

Localvore



ACTIVITY MENU

PRE-LISTENING

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POST-LISTENING

Speaking: What Do YOU Think?
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Localvore

by Zach Ladin

(2:55)

- 1 I wanna be a localvore
I wanna walk to the store
And play my banjo on the porch
As the sun goes down
- 5 I wanna live with the land
I wanna have garden hands
Mandolin is twinkling
All through the night
- 9 I wanna be treading light
I know I'm on the right track tonight
When I can find everything I need
Out on the porch, in the evening breeze
- 13 I wanna be a localvore
I wanna give my home my support
And play my banjo on the porch
As the sun goes down
- 17 I wanna hear a family band
Kids drumming, sing and dance
Guitars rising on the wind
Beneath the moon, she's smiling
- 21 I wanna be a localvore
And take a local band on a local tour
Wouldn't even ever leave my porch
If you came wandering by
- 25 I wanna do my very best
And try to save some time to rest
Make it every single day
And I will sing and I will play
- 29 I wanna be a localvore
This corn was grown by the folks next door
This bread was made by our hands tonight
And broken with gratitude's delight
I wanna be a localvore
I wanna be a localvore
I wanna be a localvore



Pre-listening Activities: Choose one or two of the activities below.

Four Corners

Purpose: To generate interest in the song; to express opinions and make choices about controversial ideas/statements.

Level: Level 2 and above **Time:** 10 – 15 minutes

Preparation and Materials: Label four corners or areas of the classroom with posters or signs that say: *Strongly Agree* *Agree* *Disagree* *Strongly Disagree*

Instructions: Write several controversial statements on the board one at a time. After listening to the song, write the corresponding lines from the song next to each controversial statement and hold a follow-up discussion.

Unscramble the Sentences

Purpose: To generate interest in the song; to activate background knowledge about the topic; to introduce vocabulary and grammar from the song; to practice sentences with *want to + verb*.

Level: Level 2 and above **Time:** 20 – 30 minutes, plus the length of the song (2:55)

Preparation and Materials: Make enough copies of the scrambled sentences so that each group has one sentence to unscramble. Optional: give each group a copy of the challenge sentences that contain passive voice. Answer key: see the song lyrics.

Instructions: Have students unscramble the sentences. They may also re-order the sentences into a stanza after they have unscrambled them. The challenge sentences can be used to review or introduce the passive voice. Before listening to the song, write *wanna* on the board and explain that it is a shortened form of *want to* that is often heard in spoken language.

Stanza Creation

Purpose: To predict the content of the song; to generate interest in the song; to introduce vocabulary from the song; to write phrases and sentences

Level: Level 3 and above **Time:** 30 – 40 minutes, plus the length of the song (2:55) (may be split up into several class sessions)

Preparation and Materials: Write the following words from stanza 1 on the board in random order: *I want walk store play my banjo porch sun goes down*

Instructions: Divide the students into groups. Elicit or teach the features of song stanzas: they are similar to poems; they tend to have four lines; and they use rhythm, repetition, and rhyme for coherence. Have each group should write a stanza using all of the words or phrases on the board. Explain that they may add as many words as they like, but they must use all of the keywords on the board.



Localvore: Four Corners

Controversial Statement	Corresponding Lines from the Song
It's fun to plant a garden and grow fruits and vegetables.	I wanna live with the land I wanna have garden hands.
Each day, a person should take time to relax.	I wanna do by very best And try to save some time to rest Make it every single day
Fresh food that is grown or made near home tastes better than food that comes from far away.	This corn was grown by the folks next door This bread was made by our hands tonight... I wanna be a localvore.



Localvore: Unscramble the Sentences

----- ✂ -----
walk I to want to store the

----- ✂ -----
land I want to to live with the

----- ✂ -----
I band want to hear a family

----- ✂ -----
do I best want to very my

Challenge Sentences

----- ✂ -----
grown corn door This was the next folks by

----- ✂ -----
tonight This was by bread our made hands



Listening Activities: Choose one of the listening activities below.

Relax and Enjoy!

