

# Agriculture in Your Life



## Overview

Students will match everyday products with agricultural sources that can be found on the prairie. Lesson extensions provide an opportunity for students to visit a farm and/or meet with the farm family.

## Suggested Grade Level

PreK - 1

## Estimated Time

20 – 30 minutes

## Objectives

Students will be able to:

1. identify the basic agricultural sources of everyday products, including food and fiber products outside the prairie.
2. Discuss the important day-to-day activities, chores and products from their adopted farm family.

## Materials

Activity Sheet A

## Background

Agriculture plays a major part in our lives: from what we wear, to what we use in our classes, and even to what we do after school. We may not always think of agricultural products as the physical source of the items or things we use everyday. However, most of these daily essentials can be traced back to an agricultural source.

Production agriculture, or farming, is what most students think of when they hear the word “agriculture.” This is the actual production or growing of raw commodities. People who raise and harvest crops and livestock for consumption or purchase are typically categorized as farmers and ranchers. It doesn’t stop there. Production agriculture also includes a variety of specialties, such as fish, timber, fur-bearing animals, trees, shrubs, flowers, herbs and much more.

Most of the products we use everyday come from agriculture. The sheets we sleep on and the pajamas we wear are made from cotton, just like Q-tips for your ears. The feathers in the pillows may come from chickens or ducks. The cereal and milk we eat for breakfast; the pencils, crayons, and paper that we use at

school; and the baseballs, bats and gloves we use after school all originate from raw agricultural products. We know that our food comes from agriculture, but you can see how we are surrounded by and reliant upon many agricultural products the whole day through.

### **Activity**

1. Discuss background information, then hand out Activity Sheet A.
2. After students work through the activity, have a discussion about what other products come from agriculture.

### **Extensions**

1. Have students color in images from Activity Sheet.
2. Adopt an Agriculturist – Many teachers find it educational to have someone involved in agriculture “adopt” their class. The students correspond regularly with the farmer or rancher and his/her family to practice writing skills and learn about the day-to-day operation of the farm or ranch. The family may send photographs or videotapes, grain or feed samples and other items from the farm or ranch. In turn, the students can write to the family to ask questions or react to what they have learned.

(**NOTE:** Before students become involved, the teacher and the farm family need to set goals for the program. Establish a regular correspondence schedule to keep students interested. Try to get the farm family to visit the classroom, or schedule a student field trip to the farm.)

*Adapted from Food for America, National FFA Organization, P.O. Box 68960, Indianapolis, IN 46268-0999*

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Draw a line from the picture of the food product to the picture of the plant or animal it comes from.

