

About Pumpkins

Objective

Students will read about pumpkins and then answer questions to show comprehension.

Procedures

1. Hand out copies of the Reading Page and worksheet.
 - Students will read independently or in groups.
 - Students will answer the questions on the worksheet.
 - To help students develop reading fluency, time students for one minute as they read the passage to see how many words they are able to read in one minute. The page includes a running tally of the number of words line by line.
2. Discuss the poem included on the Reading Page. What does this poem tell us about the importance of pumpkins in the lives of the Pilgrims?
3. Bring a pumpkin to class and place it in front of the class.
 - Students will write words to describe the outside of the pumpkin.
 - Students will guess what they think is inside the pumpkin. Write guesses on the board.
 - Carve a hole in the top with a sharp knife.
 - Each student will reach in and pull out some of the “pumpkin guts.”
 - As students put their hands inside the pumpkin, they each say a word that describes how it feels.
 - Take pictures of students with their hands inside pumpkins as they are clearing out the pulp and seeds. Glue the photos on construction paper along with the word the student used to describe the inside of the pumpkin.
4. Read and discuss the passage below, “Herbert Hoover and the Great Pumpkin Wars,” a short memory of President Herbert Hoover.
 - Students will draw pictures illustrating the story.
 - Students will write their own short memories of pumpkins.
5. Students will make up progressive stories about pumpkins, with each student adding something to the story. Read the story as a class.

Oklahoma Academic Standards

GRADE 1

Speaking and Listening:
R.1,2,3,4; W.1,2. Fluency.1,2.
Reading and Writing Process:
R.1,3. Critical Reading and
Writing: R.1,2,3,4,5; W.2,3.
Language: R.3

GRADE 2

Speaking and Listening:
R.1,2,3,4; W.1,2. Fluency.1,2.
Reading and Writing Process:
R.1,3. Critical Reading and
Writing: R.1,2,3,5,7; W.2,3.
Language: R.3

GRADE 3

Speaking and Listening: R.1,2,3;
W.1,2. Fluency.1,2. Reading and
Writing Process: R.1,3. Critical
Reading and Writing: R.1,2,3,5,7;
W.2,3. Language: R.3

About Pumpkins

The pumpkin is a vegetable, but most pumpkins grown today are sold for decorating and carving. They come in all sizes and shapes, from minipumpkins, the size of apples, to giant ones, weighing over 200 pounds. Some pumpkins are gray or pale green, but most are yellow or orange. Some are even white.

Pumpkin flowers are large and yellow. Some kinds of pumpkins are grown for cattle to eat. Cucumbers, squash, melons and gourds are all related to the great pumpkin.

The pumpkin is one of only a few foods we still eat today that is native to north america. The Pilgrims and other early new england settlers liked to use pumpkins because uncut pumpkins would keep for several months, if stored in a cool, dry place. Pumpkins were a main part of the early settlers daily diet.

Pilgrims and other early american settlers made the first pumpkin pies by burying pumpkin in the ashes of their fires. after a pumpkin had cooked, they would cut off the top, scrape out the pulp and add honey or maple syrup. The pulp was then made into delicious pies and breads. Pumpkins were used for many different things. dried pumpkin shells served as bowls or containers for storing grains and seeds. Pumpkin seeds were dried and roasted for a high-energy treat. The Pilgrims' dependence on pumpkins is reflected in this poem, from 1630. (Notice the old English "undoon" for "undone.")

For pottage and puddings and custards and pies,

Our pumpkins and parsnips are common supplies,

We have pumpkins at morning and pumpkins at noon,

If it were not for pumpkins we should be undoon.

Name _____

About Pumpkins

Write “F” for fact if the statement is a fact. Write “O” for opinion if the statement is an opinion.

1. ___ Pumpkins taste great!
2. ___ Pumpkins were eaten by Pilgrims.
3. ___ Pumpkins are vegetables.
4. ___ Pumpkin pie is my favorite kind of pie.
5. ___ Pumpkin seeds can be dried and roasted.
6. ___ Pumpkin flowers are large and yellow.

7. Write a fact about pumpkins: _____

8. Write an opinion about pumpkins or pumpkin pie.

9. In the poem, the words at the end of lines 1 and 2 are pies and supplies. What do we call that sound pattern? Circle the correct answer.

