

Who Needs Agriculture ?

Wyoming Social Studies, Language Arts

Objectives:

- Students will identify many everyday items that come from agriculture.
- Students will identify necessities of life and how they are met locally

Background:

Agriculture influences our daily lives in many ways. It is not simply “farming” but the production of raw resources that includes a wide variety of food and fibers. Agriculture provides us with our basic needs of food, clothing and shelter. It is the only industry we must have to survive.

Activity Procedures:

1. Address the class with your container holding the first six items listed above. Ask the class to help you determine which of the items come from agriculture.
2. Begin with the fresh produce. Most students will recognize it as a product of agriculture (farms). Discuss whether it comes from the local community or elsewhere.
3. Continue with the remaining items allowing for class discussion with each item. Lead the students to the following conclusions: Blue jeans: made from the fibers of cotton plants as a part of agriculture. Soap: made of the oil from corn and soybeans and/ or fat from cattle. Packaged food: discuss the different ingredients and their agricultural origins. Paper: some farmers raise trees specifically for paper production. Book: in addition to the paper from trees, the book may have been printed with ink made from soybeans.
4. Remind your class that agriculture includes the five “F’s”: farms, food, fabric, forestry, and flowers. As a class, discuss other everyday items that come from agriculture (syrup from trees, wool from sheep).
5. Ask the class if they think they could survive without agriculture.
6. Tell the class that in order to survive, they need food, clothing, and shelter. Make three divisions on the chart paper and label them with the three needs.
7. As a class, come up with the ways agriculture meets those three needs in their lives. Discuss whether these items are found locally or transported from elsewhere.
8. Ask the children again if they think they could survive without agriculture. *Allow for discussion.*



Standards

Social Studies

Production, Distribution,
& Consumption:
3.1, 3.2

Time, Continuity,
& Change: 4.2

People, Places,
& Environments: 5.4

Language Arts

Speaking & Listening: 3.1,
3.2, 3.3., 3.5,

Materials

- 1 item of fresh produce
- Pair of jeans
- Bar of soap
- Packaged food
- Paper
- Book
- 1 Container for above items
- Chart paper
- Markers
- Research materials
(see research suggestions)

Estimated Time

60 Minutes

Grades 1-2

vocabulary:

- *products*
- *survival*
- *agriculture*
- *influences*

Additional Activities:

1. Contact a local farmer and invite him/her to speak to your class about the many different ways his/her products are used by consumers.
2. Invite guests who work in various fields. (You may elect to choose from each of the three areas specified as needs for survival: food, clothing, and shelter.) For example, you may wish to invite a chef or baker, a seamstress, and a builder. Have them bring in examples of some of the materials they use. Allow the visitors to trace their materials back to agriculture and discuss how they are used.
3. Have students and their families write down ten things they found in their homes and trace them back to agriculture. (Encourage them to include their parents' jobs as well!)
 - Have students identify 5 ways in which agriculture is used in everyday items.
 - Have students identify 5 agricultural influences in meeting our basic needs.
 - What are our 3 basic needs?



Materials Adapted from "A Guide to Food and Fiber Systems Literacy."