



Our Nation's Commodities

Middle School Food and Agricultural Literacy Curriculum

Precepts

- E. Awareness
- E1. Address issues important to the community.

National Standards

- CS.01.05.01.a. Discuss trends and issues important to the community.
- ABS.06.01.01.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-12.4 – Communication Skills
- NL-ENG.K-12.12 –Applying Language Skills
- NSS-EC.5-8.1 – Productive Resources
- NSS-EC.5-8.18 – National Productivity
- NT.K-12.5 – Technology Research Tools

Student Learning Objectives

- As a result of this **unit** the student will...
- Recognize local, state, national and global scope of agriculture.
- As a result of this **lesson** the student will...
- Identify ten locally grown agricultural commodities.
- List the top five agricultural commodities in your state.
- Locate the top five agricultural commodities nationally.

Content Outline

Objective 1. Identify ten locally grown agricultural commodities.

- I. **Identify ten locally grown agricultural commodities**
 - A. What is a **commodity**?
 - 1. A **commodity** is a raw agricultural **product**

Time

Instruction time for this lesson: 45 minutes.

Resources

Commodity. (n.d.) In Ask.com, www.dictionary.com Retrieved from <http://dictionary.reference.com/browse/commodity>
Product. (n.d.) In Ask.com, www.dictionary.com Retrieved from <http://dictionary.reference.com/browse/product>
State Fact Sheets. (2009). Data Sets. Retrieved July 18, 2009, from USDA, Economic Research Service. Web site: <http://www.ers.usda.gov/StateFacts/US.htm#TCEC>

Tools, Equipment, and Supplies

Writing surface
Projector
Ten notecards
Assortment of markers
MS.IAS.4.1.TM.A – one per teacher
MS.IAS.4.1.AS.A – one per student
MS.IAS.4.1.AS.B – one per student
MS.IAS.4.1.ASSESS.A – one per student
Internet access

Key Terms

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

Commodity

Product

- B. What is a **product**?
 - 1. An agricultural **product** results from an agricultural process and is ready for consumption.
- C. Local commodities found using <http://www.ers.usda.gov/StateFacts/>.

Objective 2. List the top five agricultural commodities in your state.

- I. **List the top five agricultural commodities in your state.**
 - A. Top agricultural commodities in your state will be found at <http://www.ers.usda.gov/StateFacts/>.



Lesson Number: MS.IAS.4.1

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Objective 3. Locate the top five agricultural commodities nationally.

I. Locate the top five agricultural commodities nationally.

- A. Top agricultural commodities nationally were found at <http://www.ers.usda.gov/StateFacts/>.

1. Corn
2. Cattle and calves
3. Dairy products
4. Soybeans
5. Broilers

(These facts change annually)

Interest Approach

Prior to beginning this lesson research the top ten commodities for the city in which you live, the top five commodities for the state, and top five commodities on a national level.

Students will be creating a list of food items eaten within the day, a list of agricultural products these foods come from, and the general commodities the agricultural products come from. They will use the Me-You-Us e-Moment® to work through this process.

Ask students to pull out their notebooks and a writing utensil in order to capture a list of food products they have eaten so far today. This list may be adapted to include the food eaten within the last 12-18 hours to accommodate for classes taught during the morning hours of the school day.

Welcome to class today. We are going to be exploratory learners today. Show me what an exploratory learner looks like.

You should see students looking around, pondering, etc.

Using your notebooks and a writing utensil, take the next 90 seconds to list all of the food **products** you have eaten today.

At the conclusion of 90 seconds, count the students down from five to bring their attention back to the front.

Let's begin to wrap up your list in 5 – 4 – 3 – 2 – 1.

Now let's take a look at our lists more closely. Some of the foods you have listed may be individual food items or a combination of a number of individual items. For example, an apple would be an individual food **product**. However, pizza would be comprised of a number of different **products** such as cheese, hamburger, pepperoni, etc. When I say GO, with a partner, begin to dissect your list deciding what **products** each of the items on your list come from. What questions do you have? You have 60 seconds. GO.

At the conclusion of 60 seconds, count the students down from five to bring their attention back to the front.

Dissecting your food list ends in 5 – 4 – 3 – 2 – 1.

