

# From Farm to Table: Step-by-Step Project-Based Activities including a Farm Mural, a Food Flow Chart, a Map of Their Own Grocery Store, and More!

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## Acknowledgements

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This is the fourth book in the series of Step-By-Step Activities for 2<sup>nd</sup> grade teachers available online at [www.amazon.com](http://www.amazon.com). Others include: *Exploring Family History*, *Expanding Map Skills*, and *A Kids Guide to Laws and Government*.

Available SOON in the series will be *Biographies of People Who Have Made a Difference*. To be notified first when this and other books become available, sign up for the exclusive **New Release Mailing List** by sending an email to [prisporter@aol.com](mailto:prisporter@aol.com). Let her know your grade level of interest, you'll be glad you did!

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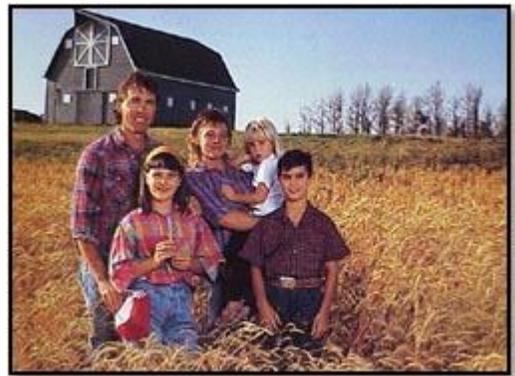
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## Unit Overview: From Farm to Table

**Grade 2, Standard 4:** Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:

1. food production and consumption long ago and today including the role of farmers, processors, distributors.
2. the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. how limits on resources require people to choose what to produce and what to consume.

**Significance of the Unit:** In this project-based unit, students learn about the many people from the farmer to the consumer who are involved in bringing food products from the farm to our table. The unit is designed to help students develop an appreciation and respect for these people and the work they do. The lessons examine various types of farms, how crops get to market, and the interdependence of food producers, processors, distributors, and consumers.



**Compelling Question:** How do we get our food?

### Supporting Questions:

1. What are the different types of farms and what commodities are grown or raised there?
2. How does our food get to our table? How is it produced, processed into a variety of food products, distributed, and sold to the consumers?
3. How did people get their food long ago?
4. What is the role of buyers (consumers) and sellers (producers) of goods and services?

**Description of the Unit:** In Lesson 1, students work in “farm” groups to create a mural to illustrate the types of farm buildings, the equipment used, and the animals or crops that are grown or raised on the farm. During Lesson 2, students create a flow chart for different food crops as they travel from the farm to our table.

In Lesson 3, food production from long ago is compared with production today. Students begin to understand that our nation has changed over time from local communities of self-sufficient families to a nation of consumers who are predominately dependent on many other people to supply their daily food. As students compare and contrast the past and the present, they develop an economic understanding of how scarcity and choice effect the production of goods for the market.

At the end of Lesson 3, students work together on a variety of projects to prepare for a Food Festival Day. Economic concepts addressed in Lesson 4 include the interdependence of consumers and producers, the production of goods and services, and the use of persuasive words in advertising.

**Suggested Preparations for The Unit:**

- Obtain recommended core literature books for the unit, including *Farming* by Gail Gibbons, *The Tortilla Factory* by Gary Paulsen, and *OxCart Man* by Donald Hall.
- Obtain resources from such places as the farm bureau, local and state farms, food processing plants, food distributors, supermarkets, historical societies, and the Department of Agriculture for your state. For example, a recommended resource is the *Teacher Resource Guide* from the California Foundation for Agriculture in the Classroom (<http://learnaboutag.org/>).
- Refer to the Resources section on pages 45-46 for a list of recommended trade books.
- Arrange for classroom speakers such as a farmer, family members of students connected with the agriculture and food industry; district and school cafeteria workers; workers from supermarkets, farmers markets, food trucks, warehouses, food processing plants, restaurants, health food stores, bakeries.
- Arrange for classroom demonstrations about such things as preserving food, cooking food, tasting food, cooking utensils from long ago and now, gardening tools from now and long ago.
- Arrange for field trips to such places as a farm, supermarket, warehouse, restaurant, farmers market, historic site, food-processing plant, transportation center.
- Create a “Word Wall” for the unit. Include a list of key words, definitions, sentences using the words in context, and pictures. Everything can be written directly on the World Wall or on post-it notes, sentence strips, or 3x5 cards. Begin the Word Wall with the word “food.” Add key words to the Word Wall throughout the unit. Review the words periodically, as a whole group, small group, and individual student activities.

**Word Wall Format:**

Word	Definition	Sentence Using the word	Picture
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**Recommended Materials to assemble for this unit:**

- Art prints, catalogs, brochures, or calendars with pictures that depict farming, food, transportation, and food production long ago.
- Empty food containers and wrappers with labels.
- Classroom agriculture museum materials such as artifacts and food preserving equipment (canning realia).
- Cookbooks
- Crayons, scissors, glue, rulers, string or yarn, pipe cleaners, empty milk cartons

**Special Notes:**

- Throughout the unit, read, share, and/or book talk as many topic-related books as possible. Some books are recommended in the Resource section (pages 45-46), but there are many more to be considered.
- Include songs, finger plays, rhymes, and poems about food, workers, and topic related concepts as often as possible throughout the lesson.

## **Common Core State Standards**

Activities are included in the unit to develop standards for reading, writing, listening, and speaking; mathematics; and visual arts. Refer to the following abbreviations that are listed throughout the unit. For example, RI 2.1 refers to Reading for Informational Text, Grade 2, Standard 1.

### **Reading Standards for Informational Text**

RI 2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI 2.3 Describe the connection between a series of steps in technical procedures in a text.

RI 2.4 Determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area.

RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe.

RI 2.7 Explain how different images (e.g. diagram) contribute to and clarify text.

RI 2.9 Compare and contrast the important points presented by two texts on the same unit.

RI 2.10 Read and comprehend informational text in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading Standards for Literature**

RL 2.4 Describe how words and phrases supply rhythm and meaning in a poem.

RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the story.

RL 2.7 Use information gained from the illustrations and words in a text to demonstrate understanding of its characters, setting, and plot.

### **Writing Standards**

W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W 2.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report (mural)).

W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening Standards**

SL 2.1 Participate in small groups in a collaborative conversation and build on others' talk in conversation by linking their comments to the remarks of others.

### **Mathematics Standards**

NBT.1-4 Understand place value (2-ESS1-1)

## Visual Arts Standards

**Creating--Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

2.VA:Cr1.1 Students brainstorm to generate multiple approaches to an art or design problem.

2.VA:Cr1.2 Students create their art design with various materials and tools to explore personal interests, questions and curiosity.

**Creating--Anchor Standard 2:** Organize and develop artistic ideas and work.

2.VA:Cr2.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

**Creating--Anchor Standard 3:** Refine and complete artistic work.

2.VA:Cr3 Discuss and reflect with peers about choices made in creating art

**Connecting--Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art work.

2VA:Cn10 Create works of art about events in home, school, or community life.

### Unit Project: Food Festival Day

The Food Festival Day provides an opportunity for students to display their projects and demonstrate the content they have learned during the unit. The festival can be conducted for the students in the class, or invitations may be extended to parents, another class, and/or outside guests. If guests are to be invited, send invitations in advance of the festival. Students should assume responsibility for writing and sending the invitations. They should also assist in preparing publicity for the festival.

It is recommended the **Food Festival Day** be held following Lesson 3. Information about preparing for the Food Festival Day can be found on pages 24-25 of this unit.

The following two pages provide a sample **Letter to Parents** with information about the unit and a **Request for Help Form**.

## From Farm to Table Letter to Parents

Dear Parents:

Our class will begin a new History-Social Science unit called **From Farm to Table**. The students will learn about the people who produce, process, and distribute our food. We will work on several projects over the next few weeks. To see how you can help, please respond to the form on the next page, and return it to your child's teacher.

We would appreciate it if you would share any information that you can send to the class to use in the Resource Center or in the Class Museum. Items that we need include:

- empty food containers with their labels still on them
- food preserving equipment (such as canning realia)
- artifacts related to food production (such as a rolling pin or a butter churn)
- magazines or pictures that depict farming or food production now and long ago

Some of the ways that you or anyone you recommend can be involved in the classroom include:

- Talk about your job if it is in any way related to farming, the food industry, transportation of food products, nutrition, supermarkets.
- Talk about what it was like to live on a farm.
- Talk about what it is like to grow your own food today.
- Demonstrate how to preserve food today or in the past.
- Conduct a cooking demonstration, such as the making of tortillas.
- Be a volunteer in the classroom to help the students as they do their research and complete their team projects.

A *Food Festival Day* will be held at the end of the unit. The date and time will be announced soon. We hope you will be able to attend. This will give you an opportunity to learn about the activities we have done and the many things we have learned.

Thank you for your support and help.  
Sincerely,

The Teacher and Students in Room \_\_\_\_\_

# From Farm to Table Request for Help Form

Directions: Please return to your child's teacher by\_\_\_\_\_.

Child's Name: \_\_\_\_\_ Grade 2, Room \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Telephone Number\_\_\_\_\_ Email address \_\_\_\_\_

The best time to reach me is:\_\_\_\_\_

I can send the following resource materials:

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I can help in the following ways:

---

---

I recommend the following person(s) to help:

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Additional Comments:

## Lesson 1: Types of Farms and Commodities

**Supporting Question: What are the different types of farms and what commodities are grown or raised there?**

### Activity # 1 My Favorite Food

**Materials needed:** A sample of your favorite food, chart paper and marking pen

**Step 1: My Favorite Food** Begin the lesson by telling students about your favorite food. Explain what it is, the key ingredients, where you get it, why you like it, a favorite recipe(s), and special memories you associate with the food. Include other things that will interest students, such as photos of you with your favorite food or a book about your favorite food.

