



SPROUTS' MONTHLY BOOK



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Month 2026 Monthly Book

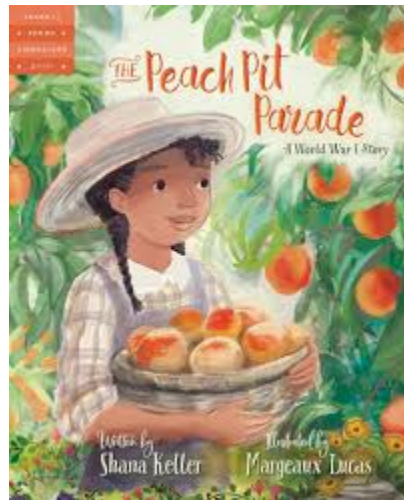
The Peach Pit Parade: A World War I Story

Written by: Shana Keller

Illustrated by: Margeaux Lucas

Grade Levels Suggested: Fifth

Lesson by: Allison Whiten



Scan here for Lesson Slides!



Google Slides

Social Studies Lesson

Grade Level:

- Fifth

Time length of the lesson:

- 2 hours

Standards Addressed:

- **5.2.E** Evaluate multiple perspectives from the period, including the economic and social impacts of World War I, the 1920s, the Great Depression, and the New Deal, using primary and secondary sources.

Objective of the lesson:

- I can evaluate multiple perspectives, including the economic, political, and social impacts of World War I, using primary and secondary sources.

National Agricultural Literacy Outcomes:

- T2.k-2.c: Identify examples of feed/food products eaten by animals and people.
- T3.k-2.b: recognize that agriculture provides our most basic necessities: food, fiber, energy, and shelter.
- T3.6-8.i: Identify sources of agricultural products that provide food, fuel, clothing, shelter, medical, and other non-food products for their community, state, and/or nation.

Materials list:

- Computer
- Projecting screen
- Pencil
- Paper
- Markers
- Colored pencils
- [Primary and Secondary Source Activity](#)

Instructor procedure:

- The teacher will review the I can statement on slide 2:
 - I can evaluate multiple perspectives, including the economic and social impacts of World War I, using primary and secondary sources.
- The teacher will review the vocabulary on slide 3:

- Perspective- A person's way of thinking about or seeing a situation.
- Point of view- The angle or position from which someone experiences something.
- Primary source- Primary sources are original, firsthand records created during the time of an event, providing direct evidence or raw information, such as letters, diaries, photographs, artifacts, and speeches.
- Secondary Source- Secondary sources are materials created after an event by people who did not experience it firsthand. They analyze, interpret, or summarize primary sources. Key vocabulary for kids includes: secondhand, analysis, summary, biography, textbook, documentary, and research.
- The teacher will read *The Peach Pit Parade: A World War I Story*.
 - While reading, the teacher will ask students:
 - Who's point of view is this story from?
 - What is her perspective?
 - Do you think other characters (mom, dad, teacher, etc.) in the story have different perspectives? If so what do you think they would be?
- The teacher will use slide 4 to describe primary and secondary sources.
- The teacher will split students into pairs for the [Primary and Secondary Source Activity](#).
 - The teacher will leave slide 4 visible while students work so they can use it as a reference.
 - While in pairs, students will group the cards under the heading labeled "Primary Source" or "Secondary Source"
 - The teacher will circulate the room to assess, assist, and question while students work.
- While in a whole group, the teacher will show slide 5.
 - The teacher will facilitate a student led discussion concerning the following questions:
 - Using the sources, how were Americans expected to support the war effort on the homefront?
 - Compare and contrast the viewpoints of the sources.

- Why would a historian studying this period find the sources useful?
 - What conclusions can be drawn using the sources?
 - The teacher will encourage students to explain their thinking.
- The teacher will show slide 6 with the directions for the World War I Propaganda project.
- The teacher will explain that the students will create their own World War I era propaganda encouraging others to collect peach pits to donate to create gas masks. The teacher will show and explain the [rubric](#).
- The teacher will show slide 7 with the exit ticket question provided.
- The teacher will ask students:
 - Which is more effective to gather information from? A primary or secondary source? Why?
 - Possible answers:
 - It is more effective to gather information from a primary source because it is the original document.
 - It is more effective to gather information from a secondary source because it has been reviewed by others and they have given more information and explanations on the document.

