



The Book Planter



Ag in the Classroom

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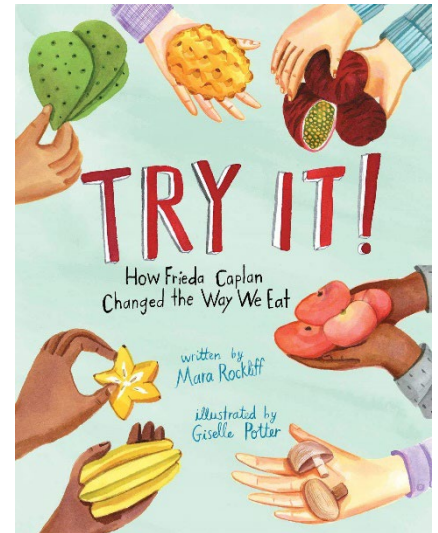
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Try It! How Frieda Caplan Changed the Way We Eat

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In 1956, Frieda Caplan started working at her local farmer's market. Instead of competing with others by selling apples, potatoes, and tomatoes, Frieda wanted to try something new. Starting with mushrooms, Frieda began introducing fresh and unusual foods to her customers—snap peas, seedless watermelon, mangos, and more! This groundbreaking woman brought a whole world of delicious foods to the United States, forever changing the way we eat. Frieda Caplan was always willing to try something new—are *you*?



Did You Know?¹

- Of all the fruits and vegetables Frieda Caplan made popular, the most famous was the kiwifruit.
- Frieda lived a long life. She was 96 years old when she died in 2020.
- When Frieda started selling produce, the average supermarket carried about 65 kinds of fruits and vegetables. Now shoppers can find 700-800, many of them introduced by Frieda.
- Frieda was the first woman in the United States to own and operate a wholesale produce business.

Vocabulary²

agribusiness: the business of agricultural production; the range of businesses related to producing, processing, and distributing agricultural products

cargo: goods carried on a ship, plane, or vehicle

commodity: a primary agricultural product that can be bought and sold

consumer: a person who buys and uses goods and services

consumption: using something; how much of something has been used

distribution: the action or process of supplying goods to stores and other businesses that sell to consumers

export: to send goods or materials to another country

import: to receive goods or materials from another country

insulate: to separate from conducting bodies by means of nonconductors to prevent transfer of electricity, heat, or sound

perishable: likely to spoil or decay

processing: in agriculture, the alteration or modification, for the purpose of storage, transport, or sale, of an agricultural product

producer: a person or company that makes, grows, or supplies goods or services

production: the action of making, manufacturing, or growing from components or raw materials; in agriculture, this is the process of growing seed to corn or raising calf to cow often referred to as agricultural production or food production

reefer: refrigerated shipping container for transporting perishables, having its own stand-alone cooling system

shelf-stable: not likely to spoil or decay

supply chain: the sequence of processes involved in the production and distribution of a commodity

transportation: the movement of people or goods from one place to another

Student Engagement – Interest Approach²

1. Show the class a [read aloud video](#) of *Pickles to Pittsburgh* by Judi Barrett.
2. As a class, discuss the differences between fiction and non-fiction books. Ask the students, “What type of book is *Pickles to Pittsburgh*?” (fiction)
3. Ask the students to identify the different modes of transportation the Falling Food Company used to ship the food around the world.
4. Discuss the idea that, even though this book is fictional, some of these same modes of transportation are used in real life to get agricultural products from producers to consumers.
5. Next, read *Try It! How Frieda Caplan Changed the Way We Eat* aloud to the students. Tell students to write down all of the fruits and vegetables mentioned in the book. After reading, ask students to call out the fruits and vegetables they wrote down. Write the fruits and vegetables on the board.

a. Apple	r. Dragon Fruit
b. Banana	s. Buddha’s Hand
c. Potato	t. Mangosteen
d. Tomato	u. Fresh Lychee
e. Mushroom	v. Baby Corn
f. Kiwifruit	w. Quince
g. Jicama	x. Purple Potatoes
h. Blood Orange	y. Nopale
i. Sugar Snap Pea	z. Passion Fruit
j. Cherimoya	aa. Star Fruit
k. Champagne Grape	bb. Donut Peach
l. Asian Pear	cc. Durian
m. Black Radish	dd. Green Cauliflower
n. Seedless Watermelon	ee. Yellow Tomato
o. Red Bananas	ff. Purple Asparagus
p. Kiwano (horned melon)	gg. Spaghetti Squash
q. Habanero Pepper	
6. Let students take turns coming up to the board to put a check mark by the fruits and vegetables they have eaten.
7. Ask students, “Which fruits and vegetables have you seen at the grocery store?” Most students have probably seen some of these fruits and vegetables before, but might not have known the names.