**Step 2: Your Favorite Food** Ask students to think about their favorite food. On a piece of paper, have each student write the name of the food, the key ingredients, and how they get the food.

**Step 3: Chart Responses** Post the following questions:

- What is your favorite food?
- What are the key ingredients?
- How do you get the food?
- Why do you like it?
- When do you eat it?
- What special memory do you have about your favorite food?

Have students participate in small groups in a collaborative conversation and share their answers to each question. As they share, encourage them to build on others' talk by linking their comments to the remarks of others (SL 2.1). "Pizza is also my favorite food." If the student responds with a food that has more than one ingredient, help the student identify the key ingredient.

Student's Name	Favorite Food	Key Ingredient/s	How I get my food?
Sally	apple	Apple	Out of the refrigerator
Ken	ice cream	Milk	Ice cream store
Julia	peanut butter	Peanuts	My mother gives it to me.

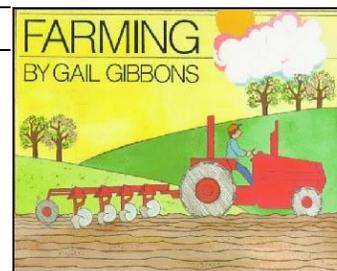
### Activity # 2 Farming by Gail Gibbons

**Materials needed:** Copy of the book, *Farming* by Gail Gibbons.

**Procedure:** Read *Farming* by Gail Gibbons. Ask students to identify the main purpose of the text, including what the author wants to answer, explain or describe (RI 2.6).

Discuss the topics in the book, such as the seasons, different farm activities, the role of a farmer, the types of chores, the types of buildings and equipment found on a farm, and the types of animals.

Encourage students to ask and answer questions as who, what, when, where and why to demonstrate understanding of key details in the text (RI 2.1).



Ask students questions such as:

- Why do you think farmers produce the crops they do? What are the benefits?
- How do you think they decide what to produce?
- Where are farms located?
- What skills do you think a farmer needs to have?
- What resources does a farmer need? (human resources; natural resources such as land water and sun; and capital resources such as types of tools and equipment).
- How have technology and inventions influenced the agriculture industry?
- What are the benefits of being a farmer? What are the costs of being a farmer? (RI 2.1)

### Activity #3 Top Farm Products

**Materials needed:** For the teacher, a sheet of chart paper; For each student, a copy of **California's Top 20 Crop and Livestock Commodities (Handout #1.1, page 15)**. (Crops from your state may be substituted.) For each group of four students, a copy of **Kinds of Farms (Handout #1.2, page 16)** and **California's Top 20 Commodities Word Cards (Handouts #1.3, page 17)**, a sheet of 12" x 18" construction paper, scissors, and glue.

**Step 1: Crop Roundtable Activity** Divide your class into groups of four. Have each foursome sit together as this roundtable group structure is a good activity to develop team building skills and collaborative conversations (SL 2.1).

**1: The Problem.** Tell students they are going to work with their foursome to list the top crop and livestock commodities they think are grown or raised on farms in California (or in your state). A **commodity** is a raw material or agricultural product that can be bought or sold.

**2: Students Contribute.** As a team, students make a combined list of the farm and livestock commodities on **one** piece of paper. Each person writes one answer and then passes the paper to the left. The paper literally goes around the table, thus the name *roundtable*. If a student can't name a farm or livestock commodity, he or she must pass. Progress continues until students can not name any more commodities.

**3: Groups Contribute.** Using the roundtable format, the teacher asks each foursome to name one commodity from their list. As a commodity is named, the teacher writes it on the board or chart paper (avoid duplicates) and continues to the next foursome. In this manner, a composite list is developed once all teams have listed their farm and livestock commodities.

**Step 2: Top 20 Farm Products** Provide each student with a copy of **California's Top 20 Crop and Livestock Commodities (Handout #1.1)**. Review the list of commodities and compare them to the students' lists. Revise or add to the students' commodity list as needed. Explain to the students that most farms are specialized. They produce one or two main crops or kinds of farm animals. (Note: Crops for your state may be substituted for California.)

Math Connection: Using Handout #1.1, students practice reading the place value of each commodity NBT.1-4 Understand place value (2-ESS1-1).

**Step 3: Sort the Commodities** Review the six different types of farms described at the end of the book **Farming**. These are: dairy farms; egg and poultry farms; grain farms, fruit farms, vegetables farms, and, cattle farms/ranches.

Provide each group with a copy of **Kinds of Farms (Handout #1.2)** Have a student cut apart the different word strips for the types of farms. Distribute a copy of the Word Cards for **California’s Top 20 Commodities (Handout #1.3)** to each group. Have a student cut the word cards apart.

Have students participate in collaborative conversations with their group to sort the products according the different types of farms (SL 2.1). Do not paste yet.

<b>Dairy Farms</b>	<b>Egg and Poultry Farms</b>	<b>Cattle Farms/Ranches</b>
milk and cream	Chickens (broilers)	cattle and calves
<b>Fruit Farms</b>	<b>Vegetable Farms</b>	<b>Grain Farms</b>
grapes	lettuce	hay
Almonds (shelled)	tomatoes	cotton
strawberries	broccoli	rice
oranges	carrots	
pistachios	garlic	
walnuts		
lemons		
tangerines		
raspberries		

**Step 4: Carousel** Once students have sorted the product cards, conduct a *carousel* in which each group leaves one person at their desk and the other group members rotate together from group to group to view the other groups’ work. Upon returning to their original position, students may make any changes in the location of their product cards. Have groups take turns orally listing the products they have placed in one of the farm categories until all categories have been discussed.

**Step 5: Glue** Finally, students may glue the farm product cards into place. (Note: If desired, this final step of the activity may be completed individually as an assessment.)

#### **Activity # 4 Farm Research**

**Materials needed:** Set up a **Farm Resource Center** with a wide variety of materials about each type of farm. Refer to the **Resources** on pages 45-46. For the teacher, a sheet of chart paper. For each team, a copy of **List of Farming Topics (Handout # 1.4, page 18)**. If available, provide access to Chromebooks or I-Pads.

Create *Directions for Use of the Resource Center*. Suggestions include:

1. Use only one item at a time.
2. Take notes about what you are learning and include the source.
3. Follow agreed-upon rules for discussions (SL 2.1).

Explain to the students that we will study more about the different types of farms. Form six teams (cooperative learning groups). Have each team select one of the farms they want to specialize in for their team project. Each group should do a different type of farm.

**Step 1: Select Your Type of Farm** Form teams of students, one team for each of the 6 farms listed below. Have each team meet to determine one crop or animal that represents their farm. The teacher needs to guide the team decisions based on the resources available. The **Resource** section on pages 45-46 provides a list of suggested books to use. **Fact Sheets** for many animals and crops are available at <https://learnaboutag.org/resources/fact.cfm>.

The animal farm selections will be quite easy. For example:

- dairy farms – cows (milk and cream)
- poultry farms – chickens (broilers)
- cattle farms and ranches - cattle and calves (beef, sheep or pigs/pork)

The crop farms offer more variety:

- grain farms – hay, wheat, rice
- fruit farms –strawberries, oranges, grapes, almonds, walnuts, pistachios, lemons, tangerines, raspberries
- vegetable farms – lettuce, tomato, broccoli, carrots, garlic

**Step 2: Questions** Ask: “What are the things that need to be done on each farm to produce crops or raise animals?” Discuss with students the many things they think a farmer needs to know and do in order to grow plants and raise animals.

Record the questions on a chart named “*Key Questions about Farming.*” Underline the key words in each question. The questions on this chart will help guide the teams as they do their research.

**Suggestion:** To help students construct their farm mural later in the lesson, encourage them to ask questions about what is found on the farm. These questions include:

- What types of **crops and/or animals** are found on the farm?
- What types of **buildings** are on the farm?
- What kinds of **equipment** are used on the farm?
- What types of **chores** need to be completed?

(Note: Refer to the detailed **List of Farming Topics (Handout # 1.4)**. This list will be helpful as you guide students in formulating a list of questions.

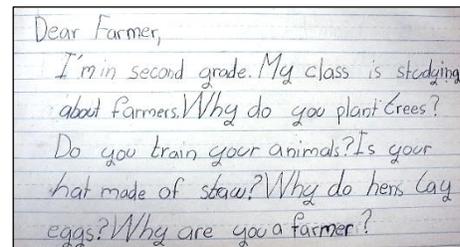
**Step 3: Team Research** In order to create their mural, students will participate in shared research by reading several books about their farm topic (W 2.7) (RI 2.9). With guidance and support from adults, students will also use a variety of digital tools to produce their mural in collaboration with peers (W 2.6). The research and mural construction activity will take approximately two weeks.

**Optional Activity: Finding Information by Writing Letters, Emails, or Making Telephone Calls.** Indicate that it would be helpful to visit and talk directly to farmers who have the same types of farms that we are studying, but this is not generally possible.

Since we can’t go to the different farms, each team may call or write for information about their type of farm. Be prepared with internet addresses, phone numbers or addresses (W 2.4).

Direct each team to draft a letter or prepare an email or a telephone conversation. Encourage students to get ideas from the chart developed earlier, "Key Topics about Farming and the Key Questions." Review letter writing skills and telephone manners.