Assessment:

- **Assessments**
 - Informal:
 - [Primary and Secondary Source Activity](#)
 - Exit ticket
 - Formal
 - [World War I Propaganda project](#)
- **Early finishers:**
 - Early finishers will use the [Ag in the Bitmoji Classroom](#)

Additional resources which enhance the lesson:

- **Activities:**
 - [Farm to Cart Game](#)
 - [Peaches: What's All the Fuzz About? – Curriculum Matrix | National Agriculture in the Classroom](#)

- [Recipes | Titan Farms](#)
- **Ag Mags:**
 - https://alfafarmers.org/wp-content/uploads/2020/04/2020_AgMag_Veg.pdf
 - [Specialty Crops](#)
- **Resources:**
 - [World War I | Classroom Materials at the Library of Congress](#)
 - [Tree Fruits Flowchart – Curriculum Matrix | National Agriculture in the Classroom](#)
 - [History | SC Peach Council](#)
 - <https://www.titanfarms.com/media/p2snaqyv/peach-health-sign-titan-1.pdf>
 - [About Peaches](#)
 - [How to Pick the Perfect South Carolina Peach](#)
 - [Peaches | South Carolina Encyclopedia](#)
 - [Peaches: The Story of South Carolina’s Non-native State Fruit | Home & Garden Information Center](#)
 - [Making It Grow | Peaches and The Charleston Flower Show | Season 2025 | Episode 16 | PBS](#)
 - [Fishers Orchard](#)
 - [Growers | SC Peach Council](#)
 - [Peach pits, nut shells and how they helped us win the Great War | Opinion | independentri.com](#)
- **Books:**
 - [From Pit to Peach Tree | American Farm Bureau Foundation for Agriculture](#)
 - [Peach Heaven – Curriculum Matrix | National Agriculture in the Classroom](#)
- **Additional Lesson Plans:**
 - [August 2025 The Peach Pit Parade: A World War I Story Written by: Shana Keller Illustrated by: Margeaux Lucas](#)

- [Tree-mendous Fruits – Curriculum Matrix | National Agriculture 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](#)
 - [PEACHES | McLeod Farms](#)
 - [Peaches - South Carolina Department of Agriculture](#)

Resources:

Primary and Secondary Source Activity

- Directions:
 - Use the first image as a place mat for students to place the cards on.
 - Cut the second image on the lines provided so they can be sorted under the correct heading.
- Tip: This can be laminated for future use.

Primary Source

Secondary Source

<p>A handwritten diary entry from a soldier to his wife.</p>	<p>The International Encyclopaedia of the First World War.</p>
<p>A patriotic song created to encourage others during the war that is archived in the Library of Congress.</p>	<p>A news article</p>
<p>A video showing people making gas masks in World War I.</p>	<p>a biography from a child of a soldier describing their life during World War I.</p>
<p>A gas mask that was made using peach pits.</p>	<p>A documentary about World War I</p>

Project Rubric

Colorful poster encouraging others to collect peach pits for gas masks.	/5
Poster includes the claim or call to action for the viewer.	/5
Writing includes the point of view and perspective they created the image from (soldier on the front, family members on the homefront, girl scout, etc.)	/5
Writing includes how the point of view and perspective will encourage others to support their cause.	/5
Writing includes why propaganda was an important part of the World War I era.	/5
Total	/25

References:

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

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

Benoit, P. (2016, July 11). Peaches, other fruits “weapons of war” during 1917 conflict. The Killeen Daily Herald.

https://kdhnews.com/news/local/peaches-other-fruits-weapons-of-war-during-1917-conflict/article_d06830ec-470c-11e6-bbe0-a75370d619e6.html

Shana Keller, children’s author. Shana Keller. (n.d.).

<https://www.shanakeller.com/the-peach-pit-parade-for-teachers>

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

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

(1917) Uncle Sam says - garden to cut food costs Ask the U.S. Department of Agriculture, Washington, D.C., for a free bulletin on gardening - it's food for thought / / A. Hoen & Co., Baltimore. United States, 1917. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/00653180/>.

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