



UNIT 1: PRODUCTION AGRICULTURE

Food from Coast to Coast

Grade level: Primary

NATIONAL STANDARDS

NSS-G.K-12.2

NSS-US.H.K-4.2

NSS-US.H.K-4-3

NL-ENG.K-12.5

Student Learning Objectives

After completing this lesson, students will be able to:

1. Identify agricultural products grown in each region of the country.
2. Discuss how geography affects what is grown or raised in a particular area.

Background Information

The United States is one of the most productive agricultural countries in the world. American farmers produce 16 percent of the world's food on just 7 percent of the world's land.

Each area of the United States has some form of agricultural production. The geography of each area—climate, type of soil, water availability and topography—determines what type of farming, ranching or other production activities are performed there. For example, wheat grows best in natural grassland areas. Corn and soybeans need deep, rich soil and summer rainfall. Cotton and rice thrive in the long, warm summers in the South. Fruits and vegetables require the fertile rolling hills of the West and Northeast. The Great Lakes area is good for dairy farming because plentiful water and rich grasses are available. In the West, beef cattle and sheep graze on land that is too dry, shallow or hilly for crops.

Time: 50 minutes

Tools, Equipment, and Supplies: Writing surface, copies of Activity Sheet 2:1 and Activity Sheet 2:2, note cards, tape, Ag in the Classroom website - <http://www.agclassroom.org/teacher/index.htm>

Key Term(s): Producer

Interest Approach

Use a Go-Get-It-e-Moment® to introduce the lesson. Prior to the arrival of students, place note cards around the room, each with the name of a particular state and its top agricultural product. Some examples are listed below (http://www.agclassroom.org/kids/ag_facts.htm).



NOTES

California	1 st in Milk
Georgia	1 st in Peanuts, Pecans, Rye, Eggs, & Broilers (Chicken)
Illinois	1 st in Pumpkins, Horseradish
Idaho	1 st in Potatoes
Iowa	1 st in Corn, Soybean and Hogs
Kansas	1 st in Wheat
Kentucky	1 st in Thoroughbred Horses
Louisiana	1 st in Crawfish, Shrimp, Alligators, Oysters
Maine	1 st in Wild Blueberries, Brown Eggs
North Carolina	1 st in Sweet Potatoes
Oregon	1 st in Hazelnuts, Blackberries
Tennessee	1 st in Nursery Crops and Floriculture
Texas	1 st in Cattle, Cotton, Sheep, Goats, Wool and Hay Production
Wisconsin	1 st in Dairy Goats and Cranberries

Welcome! We are going to have so much fun today! America is a big place and we have already learned about the importance of American agriculture. Let's explore the food we eat and where it comes from. When I say GO-GET-IT, search the room for note cards that have a state's name and the name of an agricultural product it leads the nation in producing. When you find the note card, stay standing where you found the card. Ready – GO-GET-IT.

After one minute, each student should have found one note card. Ask each student to read his or her card and then take a seat.

Raise your hand if you knew where all of those products were grown. Isn't it amazing how different crops are concentrated in different areas of the United States? Let's further investigate the location of different agricultural products.

OBJECTIVE 1: Identify agricultural products grown in each region of the country.

Hand out a copy of Activity Sheet 2:1 and Activity Sheet 2:2, "Food from Coast to Coast," to each student.

The United States is one of the most productive agricultural countries in the world. As we have just witnessed, each area of our country specializes in some type of agricultural production. We also learned which states lead the nation in which crops. Many of the crops we discussed are grown in many states, but some crops can only be grown in a certain area. Different types of crops require different weather conditions, different types of soil and different amounts of water. Today, we're going to learn about some of the products grown in our country.



NOTES

Have the students color each of the agricultural products. Then have them cut them out the pictures and place them where they might live or grow best.

OBJECTIVE 2: Discuss how geography affects what is grown or raised in a particular area.

Let's think about certain agricultural products we know are grown or raised in specific states or regions of the country.

You can remind students of the Interest Approach activity. Examples may include potatoes, Idaho; oranges, California and Florida; corn, Iowa; cattle, the West; aquaculture, the Southeast.

Review some other agricultural products.

Wheat – natural grassland

Cotton and rice – long, warm summers

Corn and soybeans – deep, rich soil, summer rainfall

You can also review the note cards that were read at the beginning of class.

Point to different regions of the United States on the map in front of the students. Ask questions such as:

Which areas of the U.S. are hot and dry? Which areas of the U.S. are known for having the most fertile soil? Which areas of the U.S. are flat? Etc....

After our geography discussion would you like to change the location of your products on your map before you paste them? When I say GO, paste your products on the map. Ready – GO.

Great job! I want you to take your maps home to share what you learned with someone, but we are going to do one more thing to help you remember what you've learned.

REVIEW/SUMMARY

REFLECTIVE REVIEW QUESTIONS:

- If you were to create a new agricultural crop, what region of the United States would it grow in and why?
- Think about where we live. What commodities do we normally see? What commodities don't we see that our state leads the nation in? (Teacher will need to be aware of the leading commodities produced in the state using the website referenced in the Tools, Equipment, and Supplies section.)



ACTIVITY SHEET 2:1

Food from Coast to Coast

Different agricultural products come from different parts of the United States. Color each of the agricultural products and cut them out. Then paste the pictures to the part of the country where you think they live or grow best.