Purpose: To enjoy listening to the song

Level: All **Time:** 10 – 15 minutes

Preparation and Materials: Write these discussion questions on the board, or create your own:

Who is the person talking in the song?

Does this song make you want to relax, or dance? Why?

What do you think a “localvore” is?

Instructions: Tell the students they are going to hear a song and that you want them to focus on how the song makes them feel and what it reminds them of. Play the song once. Have a general class discussion about the students’ ideas and feelings using the questions.

Mixed-Up Pictures

Purpose: To listen for specific words or ideas.

Level: All **Time:** 15 – 20 minutes (to play the song 2 – 3 times)

Preparation and Materials: Make a copy of the picture cards for each group of students and cut them apart. Give one set of pictures to each group.

Instructions: Divide students into groups. Make sure they know what the pictures represent and the correct pronunciation of any vocabulary in the picture. Explain to the students that they are going to listen to the song, and they need to decide which picture was mentioned first, second, third, and so on. They should put the pictures in order by arranging them on the desk. Play the song two or three times so that most groups order the pictures correctly.

Did You Hear What I Heard?

Purpose: To listen for main ideas and specific details.

Level: Level 2 and above **Time:** 15 – 20 minutes (to play the song 1 – 2 times)

Preparation and Materials: Write the following questions on the board:

What are 3 things that the singer wants to do?

What 4 instruments does the singer mention?

What do you think “garden hands” means?

What do you think “treading light” means?

Do you think the singer would be happier living in the city or the country? Why?

Instructions: As you play the song, students should try to answer the questions on the board. After the song is finished, ask the students to compare their answers in small groups. Play the song again if needed. Let the students work in groups and then check the answers with the whole class. If an answer is wrong, help the students to understand *why* it is not correct.



Localvore: Mixed-Up Pictures



A. family



B. night



C. rest



D. best



E. store



F. dance



G. garden



H. light



I. bread



J. home



K. corn



L. moon



Singing Activities: Choose one of the singing activities below.

Sing Along with Me

Purpose: To practice pronunciation and intonation.

Level: All **Time:** 10 – 15 minutes (to sing the song 1 – 2 times)

Preparation and Materials: Write the song lyrics on the board or on a large poster.

Instructions: Practice singing the song with the students. While singing, use a large stick, ruler, or your hand to point on the board to the words as they are sung so that students don't lose their place in the song. If some students learn the song quickly, they can come to the front and point to the words on the board. Different students can take turns.

Old Song, New Song

Purpose: To explore the rhythm of words.

Level: Level 2 and above **Time:** 40 – 55 minutes (may be split up into several class sessions)

Preparation and Materials: Make a copy of the song lyrics for each group of students, or write the lyrics on the board.

Instructions: Discuss with the students what types of music they like and which ones are popular, such as rap, hip hop, jazz, etc. Talk about the special features of these types of music. Divide students into small groups based on their favorite types of music. You can have more than one group for each type. Play the song (more than once, if necessary) and ask students to follow along (or sing) with the lyrics. Next, tell the students that you want them to sing the same song with the same words, but in a new genre (based on their favorites.)

Have students work in groups to discuss their ideas and prepare their song. You may wish to give them time to practice either in class or as homework. Ask each group to sing in their new song style for the class. You can encourage the groups to teach the other students their new song style. Students could vote on the best new version.

Your Moves

Purpose: To learn vocabulary from the song; to represent word meanings with actions.

Level: All **Time:** 30 – 40 minutes (depending on how many groups will perform)

Preparation and Materials: Make a copy of the song lyrics for each student, or write the lyrics on the board. Circle the following words and phrases each time they appear in the lyrics:

walk play my banjo sun goes down hear drumming
dance smiling do my very best rest play

Instructions: Elicit possible motions that could be associated with each keyword or phrase. As a class, choose the one they like the best. Go on to the next keyword until each keyword has an action. Practice all of them so that students can remember them. Play the song and have the students sing along and do the correct mime when they hear the word or phrase.



Post-Listening Activities: Choose one or two of the activities below.

Speaking: What Do YOU Think?

Purpose: To ask and answer questions; to summarize and present information.

