



It's a Global Food Chain!

Middle School Food and Agricultural Literacy Curriculum

Precepts:

- B. Relationships
 - B5. Participate effectively as a team member
- J. Mental Growth
 - J2. Think creatively

National Standards

CS.09.01. Apply economic principles to AFNR systems (e.g., supply, demand, and profit).

ABS.0601.01.a Investigate the meaning and methods of marketing in AFNR as related to agricultural commodities, products and services and to agricultural goods in domestic and international markets.

NL-ENG.K-12.3 – Evaluation Strategies

NL-ENG.K-12.12 – Applying Language Skills

NSS-EC.5-8.6 – Gain from trade

NT.K-12.5 – Technology Research Tools

Student Learning Objectives

As a result of this **unit**, the student will be able to...

Recognize the importance of food marketing and economics on the local, state, national, and global scope of the agriculture industry.

As a result of this **lesson**, the student will be able to...

Identify five imported food products and five exported food products.

Content Outline

Objective 1. Identify five food products **imported** and five food products **exported**

- A. **Export:** Goods or any articles of **trade** or commerce sent out of a country to another country. These five categories are the main areas of **exports** from the United States to other countries.

1. Red Meat Products: Beef, Pork, Lamb
2. Poultry Products: Chicken, Duck, Eggs

Time

Instruction time for this lesson: 45 minutes

Resources

Economics Research Service. (2009) Foreign Agricultural **Trade** of the United States (FATUS) Statistics. Retrieved September 1, 2009. From the United States Department of Agriculture Web site. <http://www.ers.usda.gov/Data/FATUS/> —_Hayes, K. Introduction to Food Science, Purdue University CopyMat, 2005. — National FFA Organization. (2009). LifeKnowledge Online. Retrieved September 1, 2009 from <http://agedlearning.org>

Tools, Equipment, and Supplies

Overhead projector/transparencies
Internet access or textbooks
Package of sugar
Chocolate candy bar
Writing surface
Writing utensil
Internet or textbook for research purposes
MS.FS.3.2.AS.A – one per student
MS.FS.3.2.TM.A – one per teacher
MS.FS.3.2.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in bold italics:

Import

Export

Trade

3. Dairy Products: Milk, Yogurt, Cheeses
4. Grains and Feeds: Wheat, Corn, Rice
5. Soybeans

- B. **Import:** Goods or any articles of **trade** or commerce shipped into a country or region. These five categories of **imports** are the main **imports** into the United States from other countries.

1. Coffee
2. Fruits: Bananas, Mangoes, Pineapples
3. Oilseeds and Products: Vegetable Oils
4. Vegetables: Tomatoes, Peppers, Cucumbers
5. Cocoa



Interest Approach

The interest approach focuses students' attention on the idea that the food they enjoy comes from many areas across the world. Students will plan an imaginary vacation which will become a bridge to understanding **exporting** and **importing** concepts. Have the students pair up and design their dream vacation. They need to draw it, write a short description of it, and put a price tag on it. Have some students share their ideas with the class.

Take a moment to imagine traveling to your favorite vacation destination on a cruise ship. In your mind, visualize the ultimate destination and the activities you would do while you were there as you take out a piece of paper and a writing utensil.

Pause to allow time for students to gather their materials.

When I say DESIGN IT, sketch the location you have visualized, list the activities you would participate in, and put a price tag on it. You will have four minutes to complete these tasks. What questions are there? DESIGN IT!

Keep track of the time for students by benchmarking two minutes, one minute and 30 seconds. When time expires, elicit student volunteers to share their ideas.

Wow! We have definitely discovered some travel planners among us! The same is true for agriculture. To provide the world with a variety of foods, a lot of planning and cost estimating must occur. If we imagine that each vacation we designed was actually the route of a particular agriculture product then we begin to understand how important that trip becomes.

There are many items we enjoy that wouldn't be possible if the ingredients used to make the item didn't make it to the United States.

Let's bite into these topics as we discover **imported** and **exported** food products in the United States!

Summary of Content and Teaching Strategies

Objective 1. Identify five food products **imported** and five food products **exported**.

In this lesson, the teacher presents the students with the basic information on products that are **traded**. Be sure to have Internet access or text books that identify products, brands and/or varieties of the items listed in the content outline. Use the website www.ers.usda.gov to get students started. Students will break off into ten small groups to complete their research activity.

Understanding the role of **imports** and **exports** in United States agriculture is essential. Many foods can only be grown under certain conditions; so to have a variety, we must **trade** our food products. **Trade** is the business of buying and selling commodities or food products. Today, we will have the chance to share with each other our discoveries about food products that are **imported** and **exported**.

Hand out copies of **MS.FS.3.2.AS.A** for each student.

