

THE FACES OF AGRICULTURE

LESSON SNAPSHOT

RELATED “MY AMERICAN FARM” GAME

Memory Match available at www.myamericanfarm.org

GRADE LEVELS

- Second

CONTENT AREAS

- English Language Arts

STANDARDS

Writing Standards 2.0 (Grade 2)

Core Content Standards, English Language Arts

OBJECTIVES

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

- Use key terms to describe the diversity of the agriculture industry.

MATERIALS

- Whiteboard and markers
- “Faces of Agriculture” cards (1 set per group of 3-4)
- Paper plates (1 per student)
- Dried corn, beans or flowers (approx 1/2 c per student)
- Glue
- Lined paper
- (Optional) Computers and internet access – 1 per student or pair. This is only necessary if you wish to do the My American Farm game in class.

PREPARATION

- Visit My American Farm online

(www.myamericanfarm.org) to preview the Memory Match 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 the term “Agriculture”

- Ask students to think about what they did that morning before school. As students share, capture responses on the whiteboard.
- Look back at the generated list and circle any item that is provided by agriculture. (i.e. home, bed/blankets, clothes, food/breakfast, fuel for car, etc.)
- Ask students what the circled items have in common. Emphasize that these are all things we need to survive.
- Share with students that there is an industry called “agriculture” that gives us all of the things we need to survive. Write the word “agriculture” on the whiteboard. Read the word out loud and ask students to raise their hand if they have heard the word before. Ask students to share anything they know about agriculture. Capture responses on the board. (Keep this list displayed on the board throughout the duration of the lesson.)

* Answers may vary by location. If students are unfamiliar with the term, take time to more thoroughly introduce the industry.

- Agriculture is a term that encompasses all of the industries and processes involved in the





production and delivery of food, fiber and fuel that humans need to survive and thrive.

BODY

MAIN CONTENT

Step 2: The People of Agriculture

- Set Context: Ask students what they know about farmers. *“What do they do? What do they look like? What do they wear?”*
- Share with students that, “farmers are an important part of agriculture, but they have many different jobs and do many different things. In fact, there are many different people who are involved in agriculture.”
- Divide students into groups of 3-4.
- Provide directions: *“In a moment you will receive a stack of cards with pictures of people who work in agriculture. When you get them, spread them out on your table so that they are all face up.”*
- Distribute one stack of “Faces of Agriculture” cards to each group. Groups spread out cards to review all images.
- Grab and Go! Play a quick game called “Grab and Go” to introduce students to the different faces of agriculture. Inform students that you will share a job description. Each team (small group) is to quickly find the picture that represents that definition and hold it up in the air.

*You may elect to do this as a competitive game by awarding points to teams that have the correct image in the air.

- » Produce Buyer: A produce buyer works for a grocery store, and buys fruits and vegetables from farmers. The store then sells these to people like you and me!
- » Farmer: A farmer grows crops, like fruits, vegetables and cotton. They work with plants and take care of the soil.



- » Veterinarian: You may see a veterinarian for your dogs or cats, but did you know there are vets for large animals like cattle too? These veterinarians make sure animals on the farm are healthy and

help them get better if they are sick.

- » Mechanic: Mechanics are an important part of a farm or ranch. They work on equipment, like tractors, to keep them running!
- » Pipeline Engineer: A pipeline engineer works in oil fields. They figure out how to responsibly get oil and natural gas to people like you and me, so that we can drive our cars and heat our homes.
- » Park Ranger: A park ranger helps campers and hikers, while taking care of the wilderness. You have to like the outdoors if you are a park ranger!
- » Agri-businessman: Agribusinessmen work in offices to market, sell and manage agricultural products like food and fiber.

Step 3: Memory Match Game

- At this point you may elect to have students play “Memory Match”, available at 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 plants, animals, tools and careers related to agriculture.

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

Step 4: In My Own Words

- Write the words “food, fiber, fuel and natural resources” on the white board.
- Ask students to think of things that relate to each word, and create a mind map off of the words to capture responses. (i.e. “food” may have words branching off of it such as bread, milk, eggs, cereal, meat, etc.)
- Remind students that agriculture involves each of these areas.
- Distribute one piece of lined paper to each student. (Prior to the class session, cut lined paper so that it will fit on the surface of one paper plate.)
- Ask student to write their name on the top of



the paper and add the following sentence stem:
 “Agriculture is..” (Write the stem on the white board to support learning.)

