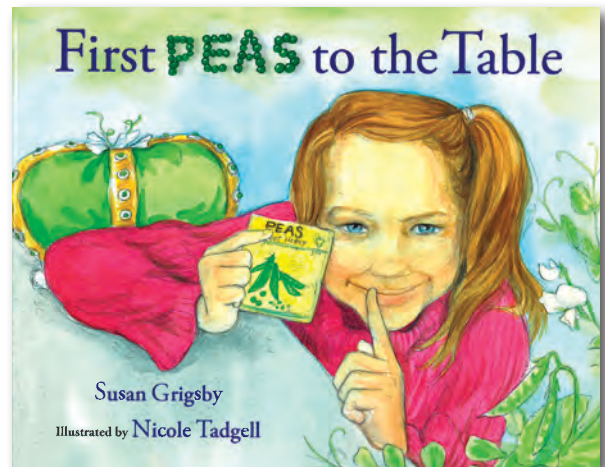
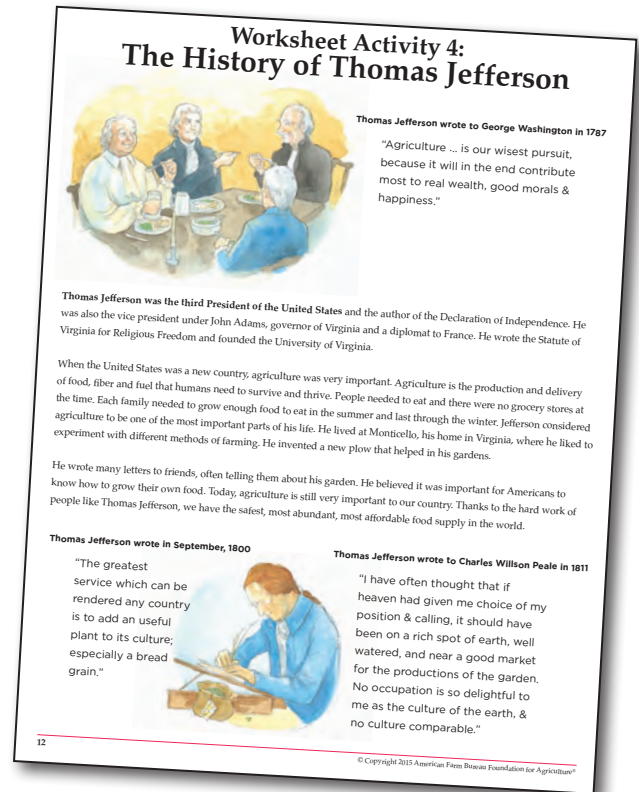
CCSS.ELA-LITERACY.SL.3.2

**Materials:**

- Copies of “The History of Thomas Jefferson” Handout
- Copy of “First Peas to the Table” afterword
- Copies of Activity 4 Worksheet

**Directions:**

Read The History of Thomas Jefferson and review the afterword at the end of the story in the book. After discussing Thomas Jefferson and his ideas on agriculture, hand out Activity 4. Students will fill in the blank for each statement, using the word bank provided.



# Worksheet Activity 4: The History of Thomas Jefferson



**Thomas Jefferson wrote to George Washington in 1787**

“Agriculture ... is our wisest pursuit, because it will in the end contribute most to real wealth, good morals & happiness.”

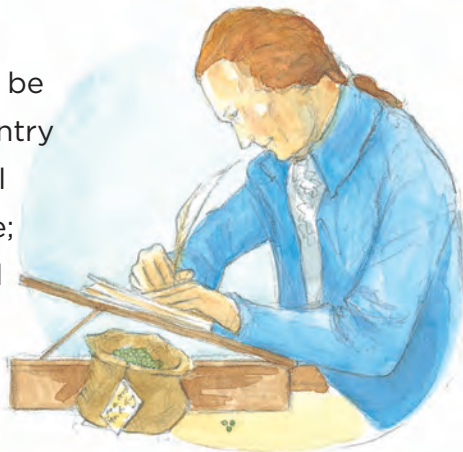
**Thomas Jefferson was the third President of the United States** and the author of the Declaration of Independence. He was also the vice president under John Adams, governor of Virginia and a diplomat to France. He wrote the Statute of Virginia for Religious Freedom and founded the University of Virginia.