Take the next few moments to silently read...

(or you can have student volunteers read aloud)

...the information on the sheet in front of you.

In a few moments we will be dividing the room into 10 groups. Five groups will research the products, brands, and varieties of the **exported** items; five groups will research the products, brands, and varieties of the **imported** items.

Visually divide the room in half; one side is **exports**; the other side is **imports**. Then have students make five smaller groups within each large group. Each group should be assigned to one of the five **exported** or **imported** items.

One half of the class will be researching items from the **export** list; the other half of the room will be researching items from the **import** list. Those halves will be divided into five smaller groups. Each small group will get 15 minutes to research and capture their ideas on a sheet of paper. After our research is complete, each half of the room will present their findings. Let's divide up now.



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Now that we have our small groups, remember the focus of your research is to identify various food products, brands, or varieties in the five categories listed.

Allow groups to research for and prepare their presentations on the products, brands, and varieties of the **exported** and **imported** items. Monitor progress and provide ideas listed if needed. www.ers.usda.gov is a great resource to begin with.

When 15 minutes expire, check for completion. Allow for more time, based on your judgment, if needed.

Great research! Now, it is our time to shine as we take turns sharing the role as teacher. When it is your turn to listen to the other groups' presentations, please be respectful, listen carefully, and record the food products listed by each group on your sheet.

Have students present information; allow for approximately 10 minutes.

Today, we have definitely discovered many different countries from which our agricultural products are transported to and from. In case we ever decide to vacation to these countries, it is important that we have a map! Let's create a map that documents the food locations that we have discovered today.

Using a piece of paper and a pencil, sketch a flat map of the world, listing food products in the countries we learned about today. Connect the countries' food **imports** and **exports** by drawing arrows in the direction that the food is shipped. What questions are there? You may begin.

Review/Summary

Use the Cartographer e-Moment® to draw out origins of five foods in five countries. Students draw connections matching the **exports** and **imports**. In this e-Moment, students create maps and/or diagrams that visually represent the relationships among the parts inherent in the content. Students ask themselves these questions: How do the parts of this information relate to one another? Do they cluster around central themes or branch out in greater detail from major headings? Are all the parts so interrelated they create a spider-web effect?

As we continue to map out our success, let's review what we have learned today by mapping out our favorite food products that we discussed. When you hear TRAVEL, choose five countries. Sketch these countries on a sheet of paper. Choose a food product from each country and connect it to the country that **imports** the product chosen. If that country is not already on your map, sketch it as well. What questions do you have? You have five minutes to complete your map. TRAVEL!

Congratulations on a well-traveled class! Today we traveled around the world to learn about different **imports** and **exports** of food products in the United States. We have also learned that just as countries work together to feed the world, teams must work toward a common purpose. Let's celebrate a world full of knowledge! The food map we just completed is your ticket out the door.



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Application

Extended classroom Activity:

Have students create a meal using only foods that are **imported** into or **exported** from the United States. Divide classes into two meals: One will serve lunch that is prepared with foods solely from other countries, while the other will make a restaurant menu that serves food solely from the United States.

FFA Activity:

The National FFA Organization offers many global opportunities. Have students research opportunities within the FFA for international travel. Once research is completed, have students create a travel brochure for a program of their choice and present it to the class.

SAE Activity:

As middle school students, throughout SAE activities, students should be developing an SAE on an exploratory basis. Have students pick an agricultural production SAE and create a map of all of the countries that the commodity produced could be **exported** to.

Evaluation

MS.FS.3.2.ASSESS.A

Answers to Evaluation

1. B
2. A
3. Goods or any articles of **trade** or commerce sent out of a country to another country.
4. Answers may vary based upon student research: bananas, mangoes, pineapples, tomatoes, peppers, cucumbers



Export: Goods or any articles of trade or commerce sent out of a country to another country. These five categories are the main areas of exports from the United States to other countries.

1. Red Meat Products
2. Poultry Products
3. Dairy Products
4. Grains and Feeds
5. Soybeans

Import: Goods or any articles of trade or commerce shipped into a country or region. These five categories of imports are the main imports into the United States from other countries.

1. Coffee
2. Fruits
3. Oilseeds and Products
 - a. Vegetable Oils
4. Vegetables
5. Cocoa



Identify five food products imported and five food products exported

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Name _____

Multiple Choice.

Directions: Read each statement and write the letter next to the correct choice in the blank provided.

1. _____ The agricultural industry in the United States does not *trade* with other countries.
A. True
B. False

2. _____ We must import food products because we cannot produce all of the food that is desired in the United States
on our soil.
A. True
B. False

Short Answer.

3. Write the definition of "export" on the line below.

4. List three products imported into the United States.

A. _____

B. _____

C. _____