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A Vineyard for a Classroom

Part 1

Directions:

Read the article "A Vineyard for a Classroom," available at [FFA.org/news/a-vineyard-for-a-classroom/](https://www.ffa.org/news/a-vineyard-for-a-classroom/), and answer the following questions.

The Yamhill-Carlton FFA chapter is in what state?

- a. Oregon
- b. Washington
- c. Maine
- d. California

What does viticulture mean?

How large is the chapter's vineyard?

- a. 1 acre
- b. 2 acres
- c. 3 acres
- d. 4 acres



What do students test to determine when they should harvest the grapes?

- (1) _____
- (2) _____

What four tasks do students complete in their vineyard?

- (1) _____
- (2) _____
- (3) _____
- (4) _____



How many bottles of wine are produced each year from the grapes the chapter produces?

- a. 120
- b. 976
- c. 1,440
- d. 1,468

What role does the viticulture program play in the Yamhill-Carlton FFA?

What impact has this program had on students who go through the Yamhill-Carlton agriculture program?

Think of a program you are currently a part of or have been in the past that has had a similar impact on you. Why did it impact you?



Using [AgExplorer.FFA.org](https://www.agexplorer.ffa.org), identify three careers you could have if you want to enter the viticulture industry and how that career fits.

- (1) _____
a. How: _____
- (2) _____
a. How: _____
- (3) _____
a. How: _____



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Part 2

Directions:

Grape production is a large component of the agriculture industry. Complete the following activities to learn more about grape production and the industry.

Circle the products below that come from the grape industry.



What impact do you think grape production has on the agriculture industry?



The USDA National Agricultural Statistics Service (NASS) reported that the U.S. had 1,000,700 acres of grapes. Using the information below, develop a bar graph to visually represent the value of the most common grape uses. Be sure to label each axis.

Major Grape Uses Values:

Canned: 16,000 tons

Juices: 451,900 tons

Wine: 4,665,250 tons

Dried: 1,464,100 tons

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What surprises you about the use of grapes, as represented in your graph? Why?

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Part 3

Directions:

Table-grape production is a unique process with many steps required to ensure a useable product. Using the resource from Grapes from California (History), <https://www.grapesfromcalifornia.com/community-outreach/grapes-in-the-classroom/#lesson-plans>, study the steps in the production process and, in the space below, place them in the correct order to reflect the production process. Sketch a picture to represent each step.

Prune the vines	Shoots begin growing one or more inches per day.	Flowers shatter	Inspection
Buds swell and green leaves appear	Flowers bloom	Tiny green grapes ripen into clusters	Placed in a cooled environment
Mean temperature rises	Color change/translucency begins	Ripening grapes begin to soften	Packed by hand
Sugar accumulation			
Pick grape bunches	Shipped		

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Do You Have Any Grapes?

DIRECTIONS:

To grow her SAE, Chloe had to learn how to grow, care for, and harvest grapes and grapevines. Complete the worksheet by examining the suggested resource and answering the questions below.

Suggested Resource:

- Growing Grapes in the Home Garden, <https://extension.umn.edu/fruit/growing-grapes-home-garden>
1. List five facts about grapes.



2. What should you consider when choosing what grape variety to grow?
3. How much water do young grapes require? How do water needs change as the plants mature?
4. Why should you reduce watering young grapes in the fall?
 - A. They are not growing so they do not need water.
 - B. It encourages the plant to harden-off.
 - C. It prevents the roots from freezing during the winter.
 - D. You should not reduce watering in the fall.
5. What are the fertilizer needs of grape vines?
6. True or False. Mulching around the base of the vine is beneficial. (If false, explain why.)
7. Why is weeding around grape vines so important?

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8. What steps should you follow to harvest grapes?



9. How do you properly store grapes?

10. Grape vines require care throughout the year. Complete the task chart below.



Month	Tasks
March	
April, May	
April – June	
April – August	
April – October	
May, June	
September, October	
September, October	
October, November	

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Aligned to the following standards:
PS.03; PL-A.; PG-J.; CS-M.; AG-PL3; AGPB01.03; CCSS.RI.9-10.1; CCSS.SL.9-10.4; CCSS.RST.9.10.4;
CCSS.WHST.9.10.4; CCSS.WHST.9.10.7; WHST.9.10.9; CRP.02; CRP.04; CRP.07; CRP.08

All About the Vine

Part 1

DIRECTIONS:

Answer the questions below as you watch the video "Grapevine Wreaths SAE | Chloe Jones," available at <https://vimeo.com/377181367>.

What is a supervised agricultural experience?

What does Chloe do in the summer and in the winter to create her grapevine wreaths?



What daily tasks is she responsible for?



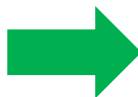
How does Chloe's SAE impact her community?

How do you make a grapevine wreath?

What things must be considered when decorating the wreath?

How has Chloe's SAE grown?

What did she have to learn so she could grow her SAE?



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Part 2

Directions:

Now that you know how a grapevine wreath is made, let's make our own wreath to take home! Watch the video "How to Make a Wreath – The Home Depot" found at <https://youtu.be/V-7QVb3T-jI>. During and after the video, complete the following activity sheet to plan out your wreath.

Supplies:

Tools/supplies:

- Grapevine wreath

Fresh Materials:

- Flowers:

- Greenery:

Develop a numbered procedure list to follow.

Draw an image to help plan out your wreath. Be sure to include all the flowers, greenery and other supplies you listed in your Supplies list.

What did you enjoy about making your wreath?

What was the biggest challenge you experienced?
Why?

What would you do differently if you made a second wreath?