Level: Level 2 and above **Time:** 25 – 30 minutes

Preparation and Materials: Pre-teach the ideas of surveys and results: the purpose of a survey, types of questions, how to calculate and present results. Prepare the surveys for the students. Distribute the surveys to the groups, who will use these surveys to ask questions, summarize results, and eventually make an oral presentation.

Instructions: Divide students into groups to answer the survey questions. Have each group present an oral summary of the group's responses. Use the following questions for the survey:

What is one quality that you would like to have?

What is one thing that you would like to do to improve your life?

What is one thing that you can do today to help your local community?

Reading: Jigsaw Reading

Purpose: To summarize information presented in texts; to speak and listen in order to present information; to practice note-taking; to collaborate in a team.

Level: Level 2 and above **Time:** 50 – 60 minutes

Preparation and Materials: Make a copy of the reading text and note-taking form for each student. (See Teacher's Notes and Jigsaw Reading Instructions.)

Instructions: This jigsaw reading activity can be used as a decision-making task. Tell students that they need to make a choice about where to live and why. Divide students into 5 groups. First have all students read the introduction to the text. For the first grouping, assign each group to read the paragraph for one region. For the second grouping, have each group decide which region they would live in based on the types of fresh foods they could easily get.

Writing: Paragraph Posters

Purpose: To write cohesive paragraphs; to represent ideas visually.

Level: Level 2 and above **Time:** 100 – 130 minutes (may extend over several class sessions)

Preparation and Materials: Have a model paragraph ready for students to look at. (Optional) Gather crayons or markers, old magazines, glue, and poster paper.

Instructions: Have students write a persuasive paragraph about the following topic: *one thing we can do to live more locally, and why it's important to do it*



Jigsaw Reading

Note to the Teacher: A jigsaw reading activity begins with the separation of a text into sections or paragraphs, which are handed out to different groups to read. Each group reads a different section of the text. Jigsaw readings are not the same as scrambled readings in which a text is cut up and one group has all of the pieces to put together. This activity may be extended over several class sessions. Session 1 (first grouping): 25 – 30 minutes; Session 2 (second grouping): 25 – 30 minutes.

Preparation and Materials:

I. Copies of the Paragraphs. Divide the number of students in the class by the number of paragraphs in the reading to figure out the number of copies of each paragraph you will need. Example: If you have 28 students in your class and the reading text has four paragraphs ($28 \div 4 = 7$), you will need seven copies of each paragraph.

Label the copies of each paragraph with corresponding numbers and letters in the following way: Copies for Paragraph 1 should be labeled 1-A, 1-B, 1-C, 1-D and so on; for Paragraph 2, 2-A, 2-B, 2-C, 2-D, and so on. Label the other paragraphs in the same way.

In this activity, students are assigned to groups two separate times: the first time, all of the students in one group will read the same paragraph together (for example, all Paragraph 1 or all Paragraph 2). Students should not be able to see the other paragraphs of the text while they are reading their paragraph.

In the second grouping, students form new groups that contain one student from each of the previous groups so each group member represents a different paragraph. Thus, each student in the group has a different paragraph to explain (from the first grouping) to the rest of the group. In the end, everyone understands the whole reading.

II. Note-taking Forms. Students will need to make a note-taking form for this activity. Tell students to take a sheet of paper and divide it into sections by drawing lines to separate the page into the same number of sections as the number of paragraphs. They should use one section for their notes about their own paragraph, and one section for each of the other paragraphs that they will learn about in the second grouping. Example:

Paragraph 1	Paragraph 2
Paragraph 3	Paragraph 4



What's for Dinner? Eating Locally in the USA

Introduction



In the USA, most people buy food at large **grocery stores**¹, where they can find a wide selection of foods at any time of the year. This food is often packaged and transported around the country before reaching the people who will eat it. In contrast, singer and songwriter Zach Ladin sings about wanting to be a 'localvore' -- a person who tries to eat food that is grown and produced locally. Localvores believe that there are many benefits of buying and eating locally-grown food. For example, such food is higher quality, because it is fresher and spends less time travelling long distances and sitting on store shelves. They also believe that local food is better for the environment because fewer natural resources are used to package and ship the food across the country.

The USA has a lot of farmland throughout the country where farmers grow a wide variety of crops, grains, fruits, and vegetables. Fresh produce is usually available in neighboring markets or farmers' markets, where farmers come and sell their food directly to people (rather than to stores, who then sell the food to consumers). People can usually buy locally-grown food in their own town at reasonable prices. Each region in the USA has different climates and geography, and consequently, each region grows different types of crops. In the following paragraphs, we will learn about the crops and products that are typically produced in the different regions of the United States.



Crops and produce in different regions of the United States

The Midwest

The Midwestern states are characterized by **vast**², flat farmlands, making them suitable for the large-scale growing of field crops like corn and soybeans. In fact, you can drive for miles and miles in the Midwest and only see corn and soybean fields around you! Apart from **consumption**³ by people, corn and soybeans are also used to feed cattle and produce fuel and oil. In the spring and summer months, almost any vegetable grows well and fresh produce is common.

The Northeast

The northeastern states are more **densely**⁴ populated and the land is very hilly. In addition, the Northeast has cooler weather and shorter growing seasons than other regions. This means that there is less land on which to grow field crops like corn and soybeans. They also often use **greenhouses**⁵ to grow their products. Greenhouse products include many flowers and herbs. Farms in these states often grow fruits, vegetables, and tree nuts. Apples and many types of berries are the major type of fruit grown here. The state of Vermont is especially well-known for its maple trees, from which delicious maple syrup is produced.

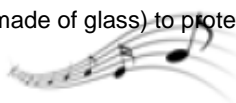
¹ **grocery store** supermarket; a store that sells many types of food (produce, meat, dry goods) and household items

² **vast** very large

³ **consumption** the act of eating or using something

⁴ **densely** containing many people

⁵ **greenhouse** an enclosed building (usually made of glass) to protect plants from the cold but allow sunlight in



The Southeast

In the southeastern states, the weather is much warmer. Summers are hot and humid, and winters are mild. Tobacco, peanuts, peaches, and oranges grow well here. In addition, the southeastern states are the biggest growers of **cotton**⁶. In the 1800s, large cotton farms (called plantations) were very common. This led to the term “cotton belt” to refer to parts of this region.

The Southwest

The desert climate of the southwestern region is characterized by hot summers and mild winters. Water **shortages**⁷ due to the desert climate mean that **irrigation**⁸ systems are necessary on most farms. These irrigation systems deliver water to the fields so they can grow. Hay grows well in this climate, and other common crops include pecans, chili peppers, and onions. The chili peppers and onions are then used in many of the traditional foods in this area!

The West

The western states cover a large area, and have many different types of land and climate. The low coastal areas have warm summers and winters, and don't get a lot of rain or snow. The drier coastal areas, like the state of California, are famous for their sweet, juicy oranges and other citrus fruits. In contrast, other areas have many mountains. The higher elevations mean cool summers and cold winters. Wheat and potato farms are common. Potatoes are one of the most important crops in the USA because they are used as food for people, food for animals, and as an ingredient in many chemicals. The state of Idaho is particularly famous for growing potatoes, and has even been named “the Potato state.”



⁶ **cotton** white, fluffy part of a plant that is used to make cloth

⁷ **shortage** not enough

⁸ **irrigation** transportation of water to fields



Note-taking Form

Paragraph 1: The Midwest	Paragraph 2: The Northeast
Paragraph 3: The Southeast	Paragraph 4: The Southwest
Paragraph 5: The West	Group Decision



Localvore: Answer Keys

Mixed-Up Pictures: Answer Key

1. E. store
2. G. garden
3. B. night
4. H. light
5. J. home
6. A. family
7. F. dance
8. L. moon
9. D. best
10. C. rest
11. K. corn
12. I. bread

Did You Hear What I Heard? Answer Key

1. various answers; see song lyrics on page XX
2. banjo, mandolin, drums, guitars
3. hands that are dirty from working in the soil in the garden
4. leaving no mark on the earth; not wasting resources or consuming too much
5. various answers