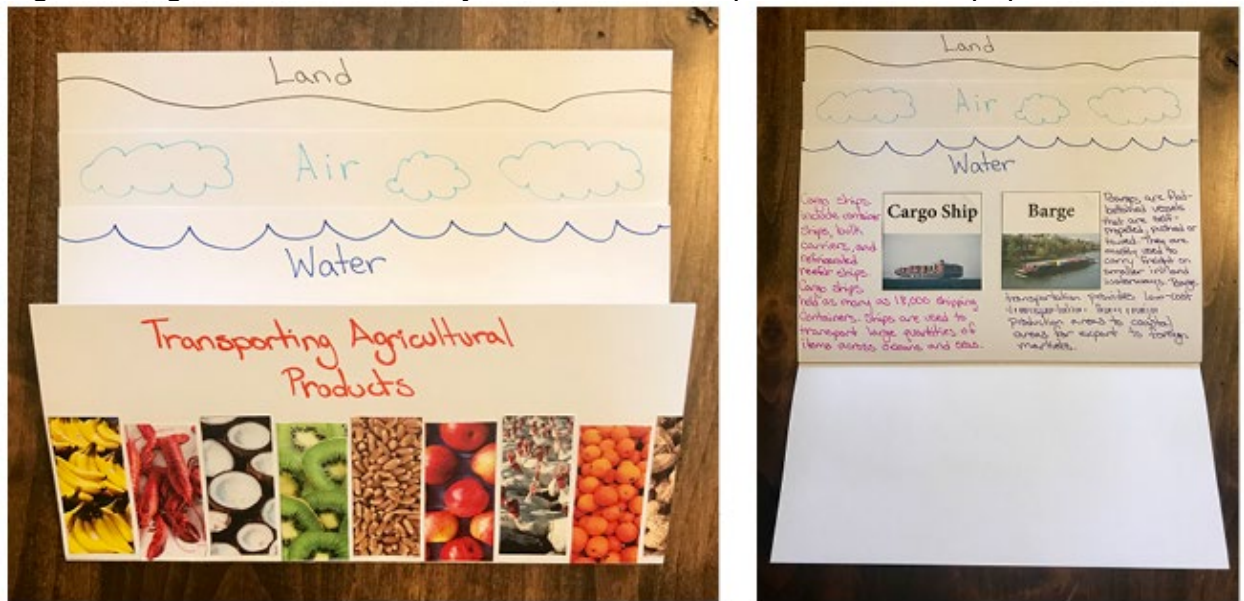
Activity 1: Where in the World?

1. Divide students into small groups and assign one of Frieda Caplan's fruits or vegetables to the group for this research activity.
2. Ask students to predict where they think the fruit or vegetable is grown.
3. Have groups research their fruits/vegetables using valid/safe sources. Students should identify the following parameters:
 - a. Where is the fruit/vegetable grown? What country?
 - b. Where is that country (which continent)?
 - c. What is the environment like in the countries? What makes that environment ideal for the fruit/vegetable to grow there?
 - d. What makes North Carolina different than these countries?
4. Students will determine the location of their fruit/vegetable's country and continent, and label their [Continent Maps](#). Students may choose to outline the country within the continent map, or they can circle it and label the country.
5. Ask students to review their early predictions for their fruits/vegetables. Were they correct? Is the fruit and vegetable actually grown in more than one place?
6. Next, ask students to create a fact sheet about their fruit/vegetable. Each student should complete a fact sheet poster.
7. The fact sheets should include the name of the fruit/vegetable, country it is grown, continent the country is located in, facts about the fruit/vegetable, such as how it is eaten, how it tastes, or any remarkable information they deem worthy.
8. Finally, have students (or groups) share their posters with the whole class.

Activity 2: Modes of Transportation²

1. Review with the class the fact that Frieda Caplan's fruits and vegetables traveled from all over the world to her farmer's market. Use the information in the [Background Agricultural Connections](#) to discuss the five major modes of transportation used to ship agricultural products—truck, train, airplane, cargo ship, and barge.
2. Create a "Look Book" to identify the benefits and limitations of each mode of transportation. Stack two sheets of 8.5 x 11" paper, and place the back sheet one inch higher than the front sheet. Bring the bottom of both sheets upward and

align the edges so that all four layers are one inch apart. Crease the papers.



3. Add a title to the Look Book by writing "Transporting Agricultural Products" on the top of the bottom layer. Label the other layers "Land," "Air," "Water."
4. Have the students glue the [Small Transportation Pictures](#) under the correct labels and write the benefits of each mode of transportation underneath the pictures.