When the United States was a new country, agriculture was very important. Agriculture is the production and delivery of food, fiber and fuel that humans need to survive and thrive. People needed to eat and there were no grocery stores at the time. Each family needed to grow enough food to eat in the summer and last through the winter. Jefferson considered agriculture to be one of the most important parts of his life. He lived at Monticello, his home in Virginia, where he liked to experiment with different methods of farming. He invented a new plow that helped in his gardens.

He wrote many letters to friends, often telling them about his garden. He believed it was important for Americans to know how to grow their own food. Today, agriculture is still very important to our country. Thanks to the hard work of people like Thomas Jefferson, we have the safest, most abundant, most affordable food supply in the world.

**Thomas Jefferson wrote in September, 1800**

“The greatest service which can be rendered any country is to add an useful plant to its culture; especially a bread grain.”



**Thomas Jefferson wrote to Charles Willson Peale in 1811**

“I have often thought that if heaven had given me choice of my position & calling, it should have been on a rich spot of earth, well watered, and near a good market for the productions of the garden. No occupation is so delightful to me as the culture of the earth, & no culture comparable.”

# Worksheet Activity 4: All About Jefferson

**Directions:** Fill in the blanks to complete the sentences. Use the word bank and then complete the word search.

1. Thomas Jefferson was the \_\_\_\_\_ President of the United States.
2. Jefferson named his plantation house in Virginia \_\_\_\_\_.
3. The United States doubled in size when Jefferson made the \_\_\_\_\_ Purchase in 1803.
4. Jefferson invented an improved garden \_\_\_\_\_.
5. Thomas Jefferson called agriculture the \_\_\_\_\_ of all the sciences.
6. Jefferson is on which U.S. coin? \_\_\_\_\_
7. Jefferson's Garden Book was like a \_\_\_\_\_.
8. Healthy \_\_\_\_\_ is important for healthy plants, according to Thomas Jefferson.
9. A \_\_\_\_\_ supports plants to keep them out of mud and in sunshine.
10. Mr. Jefferson usually \_\_\_\_\_ the first peas contest to his neighbor.

## WORD BANK

diary  
plow  
Monticello  
lost  
nickel  
Louisiana  
crown  
third  
trellis  
soil

## WORD SEARCH

J T A G Y W V Q T T T T Q Y J F W U  
 B J B Z W L W S C A C W F W B H R F  
 M R B F C L U H O N X T Z G S L I L  
 Y L O S T M O N T I C E L L O Z V O  
 C L G A W Q O U M B L Q Z H U U T A  
 Y N I C K E L P I T R E L L I S W U  
 W D H D J O F L J S T L A Y X U N I  
 L F I Y Y Z A O F X I H W S L S N X  
 K B Z A X H W W U E J A I I O C W X  
 S I J L R P J F R J Q Z N R P Y Z A  
 N T K W I Y C R O W N V S A D O M C  
 J P P H O Z W M L A C F P J L Z Q L





## Activity 5: A Modern Pea Farmer

**Time:** 30–60 minutes (if bonus activities are completed)

**Objectives:** Students will understand more about modern farming. They will also recall details from the text in order to practice descriptive and/or letter-writing skills.

### Standards:

CCSS.ELA-LITERACY.W.2.1

CCSS.ELA-LITERACY.W.2.2

CCSS.ELA-LITERACY.W.2.8

CCSS.ELA-LITERACY.W.3.1

CCSS.ELA-LITERACY.W.3.1.A

CCSS.ELA-LITERACY.W.3.4

CCSS.ELA-LITERACY.W.4.1

CCSS.ELA-LITERACY.W.4.1.A

CCSS.ELA-LITERACY.W.4.4

CCSS.ELA-LITERACY.SL.2.2

CCSS.ELA-LITERACY.SL.3.2

### Materials:

- Lined paper
- Pencils/pens
- Copies of “A Pea Farmer’s Story”
- Optional: Colored paper, markers, crayons and other craft materials
- Copy of the letter template if needed

### Directions:

Briefly discuss farming in the past and present. Ask students what they think a farmer might have looked like in the past. You might have them talk to a partner, answer out loud or journal their answers. Show historical pictures of farmers provided on page 16. Then ask students what they think a farmer might look like today. Again, students could discuss with a partner, answer out loud or journal. Then show pictures of modern farmers on page 17. Discuss how modern farm technology has helped improve agriculture. Review the information in Part 1 about Modern Pea Farming.

