

## RESEARCHING INTERNATIONAL AGRICULTURE PRODUCTION

### LESSON SNAPSHOT

#### RELATED "MY AMERICAN FARM" GAME



Where in the World?  
Available at [www.myamericanfarm.org](http://www.myamericanfarm.org)

#### GRADE LEVELS

- Third - Fifth

#### CONTENT AREA(S)

- Social Science, Geography, English Language Arts

#### STANDARDS

College and Career Readiness Standards for Writing K-5 (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)*

NSS-EC.K-5.5 Gain From Trade

*National Social Studies and History Standards, National Council for the Social Studies*

#### OBJECTIVES

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

- Develop and deliver a brief presentation with visual aid on one of 8 international countries' agriculture production.

#### MATERIALS

- Country Focus Cards (8) – 1 per collaborative group. Copies can be made to accommodate more students.
- Poster Paper – 1 per collaborative group.

- Crayons, Markers, or Colored Pencils – Enough for each collaborative group to create their poster.
- Large classroom map of world
- Sticky notes (Post-its)
- (optional) Computers and internet access – 1 per collaborative group. Students can conduct further research on international agriculture production by visiting informative sites such as <http://faostat.fao.org/site/339/default.aspx>.

### PREPARATION

- Visit the My American Farm online game ([www.myamericanfarm.org](http://www.myamericanfarm.org)) to preview the "Where in the World" 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 I: Introduce International Agriculture

- Inform students that they are about to discover the importance of international agriculture.
- "Made In" Race: Students have thirty seconds to complete this challenge. While remaining in their seats, students race to find as many items at their desk (clothing, school supplies, personal items, etc) which are





“made in” a country other than the United States. After thirty seconds, have students share the items and countries they found. Capture notes in two columns on board labeled “Items” and “Made In”.

- Process by having students consider how many items we would not have if it weren’t for international trade.
- 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. Agriculture is everywhere, and farmers feed the world!

## BODY

### MAIN CONTENT

#### Step 2: Introduce “Researching International Agriculture” Project

\* If internet access is available for all students, you may elect to have students conduct research online by going to <http://faostat.fao.org/site/339/default.aspx>. Students will need some guidance on navigating this site, so be sure and preview if you choose this option. In all other settings, students can complete project using Country Focus Cards provided.

- Divide students into collaborative working groups.
- Carefully explain directions for the project:
  - » *Each group will receive a Country Focus Card, which introduces a country and the top 5 agriculture products produced.*
  - » *Your task, as a group, is to create a poster which illustrates this important information about your country.*
  - » *When you are done with your poster, come to the map in the front of the class and find your country. Write your country’s name on a sticky note and place it on your country.*



» *When all groups are done, in about 10-15 minutes, we’ll present our posters! Each person*

*needs to be involved in your presentation.*

#### Step 3: Students Complete Project

- Monitor student progress and answer questions as needed.
- Remind students to find their country on the map as they finish.
- 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 products produced in their country. For example, if wheat is produced, students may brainstorm items such as bread, muffins, rolls, cereal, etc.

#### Step 4: “Where in the World” Game

- At this point you may elect to have students play “Where in the World”, 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 around the world.

\* 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

- In collaborative working groups, have students brainstorm a list of products they learned about which are produced in other countries. Have students star the product(s) most important to them.



