

One

Summer



By Victoria Hynam and Chloe McGee

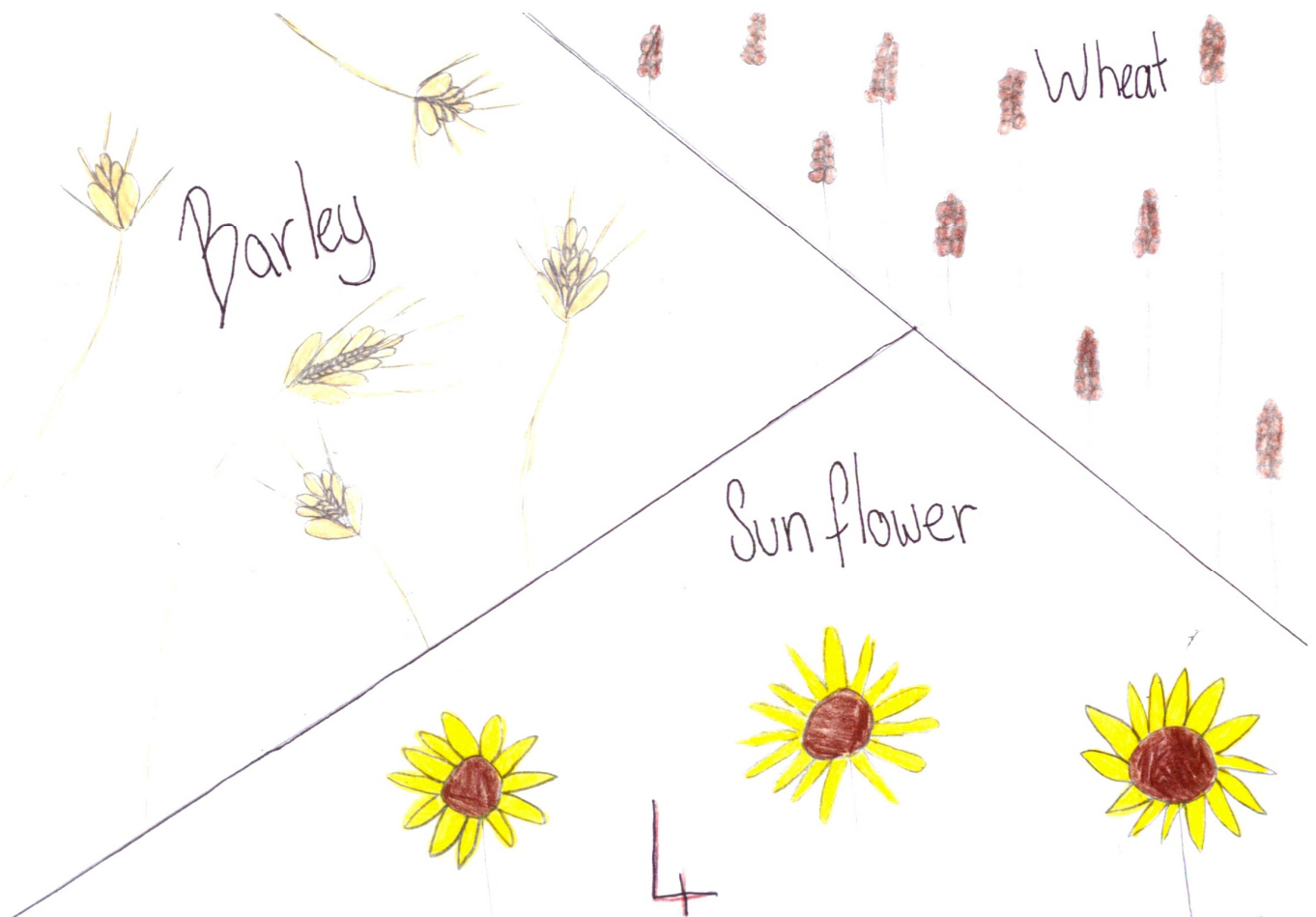
*One Summer Farmer Fred had a deep valley with a beautiful creek on his farm.*

1



***On his land Farmer Fred grew wheat, barley and sunflowers. His stock included cows and sheep.***

3



*When he went out on his motorbike Fred found all different kinds of nature including Native Pine Trees and Saltbush.*