Read “A Pea Farmer’s Story.” You can read the story out loud or make copies and ask students to take turns read-

ing a paragraph at a time. Briefly discuss the work of a farmer who raises crops for food. Review the story and answer the following questions together.

1. Where is Tom Harper’s farm located? (*Dorchester, Maryland*)
2. Why does Tom like farming? (*He likes working with his family; he gets to plant seeds and watch them grow*)
3. Why does Tom like peas? (*Peas are the first crop his family would plant*)
4. Is farming easy work? Why or why not? (*No, because the days can be very long, there are government regulations, and mother nature can be unpredictable*)
5. What is a good way to learn about farming? (*Find a farmer to teach you, or make a garden*)

### ACTIVITY 5: Pea Farmer Essays (grades 3–4)

Directions: Complete this activity after reading “A Pea Farmer’s Story.” Prompt students to think about a favorite family food. This food should be something that is special to them, that others may not know. For example, it could be something for a birthday celebration or a special dish that is only made at Thanksgiving. Ask students to share one of their family’s favorite foods by writing about it in four to five sentences. If time allows, ask for volunteers to share their essays with the class.

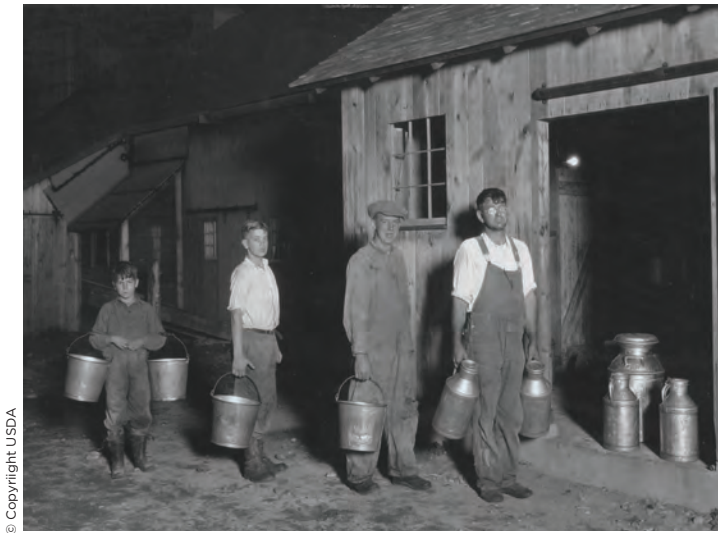
### OPTIONAL ACTIVITY: Tell a farmer or rancher “Thanks!”

Directions: After reading “A Pea Farmer’s Story,” discuss ways to thank people who help us. If we cannot thank someone in person, we can write a thank you letter. Briefly discuss the parts of a letter, including the heading, greeting, body, closing and signature. (A blank letter form is included for student use.) Remind students that they should use their school address for the heading, today’s date, the name of the farmer (if known) and ONLY their first name in the signature. (This is for privacy reasons.) They may also want to add a drawing at the bottom of the letter.

Younger students may prefer to draw a thank-you picture or card. The letters may then be sent to a farmer in your area. They may also be sent to the American Farm Bureau Foundation for Agriculture, which will forward the letters to real farmers! Send the letters and pictures to:

American Farm Bureau Foundation for Agriculture  
600 Maryland Avenue SW,  
Suite 1000W  
Washington, DC 20024

# Worksheet Activity 5: Historical Pictures of Agriculture



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# Worksheet Activity 4: Today's Agriculture



# Worksheet Activity 5: A Pea Farmer's Story

Spring's warm breeze slowly pushes out the harshness of winter as Tom Harper walks the short distance from his home to his office. Tom's office is special. There are no walls, no desks and no stacks of paper. Instead, there are seeds, tractors and irrigation systems. Tom Harper is a farmer.

Tom Harper's farm, A.N. Harper and Son in Dorchester, Maryland, is a fourth-generation farm. This means that Tom's great-great-grandparents started the farm. "Farming has been in my blood ever since I was born," Tom said. On his farm, Tom gets to continue to work with this family, and he thinks that is the best part about farming. His wife helps with a greenhouse business, and his son helps him in the fields. "I have been able to be with my father on the farm. He is 84 years old and still working on the farm every day. It is a great experience to be with your family all your life." Tom also loves being able to plant a seed and watch it grow. "This is hard work sometimes, but it is very rewarding. You can watch something you plant grow from scratch, and in a few weeks it will turn into something someone can eat."