Develop model letters or emails through shared writing. Role play making a telephone call. Make the telephone calls and/or send the emails, or mail the letters as soon as possible (W 2.7)



*Dear Farmer, I'm in second grade. My class is studying about farmers. Why do you plant crops? Do you train your animals? Is your hat made of straw? Why do hens lay eggs? Why are you a farmer?*

## Activity #5 Farm Murals

**Materials needed:** Materials for a mixed media mural include large sheets of neutral-toned butcher paper for the background; tempera and watercolor paint; crayons; colored chalk; construction paper to create three-dimensional paper sculpture objects that are glued to the background; several sizes of sponges (use to smear, wipe, dot or trail the paint on the background paper); glue; and, if desired, a variety of other papers such as tissue paper and cardboard; mosaic materials such as sticks, stones, tiles, sandpaper and raffia (available from craft stores); various containers for supplies, etc...

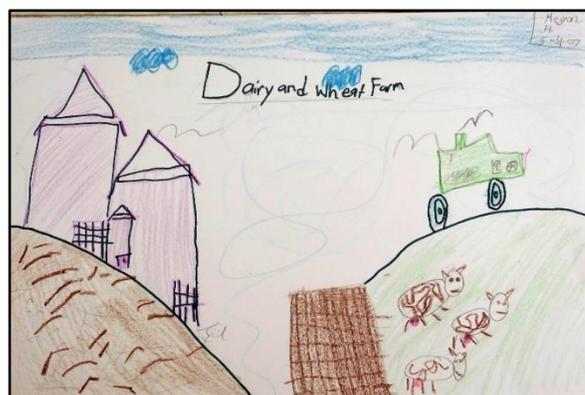
A mural is a design, or a pictorial representation executed on background paper using a variety of media. It can be either two- or three-dimensional. To help students depict a scene that visually illustrates the daily life of people who work on a type of farm, students should use the information from the Resource Center and their research. It is recommended that the buildings, farm equipment, animals, and farm workers be made separately as large cut-outs.

**NOTE: DO NOT BEGIN THE MURALS UNTIL STUDENTS HAVE COMPLETED THE RESEARCH DESCRIBED ABOVE IN ACTIVITY #4, STEP 3.**

**Mural Procedure:** Now that the students have completed research on their type of farm, each team will make a mural to show things that are needed on their type of farm to do the necessary work to produce a crop or raise animals. Students brainstorm to generate multiple approaches to an art or design problem (2.VA:Cr1.1).

**Each mural should include the following:**

- background/geographic features
- farmer and farm workers
- different types of buildings
- types of farm equipment
- crops and/or animals



### Step 1: Making the Murals

**Teacher Instructions:** Organize groups, help students choose materials suited for the project, and assist students in the organization of their murals. The size of the mural can vary from small to part of an entire wall. The teacher should encourage students to be creative in their use of materials while remaining as historically accurate as possible.

**Constructing the Mural: Life on a Farm.** Divide the class into 6 groups, one for each farm. Each farm group will create a mural to illustrate life on their type of farm. Drawing upon the geographical location of the farm and the research data, students will illustrate their understanding of the physical environment and its effect on the lifestyle of the farm. Students may create their art design using various materials and tools to explore their personal interests, questions and curiosity (2.VA:Cr1.2).

**Steps to complete the mural.** Once the research is completed, begin work on the murals. Large sheets of butcher paper are best, but use whatever paper and art medium is available. Each group should:

1. Determine the background for their mural that depicts the local landscape. Tempera paint may be applied to the neutral-toned butcher paper using paint brushes and/or small sponges. Watercolor paint or colored chalk may also be used.
2. Discuss the proportions of the objects that will be constructed and then attached to the mural.
3. Construct the buildings, equipment, and animals that will be depicted on the mural to visually illustrate the daily life on the type of farm. Use construction paper to create the objects that are glued to the background. A variety of other papers and materials may be used. Refer to the "Materials needed" section at the beginning of this activity.
4. Using construction paper, crayons and material scraps (e.g. raffia from a craft store, fabric, yarn), students create farm workers and decorate their farm worker based upon the information in their research.
5. The teacher will need to guide each group as they place the items on their mural. After arranging the items, students glue them in place on the mural background.
6. Add a title to their mural.
7. Demonstrate for students safe procedures for using and cleaning art tools, equipment, and studio spaces (2.VA:Cr2.2).

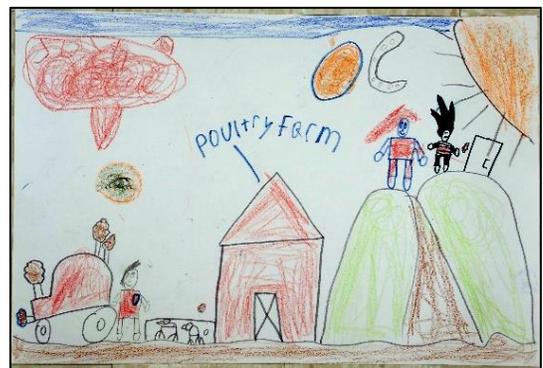
Murals should be saved for the *Food Festival Day*.

**Farm Mural Rubric includes:**

- a background showing geographic features
- appropriate farm buildings
- types of farm equipment appropriate to the farm
- farmer and farm workers doing their chores
- crops and/or animals

**Assessment:** Student projects include:

- Work in a group to sort various types of farm products into the farms where they are grown or raised.
- (optional) Write an email, a letter, or use the telephone to locate information on the type of farm being researched and for the type of food being processed
- Work as a group to create a mural reflecting the information read in the student research and at the Resource Center. The mural should depict one type of farm including a background with geographic features, typical buildings, equipment used, a farmer and farm workers, and crops and/or animals. The mural should include a title.



## California's Top 20 Crop and Livestock Commodities

(Commodities and values from your state may be substituted.)

<b><u>Commodity</u></b>	<b><u>Value</u></b>
1. milk and cream (dairy)	\$6,561,720,000
2. grapes	\$5,793,217,000
3. almonds (shelled)	\$5,603,950,000
4. strawberries	\$3,100,215,000
5. cattle and calves	\$2,625,413,000
6. lettuce	\$2,414,669,000
7. walnuts	\$1,593,900,000
8. tomatoes	\$1,054,001,000
9. pistachios	\$1,014,507,000
10. broilers (chicken, poultry)	\$ 939,409,000
11. oranges	\$ 933,745,000
12. broccoli	\$ 850,183,000
13. hay	\$ 758,121,000
14. rice	\$ 677,941,000
15. carrots	\$ 615,292,000
16. lemons	\$ 608,442,000
17. tangerines	\$ 535,325,000
18. cotton	\$ 475,318,000
19. raspberries	\$ 425,533,000
20. garlic	\$ 309,021,000

Note: California's top 20 crop and livestock commodities accounted for \$37 billion in value in 2017. Of the top 20 commodities, cotton, raspberries, lettuce, and walnuts experienced the largest percentage growth in cash receipts during the year.

## Kinds of Farms

Most farms are specialized. They produce one or two main crops or kinds of farm animals.

**Dairy Farms** raise dairy cows for their milk and cream. The milk is sold to dairies where it is processed and packaged.

**Poultry Farms** – Poultry farms raise chickens (broilers) for their meat. Egg farms raise chickens to lay eggs.

**Grain Farms** grow grain for making bread and cereals and other foods. Some grains (hay) are grown for animals. Rice is considered a grain. Cotton may be included in this category.

**Fruit Farms** grow grapes, strawberries, oranges, lemons, tangerines, raspberries, nuts (almonds, walnuts, pistachios) and other fruits for people to eat.

**Vegetable Farms** grow lettuce, tomatoes, carrots, broccoli, garlic and other vegetables. They are sent to market and stores to be sold.

**Cattle Farms and Ranches** - beef cattle and calves, pigs (pork), sheep and other animals are raised for their meat.

### California's Top 20 Commodities Word Cards

milk and cream	cotton	lemons
lettuce	grapes	almonds
tomatoes	chicken broilers	broccoli
tangerines	strawberries	pistachios
rice	carrots	raspberries
cattle & calves	hay	walnuts
oranges	garlic	

## A List of Farming Topics/Concepts to Research

- types of farms
- farm related vocabulary
- farm buildings and their purpose
- map of a farm showing various features, such as geography, field use, buildings, water
- typical family chores
- farm workers and their jobs, including their family life
- animals on farms as pets and workers
- equipment used
- tools used
- use of technology
- animal care and feeding
- jobs that come in contact with farming
- weed and pest control
- climate needs and concerns
- interesting facts/features
- people who have played a significant role in the agriculture industry
- planting, growing, and harvesting cycle
- soil preparation
- planting, growing, and harvesting needs
- costs for planting, growing, and harvesting food
- water source, how much is used, how it gets to the plants and animals
- food sources
- how food is preserved for family use on the farm
- how food/product is packaged for transporting
- how food/product is sold
- how food/product is transported when it leaves the farm
- destination of the product
- effects of weather through the seasons
- seasonal changes and their effects on the farm
- typical day on the farm today and long ago
- natural disasters
- size of farms and the implications of its size
- productivity per acre, bushel, etc.
- price when the farmer sells the food product
- local, regional, and state agriculture industry

List developed by Janice Harbin

### **Agriculture Fact Sheets** <https://learnaboutag.org/resources/fact.cfm>.

California produces more than 400 different agricultural commodities, providing an abundance of fruits, vegetables, nuts, milk, nursery plants, flowers, fiber and livestock. Each sheet in this set introduces an agricultural commodity, plant nutrient or agricultural topic. Additionally, the sheets provide ideas for using this information in a lesson or activity.

