



# The Book Planter



## Ag in the Classroom

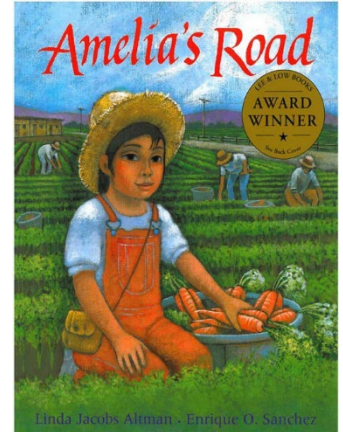
Post Office Box 27766 | Raleigh, NC 27611 | (919) 782-1705  
ncagintheclassroom.com

June 2021: *Amelia's Road*

Written by: Linda Jacobs Altman

Illustrated by: Enrique O. Sanchez

Amelia Luisa Martinez hates roads. *Los caminos*, the roads, take her migrant worker family to fields where they labor all day, to schools where no one knows Amelia's name, and to bleak cabins that are not homes. She longs for the day when she does not need to move again, and can live in a tidy white house with a fine shade tree. One day, Amelia discovers an "accidental road." At its end, she finds an amazing old tree. Its stately sense of permanence inspires her to put her own roots down in a special way—by placing her favorite things in a box and burying it next to the tree, so she will always have a place to go back to.<sup>1</sup>



### North Carolina Ag Facts

- Around 80,000 seasonal and migrant farmworkers were in North Carolina in 2017. 50,000 of them were migrant workers.<sup>3</sup>
- Sampson and Duplin counties house the largest amount of seasonal and migrant workers, around 12,000.<sup>3</sup>
- Major North Carolina crops requiring hand labor include: tobacco, Christmas trees, sweetpotatoes, cucumbers, apples, bell peppers, and other fruits and vegetables. Many farmworkers also work in greenhouses and nurseries.<sup>4</sup>

### Background<sup>1</sup>

There are between three million and five million migrant workers in America. They move from one harvest to another and do not have stable homes. Many of the migrant workers come from different parts of the world, such as Mexico, South America, or the Caribbean, but many are American citizens, born in the United States.

There are three "migrant streams" in the United States: the western stream begins at the Mexican border and works its way north to the Canadian border. Mexicans and Mexican Americans are predominating in this stream. The central stream begins in south Texas, where crews of workers proceed north to the Midwestern harvests; again, Mexicans and Mexican Americans predominately. The eastern stream works north from Florida into New England. Here, African Americans and Caribbean islanders predominate.

Some of the male workers travel by themselves and return to their families after the harvest. Others travel with their families. Out of necessity, even their children work in the fields.

## Before Reading<sup>1</sup>

### Pre-reading Focus Questions

Before students read the story, have them answer one or all of the following questions as a motivation for reading.

1. *Amelia's Road* is about a young girl who lives in a family that travels around the country harvesting crops. The family rarely spends more than six weeks in one place. Would you like to live such a life? What would you dislike about moving from place to place all the time? Is there anything you would like about it?
2. Amelia has a special place. Do you have a special place where you feel as though you belong? What is it like? Why is it special to you?

### Vocabulary

1. Before students read the story, have pairs of students search through the text for interesting or unfamiliar words. Have student volunteers write the words on the board. Discuss with students the possible meaning of each unfamiliar word.
2. You might want to work with students to brainstorm a list of words that pertain to migrant farm workers. As you elicit students' prior knowledge, incorporate some of the vocabulary from the text, such as ***shanties, labor camps, harvest, and crops***.
3. Utilize the story as the basis for a lesson on compound words. Have students make a list of the compound words they encounter as they read (or reread) the text. After reading, they might compare their lists with those of other students. The story includes the following compound words: ***shortcut, cartwheels, highway, birthday, footpath, sunstruck, nowhere, someplace, nobody, everybody, anywhere, inside*** and ***someday***.

## During Reading<sup>1</sup>

### Reader's Response Journals

To promote active reading, you might wish to have student's keep a reader's response journal as they read the story. The journal will help students to personalize what they are reading. Tell students to write their reactions to the people and events in the story.