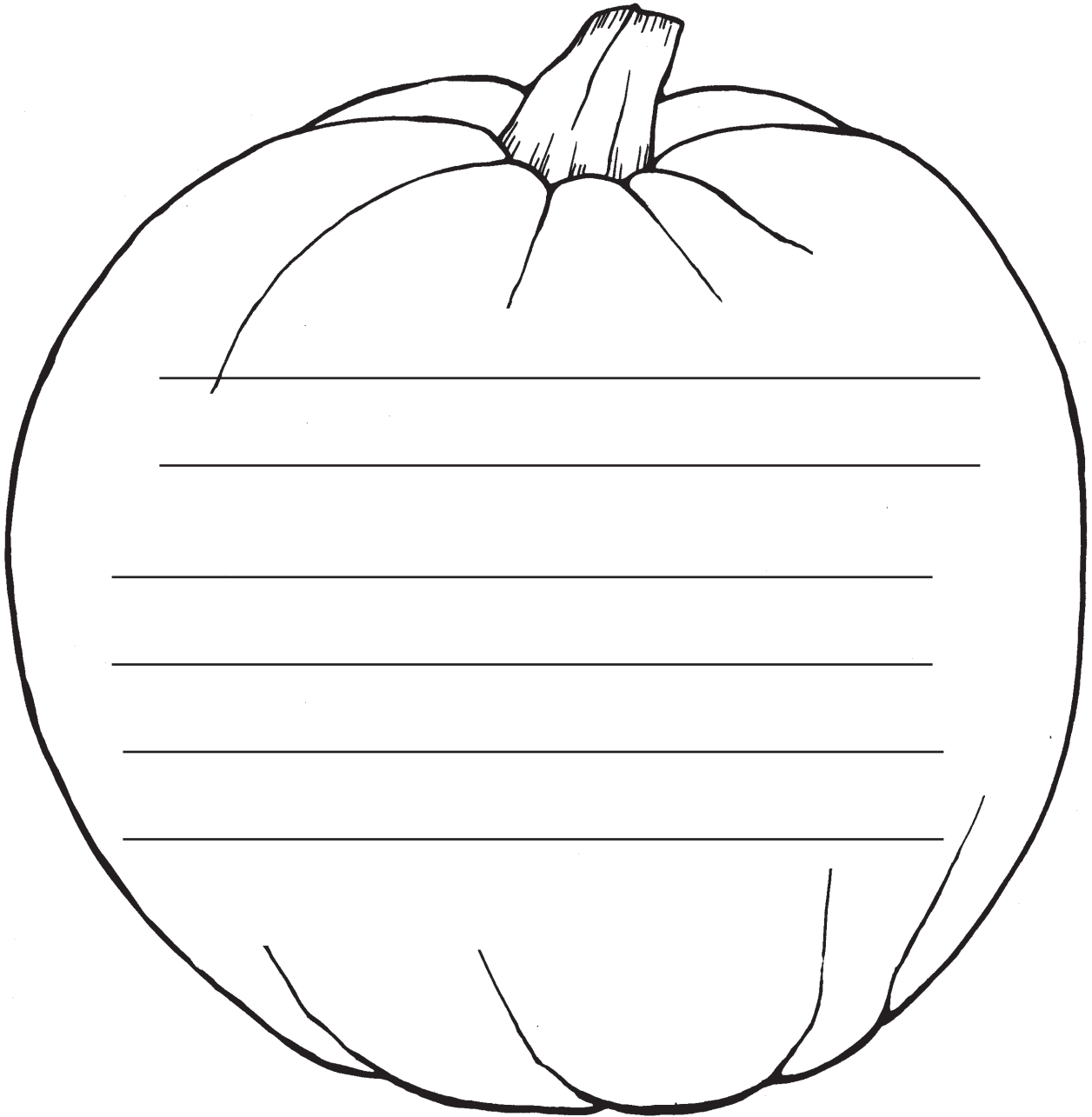
rhythm rhyme syllables

10. Write as many words as you can that rhyme with the word “pie.”

Name _____

About Pumpkins

Write adjectives describing a pumpkin on the pumpkin shape below.



Herbert Hoover and the Great Pumpkin Wars

My uncle always raised a large quantity of pumpkins to feed the dairy cows. These would be brought in from the fields and piled in a pyramid, as much as twenty feet high by fifty feet, or more, long. We were allowed to do whatever we liked with all the pumpkins, as long as we cleaned up the debris at the end of the day and placed it in the troughs for the cows when they came home out of the woods at milking time. So we made “Jack-o-lanterns” of every sort our fancy could conceive, and arranged them by companies and battalions and brigades. Then we attacked them, foot and horse, with a corn-cutter, a weapon like a machete or a Circassian sword, and annihilated the whole army. There was no limit to the slaughter save from physical exhaustion with the rather hard chopping. It seems to me I had a companion in those battles, but his face is veiled to me now; it was probably Herbert Clark Hoover.

from “Memoranda: Being a Statement by an Engineer,” Theodore J. Hoover, 1939, *The Hoover Blackboard, A Blog About Visiting the Hoover Library*

1. Explain what is happening in this passage. What is the main idea? What are the supporting details?
2. Summarize the story by drawing a picture or pictures.
3. Who is telling the story? What is the author’s point of view.
4. What is the author’s purpose in telling this story?
5. Describe the setting (time and place). Who are the main characters?