## Lesson 2: From the Farm to Our Table

**Supporting Questions: How does our food get to our table? How is it produced, processed into a variety of food products, distributed, and sold to consumers?**

### Activity # 1 *The Tortilla Factory* by Gary Paulsen

**Materials needed:** Copy of the book, *The Tortilla Factory* by Gary Paulsen.

For each student, a copy of ***The Tortilla Factory* (Handout #2.1, page 26)** and ***The Tortilla Factory without Descriptive Words* (Handout #2.2, page 27)**

Optional: Corn tortillas to be shared with the students after you read the story.

Display the text of ***The Tortilla Factory* (Handout #2.1)**, and provide copies for each student.

#### Procedure:

1. Explain to the students that the lyrical story you are going to read to them describes the production of a tortilla, tracing its journey from seed to plant to factory and finally as food on the table. Point out to students that the author uses many color words and nouns.
2. Before reading the story, ask students to listen while you read for the color words that describe some of the nouns (black earth, brown hands, golden corn, yellow seeds).
3. Read aloud the story. Try to read it pausing for a breadth at the commas and stopping only at the periods. (This takes some practice.) Discuss the color words and the nouns they describe. Describe how words and phrases supply rhythm and meaning in the poem (RL 2.4).
4. Ask students to read the word that describes the *people* (laughing). Repeat with *machinery* (clank-clunking) and *disks* (perfect). Read the story again having the students locate other describing words in the story. Explain that these words add details that make the story more interesting and easier to understand.
5. Explain to the students that action verbs often show sequence in a story. This story describes a process for making tortillas. Reread the story leaving out the descriptive words. **Refer to *The Tortilla Factory without Descriptive Words* (Handout #2.2)**. As you read, ask students to tell the first step (seeds planted). Continue adding each step as you read. Have the students help you list all the action verbs they can find, i.e., mix, push, squeeze, flatten, bake. (The verbs are listed in italics in Handout #2.2).  
Optional: Rewrite the story inserting new descriptive words into Handout #2.2.
6. Select several students (or involve the entire class). Read the full story once again having the students act out the verbs that describe the production of a tortilla, tracing its journey from seed to plant to factory and finally as food on the table. Describe the connection between the series of steps in the technical procedures of the text (RI.2.3)
7. Discuss the various types of jobs being described in the story. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in the text (RI 2.1). Have students predict the kinds of workers needed for each job (farmers, factory workers, bakers, truck drivers, delivery person).

8. Using information gained from the illustrations and words in the text, have students demonstrate their understanding of its characters, setting, and plot (RL 2.7).
9. Help the students retell how the tortilla is produced, processed, distributed and sold to consumers. As students retell the beginning, middle, and end of the story, ask them to explain how the end of the story is like the beginning. Help children recognize that this story is a circle that goes around and round (like a tortilla) (RL 2.5).
- 10.. (Optional) Share corn tortillas with the students after you read the story.

**Background Information:** Tortillas have been an important food source in Mexico for centuries and they have become popular in the United States. Since 1970, tortilla sales increased as national fast food chains and Mexican restaurants featured tortillas. By 2000, sales in the U.S. were at \$4.4 billion. Some analysts predict that tortillas will soon be the top-selling bread product in the U.S.

## Activity # 2 The Food Chain Story

**Materials needed:** Set up a display of food containers (products). For each student, a copy of the **Food Chain Story (Handout #2.3, page 28)**.

**Procedure: Changes in Food Products** Select one of the food containers, such as a jar of strawberry jam. Ask students, “What do you think happened to the strawberries to turn them into jam?” Select other food products and ask students about the ingredients and the changes that occurred in the processing of the food.

Introduce the word “depend”. Explain that we depend upon other people to get our food. Ask: “Who do you think are some of the people we depend on to provide our food?” Chart the responses.

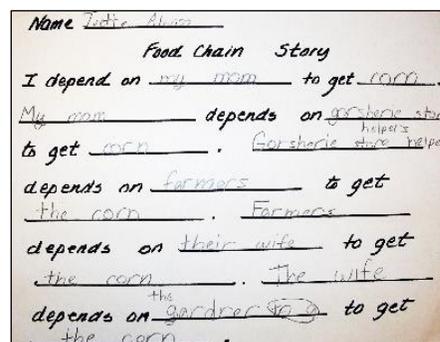
Write the following sentence frame on the board or chart paper (RI 2.7). Refer to the **Food Chain Story Handout #2.3**.

### The Food Chain Story

I depend on \_\_\_\_\_ to get \_\_\_\_\_.  
 \_\_\_\_\_ depends on \_\_\_\_\_ to get \_\_\_\_\_.

#### Example:

I depend on my Mother to get me strawberries from the store. My Mother depends on the supermarket clerk to get the strawberries. The supermarket clerk depends on the supermarket produce man to get the strawberries. The supermarket produce man depends on the truck driver to deliver the strawberries to the store. The truck driver depends on the packer to wash and package the strawberries. The packer depends on the picker to pick the strawberries in the field. The picker depends on the farmer to plant the strawberries in the field (RI 2.7).



With your help, have several students complete a food chain for other food containers you have on display. Keep repeating the second sentence until the students can no longer think of the next person in the “food chain”

Finally, distribute a copy of the sentence frame, **The Food Chain Story (Handout #2.3)** for each student to complete. This activity is a good indication of knowledge of the “food distribution chain.”

### **Activity # 3 From Farm to Table – Table Grapes**

**Materials needed:** For each student, a copy of the **Commodity Fact Sheet Table Grapes** from <https://learnaboutag.org/resources/fact/grapes.pdf> and **From Farm to Table (Handout #2.4, page 29)**. Optional: table grapes for students to eat as they sing Verse 7 of Handout #2.4.

Step 1: Read information about the production of table grapes from the **Commodity Fact Sheet Table Grapes**. Help students determine the meaning of words in the text (RI 2.4) and provide scaffolding as needed since the text is beyond grade 2 complexity (RI 2.10).

Step 2: Explain to students they will sing a song about the workers who grow grapes and move them from the farm to the table. Divide students into six groups. Distribute copies of **From Farm to Table (Handout #2.4)**. As you help students read all the verses, discuss each verse to help students understand what the workers are doing. Using the text, create a flow chart (diagram) to show the sequence of at least 6 stages for table grapes to show the roles of farmers, processors, and distributors (RI 2.7). Compare and contrast the most important points presented in the Table Grapes Fact sheet and the song (RI 2.9).

Group students and assign one verse to each group. Have children circle the verse their group will sing. All groups will sing the last verse. Allow time for groups to think of actions they can pantomime as they perform. Have children stand with their group. As you point to each group in order, have the students sing and act out their verse to the tune of “Here We Go ‘Round the Mulberry Bush.” For the last verse (verse 7), have the whole class sing together, pantomiming how they enjoy eating the snack.

### **Activity # 4 From Farm to Table – Processing Tomatoes**

**Materials needed:** For each student, a copy of **Commodity Fact Sheet Processing Tomatoes** available from <https://learnaboutag.org/resources/fact/tomatoes.pdf>

**Procedure:** Share information about the production of tomatoes from the **Commodity Fact Sheet Processing Tomatoes**. Help students determine the meaning of words in the text (RI 2.4) and provide scaffolding as needed since the text is beyond grade 2 complexity (RI 2.10). Work together to determine the steps necessary to process, distribute, and market the tomatoes. Describe the role of farmers, food processors, and distributors (RI 2.7).

**Activity # 5 The Role of Transportation** Discuss the role of the truck driver. Chart all the ways goods are transported. Add magazine pictures to the chart and/or student work to illustrate the various modes of transportation. Using the student’s flow charts for reference, determine at what point there is a need for transportation and whom the workers are that provide the service. If transportation was not depicted on the flow charts, ask each team to research and report on the distribution needs of their food product from the farm to the table.

## Activity # 6 Team Flow Charts

**Materials needed:** Refer to the list of **Books to Consider** (listed below) and the **Resources** section of the unit (pages 45-46) for suggestions of books to use in this activity. To create their food flow chart, provide each team with large chart paper, marker pens and crayons.

**Procedure:** Explain that each team will draw a diagram to trace the sequence of a crop or animal from the farm through a food processing plant/factory to the market. Assist each team in choosing a food product to research. Using a variety of resources, have each team create a flow chart of at least six stages that depicts their chosen food product as it travels from the farm to market (RI 2.7). As needed, provide scaffolding since the Fact Sheets and other materials are at the high end of the grade 2-3 text complexity band proficiently (RI 2.10).

Encourage students to be creative and inventive as they synthesize and relate knowledge and personal experiences to create their work of art (flow chart), including the steps in their flow chart (2VA:Cn10). Require students to include the workers in their flow chart.

(Optional) Have the students call, write, or email appropriate food companies. Most major food companies have an 800-telephone number and a website.

(Optional) Student research may also include types of jobs performed at the processing plant; an explanation of what happens during the food processing; a list of the ingredients of the food products and where they come from; types of transportation used to get the products to and from the processing plant; a history of the food, and/or an explanation of how much this food is consumed around the world

### Suggested flow chart stages are as follows:

#### Crops/Plants

1. Planting
2. Growing and care of crop
3. Harvesting
4. Processing the crop to become food product
5. Packaging the food product
6. Transporting to market
7. At the market

#### Animals

1. Baby animals
2. Growing and care of animals
3. Full grown
4. Processing the animal to become food product
5. Packaging the food product
6. Transporting to market
7. At the market

**Flow Chart Rubric:** The flow chart includes

- illustrations of at least 6 stages that the food (plant or animal) goes through, including packaging and transporting from the farm to the market.
- workers who are involved with growing, processing and transporting food.
- (Optional) evidence of contacting a food company by letter, email or phone.

