

'ON THE FARM' POEM ANALYSIS

ELEMENTARY SOCIAL STUDIES



11255 Okanagan Centre Rd. W.
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ACTIVITY OVERVIEW:

1. Take a glimpse at early life on one of our community's farms by listening to the poem "On The Farm".
2. After discussing what they have learned from the poem and the Koyama family, students will create their own farms.
3. Once completed, students will explain why they chose specific buildings/areas/people to include in their farm and how their farm would contribute to their community.



BIG IDEA: Our rights, roles, & responsibilities are important for building strong communities; People from diverse cultures/societies share some common experiences & aspects of life.

COMPETENCY:

Inquiry processes, communication of findings, significance, asking questions, historical perspectives.

CONTENT:

Characteristics of the local community that provide organization & meet the needs of the community; aspects of life shared by & common to peoples and cultures; history of the local community

LEARNING OUTCOMES:

- Role of farmers
- Significance of farms in communities

FURTHER INQUIRY:

Field Trip Suggestions

- Gatzke Orchards
- Lake Country Museum and Archives



We respectfully acknowledge that the land on which the Lake Country Museum is situated, where this lesson was developed, is on the unceded territory of the Syilx (Okanagan) Peoples.

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Lake Country Heritage and Cultural Society

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‘On the Farm’ Poem Analysis

Learning Objective(s)	Students will be introduced to the role of farms within a community through a poem written by one of Lake Country’s earliest residents. They will apply their learning by creating their own fictional farm to support their community.
Suggested Grades	Elementary
ACTIVITY	
Materials	<p>This activity can be completed with various materials. Some ideas are:</p> <ul style="list-style-type: none"> ● Drawing or painting (paper, coloured pencils, markers, crayons, paints) ● Lego ● Play-Doh or plasticine
Introduction	<p>Start the activity with questions about what the students know and wonder about farms and/or farmers:</p> <ul style="list-style-type: none"> ● Suggested questions: “What do you wonder/know?”, “What would you normally see at a farm?”, “What do farmers do in a day?”, "What do farms do for us?" <ul style="list-style-type: none"> ○ Write their thoughts down somewhere the students can see ● Read the poem to the students or play the video narration (<i>option to make use of slideshow for more pictures</i>) <ul style="list-style-type: none"> ○ Ask students if they learned anything new about farming from the poem ○ Add their findings to their previous ideas to demonstrate what they knew before and what they know now ○ Ask students how they think the Koyama family contributed to their community
Creating a Farm	<p>After completing the discussion about farms, prompt students to think about what makes up a farm (<i>i.e. barn, pasture, etc</i>). Students will then begin designing their own farms. This can also be done in pairs or groups. You may want to draw an example of what a farm may look like to demonstrate the activity.</p> <ul style="list-style-type: none"> ● Hand out the materials and give the students time to work on their farms (suggestion 20-30 min.).

	<ul style="list-style-type: none"> ○ Alternatively, each student/group can create one building to contribute to a class farm project. ● When finished have the students describe to you what they have chosen to include on their farm, why they think it is important, and how it contributes to their community.
Historical Context	<p><u>Koyama Farm</u> This poem was written in honour of the poet's father, Eijiro Koyama. Eijiro immigrated to Canada in 1899. He worked as a commercial fisherman on the coast and for the railroad. In 1904, he moved to Vernon to work at the Coldstream Ranch and eventually became the Ranch foreman. He married Fumi Fujioka in 1912. After several years at the Coldstream Ranch, Eijiro and Fumi moved to Winfield in 1916, purchasing 20 acres of land. Accompanying slideshow includes more photographs.</p>
Further Inquiry	<p><i>Field Trip Suggestions:</i></p> <p><u>Rosehill Orchard</u> A local orchard that is referenced in the slides for this lesson</p> <p><u>Gatzke Orchards</u> A local farm and business that has a long history in the Lake Country community.</p> <p><u>The Lake Country Museum and Archives</u> The Museum has a wide range of exhibits and activities for your class to take advantage of. There is also a playground and field behind the building and the lake nearby that students can make use of for various activities.</p> <p>There may be the opportunity for a guest lecturer to visit your classroom or be present at the museum with the knowledge of more local history stories. If interested, please contact the Museum ahead of time.</p>

“A DAY WITH DAD ON THE FARM”

by Meiri (Koyama) Itami for Eijiro Koyama

A Day with Dad on the Farm

As certainly as dawn crept over the hills
he was awake. No clock rang by Dad's bed;
Only that inner sense of knowing at the barn
the cows were waiting to be milked and fed.

But first the kitchen fire was carefully made,
Heaped high with wood from the bin beside the door;
The huge tea kettle filled, and placed just so
there would be water hot for breakfast time and more.

Upstairs I lay, half dozing, half awake,
knowing that soon I too must face the day;
Then footsteps, and the clank of milk pails came;
And I could hear Dad call, “Wake up!” no more delay.

‘Twas quite the same, some toast of homemade bread,
and jam, from prunes that grew across the creek.
And milk, and tea, we'd eat together mostly,
through summer's sunny hours, and winters bleak.

The old cream separator's hum, I hear it now,
As round and round, the boys would daily turn;
and from the separator's spouts the streams would flow,
Skim milk for calves, and cream for butter's churn.

This chore, twice daily, we the girls would do,
To wash and dry the separator parts
Shake out the disks, put up the pails to dry,
We did it like all else, with all our hearts.

The fresh turned soil that called for seeding time,
And Dad and hired help obeyed that call.
With heart and hands and head, bent to the need



Eijiro Koyama

They toiled, rejoicing as the seeds would fall.

The love of earth, the love of life itself
Was in these men who toiled unselfishly;
'Til call to lunchtime came, to break their toil,
And bring a midday rest, relaxed and free.

Before night milking time, Dad homeward came
and laid his tools back in the shed once more.
Then off to milk, the cows must know his steps,
with pails in hand he tended to this chore.

We filled the bath with water from the creek,
The fire fed with wood we'd gathered 'round.
Dad first, the order never changed, we last.
Then on the steps, pick spears his socks had found.

The day near done, bathed, fed, and time for sleep;
A little reading rests the wearied mind,
Some apples from the cellar, crispy fresh,
Before we leave the toils of day behind.

Day in, day out, the months and years have passed
And chapters written thus in Dad's life span
Have yielded life itself to us who come
Behind; to do our very best, we must, we can.

The little ups and downs we cannot know,
And greater things these pioneers of old
faced, solved, and worked to a successful end.
We know so little, so much yet untold.

The paths Dad trod, now dim, the footsteps still;
But memory lingers strong in us today;
We catch the gleam of a silvered brow held high
That dared to face the future, come what may.