

THE STORY OF AGRICULTURE

LESSON SNAPSHOT

RELATED “MY AMERICAN FARM” GAME

“Fact or Fairytale” available at www.myamericanfarm.org

GRADE LEVELS

- Kindergarten

CONTENT AREAS

- English Language Arts
- Math
- Fine Arts

STANDARDS

(Grade K)

Reading Standards: Key Ideas and Details, Integration of Knowledge and Ideas

Core Content Standards, English Language Arts

Measurement and Data

Core Content Standards, Math

OBJECTIVES

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

- Define agriculture.
- Use artistic strategies to represent the importance and diversity of agriculture.

MATERIALS

- Whiteboard and markers
- “A Day in the Life of a Farmer” by Heather Andamson
- Commodities for craft project (i.e. beans, peas, dried flowers, cotton balls, seeds, etc.)

- Card stock farmer cutout (1 per student) *Pattern attached. Copy onto card stock or tag board and cut out prior to lesson.
- Fabric or construction paper shirts (1 per student) *Pattern attached. Cut out prior to lesson.
- Fabric or construction paper pants. (1 per student) *Pattern attached. Cut out prior to lesson.
- Glue or glue sticks (1 per student or small group)
- (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.
- (Optional) Headphones - 1 per student. This is only necessary if you wish to do the game individually 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 ate that morning before school. As students share, capture responses on the whiteboard.





- Look back at the generated list and underline food items with one color, and drinks with another color.
- Ask students to count the number of items in each category. Ask what the underlined 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 Story 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. Today we will learn about farmers by reading a fun story.”
- Read an accurate agriculture book, such as “A Day in the Life of a Farmer” by Heather Adamson, to the students.



*Check out www.agfoundation.org for a complete list of recommended agricultural books. Click on the tab “Recommended Books” in the left panel of the site, under “Ag Literacy”.

- After finishing the story, ask students to identify the main character(s), setting and major events.

Step 3: Play Game

- At this point you may elect to have students play “Fact or Fairytale”, 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 agriculture by determining if a statement is fact or fairytale.

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

*The game is set up to allow students to listen to an audio recording of the story. You may wish to secure headphones for students, or play the game as a class while displaying on a large screen.

*For advanced readers, have students mute sound and read independently.

Step 4: Building my Farmer

- Prior to the session, assemble your own farmer to use as a model. Take one card stock farmer, and use glue to attach pants and shirt. Use additional commodities (beans, seeds, flowers, etc.) to decorate and add facial features.
- Set Context: “We’ve had a chance to read some fun stories about farmers and agriculture. Now we get to build our very own farmer!”
- Introduce students to the supplies available.
 - » Show students each of the commodities you brought in and explain that each are from agriculture.
 - » Distribute farmer cutouts and clothing pieces. Remind students that our clothing comes from farmers who grow cotton or raise sheep for wool.
 - » With the help of additional adults, guide students as they glue on pants and shirts.
 - » Give students remaining supplies and instruct them to use these commodities to decorate their farmer.



- Help students add their name to their farmer and display in a safe area where projects can dry.

TEACHING NOTES

WRAP UP

REVIEW, ASSESS, CHALLENGE

Step 5: What have you learned?

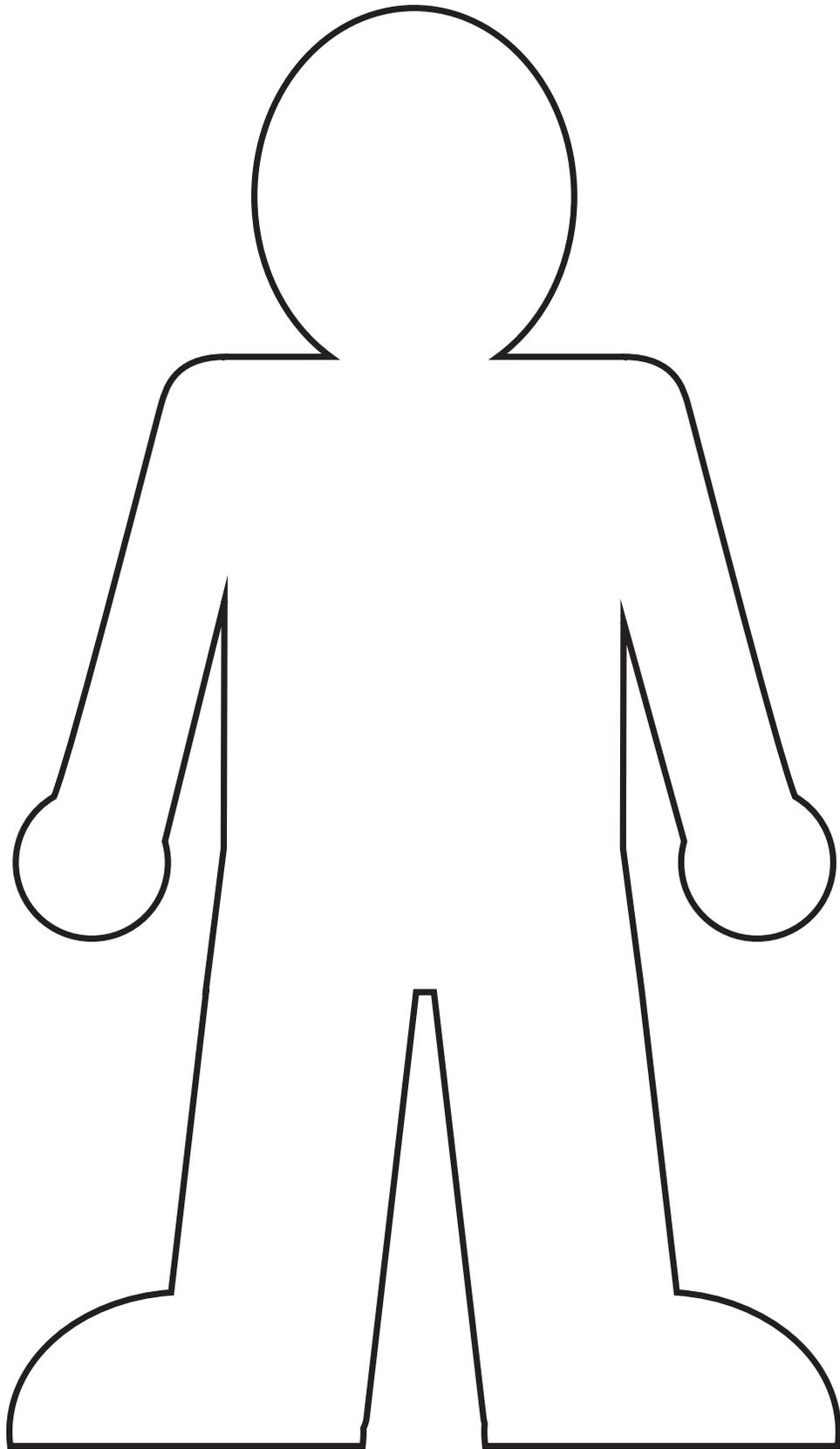
- Create a “Thankful” list. Write the following statement on the board, “I am thankful for farmers because...”. Share with students that thankful means you appreciate something about the person. They have done something nice for you.
- Refer back to the original definition of agriculture and farmers listed on the board at the start of the lesson. Ask students to share why they are thankful for farmers and capture on the board.
- Challenge students to think about farmers when they eat their next meal. Encourage them to tell a parent or family member that a farmer made their food when they sit down to eat.

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



FARMER PATTERN



CLOTHING PATTERN