It's early April, and the last freeze of winter has come and gone. This means one thing: It's time to plant peas. "First we till the ground and plant spring peas. Then they will grow for about six weeks. After we harvest the peas, we will put in another vegetable or small grain. This allows us to have two crops in one growing season."

Peas hold a special place in Tom's heart. "Peas were the first crop we would plant. My grandmother would look forward to when the peas were ready because in the winter we ate canned peas. Fresh peas right out of the shell are really good, and she would look forward to enjoying them. We would all get together and shell fresh peas by hand. Then she would make the most delicious peas and dumplings! That was the highlight of the season—taking the very first vegetable of the year and being able to enjoy it with my family."

While Tom does love being a farmer, it is hard work. Tom's day starts at 7:00 a.m. and some days doesn't end until 12:30 a.m. the next day. "Farming is not your typical 9-to-5 deal at all," Tom says. Other challenges farmers face are government regulations and good old mother nature. "Crops need water, and if it doesn't rain, we still have to water them every few days," Tom says.

Do you want to be a farmer? Tom thinks working hard in school is important. However, Tom's grandfather always said, "Experience is the best teacher, but the tuition is high." Tom means getting hands-on experience, while hard work, is the best way to learn about farming. To learn more about farming, find someone who can teach you like his father taught him. You can try gardening to start! Tom says, "Any kids who plant their own garden, watch it grow and harvest it themselves will feel the real satisfaction of farming."

Finally, Tom added that his grandfather would always say: "A farmer is usually outstanding in his field, and if you look for him, that is usually where he is." That's where Tom is, standing in his field working hard with his family to grow some of the vegetables we love to eat with our families.

# Worksheet Activity 5: A Friendly Letter Template

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Date

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Address

---

---

Salutation

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Closing

---

Signature



## Activity 6A: Why Are There So Many Different Seed Packets?

**Time:** 30–60 minutes

**Objectives:** Students will learn how to read and understand important information from a seed packet. They will use creative writing skills to create their own.

### Standards:

CCSS.ELA – Literacy.RL.2.7

CCSS.ELA-LITERACY.RI.2.7

CCSS.ELA-LITERACY.RI.3.7

CCSS.ELA-LITERACY.RI.4.7

CCSS.ELA-LITERACY.SL.2.2

CCSS.ELA-LITERACY.SL.3.2

### Materials:

- Pea seed packets for examples/inspiration
- Pens, markers, colored pencils
- Copies of Activity 6A and 6B

### Directions:

Ask the class “Why are there so many different varieties of seeds? What information is found on a seed packet? The back of a seed packet has important information to help the gardener decide which seeds to buy. You can find the following facts on most packages of seeds.

- Zone map of the United States (For more information about your specific hardiness zone, visit <http://www.planthardiness.ars.usda.gov/>)
- Planting time
- Plant height
- Plant yield (how many peas per pod, etc.)

- Sun requirements
- Watering needs
- Planting directions, which include:
  - Depth to plant seeds
  - Spacing of seeds in the row
  - Spacing of rows
- Days until harvest

Look at the sample seed packet for Activity 6 on Activity 6A and other samples brought in. After reviewing the information shown, students may answer the questions about the seed packet in Activity 6A.

After finishing the Activity 6A worksheet, complete the art project that follows.

## Activity 6B: Design a Seed Packet

### Directions:

Discuss how in Maya’s classroom the students were given 10 different varieties of pea seeds. They had names like “Emerald Treasures,” “Pearls in a Pod,” and “Sweet Victory Peas.”

Have students design a seed packet for a new variety of peas. Have them think about: Why will your peas be better than another kind? What important information should you have on the packet?

### Additional Reading:

“Thomas Jefferson Grows a Nation,” by Peggy Thomas

# Worksheet Activity 6A: Why Are There So Many Different Seed Packets?

This variety is noted for its medium deep green, very tender, ribbed pods. Produces abundant crops with regular picking. A Cajun cooking favorite.

