

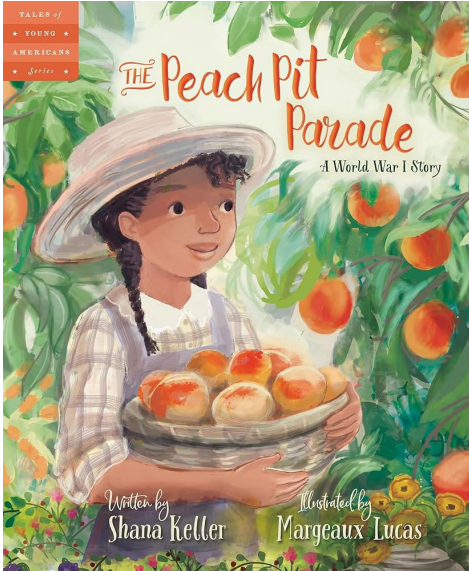


# The Book Planter



**Ag in the Classroom**

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***The Peach Pit Parade: A World War I Story***

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When Polly's father goes overseas to fight in World War I, her whole world changes. Though the war is in Europe, its effects are felt on American soil. There are food, fuel, and other supply shortages everywhere. Even something as simple and enjoyable as a family Sunday car ride isn't possible anymore. Everyone must do their part to help the war effort. Victory gardens are planted and scrap metal is collected. "It's the biggest event in our history. And it involves every single adult, every single boy, and every single girl," says Polly's teacher. As Polly struggles to make sense of the war, she wonders how she can contribute. When the government puts out a notice requesting peach pits to be used in gas mask filters, Polly knows how she can help.

## **North Carolina Peach Facts<sup>1</sup>**

- North Carolina sells 90% of its peach crop on the fresh market, directly to the consumer.
- Peaches are a great source of vitamins A and C, as well as riboflavin and beta carotene. Peaches are low in calories and fat free.
- The North Carolina Peach Festival happens in Candor, NC.
- Peach season in North Carolina typically runs from late May through early September.

## **Vocabulary<sup>1</sup>**

**Blossom:** to produce flowers or masses of flowers

**Cheek:** the sides of the fruit on either side of the suture.

**Dormant:** not active but able to become active

**Flesh:** the pulpy substance of a fruit or vegetable, especially the part that is eaten

**Pit or stone:** the pit supports the fruit as it hangs from the stem and provides the pathway for nutrients flowing from the tree as the fruit grows.

**Shoulders:** the bulge around the stem cavity at the top of the fruit. It becomes full and rounded as the fruit matures.

**Stone:** a hard seed in a peach, cherry, plum, or other stone fruit

**Suture:** The line running from the stem end to the blossom end of the fruit.

### After Reading Discussion Questions

1. What year did WWI start?
2. What country did Polly's father go to once he joined the Army?
3. What is a victory garden? Why were they planted?
4. Why was food scarce during the war?
5. What was Polly doing to help the war effort *before* the Peach Pit Parade?
6. How were peach pits used in air filtration masks?
7. Explain the Peach Pit Parade.
8. How did word get out about the Peach Pit Parade?

### Student Motivator/Engage<sup>2</sup>

#### Materials

- [What Am I clues](#)

1. Pass out each of the What Am I clues to various students in the class.
2. In numerical order, ask each student to read their clue out loud.
3. After each clue has been read, pause and let students guess what the clue is referring to. Write each of the guesses on the board after each clue has been read aloud.
4. After all of the clues have been read, ask students to look at each of the guesses on the board, and decide on a final answer.
5. Reveal the correct answer—a peach!

### Activity 1: The Anatomy of a Peach<sup>1</sup>

#### Materials

- [Anatomy of a Peach](#) handout, 1 per student
- [Anatomy of a Peach](#) handout to be projected

#### Procedures

1. Pass out an Anatomy of a Peach handout to each student.
2. Write the following terms on the board for students to see:
  - Stem end
  - Tip (blossom end)
  - Pit
  - Flesh
  - Suture
  - Cheek
  - Shoulders
3. Project the Anatomy of a Peach handout on the board. Ask the students for their ideas about where each part of the peach is located. Label the peach for students to see.