**Books to Consider:** To help students build their understanding of what happens in the flow chart of food from farm to table, share the pictures and read portions of recommended books. You may wish to select two or more books on the same topic and compare and contrast the most important points presented by the texts on the same topic (RI 2.9). Examples include:

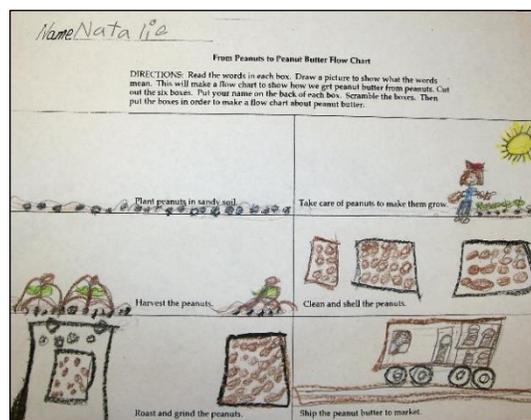
*From Cow to Carton* by Alikei, *The Milk Makers* by Gail Gibbons, and *Hooray for Dairy Farming* by Bobbie Kalman. (You could call this "From Moo to You!")

The story of *The Little Red Hen* by Paul Galdone is a good example of processing food and can be used to develop a flow chart. Students can read the story independently and with guidance make their own flow chart. It can be paired with *Bread is for Eating* by David and Phillis Gershator, and *From Wheat to Pasta* by Robert Egan.

Other books to consider are *Bananas* by George Ancona and *From Plant to Blue Jeans* by Arthur John L'Hommedieu.

Refer to the **Resources** section (pages 45-46) for reference citations. You may wish to purchase two copies of the books you select so that you can cut them apart and have students practice sequencing the steps on the flow chart. As an alternative, copies of the pages can be effective instructional tools for the sequencing activity.

Activity Idea: Read a book such as *Make Me a Peanut Butter Sandwich and a Glass of Milk* by Ken Robbins. Ask students to help identify what are six key things that happen to peanuts as they travel from the farm to the market. From the book, read the portion about peanuts. Make a class flow chart about peanuts with six steps to show the sequence. (Note: Any similar book or resource may be used for a different crop.)



From Peanut to Peanut Butter Flow Chart

### Activity # 7 Technology Has Changed Agriculture

**Procedure:** Ask students how they think technology has influenced the agriculture business. Discuss specialized needs such as refrigerated cars for bananas. Help students understand that various inventions have made it possible for such things as high-speed transportation, bar codes, shrink wrapped items, refrigeration. What other parts of the industry have been affected by inventions and different technology?

### Activity #8 Map of a Supermarket (A great project with creative artwork!)

**Materials needed:** floor plan maps of different supermarkets; butcher paper or unlined tagboard; markers, crayons, and other art supplies as needed.

**Step 1: Supermarket Floor Plan** Discuss the role of a supermarket or grocery store. Share samples of floor maps obtained from local supermarkets. With student input, create a list of the major parts (departments) of a supermarket.

**Step 2: Supermarket Teams** Create 6 new teams. It is recommended that each team have at least one person from each of the former "Farm Teams" (Lesson 1). This way each team will have a "specialist" from one of the types of farms.

**Step 3: Supermarket Rubric** Working together, have students help design a rubric for what should be included on their map of a supermarket. Suggestions include:

- Name of the supermarket
- Title, date, and symbol key for the map

- Food sections (produce, dairy, bread, frozen foods, canned goods and other appropriate sections.)
- Cashier check-out section
- Loading dock/delivery area
- Cold storage area/other storage areas
- Meat and poultry packaging/butcher area
- Bakery
- Pharmacy
- Manager's Office
- Grocery cart storage area
- Parking lot, including handicapped area

**Step 4: Construction** Help teams participate in collaborative conversations to generate multiple approaches to their design problems for their supermarket (SL 2.1) (2.VA:Cr1.1).

Encourage students to be creative and inventive as they synthesize and relate knowledge and personal experiences to create their work of art (supermarket floor plan) about events in the life of their community (2.VA:Cn10).

Students work in their group to organize and develop their artistic ideas and create their art design of a supermarket floor plan map using various art materials and tools (2.VA:Cr1.2).

Allow for time, space, and art tools for students to complete their project.

**Step 5: Working, Cleaning Up, and Reflecting** While working on the floor plan map and upon completion, students should demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces (2.VA:Cr2.2).

As students present their supermarket floor plan, encourage them to discuss and reflect with their peers about the choices they made in creating their work of art (2.VA:Cr3).

### **Activity #9 Preparation for the Food Festival Day**

Projects developed during Lessons 1 and 2 (the farm murals, the flow charts, and the supermarket/warehouse maps) can be displayed at the Food Festival. Also displayed can be the Classroom Museum with realia or artifacts related to food processing or preservation. Refer to Lesson 3 for additional ideas.

Additional Team Projects: The teacher and students can choose to select any of the following projects to be completed either individually or with their team. You may wish to have each "team" established during Lesson #2, develop an exhibit and presentation about their food product. Other activities for the Food Festival Day may include:

- present information on growing, harvesting and preparing a food product.
- using the flow charts developed in Lesson 2, prepare a food processing tour.
- research and share the history of a product and/or food.
- write job-wanted ads for a food-related worker.
- design product labels.
- create an advertisement poster for a product.
- write a food commercial.
- write a poem and/or a song about a product.
- give a cooking demonstration.

- construct a chart (list) of prices for a product.
- share the nutritional facts and ingredients from a product food label (i.e., peanut butter).
- explain technological influences on the product.
- draw a diagram of a food plant and label the parts.
- research a food-related job that you might like to be when you go up.
- create a new food product.
- Create a survey for parents and guests to complete. For examples: Have you ever lived on a farm? Yes or No. What is your favorite food. Afterwards, students can graph the results.

**ABC Book (Optional Activity)** Create an ABC book based on the content of this standard.

### Activity # 10 *I Am* Poem Format

**Materials needed:** For each student or pair of students, a copy of “*I Am....*” Poem Format (Handout #2.5, page 30).

Students work independently or in pairs to write an “I Am Poem” based on a job of their choice in the food chain – such as the farmer’s job or a job in the food processing plant/factory. Refer to **Handout #2.5** for the “*I Am...*” Poem Format. Students should recall information from the above lessons or gather additional information from sources (W 2.8).

### Assessment:

- Read *The Tortilla Factory* and retell how the tortilla is produced, processed, distributed and sold to consumers.
- As a class, create a food chain story to explain the people we depend upon to get our food.
- Trace several products to determine the steps to grow or raise the product, and to process, distribute, and market the product.
- Work in a group to create a flowchart to trace the sequence of a crop or animal as it moves through a food processing plant/factory to market.
- Work in a group to design a map of a supermarket.
- Write an “*I Am* Poem” based on a job of their choice in the food chain - such as the farmer's job or a job in the food processing plant/factory.
- Plan and participate in the *Food Festival Day*.

***The Tortilla Factory***  
by Gary Paulsen

The black earth sleeps in winter.  
But in the spring the  
black earth is worked by  
brown hands that plant  
yellow seeds, which become  
green plants rustling in  
soft wind and make golden  
corn to dry in hot sun and  
be ground into flour  
for the tortilla factory,  
where laughing people  
and clank-clunking  
machinery mix the flour  
into dough,  
and push the dough,  
and squeeze the dough,  
and flatten the dough...  
...and bake the dough  
into perfect disks that  
come off the machine  
and into a package  
and onto a truck and  
into a kitchen  
to be wrapped around juicy beans  
and eaten by white teeth, to fill a round stomach  
and give strength to the brown hands  
that work the black earth  
to plant yellow seeds,  
which make golden corn to be dried  
in hot sun and be ground into flour...

***The Tortilla Factory***  
by Gary Paulsen

The \_\_\_\_\_ earth *sleeps* in winter.  
But in the spring the  
\_\_\_\_\_ earth is *worked* by  
\_\_\_\_\_ hands that *plant*  
\_\_\_\_\_ seeds, which become  
\_\_\_\_\_ plants *rustling* in  
\_\_\_\_\_ wind and make \_\_\_\_\_  
corn to dry in \_\_\_\_ sun and  
be *ground* into flour  
for the tortilla factory,  
where \_\_\_\_\_ people  
and \_\_\_\_\_  
machinery *mix* the flour  
into dough,  
and *push* the dough,  
and *squeeze* the dough,  
and *flatten* the dough...  
...and *bake* the dough  
into \_\_\_\_\_ disks that  
come off the machine  
and into a package  
and onto a truck and  
into a kitchen  
to be *wrapped* around \_\_\_\_\_ beans  
and eaten by \_\_\_\_\_ teeth, to fill a \_\_\_\_\_ stomach  
and *give* strength to the \_\_\_\_\_ hands  
that *work* the \_\_\_\_\_ earth  
to *plant* \_\_\_\_\_ seeds,  
which make \_\_\_\_\_ corn to be *dried*  
in \_\_\_\_ sun and be *ground* into flour...

## The Food Chain Story

I depend on \_\_\_\_\_

to get \_\_\_\_\_.

---

depends on \_\_\_\_\_

to get \_\_\_\_\_.

---

depends on \_\_\_\_\_

to get \_\_\_\_\_.

## From Farm to Table

Explain to students they will sing a song about the workers who grow grapes and move them from the farm to the table. Divide students into six groups.