<i>Days to Germinate</i>	<i>Depth To Sow</i>	<i>Seed Spacing</i>	<i>Row Spacing</i>	<i>Days to Harvest</i>
7-14	1 in.	1 in.	3 ft.	55-60

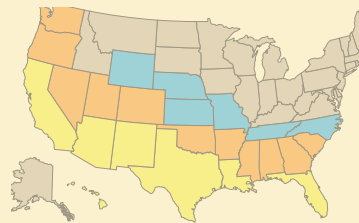
**Sow** in sunny location, after danger of spring frost.

**Thin** seedlings when they are 2-3 inches in height, with the final spacing of plants 12 inches apart.

**Garden Hints:** Pick pods when young and tender

### *Outdoor Planting Dates*

Zone 1	April-May
Zone 2	March-April
Zone 3	February-March
Zone 4	January-March



## Questions:

What zone do you live in? \_\_\_\_\_

How many days will it take the seed to germinate? \_\_\_\_\_

How deep should the seeds be planted? \_\_\_\_\_

How early can peas be planted in your state? \_\_\_\_\_

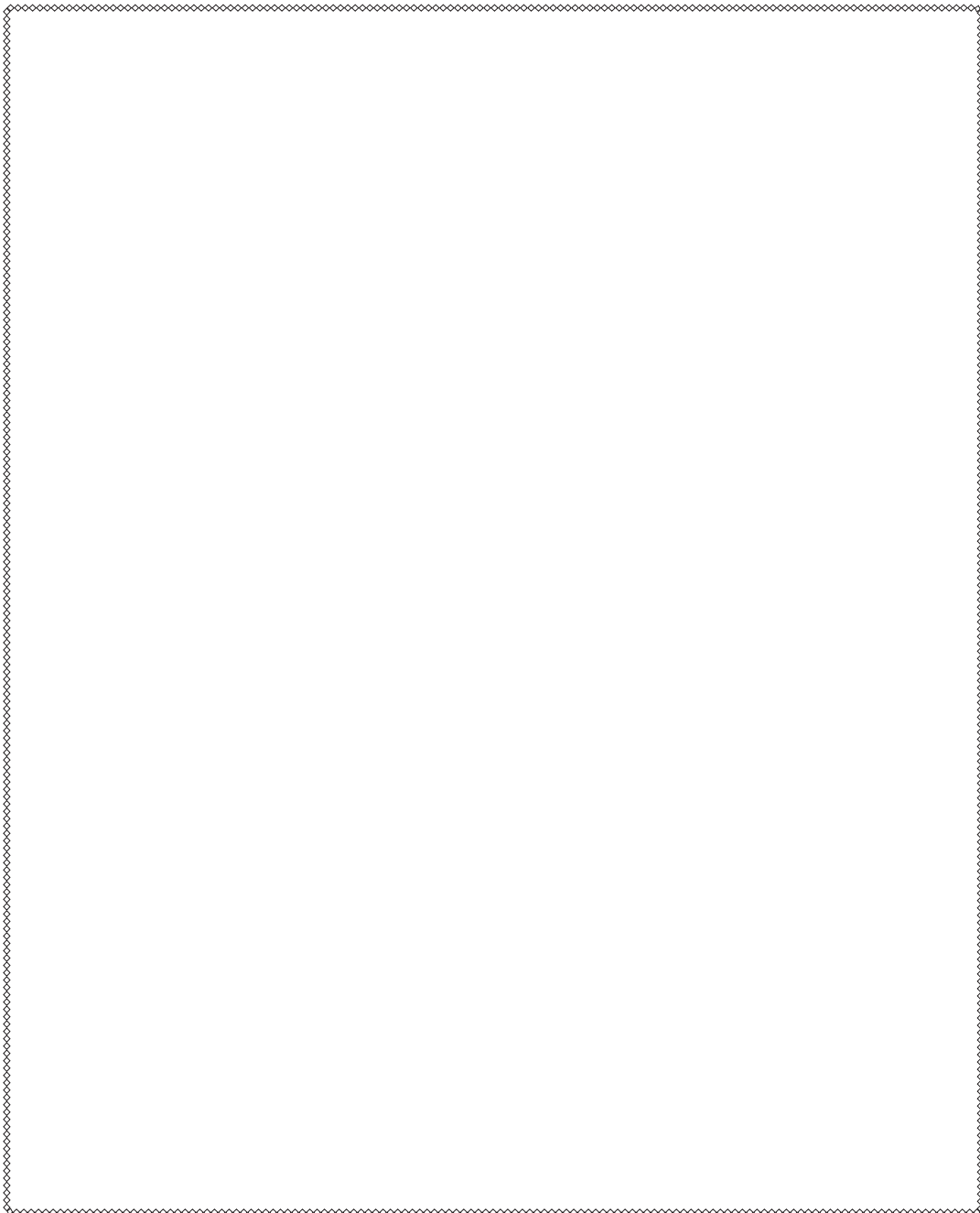
How soon will the peas be ready for harvesting? \_\_\_\_\_