*He also found a Blue Tongue Lizard amongst the dead trees and hollow logs. Blue-tongues are an advantage for farmers because they eat mice and insects which are pests.*



*One night the creek had started to dry up. The dry season lasted for two months which was a major setback for the farmer and his family. The soil was suddenly starting to suck up the water from the creek. It all happened because the soil under the creek was sandy.*

9



*"I must sell some of the cows and sheep as they can't survive in a dry time easily," he said to himself. So he sold some cows and sheep.*

11



For sale - - - -  
Cows \$ 200 • each  
Sheep \$ 100 • each  
If interested call Farmer Fred.

12

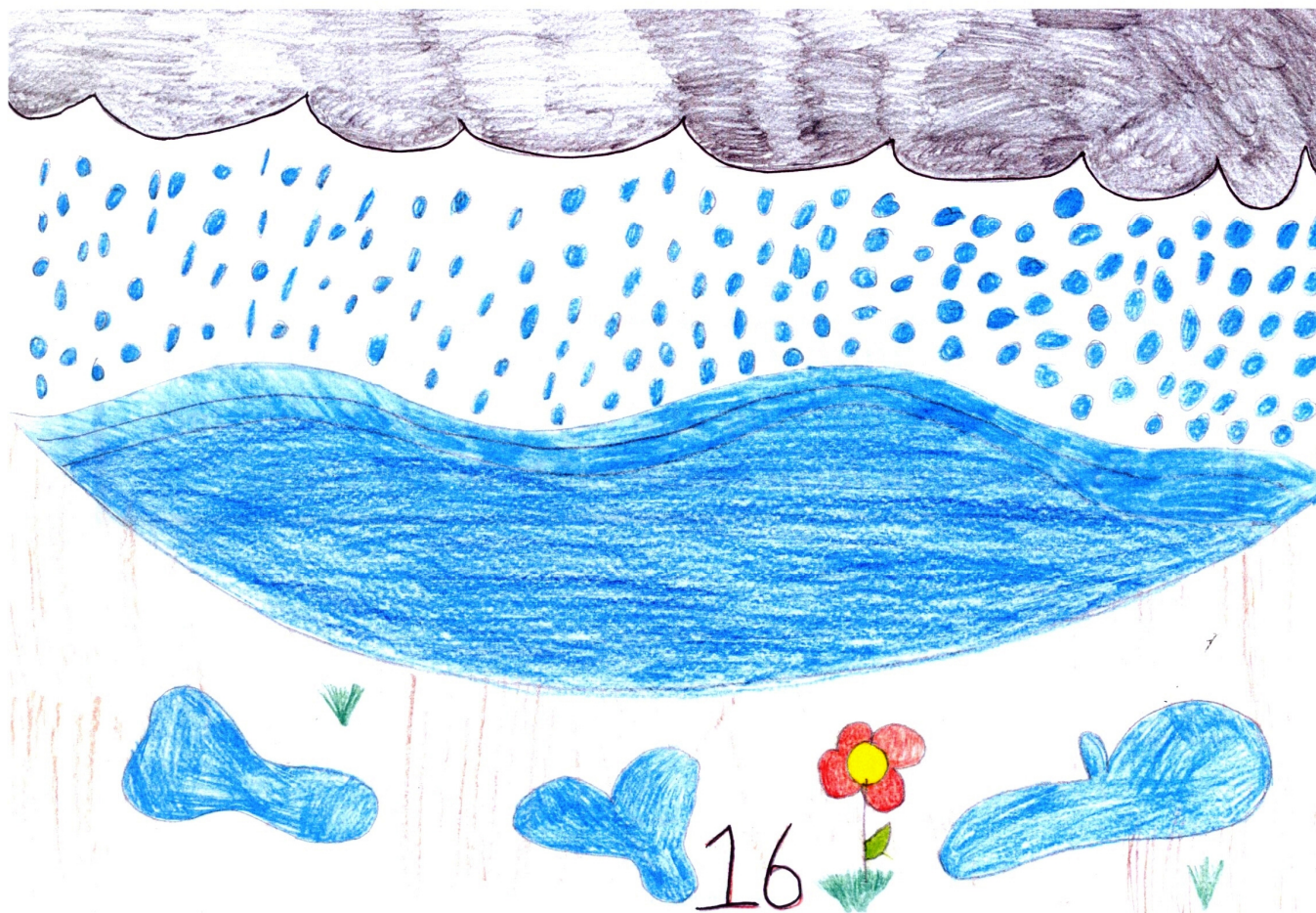
*It helped him because he had to run water into the creek from the Mallee Pipeline and he was now under restriction. Having native plants around was an advantage as they didn't take as much water from the other plants on the farm.*