Have them keep these questions in mind as they read:

- Do you feel sorry for Amelia? Why or why not?
- Why do you think Amelia is happy that everyone in her class knows her name?
- How would you feel if you were Amelia?
- What part of the story did you like best? Why?

## After Reading<sup>1</sup>

### Writing Activities

Brainstorm writing ideas with a small group of students who have read the story. List their suggestions on a large sheet of paper. Encourage students to come up with ideas such as the following:

1. Pretend you are Amelia. You have gone with your family to a new harvest and you are in a new school. Write a letter to Mrs. Ramos, telling her about the new school.

2. Write a poem about a place that is special to you.
3. Imagine that you are Amelia's pen pal. Write a letter to her, telling what you like—or dislike—about your school.
4. Have students create a Venn diagram comparing and contrasting their everyday lives with Amelia's life.

### **Cooperative Learning**

1. Divide the students who have read *Amelia's Road* into groups of four. Remind students that children like Amelia often do not spend more than a month or two at a new school before they move to the next harvest with their families. For this reason, they are always the "new" student in a class.
2. Use the Roundtable structure to have students generate ideas for making such a student feel at home right away in a new classroom. In Roundtable, students in a group take turns adding information to the group's response to a prompt. Each student writes in turn, and the students work until all of their ideas have been recorded.
3. Tell students to think of ways to let the new student know everyone's name (in addition to using nametags). Have students think of ideas for helping the new student learn the material that the class has already covered. Ask them to think of a parting gift for such a student that would help the child remember the school.
4. Hand each group of students a large sheet of paper with the column headings LEARNING NAMES, LEARNING SCHOOLWORK, and GOING-AWAY GIFT printed at the top. Tell students to pass the paper around the group, allowing each student to contribute their ideas in each column. To be sure that all students have contributed, you might want students to use pencils or different colors or to initial their work.
5. When the groups have had sufficient time to complete the exercise, ask them to share their charts with the other groups. They can combine charts to create a class booklet on welcoming new students to the school.

### **Activity 1: Social Studies Connection - Cesar Chavez<sup>2</sup>**

1. Introduction: Ask students, "Have you ever been part of an organized group that successfully achieved a goal? What was the key to your group's success?"
2. Introduce Cesar Chavez. A migrant farmer himself while still a boy, Cesar Chavez became a leader of agricultural workers in the western United States. Through his organizational efforts, poor farm laborers were able to sustainably improve their wages and working conditions.
3. Give each student a copy of the *Cesar Chavez Graphic Organizer* (in **Links** section). Show the Cesar Chavez video (in **Links** section).
4. Discuss the following after viewing the video:
  - a. How do you think Chavez's background helped him to emerge as the leader of the migrant farm workers' movement?
  - b. What were some of the strategies used by Chavez as he led the migrant farm workers' movement?

- c. At several points in his career, Chavez went on prolonged hunger strikes—one lasted 36 days. Why do you think he did this? Does this seem like an effective technique.
- d. Compare Chavez to Dr. Martin Luther King, Jr. How were they similar and different?

### **Activity 2: Math Connections – Distances**

1. Migrant farm workers pick fruits and vegetables from New York to Florida. Using a map and map legend of the United States, ask students to calculate how many miles a migrant worker family travels in a typical year as they move up and down the coast.<sup>1</sup>
2. A twist on this activity: Allow students to research top commodities in the eastern states, and create the stops that a migrant family would make. Be sure they include the months/times the family spends in each location (for example, strawberry season in North Carolina lasts 2 months between May and June; apple season in the North Carolina mountains is between late August and early October). Then, allow them to calculate the distance the family would travel for a full calendar year.

### **Activity 3: Math Connections – A Bushel and a Peck<sup>1</sup>**

Fruit is generally packaged and sold according to its dry weight. Have students use the following table of dry measurements to make up word problems for the class.

- a. 2 pints = 1 quart
- b. 8 quarts = 1 peck
- c. 4 pecks = 1 bushel

(Examples: There are five people in Amelia's family. How many pecks of apples would each member have to pick in order to have 5 bushels? If Amelia picks 2 pints of strawberries every hour, how many hours will she have to work to pick 3 quarts?)

