

# Agriculture in our Daily Lives!

## Grade Level(s)

3<sup>rd</sup>-5<sup>th</sup>

## Estimated Time

30 minutes

## Purpose

Students learn about the wide scope of agriculture, explore the variety of agricultural products in their daily lives, and discuss how natural resources are essential to agriculture.

## Materials

- Iowa Ag Today Issue 1
- Intro video
- Agriculture in our daily lives' worksheet (included in kit or available to download on our website under extra)
- Ag web activity (included in kit or available to download on our website)
- Cardstock or construction paper
- Glue and scissors

## Links

- Linn County website <https://www.linncoag.com/>
- Iowa Ag Today Issue 1  
[https://www.iowaagliteracy.org/page/file?path=Files%2Fwebsite%2Fiowa-ag-today%2FIALF\\_IAT\\_issue1\\_digital\\_final.pdf](https://www.iowaagliteracy.org/page/file?path=Files%2Fwebsite%2Fiowa-ag-today%2FIALF_IAT_issue1_digital_final.pdf)
- Intro video link <https://www.youtube.com/watch?v=EgxN4xDjNrI>

## Vocabulary

**Agriculture:** the science or occupation of cultivating the soil, producing crops, and raising livestock

**Farming:** the production of food and fiber derived from plants and animals.

## Interest Approach – Engagement

Read Iowa Ag Today page 1 as a class, individually or listen to the read-aloud video.

Ask the students the following questions:

- What is agriculture?

- Where can you find agriculture?
- Can you live a day without agriculture?
- Brainstorm objects in your classroom that come from agriculture.

### **Background - Agricultural Connections**

When you think of **agriculture**, you probably think of people growing crops or raising cows, pigs, sheep, and chickens on a farm. But agriculture includes much more than that. The people who work in factories building tractors and other farm machinery play an important role in agriculture. People in universities who research new agricultural products and new ways to grow food and fiber are involved in agriculture too. The grocer must buy agricultural products to fill the grocery shelves. The restaurant owner must buy agricultural products to prepare and serve his or her customers. The clothes you wear and the furniture on which you sit were probably made from agricultural products.

### **Procedures**

1. Pass out the “agriculture in our daily lives” worksheet and ask the students to circle the things that come from agriculture.
2. Ask the students, "Where does agriculture begin?" (*On a farm.*)
3. Guide the students to understand that agriculture begins on a farm and there all kinds of farms. Cattle ranches for beef and leather; dairy farms for milk and all the products made from milk; orchards that grow apples to make juice and apple pies; pig farms for pepperoni, bacon, and ham; grain farms that grow corn for fuel or corn syrup for soda, and wheat for bread; cotton farms for blue jeans; and tree farms for paper and landscaping. In fact, there is a different kind of farm for nearly every type of product. Farms specialize in what they grow based upon their location (climate and soil), and farmers choose only a few crops because the type of equipment used to plant and harvest each crop is very specific and expensive.
4. Inform students they are now going to create a “farm web” to help them understand agriculture and where the items they use every day come from.
5. Ask the students, “Which pictures will go closest to the farm picture?” (*The pictures of plants or animals that are grown or raised on a farm go closest.*)
6. Products made from ingredients produced on a farm should be placed onto the web after the farm-raised item is placed.
7. Review

### **Organization Affiliation**

Lesson has been adapted by Morgan Hibbs (Linn County Farm Bureau) from Iowa Ag Literacy Foundation Iowa Ag Today Issue one and National Agriculture in the Classroom Farm Web lesson.

### **Agriculture Literacy Outcomes**

Agriculture and the Environment

- Identify the major ecosystems and agro-ecosystems in their community or region (e.g., hardwood forests, conifers, grasslands, deserts) with agro-ecosystems (e.g., grazing areas and crop growing regions) (T1.3-5.d)

Culture, Society, Economy & Geography

- Discover that there are many jobs in agriculture (T5.3-5.b)
  - Explain the value of agriculture and how it is important in daily life. (T5.3-5.d)
- Food, Health, and Lifestyle
- Diagram the path of production for a processed product, from farm to table (T3.3-5.b)
  - Identify careers in food, nutrition, and health (T3.3-5.f)

### **Iowa/ Common Core Standards**

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

SS. 3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.

SS. 4. 19. Explain influences on the development and decline of different modes of transportation in US regions.

SS. 5. 13. Describe how goods and services are produced and distributed domestically and globally.

5-PS3-1. Use models to describe that energy in animals' food was once energy from the sun.

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.