Links

- *Pickles to Pittsburgh* by Judi Barrett (read aloud video)
<https://www.youtube.com/embed/2tO7apLsZQ8>
- *Continent Maps (Activity 1)*
<https://drive.google.com/file/d/1TLU2tzViv23otb9pzEHLnNVmkCnCy4Hr/view?usp=sharing>
- Background Agricultural Connections (**Activity 2**)
<https://docs.google.com/document/d/1lytUoyDgoJEy7-K2zblEZNJduPhk185X/edit?usp=sharing&oid=107782721552156789731&rtpof=true&sd=true>
- Small Transportation Pictures (**Activity 2**)
https://cdn.agclassroom.org/media/uploads/2018/08/13/Small_Transportation_Photos.pdf

Sources

1. Rockliff, M. (2021). *Try It! How Frieda Caplan Changed the Way We Eat*. Beach Lane Books.
2. <https://www.agclassroom.org/matrix/lesson/660/>

K-5 Subject Areas

Reading, Visual Arts, Writing, Speaking and Listening, Visual Art, Science, 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.3** With prompting and support, identify characters, settings, and major events in a story.

- **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **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.
- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **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.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **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.
- **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.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.
- **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.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Visual Arts

- **K.CX.2.2** Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- **1.CX.2.2** Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- **2.CX.2.2** Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- **3.V.2.3** Create art from realistic sources of inspiration.
- **3.CX.2.2** Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.
- **4.V.1.2** Apply personal choices while creating art.
- **4.CX.2.2** Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.
- **5.CX.2.2** Exemplify how information and skills learned in art can be applied in other disciplines.

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.1.5** Participate in shared research and writing projects.
- **W.1.6** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.2.5** Participate in shared research and writing projects.
- **W.2.6** Recall information from experiences or gather information from provided sources to answer a question.
- **W.3.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.5** Conduct short research projects that build knowledge about a topic.
- **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.4.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.5.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- **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.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **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.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **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.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.1.4** Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **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.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **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.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **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.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.
- **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.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **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.

Science

- **1.L.1.1** Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
- **1.L.1.2** Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.
- **1.L.1.3** Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).

Social Studies

- **K.B.1.1** Identify cultural practices in local communities and around the world.
- **K.G.1.1** Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.
- **4.E.1.3** Explain ways in which factors of production are influenced by the availability of resources in North Carolina.

Background Agricultural Connections

How does food get to the grocery store? The term **supply chain** is used to describe the sequence of processes involved in the **production**, **processing**, and **distribution** of a **commodity**. The chain begins with the equipment farmers (the **producers**) need to produce food, such as seeds, fertilizer, and machines. Farmers plant, maintain, and harvest crops or raise animals. The food is cleaned, processed, and packaged before being shipped to grocery stores and into the hands of **consumers**. Each step in the chain is part of **agribusiness**, a term used to describe the range of businesses related to producing, processing, and distributing agricultural products.

Transportation is a critical part of the supply chain. Some regions cannot produce certain foods due to population density, seasons, and climate and soil conditions. In the United States, food is shipped an average of 1,500 miles before being sold.² The five main modes of transporting agricultural products are trucks, trains, airplanes, cargo ships, and barges.



Trucks provide fast delivery and controlled temperatures for **perishable** food. There are many different types of trucks used to move agricultural products. Tanker trucks carry liquids, including milk, in enclosed cylinders. Milk tankers have special stainless steel bodies which are heavily **insulated** to keep the milk cold during **transportation**. Milk tanker drivers are trained milk graders. Tanker drivers evaluate milk for food safety based on temperature, sight, and smell.¹ Container trailers move shipping and storage containers. The containers can be transferred onto a cargo ship, barge, or train. A flatbed trailer has a level surface with no sides or top. They are used for quick loading and unloading and for loads of abnormal size.¹ Dry vans are non-refrigerated trailers used for carrying **shelf-stable** foods. **Reefers** are refrigerated trailers used for carrying perishable items. In reefers, the temperature is carefully monitored while food products are being moved.¹ Logging trailers are used to carry logs, and livestock trailers move farm animals. Weigh stations are monitored by highway patrol officers who may check the weight of the truck and driver logbooks which contain driving hours, routes, and load contents.



Refrigerated rail cars, also known as reefers, have been in development since the 1860s and are still used today. Stocked with ice blocks to keep produce chilled, the first reefers relied on icing stations located at regular intervals along the track. Starting in the 1930s, reefers were made using large pieces of plywood (due to the lack of steel during World War II) and cooled by circulating fans. Modern day reefers have a

variety of new technological features. GPS, data logging systems, and remote diagnostic testing allow customers and train companies to monitor their **cargo** with real-time data.¹

Airplanes are the fastest of all types of transportation. Air transport is used for high value and perishable products that need to travel long distances. Careful packaging, handling, and refrigeration allows these commodities to be shipped to destinations all over the world.¹



Cargo ships include container ships, bulk carriers, and refrigerated reefer ships. Cargo ships can hold as many as 18,000 shipping containers. Ships are used to transport large quantities of items across oceans and seas.