Duplicate and distribute "From Farm to Table." As you help students read all the verses, discuss each verse to help students understand what the workers are doing. Group students and assign one verse to each group. All groups will sing the last verse. Have children circle the verse their group will sing. Allow time for groups to think of actions they can pantomime as they perform. Have children stand with their group. As you point to each group in order, have the students sing and act out their verse to the tune of "Here We Go 'Round the Mulberry Bush." For the last verse (verse 7), have the whole class sing together, pantomiming how they enjoy eating the healthy snack.

Verse 1:

This is the way we tend the vines,  
Tend the vines,  
Tend the vines.  
This is the way we tend the vines,  
Working all together.

Verse 2:

This is the way we pick the grapes,  
Pick the grapes,  
Pick the grapes.  
This is the way we pick the grapes,  
Working all together.

Verse 3:

This is the way we wash the grapes,  
Wash the grapes,  
Wash the grapes.  
This is the way we wash the grapes,  
Working all together.

Verse 4:

This is the way we box the grapes,  
Box the grapes,

Box the grapes.

This is the way we box the grapes,  
Working all together.

Verse 5:

This is the way we haul the grapes,  
Haul the grapes,  
Haul the grapes.  
This is the way we haul the grapes,  
Working all together.

Verse 6:

This is the way we sell the grapes,  
Sell the grapes,  
Sell the grapes.  
This is the way we sell the grapes,  
Working all together.

Verse 7:

This is the way we eat the grapes,  
Eat the grapes,  
Eat the grapes.  
This is the way we eat the grapes,  
Working all together.

Follow-up: Have students draw a flow chart that shows the process of producing grapes and getting them from the farmer (producer) to the table (consumer).

Source: Unknown

## ***I Am Poem Format***

**I am**

**I wonder**

**I hear**

**I see**

**I want**

**I worry**

**I dream**

**I try**

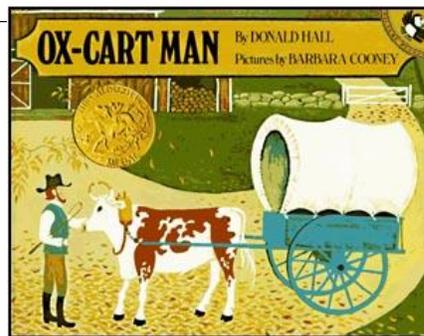
**I hope**

**I am**

## Lesson 3: Food Production Long Ago

### Supporting Question: How did people get their food long ago?

**Materials needed:** *Oxcart Man* by Donald Hall. Artifacts and/or photographs of the items mentioned in the book, such as wool, shawl, yarn, mittens, spinning wheel, candles, linen, wooden shingles, broom, potatoes, apples, honey, turnip, cabbage, maple sugar, goose feather, wooden box, barrel, yoke, coins, iron kettle, embroidery needle, knife, and wintergreen peppermint candy. For each group of students, a copy of **Oxcart Man Products (Handout #3.1, page 33)**. Make vocabulary cards for the words listed in Handout #3.1.



**Information for the teacher:** This book is rich in both nouns and verbs. Also, the story has an episodic structure, including how the Oxcart Man “packed it,” “sold it,” “bought it,” and finally “used it.” The vocabulary and the sentence structure make the text difficult. To develop the content-rich vocabulary, it is helpful to include pictures or, if possible, have sample realia and artifacts of each item (RI 2.4).

#### Activity # 1 *Ox Cart Man* by Donald Hall

**Step 1:** Read the *Oxcart Man* by Donald Hall. Discuss the goods the ox-cart man had to sell. Ask the students how he got each of the goods (grew it/made it), how he got them to market, how the customers paid him, and what he purchased.

As you read the book, display the illustrations by Barbara Cooney. Using the photographs and/or artifacts of each product, have students help you sort the items into two categories, those the Oxcart Man “made” and those that he “grew.” If desired, provide each pair of students with a set of word cards of **Oxcart Man Products (Handout #3.1)**. As you read the story, have the pairs sort the word cards into “made it” or “grew it” categories.

Compare the Oxcart man’s methods to today’s methods for getting the same types of goods to the customer and how today’s customers might pay for them.

#### Then and Now – Questions to ask...

- How do producers decide what to produce? What are the benefits? What are the costs?
- What skills do the producers need? What are the **human resources** (workers), **natural resources** (land, water, sun, etc.), and **capital resources** (money and equipment) used by producers?
- What role does transportation play in getting the products to market?
- How have technology and inventions influenced the way products get to market?

**Note:** Some farm workers still do manual labor even though technology and inventions have strongly influenced the changes in farming and the food industry. The size and sophistication of many farms have increased and the distance of delivering crops to the marketplace has expanded dramatically.

## Activity # 2 Classroom Museum

**Procedure:** Establish a Classroom Museum with a variety of print and non-print resources, such as, memorabilia, antiques, artifacts, and realia. Label objects or classify them in some way, such as an “Exhibit of Old Food Product Labels” or “Tools that Ranchers and Farmers Use.” The museum is not the same as the Resource Center previously described. However, some items from the Resource Center could be used in the museum as well. Students, parents, community contacts, and the teacher can contribute to the museum.

Museum guidelines need to be established, such as:

- Ask permission before touching museum objects.
- Use museum objects for research and learning about history.
- Visit the museum during the posted visiting hours.

## Activity # 3 What’s in The Box? Yes or No?

Introduce the “What’s in the Box/Bag?” activity. Put a canning tool or an old-fashioned meat grinder or other type of artifact in a box or a bag. Show the box/bag to the students. Explain that they are to try to guess what is in the box by asking questions that can be answered only by “yes” or “no.”

### What’s in the Box?

Student asks: “Is it metal?”

Teacher answers and records: *Yes, It is metal.*

Student asks: “Can you play with it?”

Teacher answers and records: *No, you don’t play with it.*

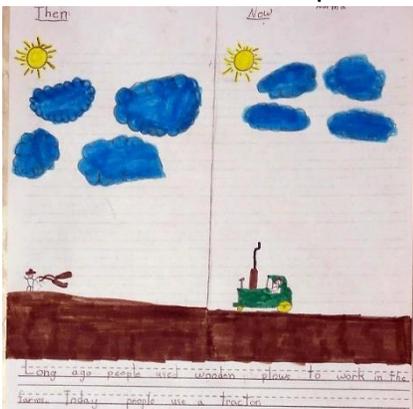
Student asks: “What color is it?”

Teacher says: “All questions need to have a ‘yes’ or ‘no’ answer. How could you ask a question about color so that you get a yes or no answer?”

Student asks: “Does it have more than one color?”

Teacher answers and records: *Yes, it has more than one color.*

Continue the activity until the chart paper is filled. Review all the information on the chart. Have students guess what they think the object is. List the guesses on the board. If the students do not guess the correct answer, show them the item and explain what it is. Indicate that it is a tool used to process food.



*Long ago people used wooden plows to work in the farm. Today people use a tractor.*

Bring several items for this activity. After you have modeled the process several times, use students as the leaders and the recorder. Encourage the students to also bring items for this activity. Include this activity whenever possible since it is a good problem solving and critical thinking activity. It also helps develop skills that are good for artifact analysis.

## Activity #4: Food – Now and Long Ago?

Students write and illustrate two sentences comparing food production “Then” to food production “Now” (W 2.8).

***Oxcart Man Products***

Cut out each of the following items. Sort them according to whether the Oxcart man “grew it” or “made it.”

shawl

flax

mittens

potatoes

candles

apples

linen

honey

maple sugar

honeycomb

shingles

turnip

birch broom

cabbage

wool (sheep)

goose feathers

## Lesson 4: Buyers and Sellers of Goods and Services

**Supporting Question: What is the role of buyers (consumers) and sellers (producers) of goods and services?**

### Activity # 1 Economic Vocabulary (*Buyers and Sellers of Goods and Services*)

**Materials needed:** Vocabulary cards for *consumer, producer, product, business, goods, services*; For each pair of students, copies of **Economic Vocabulary Cards (Handout #4.1, page 39)**.

**Procedure: Economic Vocabulary** For each pair of students, distribute a copy of **Economic Vocabulary Cards (Handout # 4.1)**. Have students cut the word cards apart and set them on their desk. As you introduce each word, have students hold up the word card.

Write the word “buy.” Display a word card for *consumer* and have each student pair hold up their word card for *consumer*.

Explain that when you buy something, you are a *consumer*. Discuss the meaning of the word *consumer* by asking the students to name something they like to *buy* (RI 2.4). Record the items on a sheet of chart paper that has the heading shown below. (Note: For now, leave blank the two columns to the right.)

I am a <b>consumer</b> . Things I like to <b>buy</b> are:		

Display the word card for **producer** and have each student pair hold up their word card for *producer*. Explain to students that a *producer* makes, grows, or sells products (RI 2.4).

Discuss further the meaning of *consumer* by asking students to name a place that sells the things they like to buy. Display a word card for **business** and have each student pair hold up their word card for *business*. Explain that the place that sells things is called a *business*.

Add a 2<sup>nd</sup> column to the chart and have students name a business that sells each item.

I am a <b>consumer</b> . Things I like to buy are:	Name of a <b>business</b> that is a <b>producer</b> (sells) what you like to buy:	

Explain to students that a *business* is a place that sells things called **goods** or **services**.

Display a word card for **goods** and have each pair hold up their word card for *goods*. *Goods are products or things that can be bought or sold*. Discuss the meaning of *goods* as things you can hold or touch. *Goods* include items such as food, shoes, cars, and toys (RI 2.4).

Display a word card for **services** and have each student pair hold up their word cards for *services*. *Services are the work that people do for others in exchange for money*. Some people offer *services* which, when performed, help others. Examples of *services* include

medical care, hair styling, baby-sitting, teaching (providing education), removing garbage, and delivering the mail or newspaper to a home or business (RI 2.4).