4. Instruct the students to label the peach on their handout.
5. Explain that all stone fruits (peaches, nectarines, plums, apricots) have shoulders, cheeks and sutures.
6. Instruct the students to write a short description next to each labeled part:
  - **Shoulders:** the bulge around the stem cavity at the top of the fruit. It becomes full and rounded as the fruit matures.
  - **Suture:** The line running from the stem end to the blossom end of the fruit.
  - **Cheek:** The sides of the fruit on either side of the suture.
  - **Blossom end or tip:** The end opposite the stem.
  - **Stem end:** The end where the peach was attached to the tree. The depression around the stem is called the stem cavity.
  - **Pit or stone:** The pit supports the fruit as it hangs from the stem and provides the pathway for nutrients flowing from the tree as the fruit grows.
  - **Flesh:** The edible portion of the peach.
7. Ask the students, “What other part of the peach (that’s not labeled) helps it grow and survive?” (*the fuzz*)

## Activity 2: What’s All the Fuzz About?<sup>1</sup>

### Materials

- Sticky notes or small pieces of paper
- One peach (or one per group)
- One spray bottle filled with water (or one per group)
- [Peaches: What’s the Fuzz About?](#) (video)

### Procedures

1. Pass out a sticky note to each student.
2. Hold up a peach for the class to see.
3. Pass the peach (or multiple peaches) around the classroom for the students to observe and feel.
4. Ask, “Why do peaches have fuzz?”
5. Instruct the students to write their answers on their sticky notes and then stick them on the board.
6. After all the students have posted their answers, pull of each note and read them aloud. Group similar answers together on the board.
7. Discuss the ideas as a class. Guide the students to think about production.
8. Ask, “What is the peach fuzz protecting against?” Explain that scientists believe peach fuzz helps protect the delicate peach skin, acts as a barrier for most insects, traps moisture inside the peach to keep it from drying out, and repels surface moisture which prevents the fruit from rotting.
9. Hold up a peach in front of the class. Ask, “What happens when peaches are rained on or get wet outside?”
10. Determine the best way for students to see a close-up of the demonstration (gather around as a class or repeat the demonstration in small groups). Using a spray bottle, or watering

can, pour water droplets on the peach. Allow the students to watch as the moisture is repelled and the water droplets roll off the peach.

11. Discuss how plants have internal and external structures that help with survival, growth, and reproduction.
12. Ask the students to think of other fruits, vegetables, or plants that have protective structures.
13. Explain that nectarines are peaches without fuzz, and because they don't have a fuzzy protection, a nectarine's skin is much more delicate which can make nectarines harder to grow.
14. Show the [Peaches: What's the Fuzz About?](#) video. Ask the students to listen for reasons why peaches have fuzz and why the fuzz is removed before being sold at grocery stores.

#### Sources

1. <https://ncfieldfamily.org/farm/farm-facts-peaches/7/>
2. <https://agliteracy.org/matrix/lessons/790/>
- 3.

#### K-5 Subject Areas: English Language Arts, Social Studies, and Science

##### English Language Arts

- RL.K.1 With guidance and support, identify a detail in a familiar text.
- RL.K.2 With guidance and support, identify the main topic of a familiar text.
- RL.1.1 Identify details in a familiar text.
- RL.1.2 Identify the main topic and retell key details of a text.
- RL.2.2 Identify the main topic of text.
- RL.2.4 Identify words that relate to the topic of a text.
- RL.3.2 Identify the main topic and retell key details of a text.
- RL.3.4 Identify key words that complete sentences in a text.
- RL.3.5 Locate key facts or information in a familiar text.
- RL.4.1 Identify explicit details in an informational text.
- RL.4.4 Determine the meaning of words in a text.
- RL.5.1 Identify words in the text to answer a question about explicit information.

##### Social Studies

- K.B.1 Understand cultural practices in local communities and around the world.
- 1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.
- 1.C&G.1 Understand how people engage with and participate in the community.
- 2.E.1 Understand how the availability of resources impacts economic decisions.
- 3.E.1 Understand how economic decisions and resources affect the local economy.

