



# SPROUTS' MONTHLY BOOK



SC Farm Bureau  
Ag in the Classroom  
P.O. Box 754  
Columbia, SC 29202  
803.936.4237

 SC Ag in the Classroom  
 scagintheclassroom  
[www.SCFB.org/aitc](http://www.SCFB.org/aitc)

## March 2026 Monthly Book

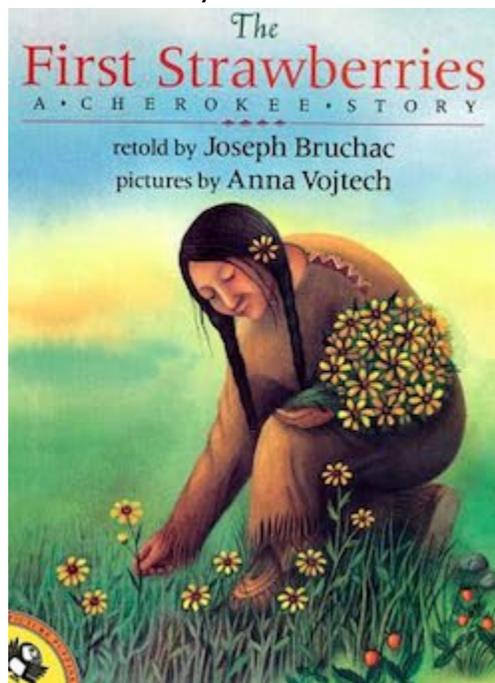
*The First Strawberries A Cherokee Story*

Retold by: Joseph Bruchac

Illustrated by: Anna Wojtech

Grade Levels Suggested: 4th Grade

Lesson by: Allison Whiten



From an award-winning Native American storyteller comes this captivating re-telling of a Cherokee legend, which explains how strawberries came to be. Long ago, the first man and woman quarrelled. The woman left in anger, but the Sun sent tempting berries to Earth to slow the woman's retreat.

Scan here for Lesson Slides!



## **Social Studies Lesson**

### **Grade Level:**

- Fourth

### **Time length of the lesson:**

- 1 hour

### **Standards Addressed:**

- **Fourth**
  - 4.1.CO: Compare the interactions among cultural groups as a result of European colonization.

### **Objective of the lesson:**

- I can compare the interactions among cultural groups as a result of European colonization.

### **National Agricultural Literacy Outcomes:**

- T1.3-5: b. Explain how the interaction of the sun, soil, water, and weather in plant and animal growth impacts agricultural production
- T1.3-5: e. Recognize the natural resources used in agricultural practices to produce food, feed, clothing, landscaping plants, and fuel (e.g., soil, water, air, plants, animals, and minerals)
- T2.3-5: a. Discuss similarities and differences in food, clothing, shelter, and fuel sources among world cultures
- T5.3-5: c. Explain how agricultural events and inventions affect how Americans live today (e.g., Eli Whitney - cotton gin; Cyrus McCormick - reaper; Virtanen - silo; Pasteur - pasteurization; John Deere - moldboard plow)
- T5.3-5: f. Understand the agricultural history of an individual's specific community and/or state

**Materials list:**

- Computer
- Projecting screen
- Pencil
- Paper

**Instructor procedure:**

- The teacher will read the I can statement:
  - I can compare the interactions among cultural groups as a result of European colonization.
- The teacher will review the vocabulary:
  - Colonist: a member or inhabitant of a colony; especially : a person who migrates to and settles in a foreign area as part of a colony.
  - Native American: The earliest peoples and their descendants
  - Culture: a pattern of behavior shared by a society, or group of people.
  - Impact: a strong effect or influence
  - Natural Resources: valuable materials found in nature—such as water, air, sunlight, plants, animals, soil, and minerals—that people use to survive and live
- The teacher will read *The First Strawberries A Cherokee Story*
- The teacher will read:
  - The wild heart-shaped berries in North America typically ripened in June and were held in such high esteem by the Native Americans that they named the first full moon in June “strawberry moon” because it marked the season for strawberry harvest. The Algonquin name for the berries meant “seeded heart berry,” and they held both cultural and spiritual significance to them. Native Americans ate the berries fresh, dried them, and ground them into a pulp, which they mixed with cornmeal to make strawberry bread, a precursor to today’s shortbread. They also brewed the leaves into a tea, which they believed had many medicinal uses, including blood purification. (Hill, 2025)
- The teacher will click the image on slide 6 and explore the timeline. The teacher will read the section titled “Native American Agriculture” which is linked to the image.

