

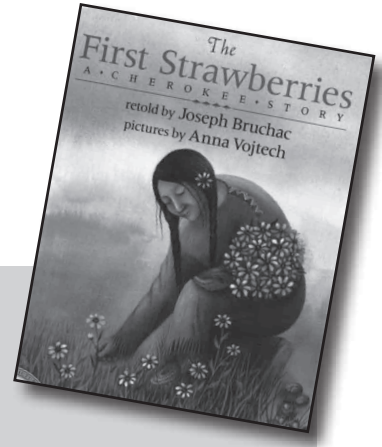
# The First Strawberries

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## **Major Topics:**

**Organisms – Plants, Basic Needs, Characteristics, Habitat**



## **National Science Education Content Standards (1996)**

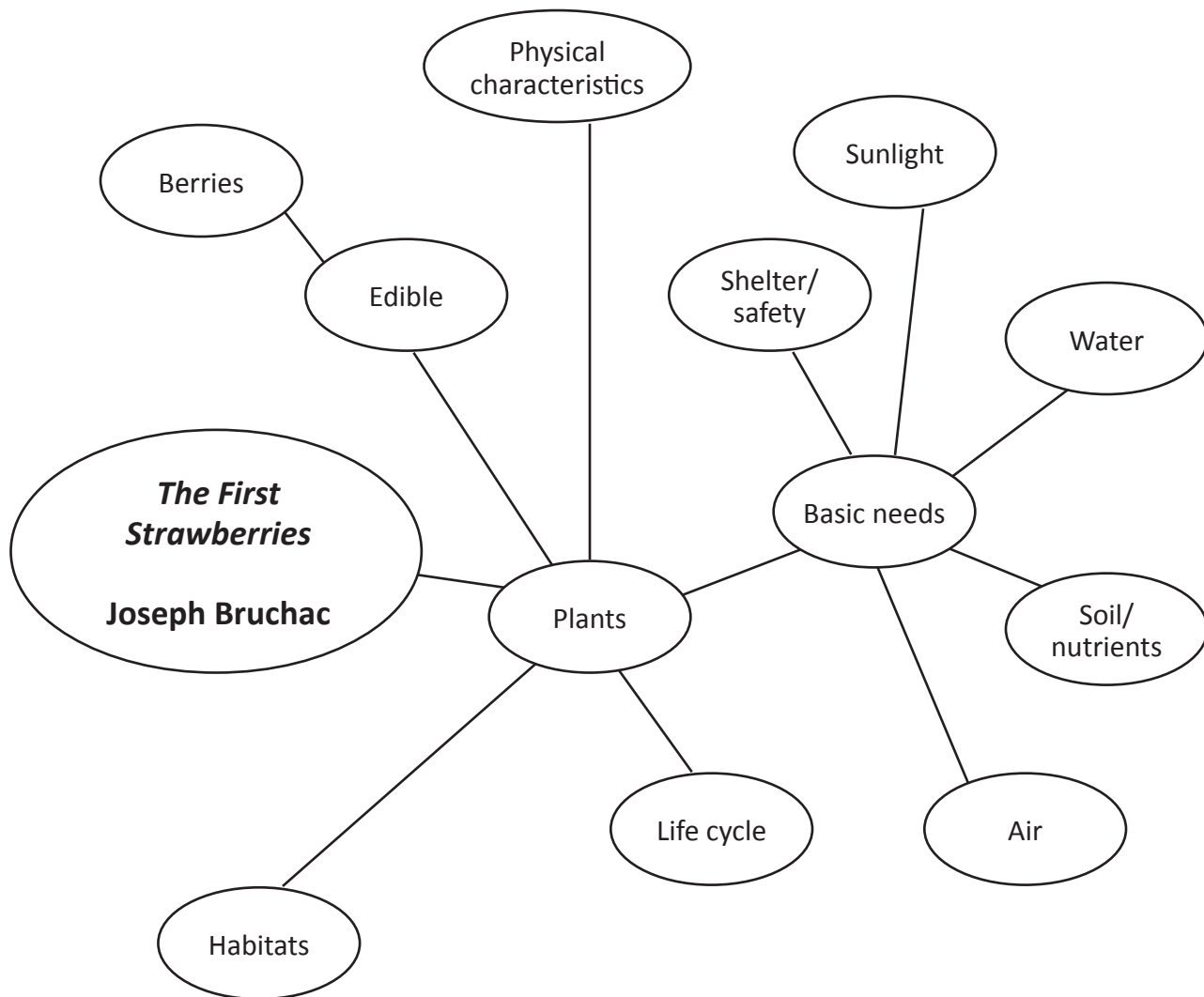
### **Life Science**

- The Characteristics of Organisms
- Life Cycle of Organisms
- Organisms and Their Environment