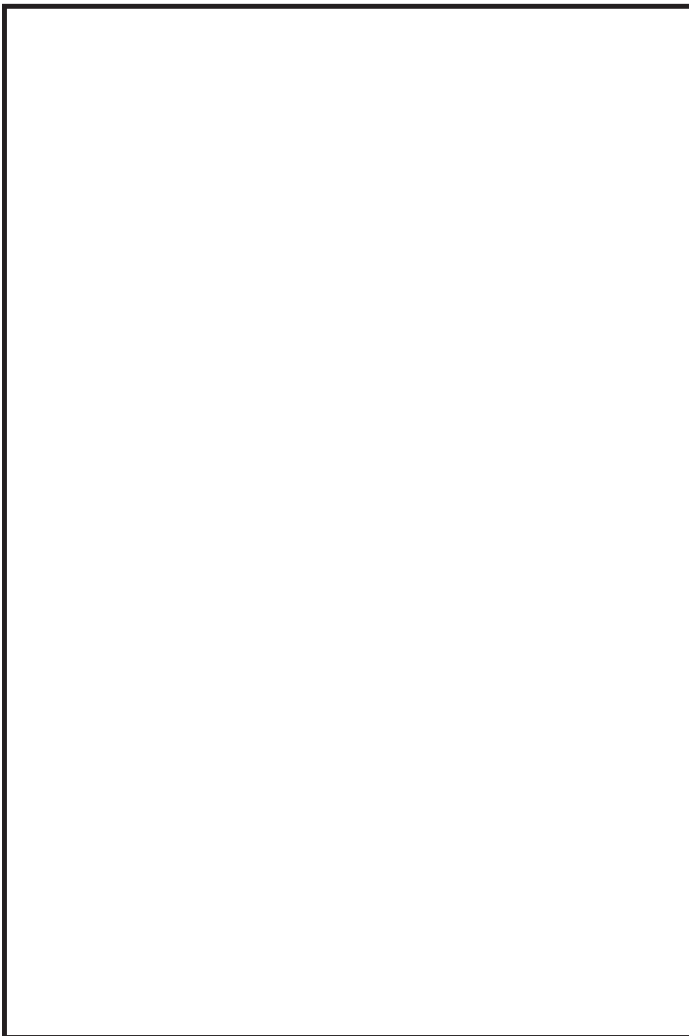
### Step 6: Assess Learning

- Invite students to verbally explain why it is important to learn about international agriculture. Student responses will vary, and may include comments about the variety of products we have available to us, why different countries are able to produce different products, etc.

### Step 7: Challenge

- Challenge students to become investigators when they go to the store with their family. Encourage students to look at produce, meats, dairy products, and packaged goods to determine their country of origin.

## TEACHING NOTES



### FOUNDATION CONTACT INFORMATION

American Farm Bureau Foundation for Agriculture

600 Maryland Ave SW Suite 1000w

Washington D.C 20024

Phone: 1.800.443.8456

Fax: 202.406.3756

E-mail: [Foundation@fb.org](mailto:Foundation@fb.org)



# COUNTRY FOCUS CARDS



## FOCUS ON AFGHANISTAN TOP 5 COMMODITIES PRODUCED

1. Wheat
2. Cow Milk
3. Grapes
4. Rice
5. Vegetables



## FOCUS ON ARGENTINA TOP 5 COMMODITIES PRODUCED

1. Soybeans
2. Cow Milk
3. Wheat
4. Corn
5. Grapes



## FOCUS ON BRAZIL TOP 5 COMMODITIES PRODUCED

1. Soybeans
2. Sugar Cane
3. Cow Milk
4. Oranges
5. Rice



## FOCUS ON CAMEROON TOP 5 COMMODITIES PRODUCED

1. Plantains
2. Cocoa Beans
3. Cassava
4. Bananas
5. Cotton Lint



## **FOCUS ON INDIA TOP 5 COMMODITIES PRODUCED**

1. Rice
2. Buffalo Milk
3. Cow Milk
4. Wheat
5. Sugar Cane



## **FOCUS ON MEXICO TOP 5 COMMODITIES PRODUCED**

1. Cow Milk
2. Hen Eggs
3. Corn
4. Sugar Cane
5. Oranges



## **FOCUS ON CHINA TOP 5 COMMODITIES PRODUCED**

1. Rice
2. Vegetables
3. Hen Eggs
4. Wheat
5. Cotton Lint



## **FOCUS ON THE UNITED STATES TOP 5 COMMODITIES PRODUCED**

1. Cow Milk
2. Corn
3. Soybeans
4. Wheat
5. Cotton Lint