13



*Finally it rained! It rained for two weeks and the creek was rising quickly.*

15



***Fred and his family brought more cows and sheep,  
the trees were thriving and together they shouted,  
“Yes we can farm sustainably in dry times.”***

Word count = 242

Nb story typed verbatim by Mrs Clark from the handwritten draft.

17



"Yes we can" said the people, "farm sustainably."

## Victoria and Chloe (Y 4 and 6)- Key Science Ideas

about a farm environment

A farm environment is made of the atmosphere, the biosphere (flora and fauna), the lithosphere, the hydrosphere and the infrastructure (man-made) features.

about what 'sustainably farming' means

To keep farming and growing stock and crops for future generations and caring for the environment.

about crops

All crops need water, sunlight and nutrients in the soil to grow. They are not native to our land.

about Salt bush

Salt bush can grow at class 4 (highly saline) soil which means it is not ok for crops to grow on.

about Barley

Barley is the only crop out of Barley, Oats, Wheat, canola and sunflower that can grow on class 3 (very saline) soil. We also use Barley for human food, drinks, and stock feed.

about Wheat

Wheat can only grow on class 2 (moderately saline) soils which is not good for vegetables. We use it in human foods mostly in bread and pasta.

About Blue Tongue Lizards

Blue Tongue Lizards are an advantage for farmers because they eat mice and insects which damage the crops.

about Sunflowers

Sunflowers can grow at class 2 (moderately saline) soil which is bad for vegetables.

written by Chloe and Victoria, typed verbatim by Mrs Clark

Appendix for "Yes we can" said the people, "farm sustainably." by *Chloe and Victoria*

## Bibliography - Our resources

Each student in this class researched the farm on which they or a friend lived:

- observed and recorded its environment by drawings and a table.
- interviewed the farmer about farming sustainably.
- conducted a water and a soil salinity and a soil texture tests.
- used tables and summarised the results for each aspect researched.



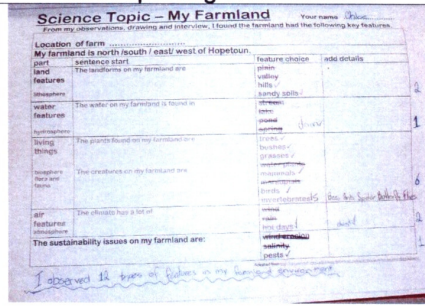
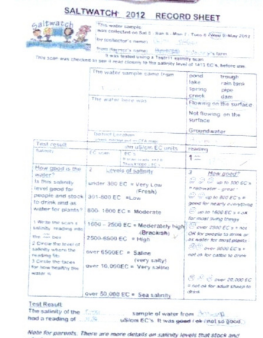
These were shared and collated into individual and class references:

These are the references created by the students in their.

tick if used in story	Resources from classwork in the "Sustainability and our Farmland Environment" unit.	research type	available as a reference
✓	my farmland environment	drawing	Collated into one page for each student that follows as Reference 1 – My Farmland Environment Research
✓	macro-invertebrates (little creatures) seen on my farmland	drawing	
✓	my farmland – summary report of the features from each part of the environment	table	
	water salinity from the farm was tested (as part of the Saltwatch program) and reported for its usefulness to the farmer	water tests	
✓	soil salinity and texture tested and reported for its class (usefulness) to the farmer.	soil tests	
✓	farmer interviews meanings of sustainability and sustainable farming how to farm sustainably for crops, stock, nature and specific issues	interview with farmer	in student workbooks
✓	sustainably farming reports table of all replies to interview and summary into one class statement	table for each qn	on School website see Ref 2 below
✓	The story of our land Geological history was modelled in the sandpit and photographed, put into a timeline of stages and made into a class reference book.	landscape history	In school library see Ref 3 books

