

## Commodity Investigation

### Lesson Snapshot

#### Related “My American Farm” Game



Amazing Grains  
Available at [www.myamericanfarm.org](http://www.myamericanfarm.org)

#### Grade Levels

- Third - Fifth

#### Content Areas

- English Language Arts

#### Standards

College and Career Readiness Standards for Speaking and Listening (1) Participate effectively in a range of interactions, exchanging information to advance a discussion and to build on the input of others.

College and Career Readiness Standards for Writing (7) perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.

*Common Core State Standards (Draft)*

#### Objectives

By the end of this activity, the students will be able to:

- Develop and deliver a brief presentation on a selected commodity using supporting resources.

#### Materials

- Commodity Fact Sheets available at <http://www.cfaitc.org/factsheets/pdf/factsheets.pdf> (You may elect to use a local resource.)
- Personalized Commodity Cards (See attached template)
- Poster Paper (1 per group)

- Markers, crayons, colored pencils, etc. (Enough for each group to design their poster)
- Newspaper ads/coupons for commodities such as food and fiber
- (optional) Computers and internet access (1 per student or pair - only necessary if students are playing game in class)

### Preparation

- This activity has been designed so that you can identify and select 5-10 commodities which are produced in your state or region.
  - » Review the “Commodity Fact Sheets” available from Ag in the Classroom at <http://www.cfaitc.org/factsheets/pdf/factsheets.pdf> and select 5-10 commodities for use in this lesson.
  - » Take out the Personalized Commodity Cards, which are blank, and customize each using information from the “Commodity Fact Sheets”.
  - » Bring these Commodity Cards for use in the lesson.
- Visit the My American Farm online game ([www.myamericanfarm.org](http://www.myamericanfarm.org)) to preview the “Amazing Grains” game.
- Review the lesson. There are a couple of places where you will see an asterisk (\*). These are areas where you can choose to modify the lesson. To determine if you need to make these modifications, ask:
  - » How much time would you like to allocate for the activity?
  - » How would you like students to demonstrate what they’ve learned?



### Introduction

*Set Context for the Activity*



### Step 1: Introduce “Agriculture”

- Ask students probing questions to uncover the definition of agriculture. Capture down their ideas on the board in the front of the class. Here are some examples: What do farmers do? What do they grow? What do ranchers do? What do they raise?
- Connect responses to the agriculture industry. Circle anything that has to do with food, and ask students to find what those words have in common (food). Circle any that relate to fiber/clothing, and have students identify the common link. Students may or may not share natural resources examples. If they do, proceed in the same fashion as above. If they do not, add natural resources at the end as a new “a-ha” moment for the students.
- Present students with the definition of agriculture, and have students brainstorm agricultural products we may get from other countries.
  - » Agriculture refers to all of the industries and process involved in the production and delivery of food, fiber and fuel that humans need to survive and thrive.

## Body

### Main Content

#### Step 2: Introduce the term “Commodity” in relation to American Agriculture

- Provide a transition for students: If agriculture covers food, fiber and natural resources, then there are a lot of different items produced by farmers and ranchers. We call these items “commodities”. Agricultural commodities are any items produced by farmers and ranchers, and in America, we produce hundreds of different commodities!

#### Step 3: Introduce Commodity Project

- Share the objective of the activity with students: Develop and deliver a brief presentation on a selected commodity using supporting resources.



- Show students the resources you have provided, including resources for making their poster, and any newspaper ads which might provide additional

information such as price/pound.

- Divide students into collaborative working groups of 3-4.
  - Inform students that the commodities selected were chosen because they are connected to what is produced in their state/region. Give each group a personalized commodity card.
  - Give students approximately 10-15 minutes to complete their posters.
- \* Younger students may need additional assistance with this activity. You can alter this activity by splitting the class in half, or into as many groups as you have adults in the room, and having each group share what they know about that commodity. Ask students to share what they see in their mind when they think of their commodity. Capture images and ideas on a poster to share with the class.

\*For a twist on this activity, you can also have students create a commercial, song, or poem about their commodity. This can be done in class, or share with the classroom teacher if they would like to follow up with an enrichment activity.

#### Step 4: Commodity Project

- Monitor student progress and answer questions as needed.
- Facilitate presentation of posters after all have finished.

\*You may choose to have students take notes during presentations from other groups, in order to increase retention and maintain focus.

\* If students finish early, instruct them to practice their presentation. Students can also be challenged to brainstorm a list of items which can be made by the commodities shared. For example, if wheat is the commodity, students may brainstorm items such as bread, muffins, rolls, cereal, etc.

#### Step 5: “Amazing Grains” Game

- At this point you may elect to have students play “Amazing Grains”, available at [www.myamericanfarm.org](http://www.myamericanfarm.org). Students can work individually or in pairs.



- Inform students that they will be jumping into a fun game, in which they will learn more about agriculture commodities produced in the United States.

\* You may choose to have students play this game before you arrive, after you have left, or at home with adult permission.

## Wrap Up

### Review, Assess, Challenge

#### Step 5: Review Relevant Concepts

- “Buzz In”: At the conclusion of the activity, use the following instructions to play a fun review game called “Buzz In” once all students have returned to their seats.
  - » *Hold your arms out straight in front of you, with your palms facing down.*
  - » *I’ll ask a question, and when you know the answer, slap your right hand down on the table and, at the same time, raise your left hand.*
  - » *Let’s practice: What is the first letter of the alphabet? (Students practice slapping right hand down while raising left. Call on one student to answer.)*
  - » *Now we’ll do this activity with information we learned today!*
- Ask questions related to the commodities explored in this activity. Questions can be as simple as, “What is one thing you learned about apples?” or they can be more specific based on the information shared in the presentations.

#### Step 6: Assess Learning

- Divide the class in half, without moving students. Ask one person from side “A” to recall one commodity that was studied and share out loud. After they have shared, bounce over to side “B” and have another student share a commodity. Bounce back and forth until all commodities have been recalled.

\* You or the classroom teacher may wish to do a formal assessment, in which you can collect the posters created and grade for completion.

#### Step 7: Challenge

- Remind students that agriculture is everywhere around us. Farmers and ranchers work hard to care for animals and provide the food, fiber and natural resources we need to survive and thrive.
- Challenge students to continue learning about commodities. The next time they go to a grocery store, ask the produce clerk about new fruits and vegetables. If they are at the meat counter, ask the meat cutter where a specific cut of meat came from. Encourage students to treat each encounter as a learning experience.

## Teaching Notes



## Foundation Contact Information

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# COMMODITY

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How it's produced:

Varieties/Breeds:

Value:

Other important facts:

# COMMODITY

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