- Guide students as they write three sentences about agriculture.

Step 4: An Artistic Approach

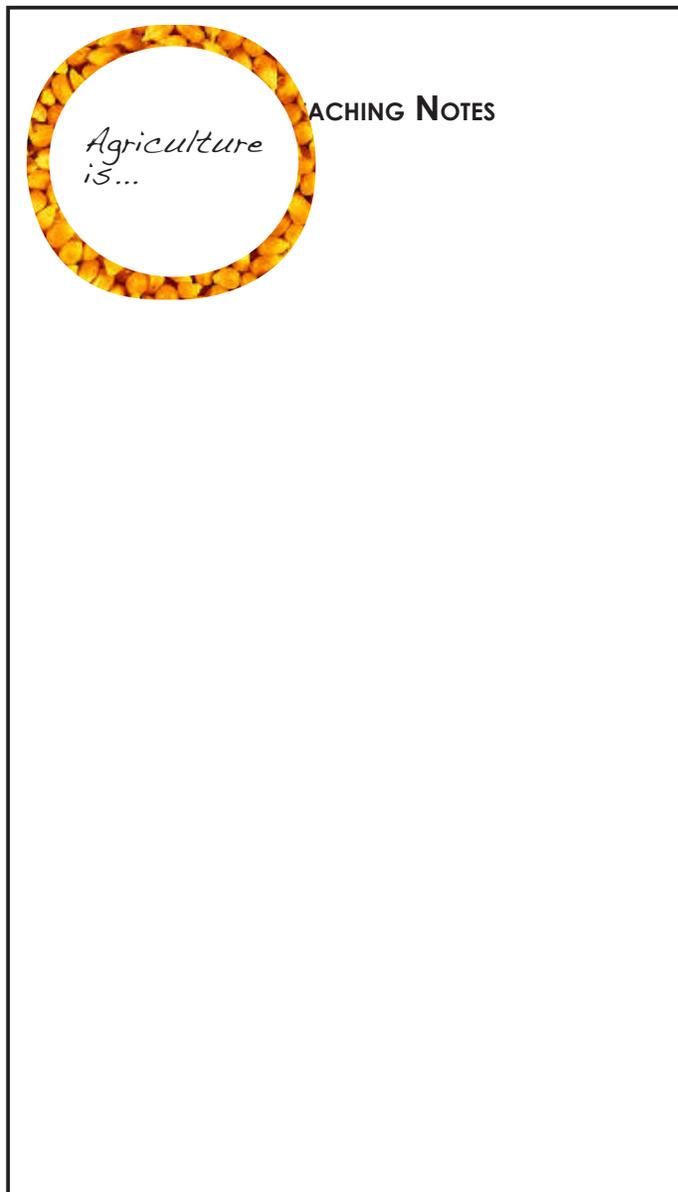
- Students will create an agriculture wall hanging by gluing the sentences they wrote on a paper plate. They will create a border around the plate by gluing kernels of corn, beans or flowers. *Feel free to substitute commodities specific to your area! Large quantities of dried commodities may be available at a feed store or through a local farmer.
- Demonstrate how to make the wall hanging step by step. Introduce students to the commodities available.
- Distribute materials to students and assist as students create their wall hangings.
- Make sure names are clearly written and place wall hangings in a safe place to dry.

WRAP UP

REVIEW, ASSESS, CHALLENGE

Step 5: What have you learned?

- At the beginning of the session, students brainstormed things they knew about agriculture and responses were captured on the board. Next to this list, create a second list entitled “What I learned about agriculture.”
- Ask students to share new things they learned about agriculture. Capture these responses on the board.
- Ask students to look back at the original list created. With student guidance, place a check mark by statements that remain true, and revise any statements that may have been off-track.
- Congratulate students on discovering the diversity of agriculture.
- Challenge students to take their wall hangings home when they are dry and share with an adult!



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



THE FACES OF AGRICULTURE

Make one copy of this sheet for each group. Cut apart cards and randomize before giving to group.