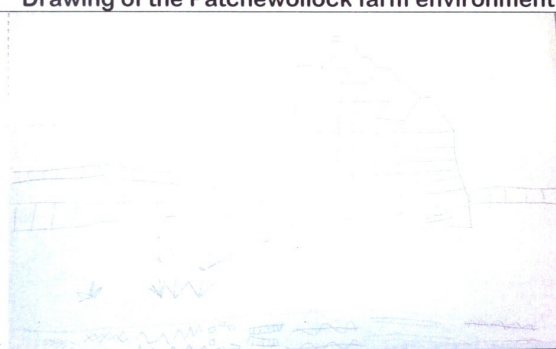

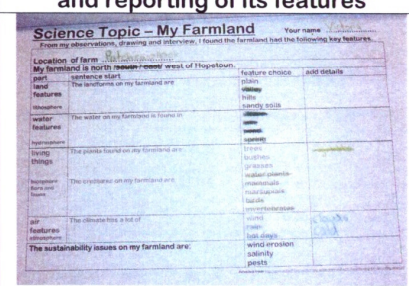
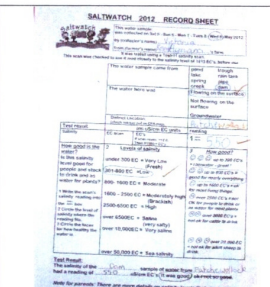
## “Yes we can” said the people, “farm sustainably.”

### Reference 1 – My Farmland Environment Research collected by Chloe, year 6

<p><b>Drawing of the Hopetoun farm environment</b></p>  <p>note - key to the right in the little things column</p>	<p><b>and its little creatures</b></p> 	<p><b>and reporting of its features</b></p>  <p>ie 12 features recorded from all parts of the environment</p>
<p><b>Chloe's Water and Soil Tests</b></p> <p><i>from the Wimmera River at Antwerp as a comparison to the local water</i></p> <p>water salinity 1750 ECs = moderately high salinity</p> <p>soil test from the sandpit soil texture = sand soil salinity Class 0 = not saline</p>		<p><b>Chloe's interviews contributed to class reports on the school website:</b></p> <ul style="list-style-type: none"> <li>• definitions,</li> <li>• crops,</li> <li>• stock,</li> <li>• care for nature</li> <li>• and sustainability issues.</li> </ul>

## “Yes we can” said the people, “farm sustainably.”

### Reference 1 – My Farmland Environment Research collected by Victoria, year 4

<p><b>Drawing of the Patchewollock farm environment</b></p> 	<p><b>and its little creatures</b></p> 	<p><b>and reporting of its features</b></p>  <p>ie ..... features recorded from all parts of the environment</p>
<p><b>Victoria's Water and Soil Tests</b></p> <p><i>from the farm dam</i></p> <p>water salinity 550 ECs = low salinity</p> <p>soil texture = sand soil salinity Class 1 = slightly saline</p>		<p><b>Victoria's interviews contributed to class reports on the school website:</b></p> <ul style="list-style-type: none"> <li>• definitions,</li> <li>• crops,</li> <li>• stock,</li> <li>• care for nature</li> <li>• and sustainability issues.</li> </ul>

