

PROVIDER PALS™

LESSON PLAN

Date: October 2002

Subject: Farming/Agriculture- Lesson #1

Grade: 7th & 8th

Time Frame: @ 50 minutes

Topic: Where Does It Come From? Introduction to Provider Pals™
Farming Lessons

Content: Social Studies/Science

Key Vocabulary: statistics, agriculture, survey, analyze, data, production, yield, commercial, commodity, crop product, end product, by-product, cwt, irrigate, dormant

Materials & Aids: (for 28 students)

1. 7 small bags of corn chips
 2. 7 small bags of potato chips
 3. 7 small bags of apple chips or individual containers of applesauce
 4. 7 small packages of pretzels
 5. large paper bag
 6. classroom map of U.S.
 7. copies of necessary worksheets
 8. colored pencils
 9. notebook/composition book for each student- These can be used monthly (Provider Pals™ Journals).
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Goals: Aims/Outcomes

1. The students will be able to discover where agricultural commodities in some common snacks are grown.
2. The students will be able to gain an understanding that we are all consumers of agricultural products.
3. Students will be able to interpret U.S.D.A. National Agricultural Statistics Service (NASS) data.

Objectives:

1. Students will use the provided data to discover where the agricultural commodities used in some common snacks are grown.
 2. Students will learn that we are all consumers of products produced by farmers.
 3. Students will gain an understanding that the U.S. can produce many different kinds of products because of our varying climates.
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Procedures/Methods:

Introduction: Different parts of our country are better for raising different agricultural commodities. Many of the fresh fruits and vegetables we eat are grown in temperate parts of the country like California and Florida. That's because the growing season is longer in those parts of the continent. Wheat, barley, corn, and other grain crops grow well in our country's midsection, in what once was grassland. In some parts of the country the land is not suitable for growing crops but provides good grazing land for cattle and other livestock. Potatoes grow best in cooler climates, so they are a good crop for mountainous regions where it stays cool longer in the spring. Some crops require a great deal of rain, and some need plenty of sunshine. We are able to produce many different kinds of products in our country because we have so many different climates. Because of modern technology for storing, moving, and processing agricultural crops, we are able to have about any kind of food we want to eat at any time of the year. The census of agriculture gathers numbers to help us know what grows best in which part of the country. Time: 5 minutes

Development: Time: 10 minutes

1. Share background material and explore the meanings of "commodity", "product", "end product", and "byproduct."
2. To illustrate, bring to class some examples of end products and the agricultural commodities from which they were made. i.e. cotton ball and cotton shirt, dry beans and bean dip, tomato and tomato sauce, apple and apple juice. Ask students to differentiate between commodity and end product.
3. Ask a few students to name their favorite snacks and list on the chalkboard. Now ask students if they know what agricultural commodity these foods are made from and where the commodities grow. Write guesses on the board.

Practice: Time: 10 minutes

1. Place all snacks in a large paper bag and have students draw from the bag to determine which group they will work with. (You may want to break the groups of 7 into smaller groups like 2, 2, and 3 or 3 and 4.) Explain that each snack represents a major agricultural commodity grown in the U.S. Write words corn, potatoes, apples, and wheat on the board. Lead a class discussion to help groups determine what product each snack represents.

Independent Practice: Time: 20 minutes

1. For each group hand out copies of the information about the specific agricultural commodity, the survey form, the data about their product, and the map of the U.S.
2. Have groups read the information and answer the questions on the survey form. Have the groups use the NASS data in the tables to determine where their assigned food grows and record that information on the survey form, using the questionnaire provided.

3. Then have students locate the top 5 states where their snacks grow on the maps of the U.S. and color in those states.
4. Provide each group with a different color of map pins. Have each group report on its findings and mark the states where the designated food grows on a classroom map. Students should also report on growing conditions necessary for each product.

Check for Understanding: Time: 5 minutes

1. Debrief lesson. Lead a discussion in which you ask students what factors determine what is grown (climate, availability of land, transportation, storage capacities) in which states and how much is produced (climate, size of state, soil type).
2. Discuss any surprises students may have encountered.

HOMEWORK: In their Provider Pals™ journals, students will write what they learned about agriculture in today's lesson. Grade entries accordingly.

Closure: The United States is able to produce many different kinds of products because we have so many different climates. Wheat, corn, potatoes, and apples are some of the crops which are produced in our country.

Evaluation: (suggestions)

1. Participation
2. Journal entries- These will be helpful to the students when they are asked to write their essay for the selection of students for the Montana summer trip.
3. Organization of handouts in Provider Pals™ notebook/folder

Teacher Reflection: (for completion after lesson)

Additional Activities:

1. Have students keep records for a week of what foods are served in the cafeteria. Have them research to find out what raw materials are used in the foods. Use the data to find out where the food is grown.
2. Have each student choose a favorite food and research the three main ingredients in the food and where the ingredients are produced.
3. In groups, research the states in which their snacks originated to find size, climate, population, and other crops grown, etc. Each group will choose a presentation method to report their findings – skits, posters, etc.