# Worksheet Activity 6B: Design Your Own Seed Packet!

**Directions:** Draw your own seed packet (front and back). Include a creative name for your seeds and decorate it so people will want to buy your seeds.

Name: \_\_\_\_\_

FRONT OF SEED PACKET DESIGN



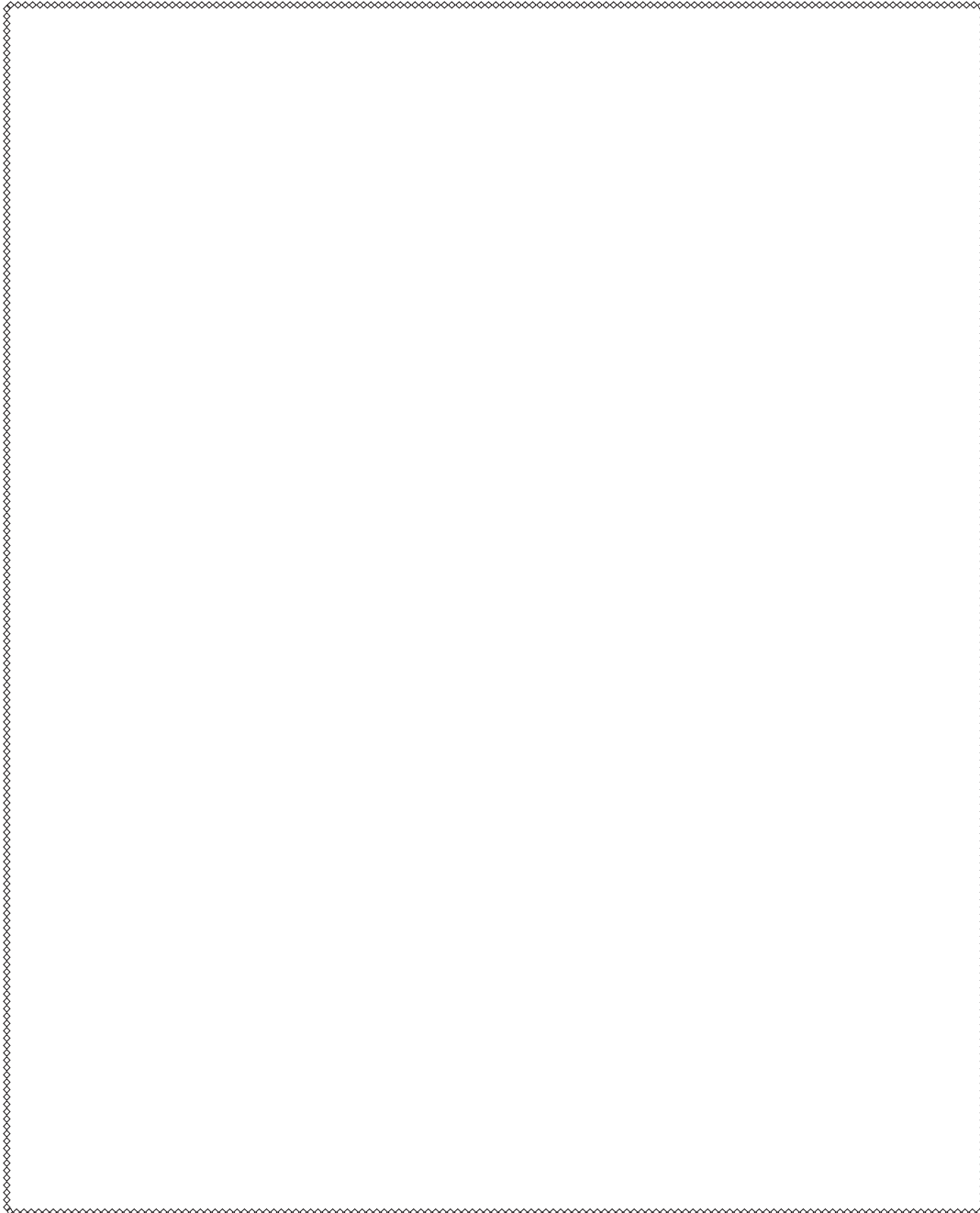


# Worksheet Activity 6B: (con't) Design Your Own Seed Packet!

Be sure to include the important information on the back of your seed packet.

Name: \_\_\_\_\_

BACK OF SEED PACKET DESIGN





## Endnotes

<sup>1</sup>Growing Peas with Kids in the Garden. (2015) The Educator's Spin On It, Parenting with Purpose. Retrieved September 3, 2015, from <http://www.theeducatorsspinonit.com/2012/03/our-spin-on-growing-peas.html>.

<sup>2</sup>Bosin, K. (n.d.). 7 Tips for Growing Peas Indoors | DoItYourself.com. Retrieved September 3, 2015, from <http://www.doityourself.com/stry/7-tips-for-growing-peas-indoors>

<sup>3</sup>Peas. (n.d.). Retrieved September 3, 2015, from <http://www.almanac.com/plant/peas>

<sup>4</sup><http://www.burpee.com/vegetables/peas/all-about-peas-article10250.html>

<sup>5</sup>Peas. (n.d.). Retrieved September 3, 2015, from <http://www.almanac.com/plant/peas>

<sup>6</sup>Bosin, K. (n.d.). 7 Tips for Growing Peas Indoors | DoItYourself.com. Retrieved September 3, 2015, from <http://www.doityourself.com/stry/7-tips-for-growing-peas-indoors>

<sup>7</sup>Bosin, K. (n.d.). 7 Tips for Growing Peas Indoors | DoItYourself.com. Retrieved September 3, 2015, from <http://www.doityourself.com/stry/7-tips-for-growing-peas-indoors>