Tick if used for your story	Reference 2 - Bibliography for Web sites
	The following is the list of the website references that were created by the children for this project from their interviews
	<i>Dates and time of access have been left off as all students helped create these resources and they were uploaded on 13 June 2012 to the school website as part of participating in the Australian Year of the Farmer.</i>
✓	"What does sustainability mean?" by St Josephs PS Senior class, 13 June 2012, sourced as sts_sustainability.pdf at <a href="http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html">http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html</a>
✓	"What does sustainable farming mean?" by St Josephs PS Senior class, 13 June 2012, sourced as sts_sustainablefarming.pdf at <a href="http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html">http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html</a>
✓	"What does sustainability mean?" by St Josephs PS Senior class, 13 June 2012 sourced as sts_crops.pdf at <a href="http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html">http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html</a>
✓	"What does sustainability mean for stock?" by St Josephs PS Senior class, 13 June 2012, sourced as sts_stock.pfd at <a href="http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html">http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html</a>
✓	"What does sustainability mean for caring for nature?" by St Josephs PS Senior class, 13 June 2012, sourced as sts_nature.pdf at <a href="http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html">http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html</a>
✓	"What problems does sustainable farming have here?" by St Josephs PS Senior class, 13 June 2012, sourced as sts_issues.pdf at <a href="http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html">http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html</a>
✓	"The Landscape of Hopetoun – how it was made over a long time" by Jeanie Clark, 28 June 2012, sourced as sts_landhistory.pdf at <a href="http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html">http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html</a>
✓	"Our Mallee Farmlands – environmental features" by St Joseph's PS Senior class, 28 June 2012, sourced as sts_ourfarmlands.pdf at <a href="http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html">http://www3.sjhopetoun.catholic.edu.au/sts-resources-2012.html</a>

J. Clark , Science Talent Search, Bibliography Proforma, 2012

Tick if used for your story	Reference 3 - Bibliography for Books
	The following is the list of the book references that were available to the children for this project.
	<i>If you only use a part of these books, add the page numbers at the end</i>
✓	Clark, Jeanie (2012), "The Landscape of Hopetoun - how it was made over a long time", St Joseph's Primary School class room publication, Hopetoun.
	Crocombe, Angela (2006) <i>Farming Australia- Grain Farming</i> Binara Publishing P/L
	Dalgleish, Sharon (2005) <i>Farm animals- Cattle</i> , MacMillan Education Australia
	Hamilton, Fiona (1994) <i>The Workboot Series – Wheat</i> , The Kondinin Group
	Pelusey, Michael & Jane, (2003) <i>Outback Australia - Life on a Sheep Station</i> Macmillan Education Australia
	Pyers, Greg (2001) <i>Australia's Introduced Plants and Animals – Book4 Mesquite to Rubber</i> . Vine Reed International Books P/L
	Thomas, Ann (1998) <i>Farms – Sheep and Cattle Farms</i> , Macmillan Education Australia
	Thomas, Ron, & Stutchbury, Jan (1996) <i>Feral Animals – Pigs and Goats</i> , Macmillan Education Australia
	Wykeham, Nicholas (1979) <i>Farm Machines</i> . Raintree Children's Books
	Isham, Marion & Steve (2004) <i>Draw Australian Animals</i> . Bandicoot Books, Margate. Tas

J. Clark , Science Talent Search, Bibliography Proforma, 2012

Tick If used for your story	<b>Reference 4 - Bibliography of Class Lessons</b>
	The following is the list of topics in class lessons that could be used as references for their stories:
✓	the Environment and its Features
✓	Sustainability
✓	Story of our land
✓	Lunettes – landform, Native Pines and ‘Snow Drifts’
	Salinity in Water
	Saltwatch - Water Salinity in our Area
✓	Soil Salinity and texture
✓	Rain coming - clouds and processes
✓	Shinglebacks/Stumpy Tailed Lizards and Blue-Tongue Lizards
	Bats especially Micro-bats
	Minibugs – helpers, threats and passers by – including what worms do
	Wild Melons – Afghan and Paddy Melons
✓	Our Crops and what we use them for.
✓	Keeping Stubble, trees and shelter belts- sustainable farming for dry times.

J. Clark , Science Talent Search, Bibliography Proforma, 2012

WORD COUNT for our story = 242 words

### Acknowledgements

Thank you to those who have helped us in this project by:

✓ if helped	doing what	by whom
✓	answering our farm interview and other questions for research for our story	Shane Bellinger (my gran's neighbour) Kevin Hynam (Dad)
	scribing our words for us	see the note at the end of the story
✓	typing our draft words for us	Mrs Clark
✓	suggesting better spelling and grammar	<del>Miss Maiden, Mrs Clark</del> Mikala Mole
✓	Teaching us how to format our pages	Miss Maiden
✓	teaching us about ‘Sustainability and our Farmland Environment’	Mrs Clark Kevin Hynam

J. Clark , Science Talent Search, Bibliography Proforma, 2012