### **Summary:**

This Cherokee legend explains the origin of the strawberry. A long time ago, when the world had just begun, there was a couple who was happily married, until one day they got in an argument and the woman walked away from her husband. Desperate to get his wife back but too slow to catch her, the man sought help from the Sun. The Sun sent berries to grow in the woman's path in an attempt to stop her. Raspberries, blueberries, nor blackberries slowed her down, until the Sun put strawberry plants in her path. The beauty of the strawberries made the woman stop to pick and eat them, and as a result her husband was able to catch up with her and reconcile their relationship. According to Cherokee legend, this was the first appearance of the strawberry.

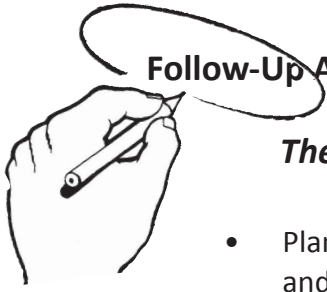
## Science Concept Map



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**Thinking Questions Based on Bloom's Taxonomy:**  
***The First Strawberries***

- 1. Knowledge:**  
List the different types of plants the Sun made grow in the woman's path. In what type of environment/habitat did this couple live? What eventually made the woman stop walking?
- 2. Comprehension:**  
Retell the events of the story. Explain how the berries grew. How did the Sun help the man? Why did she stop walking for the strawberries?
- 3. Application:**  
Predict what would happen to the berries without the Sun. How would you create a perfect environment for a plant to grow? Think about scientific and cultural aspects. Give examples of other edible plants and fruits that you may see in a meadow.
- 4. Analysis:**  
Categorize different types of fruits and plants in the story. Determine factors that helped the berries grow. Identify the needs of a plant. How did the Sun create the perfect environment to grow the strawberries? Be specific.
- 5. Synthesis:**  
The Sun made the berries appear in the legend. What is the role of the sun scientifically in the life cycle of a plant? Describe what you would need to have a berry garden at school. Consider the needs of plants, supplies for your garden, and how you plan to take care of it.
- 6. Evaluation:**  
The woman stopped to smell and investigate the strawberries. Was this a good choice, in your opinion? Why or why not? Would you have been most interested in the strawberries, or would another kind of fruit have been more interesting to you? Explain your answer with reasons. The Sun chose to help the man with his situation. Was this a good choice? Why or why not?



## Follow-Up Activities

### *The First Strawberries*

- Plan, plant, and nurture a class garden. Collect data on plant growth. Compare and contrast the life cycles of the various plants included in your garden. Consider planting various berries. Study the life cycle of berries and their plants. Determine the function of a berry.
- Make observations of a variety of fruits. Work with students to develop a list of questions on which to base their observations. Go on field studies in and outside of school where they can interact with a variety of fruits, and possibly harvest some. Talk to a farmer or grocer about the growing processes of fruits and their life cycle. Develop a “fruit findings” book or visual including all of the findings.
- Compare and contrast different types of fruits and plants. Research and investigate fruits and vegetables. What are differences? Similarities? Use realia as well as other information in their investigation.
- Survey students, family, and friends. Collect data to answer the question: What kinds of fruit do students in our class like? Why? Analyze and synthesize the data in a variety of ways.
- Play “Guess My Fruit.” Make up clues to describe a mystery fruit. Have students share their clues and let the other students guess. Use this opportunity to talk about attributes and physical characteristics of these objects.
- Study the scientific history of the strawberry. Refer to web sites and other material to gain a better understanding.
- Research other specific interests, curiosities, and general information about basic needs, habitats, and plants. Provide and encourage the use of multiple sources of information. Have students share their learning in a variety of ways.