##### Science

- PS.K.1 Understand how objects are described based on their physical properties and how they are used.
- LS.K.1 Understand the characteristics of living organisms and nonliving things.
- LS.K.2 Understand characteristics of organisms that make them alike and different.
- LS.2.2 Understand that organisms differ from or are similar to their parents and other offspring based on characteristics of the organism.
- LS.3.2 Understand how plant structures aid in survival.
- LS.3.3 Understand how environmental factors aid in the survival of plants.
- LS.4.1 Understand the effects of environmental changes, adaptations, and behaviors that enable organisms to survive in changing habitats.
- LS.5.2 Understand the interdependence of plants and animals within their ecosystem.

1. My Latin name is *Prunus Persica*

2. I originated in China, where I was associated with royalty.

3. I first came to the Americas in the late 1500s.

4. New Jersey was one of the first states to start producing me.

5. Some of my varieties are named *Donut*, *Saturn*, *Flaming Fury*, *July Rose*, and *Glen Glo*

6. My life begins in the winter. I need over 500 hours of chilly weather to start growing later in the year. Because of this, I can't grow in tropical weather.

7. My trees can be productive for 20-25 years.

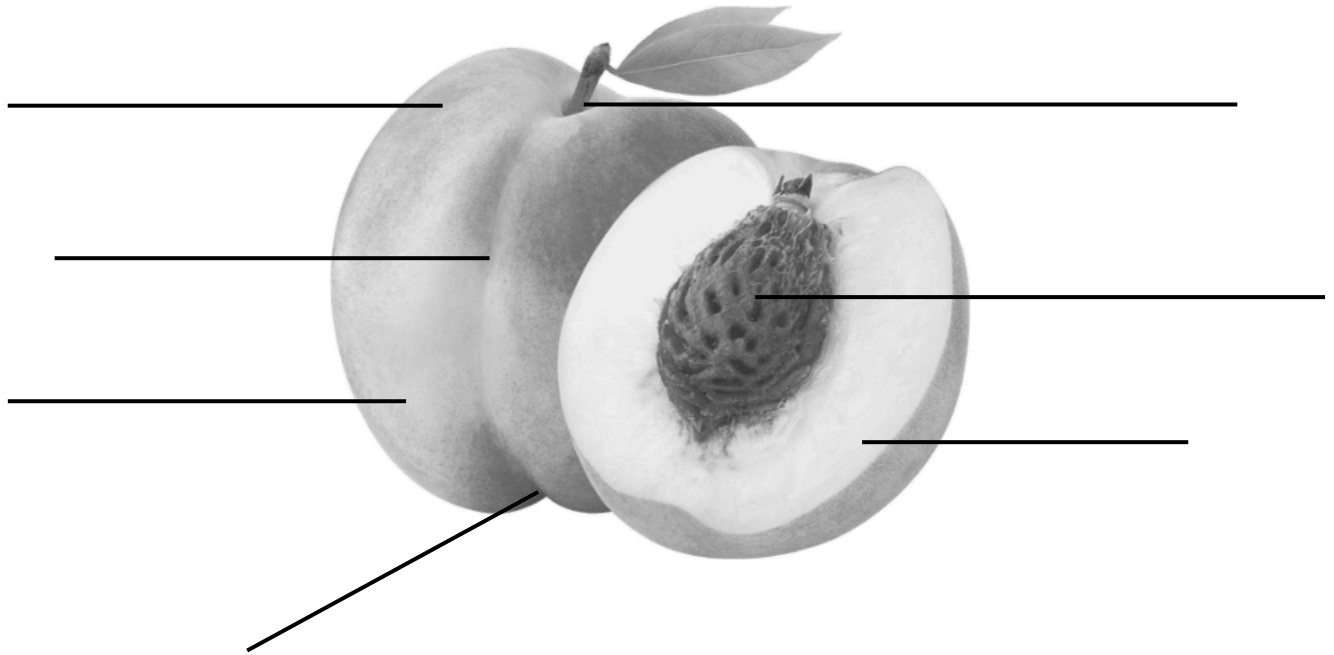
8. Typically, I am harvested from July-September.

9. I can be white, yellow, or orange, and I'm covered in a soft fuzz.

10. If I don't have fuzz, I am called a nectarine.

11. I am the state fruit of Georgia, but I'm also grown a lot in California, South Carolina, and New Jersey.

# Anatomy of a Peach



Shoulders:

Suture:

Cheek:

Blossom end or tip:

Stem end:

Pit or stone:

Flesh: