Title of Lesson Plan:
The Orchard Experience

Length of the Lesson:
Two, one-hour class periods

Grade Level:
7-12

Subject Area:
Social science classes

Credit:
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Introduction:
This lesson plan is to accompany the video, The Very Trees Obey Us. After watching the video, students can interpret the information in order to gain a better understanding of the world around them. The following discussion questions and activities will help them understand how orchards affected Orem and Provo and how similar changes affect the student’s community.

Objectives:
1. To give students a broad overview of agricultural transformations
2. Link the story of Orem orchards with the students lives
3. To help students better understand the transformations in their own communities

Materials:
1. The Very Trees Obey Us video
2. Tape recorder
3. Materials to make own simulation orchard

Procedure:
1. Watch The Very Trees Obey Us video
2. Have students break up into groups to discuss the video using the discussion questions.
3. Choose an activity that best suits the needs of the students.
Discussion Questions:
1. Why did Orem start out as an orchard town? Why has it changed?
2. Why does Orem not have a downtown?
3. One of the interviewees said that kids today don’t work very hard? Do you agree? Why do you think he said this?
4. Why do you think it is important to study the changes that a city goes through? What value does it have?
5. Do you think that we should make an effort to maintain the orchard way of life?
6. What was life like for the people on the orchards? What were the children=s chores, who did they associate with, what was their schooling like?
7. How was life different between the people in town that worked on the orchards and those that did not? What were the differences between the people who owned and managed the orchards and those who labored in them?
8. What do you think will happen to the orchards? (Will they all give way to industrial development? What will happen to fruit prices and fruit demand?)
9. Who do you think should make the decision to maintain the orchards? (Mayor, citizens, orchard owners, business interests)
10. What was the first industry in our town? How has that changed over time?

Activities:
1. Interview older individuals in your community about the changes that have taken place. If you are in the Orem-Provo area, interview them specifically about the orchards, orchard life, and the disappearance of the orchards. See interview etiquette to help your students in the interview process.
2. Create a game for the classroom similar to Simcity and make it a Sim-orchard. Build up an orchard in your game, introduce agricultural problems and successes. Then introduce industrial growth. Take into account prices, culture, weather, and economy factors that were discussed in the documentary.
3. Plant an orchard in your classroom. (Make paper trees.) Divide the class into groups and make each group responsible for a tree. Have the groups work through simulated situations or difficulties that may arise as a fruit grower.
4. As an extension of the last activity, take another classroom on a tour of your orchard. The members of the class would act as guides, explaining to the other students about orchard life and the changes that have taken place in their orchards over the Ayears@.
5. Make maps to describe the changes that might take place in a community over a number of years. You can use the map of the orchards of Orem and Provo as prototypes for your town. Describe the way a town might grow from when it was once orchards.
6. Split the class into groups. Each group will represent a different ethnic group who has been involved in orchard life. Give each group information regarding each group (local youth, migrant workers, immigrants from the middle east) Have them discuss what they think it would have been like to be among those groups in Utah county.
Discuss the pros and cons of living there, what influence the group had on the industry and what obstacles they might have encountered. Have each group present their findings to the class.

7. Split the class into groups. Each group will represent a different ethnic group who worked as pickers in the orchards (migrant workers, local youth). Have each group calculate the wages per year of their group. Considering the wages and other opportunities for jobs, have them discuss what they would have chosen and why local youth were slowly pushed out of the picture. (Remind them that local youth had different job opportunities than migrant workers).

8. Orem was once distinguished as a Tree City, USA. Find out what other cities today carry this distinction. Are these cities encountering similar situations of industrial and housing growth that Orem has experienced?

9. Compare the fruit prices of apples, peaches, pears, cherries and other fruit grown in Utah. Graph your findings. Also find out the changes in fruit prices and graph these findings as compared to those today. You may want to extend this back just a few years or longer depending on the depth of research you want your class to do.

Extensions:
For students that live in the Provo/Orem, Utah area they can visit an orchard and document important facets that they observe. For students not in the area they could evaluate the agricultural history of their area.

Give each student a fruit tree and find a place in the community or school to plant theses trees. Get the students involved in obtaining the trees, finding the place to plant, and caring for the trees.

As a class plan and organize an Arbor Day celebration for your school or community.

Evaluation:
Students can be graded on the activity portion of this lesson plan. Evaluate their projects based on whether or not they show understanding of the things that they have learned from the video and the class discussion. Their projects should incorporate an understanding of the history, economics and ethics of orchards, their growth and their disappearance.