- <https://growinganation.org/content/show-content/1/2/215/>
- The teacher will explain the four corners activity:
  - 1. The teacher will count students into four groups
  - 2. The students will move to a corner of the room based on the number they were given by the teacher.
  - 3. The students will collaborate and respond to the topic that corresponds to the number they were given for two minutes.
  - 4. When the timer goes off, the class will rotate and repeat the process until they have responded to all four prompts.
- The teacher will explain that students will be completing a writing prompt.
  - Students will choose to write from the perspective of a Native American or a Colonist.
  - Students will include:
    - Cultural differences of the two groups
    - Impacts they have made on each other
    - Comparisons to how life was different prior to meeting the other group
    - Natural Resources used and their impact
- The teacher will close with an exit ticket.
  - How would the world be different if America was not colonized? Use information learned from our texts to defend your answer.

### **Assessment:**

- **Assessments**
  - Informal:
    - Four Corners Activity
    - Exit ticket
  - Formal
    - Writing from the perspective of a Native American or Colonist

### **Additional resources which enhance the lesson:**

- **Activities:**
  - [Activity 4: U-Pick!](#)
  - [Berries Flowchart – AgClassroomStore at USU](#)

- [Strawberry DNA Necklace – Curriculum Matrix | National Agriculture in the Classroom](#)
- <https://www.education.ne.gov/wp-content/uploads/2024/12/Strawberries-ECE-Lesson.pdf>
- **Ag Mags:**
  - <https://www.ncfb.org/wp-content/uploads/2021/01/FINAL-ag-mag-strawberry-WEB.pdf>
- **Resources:**
  - [I Love Strawberries Educator's Guide](#)
  - [Strawberries](#)
  - [Strawberries - KidsGardening](#)
  - [What is the history behind strawberries?](#)
  - [Strawberries: Heart-Seeded Berries Strewn About the World | Home & Garden Information Center](#)
- **Books:**
  - [I LOVE Strawberries a hilarious garden book for kids | Feeding Minds Press](#)
  - [https://www.feedingmindspress.com/files/A\\_Berry\\_Good\\_Project\\_FIN\\_SinglePage.pdf](https://www.feedingmindspress.com/files/A_Berry_Good_Project_FIN_SinglePage.pdf)
  - [Spring is for Strawberries – Curriculum Matrix | National Agriculture in the Classroom](#)
  - [Berry Song – Curriculum Matrix | National Agriculture in the Classroom](#)
- **Additional Lesson Plans:**
  - [Bunches of Berries – Curriculum Matrix | National Agriculture in the Classroom](#)
  - [It's a Strawberry Kind of Day in Third Grade – North Carolina Farm Bureau](#)
  - [Strawberry, I Am – North Carolina Farm Bureau](#)
  - [More Than Just a Strawberry – North Carolina Farm Bureau](#)

- [The Relationship between Strawberries and Agriculture in Fifth Grade – North Carolina Farm Bureau](#)
- [The Strawberry Debate – North Carolina Farm Bureau](#)
- [Strawberries, in Second Grade! – North Carolina Farm Bureau](#)
- [Strawberries in First Grade, Hooray! – North Carolina Farm Bureau](#)
- [Strawberries – Louisiana Ag in the Classroom](#)
- **South Carolina Agricultural Information**
  - [State Agricultural Facts](#)
  - [TOP COMMODITIES](#)
  - [Teacher Center | National Agriculture in the Classroom](#)
  - [Food & Farm Facts | South Carolina Farm Bureau](#)

**Resources:**

**References:**

*Benchmarks related to agricultural literacy and academic ...* National Agricultural Literacy Outcomes. (n.d.).

<https://cdn.agclassroom.org/nat/data/get/NALObooklet.pdf>

Hill, A. S. (2025, April 25). Strawberries: Heart-seeded berries strewn about the world. Home & Garden Information Center.

<https://hgic.clemson.edu/strawberries-heart-seeded-berries-strewn-about-the-world/>

*Standards.* South Carolina Department of Education. (n.d.).

<https://ed.sc.gov/instruction/standards/>