Which of these workers make goods, and which give services? Ask students to respond to this question by holding up the appropriate word card (RI 2.4):

- teacher (service)
- farmer (good)
- doctor (service)
- cook (good)
- carpenter (good)
- firefighter (service).

Return to the chart begun earlier. Add a 3<sup>rd</sup> column for *goods* and *services*. Remind students that *consumers* are people who buy goods and services.

I am a <b>consumer</b> . Things I like to buy are:	Name of a business that <b>produces</b> (sells) what you like to buy:	Is the product a <b>good</b> or a <b>service</b> ?

As you review each item in Column 1, determine whether it is a good or a service. If your chart contains mostly goods, ask the students to name services they buy and add them to the chart.

### Activity # 2 Reinforcing Economic Vocabulary

**Materials needed:** For each pair of students, the **Economic Vocabulary Cards (Handout #4.1, page 39)** and **Using Economic Vocabulary Cards (Handout #4.2, page 40)**.

As you model the appropriate language, have students hold up the appropriate word card:

*A bakery is a business. A baker is a producer. Bread is a good we can buy.*

**Fill in the blank with the correct vocabulary word.** Display a copy of **Handout #4.2** or provide a copy for each pair of students. As you read the following sentences, have students work in pairs to raise their word card to determine the meaning of words in the blank (RI 2.4) (RI 2.10). After the activity is done orally, have pairs work together to write in the proper word in each blank.

1. Workers can make and sell different \_\_\_\_\_ .(goods)
2. A person who grows, makes, or sells something is a \_\_\_\_\_. (producer)
3. Things that people buy and sell are called \_\_\_\_\_. (goods)
4. When people do things for other people and get money, these things are called \_\_\_\_\_. (services)
5. A dentist provides \_\_\_\_\_. (services)
6. A shoe store sells \_\_\_\_\_. (goods)
7. A hair salon supplies \_\_\_\_\_. (services)
8. A person who buys goods is called a \_\_\_\_\_. (consumer)

9. Flowers are \_\_\_\_\_ that people sell. (goods)

10. When you provide \_\_\_\_\_, you do things for people. (services)

### Activity # 3 I Have It, You Want It Game

**Procedure:** Play the **I Have It, You Want It Game**. The first student names a job and tells whether it provides a *good* or *service*. For example:

- I am a dentist and I provide a service.

The next player answers as a consumer and tells a specific good or service they get from the producer. For example:

- I am a consumer and I want to have my teeth cleaned.

The same player then names a new job and whether they produce a good or service and play continues until everyone has had a turn.

### Activity # 4 Interdependence of Buyers and Sellers

**Step 1: Price of a Pencil** Discuss with students where they get their pencils and how much they think pencils cost.

Log on to a stationery store website such as Staples. Search for Staples #2 Wood Pencils, yellow. Determine the unit price for one pencil. For example, if a box of 48 pencils costs \$6.59, show students how to use a calculator to determine the unit price.  $\$6.59$  divided by 48 equals 0.13729. Explain that this means one pencil costs approximately 14 cents.

**Step 2: What if...** Ask students to predict how consumers would react if the price of pencils rose to \$10 each. Ask students to explain their prediction.

Ask, "How do you think the producers would react?" After discussion, explain that a higher price for a good or service provides incentives for buyers to purchase less of that good or service. The higher price provides incentives for producers to make or sell more of the good or service.

**Step 3: Falling Price** Predict how consumers would react if the price of a pencil fell to \$.01 each. Explain your prediction. How do you think the producers would react? After discussion, explain that lower prices for a good or service provide an incentive for buyers to purchase more of the good or service and for producers to make or sell less of it.

**Step 4: Prices Can Go Up and Down** Ask students the price they have paid for a hamburger, French fries, and a soda. Discuss the different prices.

Explain that in our marketplace, the place where goods are sold, the price of goods can go up and down. There is no central planning agency that decides how many different kinds of sandwiches are provided for lunch every day at restaurants and stores, how many loaves of bread are baked, how many toys are produced before the holidays, or what the prices will be for the sandwiches, bread and toys. Most prices are established by the interaction between buyers and sellers.

**Step 5: How Much Do You Charge?** Ask students what prices they have charged for services they have performed. These services might include selling lemonade, feeding a neighbor's pet or walking a dog while its owner is on vacation, or doing household chores.

What might happen if you charge too much? Too little?

## Step 6: How Much Should Something Cost?

**Procedure:** Have students participate in a collaborative conversation to select a product they would like to produce (SL 2.1). It may be a product that is already available, or it may be a completely new product.

What skills will you, the producers, need to create the product? What will be the human resources (people who do the work), natural resources (land, water), and capital resources (money, equipment) you will need to produce the product?

As the producer, how will you decide what price to charge for your product? What are the benefits of your product? What are the costs? For example, how does a computer store decide what to charge for each product? How do producers decide what to produce (RI 2.4)?

If time allows, follow the same procedure for creating a service to offer. What skills will be needed? What human, natural, and capital resources will be needed? How does a hair stylist decide what to charge for a haircut? How does a dentist decide what to charge for his service (RI 2.4)?

## Activity # 5 Create an Advertisement

**Materials needed:** a variety of catalogs and advertisements for students to examine; a copy for each pair of students of **Write an Advertisement (Handout #4.3, page 41)** and **Write an Advertisement – Student Rubric (Handout #4.4, page 42)**; for each student, a copy of the **Advertisement Evaluation Form (Handout # 4.5, page 43)** and, a copy of the chart of **Persuasive Writing Words** (See Step 2).

**Step 1: Advertisements** Explain to students that businesses work to encourage people to buy more of their products. Ask students, “What types of things might a business do to encourage you to buy more?” (They advertise, they have sales and special promotions).

Share a variety of catalogs and advertisement for students to examine. Discuss the descriptive language that copywriters (writers of ads) use to make goods or services appealing to consumers. Identify the adjectives and catchy phrases. Point out ways the copywriters urge consumers to buy certain products.

**Step 2: Persuasive Writing** Display the following chart:

Persuasive Writing Words			
Always	Everyone	Guaranteed	New
Best	Exclusive	Incredible	9 out of 10
Convenient	5 Star	Magnificent	Most Popular
Definitely	Free	Most	Spectacular
Easy	Limited	Must Have	Take Action

Model how to design the “copy” for an advertisement using one or more of the Persuasive Writing Words. Provide lots of practice with different examples. Once students get the idea, help them design and orally present advertisements for a variety of goods and services.

**Step 3: Write an Advertisement** Provide each pair of students a copy of **Write an Advertisement (Handout #4.4)** and **Advertisement Evaluation Form (Handout #4.5)**.

**Writing Prompt: Write an advertisement for a good (product) or service you want to sell. Use details to describe the item so others will want to buy it.**

- STEP 1 With your partner, talk about advertisements for goods and services you have seen. Think about what the advertisements say and show.
- STEP 2 Imagine you have grown or made a product or have a service you want to sell.
- List some colorful words that describe it.
  - What is special about your good or service?
  - Why should consumers want to buy this item?
- STEP 3 Use your list to write an advertisement to sell your good or service. Use persuasive language so that people will want to buy it.
- STEP 4 Review your work to make sure you have used correct spelling, punctuation, and capitalization.
- STEP 5 Make the changes. Then copy your ad neatly.

Distribute a copy of the **Write an Advertisement - Student Rubric (Handout #4.4)**. With students, review the guidelines and the rubric. With guidance and support from adults, students use a variety of digital tools or visuals to produce and publish writing (an advertisement) in collaboration with peers (W 2.6), (2.VA:Cr1.1) and (2.VA:Cr1.2).

When completed, display each of the advertisements. Have each student review all of the advertisements and complete a copy of the **Advertisement Evaluation Form (Handout #4.5)** to evaluate which 3 ads they feel are the most effective and the reasons for their choice. Discuss and reflect with peers about the choices made in creating their art (advertisement) (2.VA:Cr3).

### **Assessment**

- Work with a partner to identify the correct economic vocabulary word to fill in the blank of a sentence read by the teacher.
- Predict how prices change when the number of buyers or sellers change.
- Predict how prices change when there is either a shortage or a surplus of the product available.
- Working with a partner, design an advertisement for a good or service you want to sell. Use details and persuasive words to describe the item so others will want to buy it.
- Evaluate advertisements designed by classmates, select 3 ads you feel are the most effective, and explain your choice.

## Economic Vocabulary Cards

Duplicate one copy for each pair of students. Students cut the word cards apart.

**consumer**

**producer**

**business**

**goods**

**services**

## Using Economic Vocabulary Cards

1. Workers can make and sell different\_\_\_\_\_.
2. A person who grows, makes, or sells something is a \_\_\_\_\_.
3. Things that people buy and sell are called \_\_\_\_\_.
4. When people do things for other people and get money, these things are called \_\_\_\_\_.
5. A dentist provides \_\_\_\_\_ .
6. A shoe store sells \_\_\_\_\_.
7. A hair salon supplies \_\_\_\_\_.
8. A person who buys goods is called a \_\_\_\_\_.
9. Flowers are \_\_\_\_\_ that people sell.
10. When you provide \_\_\_\_\_, you do things for people.

## Write an Advertisement

**Writing Prompt:** Write an advertisement for a good (product) or service you want to sell. Use details to describe the item so others will want to buy it.

**STEP 1** With your partner, talk about advertisements for goods and services you have seen. Think about what the advertisements say and what they show.

**STEP 2** Imagine you have grown or made a product you want to sell. Or you have a service you want to sell.

- List some colorful words that describe it.
- What is special about your good or service?
- Why should consumers want to buy this item?