<sup>8</sup>What is the difference between Sugar Snap Peas, Snow Peas, and Shelled Garden Peas? (n.d.). Retrieved September 3, 2015, from <http://huskfoods.com/what-is-the-difference-between-sugar-snap-peas-snow-peas-and-shelled-garden-peas/>

<sup>9</sup>Crop Production Summary 2014. (2015). Retrieved September 3, 2015, from [http://usda.mannlib.cornell.edu/usda/current/Crop-ProdSu/CropProdSu-01-12-2015\\_revision.pdf](http://usda.mannlib.cornell.edu/usda/current/Crop-ProdSu/CropProdSu-01-12-2015_revision.pdf)

<sup>10</sup>Peas. (n.d.). Retrieved September 3, 2015, from <http://extension.illinois.edu/veggies/peas.cfm>

<sup>11</sup>All About Peas. (n.d.). Retrieved September 3, 2015, from <http://www.burpee.com/vegetables/peas/all-about-peas-article10250.html>

<sup>12</sup>What Is a Pulse? (n.d.). Retrieved September 3, 2015, from <http://www.pulsecanada.com/about-us/what-is-a-pulse>

<sup>13</sup>Household USDA Foods Fact Sheet. (2012, October 1). Retrieved September 3, 2015, from [http://www.fns.usda.gov/sites/default/files/HHFS\\_GREEN-PEAS\\_100314Oct2012.pdf](http://www.fns.usda.gov/sites/default/files/HHFS_GREEN-PEAS_100314Oct2012.pdf)



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## Lesson Extenders:



### Let's Make Something Tasty!

- Playing Time: 7-10 minutes
- Grades: 3-5
- Curriculum Areas: Health, Language Arts
- Ag Themes: Farmers feed the world



### That's Life

- Playing Time: 7-10 minutes
- Grades: 3-5
- Curriculum Areas: Science
- Ag Themes: Farmers feed the world, Agriculture is everywhere



### Farmers Market Challenge

- Playing Time: 7-10 minutes
- Grades: K-5
- Curriculum Areas: Math
- Ag Themes: Farmers feed the world



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