Barges are flat-bottomed vessels that are self-propelled, pushed, or towed. Barges are mostly used to carry freight on smaller in-land waterways. Barge transportation is important to U.S. agriculture because it provides low-cost transportation from major production areas to coastal areas for export to foreign markets.³

GPS, mobile scanners, used to track agricultural producer to the consumer. increases delivery safety.



and smart phones are products from the This real-time data efficiencies and food

Truck



Train



Airplane



Cargo Ship



Barge



Truck



Train



Airplane



Cargo Ship



Barge



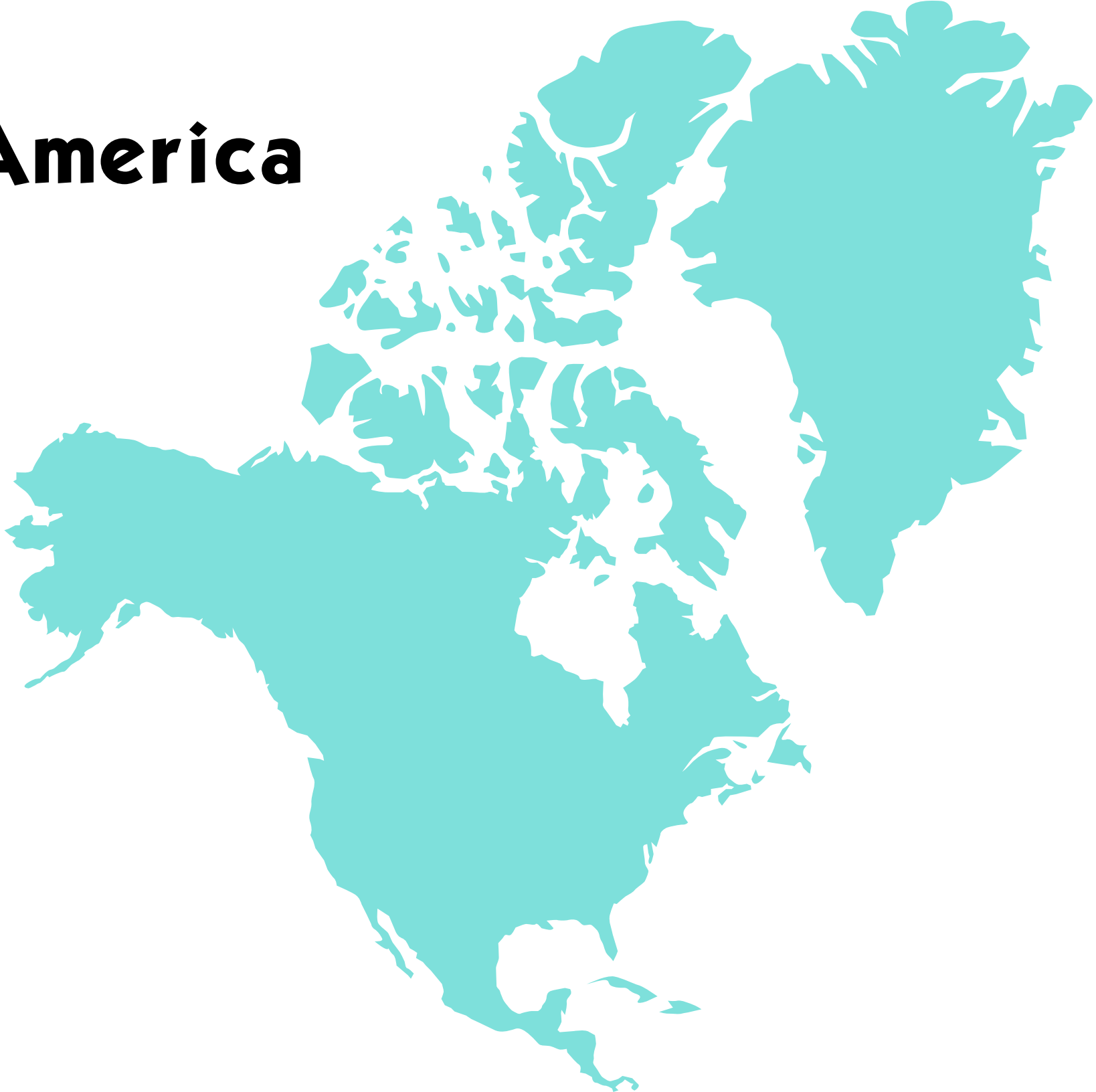
Africa



Asia



North America



South America



Antarctica



Europe



Australia