### **Activity 4: Mapping<sup>1</sup>**

Have students draw a map showing the places in the story. Ask them to illustrate the map and label the places shown. The maps should include: the labor cap (with Amelia's cabin indicated), the apple orchard, school, the accidental road, and the tree.

### **Links**

- *Cesar Chavez Graphic Organizer*  
[https://d43fweuh3sg51.cloudfront.net/media/media\\_files/6acdefff-79fa-44dc-b995-75dc66c5e926/a75b19c1-8c11-48e5-9921-53db00c53ef0.pdf](https://d43fweuh3sg51.cloudfront.net/media/media_files/6acdefff-79fa-44dc-b995-75dc66c5e926/a75b19c1-8c11-48e5-9921-53db00c53ef0.pdf)
- Cesar Chavez video  
<https://unctv.pbslearningmedia.org/resource/americon-vid-cesar-chavez/video/>

### **Sources**

1. <https://www.leeandlow.com/images/pdfs/amelia.pdf>

2. <https://unctv.pbslearningmedia.org/resource/americon-lp-cesar-chavez/lesson-plan/>
3. <https://www.northcarolinahealthnews.org/2020/03/13/for-migrant-workers-in-nc-coronavirus-may-be-hard-to-avoid/>
4. <https://saf-unite.org/content/facts-about-north-carolina-farmworkers>

## **K-5 Subject Areas**

Reading, Writing, Speaking and Listening, Math, and Social Studies

### **NC Standard Course of Study**

#### **Reading**

- **RL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RL.1.1** Ask and answer questions about key details in a text.
- **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### **Writing**

- **W.K.5** Participate in shared investigation of grade appropriate topics and writing projects.
- **W.K.6** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

- **W.1.6** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.2.6** Recall information from experiences or gather information from provided sources to answer a question.
- **W.3.6** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic
- **W.5.5** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

### Speaking and Listening

- **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.K.4** Speak audibly and express thoughts, feelings, and ideas clearly.
- **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.4** Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
- **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

### Math

- **NC.K.OA.2** Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving.
- **NC.K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
- **NC.1.OA.1** Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving.
- **NC.2.OA.1** Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving.
- **NC.3.OA.3** Represent, interpret, and solve one-step problems involving multiplication and division.
- **NC.3.MD.2** Solve problems involving customary measurement.
- **NC.4.MD.2** Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two column tables, and length models.

- **NC.5.MD.5** Relate volume to the operations of multiplication and addition

#### **Social Studies**

- **K.H.1** Understand change over time.
- **K.G.1** Use geographic representations and terms to describe surroundings.
- **K.G.2** Understand the interaction between humans and the environment.
- **K.E.1** Understand basic economic concepts.
- **K.C.1** Understand how individuals are similar and different.
- **1.H.1** Understand that history tells a story of how people and events changed society over time.
- **1.G.1** Use geographic representations, terms and technologies to process information from a spatial perspective.
- **1.G.2** Understand how humans and the environment interact within the local community.
- **1.E.1** Understand basic economic concepts.
- **1.C.1** Understand the diversity of people in the local community
- **2.H.1** Understand how various sources provide information about the past.
- **2.G.1** Use geographic representations, terms and technology to process information from a spatial perspective.
- **2.G.2** Understand the effects of humans interacting with their environment.
- **2.E.1** Understand basic economic concepts.
- **2.C.1** Understand how various cultures influence communities.
- **3.H.1** Understand how events, individuals and ideas have influenced the history of local and regional communities.
- **3.H.2** Use historical thinking skills to understand the context of events, people and places.
- **3.G.1** Understand the earth's patterns by using the 5 themes of geography: (location, place, humanenvironment interaction, movement and regions).
- **3.C&G.2** Understand how citizens participate in their communities.
- **3.C.1** Understand how diverse cultures are visible in local and regional communities.
- **5.G.1** Understand how human activity has and continues to shape the United States.
- **5.C.1** Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

## Iconic American Video Notesheet

Cesar Chavez (1927-1993)

As you watch the video, fill in the graphic organizer below:

Strategies	Successes

Why do you think Cesar Chavez is considered an American Icon?