**STEP 3** Use your list to write an advertisement to sell your good or service. Use persuasive language so people will want to buy it.

**STEP 4** Review your work to make sure you have used correct spelling, punctuation, and capitalization.

**STEP 5** Make the changes. Then copy your ad neatly.

### Persuasive Writing Words

Always  
Best  
Convenient  
Definitely  
Easy

Everyone  
Exclusive  
5 Star  
Free  
Limited

Guaranteed  
Incredible  
Magnificent  
Most  
Must Have

New  
9 out of 10  
Most Popular  
Spectacular  
Take Action

## Write an Advertisement Student Rubric

**Writing Prompt:** Write an advertisement for a good (product) or service you want to sell. Use details to describe the item so others will want to buy it.

**Directions:** Use the numbers 1 to 4 to describe how well you think you completed this activity. Circle the number for the score you think you deserve. 4 is the highest score and 1 is the lowest.

Our advertisement clearly shows that we want to sell a good or a service.

4            3            2            1

We described our good or service with many details.

4            3            2            1

We used persuasive language so that people will want to buy our good or service

4            3            2            1

We used correct spelling, punctuation and capitalization in our advertisement.

4            3            2            1

Name \_\_\_\_\_ Date \_\_\_\_\_

## Advertisement Evaluation Form

Review all the advertisements created by your classmates. As a consumer, select the THREE advertisements you think are the most effective. List them on the chart below. Explain the reasons for your choice.

<b>My Favorite Advertisements</b> List the good or service being sold in each of the ads you think are the most effective.	<b>Reasons for My Choice</b> Explain the reasons you think the advertisement is effective.
1.	
2.	
3.	

Name \_\_\_\_\_ Date \_\_\_\_\_

## Extended Activities for *From the Farm to the Table*

### Goods and Services

Use the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst to engage students in an activity about goods and services. Introduce the book by explaining that this is a story about a day in the life of a boy about your age. Direct the students to listen for all the ways the boy, his family and friends use goods and services. If several copies of the book are available, have students work with partners, reread the story, and identify the goods and services. Then chart the student responses.

#### Goods

#### Services

Goods	Services
gum	Mrs. Gibson driving children to school
skateboard	Mrs. Dickens teaching the students
sweater	Paul's mother fixing his lunch
car kit	Dr. Field finding a cavity
cereal	Mother driving car
code ring	
cupcakes	
Hershey bar	

There are also inferred services, such as Alexander's mother fixing his lunch

### Food Labels and Packaging

Investigate package labeling by examining three or four products. Conduct a survey of parents and friends to determine if shoppers read labels on packages. Chart responses. What do the labels tell us? Is it important to know what is contained in the product? Why?

### *Sarah Morton's Day* by Kate Waters

This story is about a girl who lived long ago. Encourage the students to think of how people got their food long ago. Read the story and review the pictures. Discuss how people lived long ago. With partners, discuss what they think Sarah ate. Source: Plimoth Plantation, Plymouth, Massachusetts. An excellent book to use as a resource to learn more about Sarah Morton and the way the Pilgrims lived in the 1600s is *The Pilgrims of Plimoth*. Written and illustrated by Marcia Sewall, the original publisher is Simon & Schuster, but it is also available from Aladdin Picture Books.

### Processing or Preserving Food

Introduce and read *Blueberries for Sal* by Robert McCloskey. Show the inside front cover two-page picture spread. Discuss the pictures with the students. Discuss and explain what Sal and her mother are doing and why.

### Classroom Demonstration

Demonstrate different methods of processing and preserving food. Invite parent volunteers who responded to the parent letter, the Cafeteria Manager, and/or the District Food Manager to talk about this topic.

## Resources for *From Farm to Table*

*Agricultural Fact and Activity Sheets*. California Foundation for Agriculture in the Classroom. <https://learnaboutag.org/resources/fact.cfm>. Go to the "Teaching Resources" tab. This is a key resource for the unit, especially Lesson 2. Teachers from other states should access their state's Department of Agriculture.

Aliki, *Milk: From Cow to Carton (Let's-Read-and-Find-Out Book)*. 1992. Harper Collins. Readers go on a guided tour that begins with grazing cows, proceeds through milking and a trip to the dairy, and ends with some different foods made from milk. It provides an informative explanation of milk's trip from green grass, to cow, to a glass on the table.

Ancona, George. *Bananas: From Manolo to Margie*. 1990. Houghton Mifflin School. This book follows the journey of a banana from Honduras where it is grown to North America where it is eventually consumed.

Bell, Rachael. *Chickens (Farm Animals)*. 2000. Heinemann (paperback). Colorful photographs on each page take a close look at where chickens live, what they eat, how they sleep, and how they grow. Other books in the series, including cows and pigs, are helpful for the types of farms in Lesson 1.

Egan, Robert. *From Wheat to Pasta*. 1997. Children's Press (paperback). A part of the *Changes* series, this photo essay book details in words and photographs the steps in making various kinds of pasta from growing and harvesting the wheat through the grinding of the flour to making the dough and shaping the final product.

Galdone, Paul. *The Little Red Hen*. 1985, reprint edition. Clarion Books. This time-tested cautionary tale is about how we reap what we sow. When the hen asks a cat, dog, and mouse for help planting some wheat, she gets no takers. They won't water, cut, or grind the wheat or help bake a cake. Galdone, the Caldecott Honor artist, uses detailed ink and wash illustrations to show children what it takes to make a cake (not bread in this version).

Gershator, David and Phyllis. *Bread is for Eating*. Illustrated by Emma Shaw-Smith. 1995. Henry Holt and Company. (Available in hardback and paperback). Mamita explains how bread is created in a rhythmic song sung in both English and Spanish. Rich, vibrant paintings, reminiscent of Guatemalan folk art, depict a variety of peoples and breads. Colorful symbolic borders surround most of the pages. The stages of making bread include the planning and sprouting of the seed, the farmer, harvester, miller, storekeeper, baker to the consumer.

Gibbons, Gail. *Farming*. 1988. Holiday House (paperback). This book is an introduction to farming and the work throughout the four seasons. The text and illustrations are simple and appealing for students. It defines and illustrates six kinds of farms at the end of the book. These are the farms used for the farm mural project. Multiple copies would be useful.

Gibbons, Gail. *The Milk Makers*. 1987. (Reading Rainbow Book). Aladdin. (paperback.) This interesting, informative book provides details on the stages of milk production from how the cows produce the milk to how it is processed before being delivered to stores. The book is recommended for the flow chart activity.

Hall, Donald. *Ox-Cart Man*. Barbara Clooney, Illustrator. 1983. Puffin Books. (paperback). The lyrical journey of a family long ago as it travels through the days and weeks, the months, and the changing seasons to produce food and other hand-made products on their farm. Then they sell the products and buy new products in a town some distance from where they live. It is a good book to use to help students learn about family and farm life in the past.

Kalman, Bobbie. *Hooray for Dairy Farming*. 1997. Crabtree Publishing. This book uses large print and colorful, clear photographs to look at life on a dairy farm, describing how the cows are housed, fed, cared for and milked.

Knight, Bertram. *From Cow to Ice Cream* (Changes Series). 1997. Children's Press. Describes in photographs and brief text the steps involved in making the ice cream we buy at the market or the ice cream parlor.

L'Hommredieu, Arthur John. *From Plant to Blue Jeans*. (Changes Series). 1998. Children's Press. This photo essay describes the process of making blue jeans from the harvesting of cotton through the weaving of cloth and sewing the final product.

McCloskey, Robert. *Blueberries for Sal*. 1976 Puffin Books (paperback). Originally published in 1948. In captivating illustrations, the author-artist tells what happens on a summer day in Maine when a little girl and a bear cub, wandering away from their blueberry-picking mothers, each mistake the other's mother for its own. The quiet humor is entirely childlike, and there is just the right amount of suspense. A two-page picture spread shows an early kitchen from about the 1920's with the girl and her mother canning blueberries.

Paulsen, Gary. *The Tortilla Factory*. 1998. HMH Books for Young Readers. This prose poem describes how corn is harvested and made into tortillas. Warm-toned paintings by Ruth Wright Paulsen set the stages. The book is used to introduce Lesson 2.

*Reminisce Magazine* <http://www.reminisce.com/> This nostalgia magazine has photos, pictures, personal stories, and numerous examples of the past and how it shapes our lives today. Subscribe to the print edition of *Reminisce* and receive free digital access.

Robins, Ken. *Make Me a Peanut Butter Sandwich and a Glass of Milk*. 1992. Scholastic. This book looks at what goes into the making of a peanut butter sandwich, shows readers how the bread dough is mixed, rises, and bakes, and describes how peanuts are grown, harvested, crushed into peanut butter, and jarred.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Ray Cruz, Illustrator. 1987, reprint edition. Atheneum Books for Young Readers. (paperback.) Alexander goes through a typical day and experiences many unfortunate incidents. Students enjoy reading about Alexander and can usually relate their own lives to his quite easily. This story also helps by providing many examples of goods and services. *Alexander Who Use to Be Rich Last Sunday* (Atheneum Books for Young Readers, 2012), by the same author, is also recommended for use with this lesson.

Waters, Kate. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. 2008, reprint edition. Scholastic Paperbacks. This book follows one day of a pilgrim girl, Sarah Morton, on November 12, 1627 as she goes about her day. Full-color photographs taken at Plimoth Plantation, a living history museum in Plymouth, Massachusetts, will transport you back to the time of the Pilgrims. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, also by Kate Waters, is about a day during the summer rye harvest in 1627.