Using MS.IAS.4.1.TM.A explain the relationship between an agricultural product and a commodity.

Most of us probably have a longer list now that we have broken down some of our favorite food dishes into the individual **products** in which they are derived. Now let's take it a step further. An agricultural **product** is the result of an agriculture process and is ready for consumption.

Unveil agricultural product definition on **MS.IAS.4.1.TM.A.**

Product: An agricultural product is the result of an agriculture process and is ready for consumption

That said, what are these products before they go through this process? Solicit ideas from the class. These products are known as a commodity, a raw agricultural product.

Unveil commodity definition on **MS.IAS.4.1.TM.A.**

Commodity: A raw agricultural product

For example, hamburger is an agricultural **product** from what **commodity**? Solicit answers from the class. Correct, the **commodity** beef. Cheese is an agriculture **product** from what **commodity**? Solicit answers from the class. Correct, the **commodity** dairy.

The next two minutes will be spent once more dissecting your list from agricultural **products** to the commodities they are derived from. Join the pair closest to you, forming a group of four for this task. What questions do you have? BEGIN.



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At the conclusion of two minutes, count the students down from five to bring their attention back to the front.

Wrap up your **commodity** lists in 5 – 4 – 3 – 2 – 1.

After wrapping up their lists, have students share their answers for the whole class. Find commonalities among the groups and point them out to the students.

When I point to your group, share one of your ideas with the entire class. What are the common commodities we have heard so far?

Allow students to reflect on the commodities provided by the class.

Why do you think these commodities are so common among all, or most, of the groups in our class?

Answers should relate to the fact that they are found in the area, produced locally, readily available, etc.

Great thinking! These lists are just the beginning of what we are about to discover. Today we have the opportunity to explore some of the most common commodities produced locally, statewide, and at the national level. So, pack your bags and get ready to travel. We are about to tour the countryside to find out what commodities are produced right here in insert town, county, etc., within insert state, and across the United States.

Summary of Content and Teaching Strategies

Objective 1. Identify ten locally grown agricultural commodities.

The ten locally grown agricultural commodities will be presented in the form of a Pictionary game. Use the following steps to complete this process. Steps one and two should be completed prior to class. 1) Search for the top ten locally grown commodities using <http://www.ers.usda.gov/StateFacts/>. 2) Write each commodity name, value, and one interesting fact on individual notecards. 3) Select one student to be the first contestant. 4) Show the student the first card and have them draw a picture to depict that card on the white board. 5) Students will try to guess the commodity drawn on the board. 6) After the correct commodity is guessed, students will complete MS.IAS.4.1.AS.A.

Let's jump right in and explore the top ten locally grown commodities. In a moment I will select one student to come to the white board. I will show them the name of a **commodity**. They will then draw a picture that represents that **commodity**. Our job is to guess what **commodity** is being drawn on the board. After we have guessed correctly we will complete the **commodity** chart that I am passing out. What questions do you have about playing Pictionary? Our first contestant is _____.

Show the first contestant the first notecard. Instruct the student to draw a picture or symbol of this word for the class to see.

All right class, let's shout out some guesses for _____.

When the class has guessed correctly, the student can return to their seat. Next, begin completing MS.IAS.4.1.AS.A. Instruct the students to put the commodity in the first box and then give them the interesting fact that was found using the given Internet resource.

Great job! We got it right. Thanks for being our first contestant _____. You may return to your seat. Let's gather our activity sheet and fill in the first box with our first commodity _____. Here is an interesting fact about _____. Give students the interesting fact verbally.

All right, let's keep moving. Who will be our next contestant?

Proceed with this format for the following nine commodities. After completing MS.IAS.4.1.AS.A with the ten locally grown commodities, hold a class discussion about why it is important to be aware of these locally grown commodities. Allow students to provide answers between questions. Draw this discussion into why it is important for students to be aware of important issues in the community. The following questions will help spur this discussion:

What on this list did you find surprising? Why do you think it is important for you or other consumers to be aware of the information on the chart in front of you? How do you think this information might help you become a better community member? What are some other things we may need to be aware of in order to be more effective community members?



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Some responses might include: major issues that concern the members of this community, community service projects we may be able to organize and/or help with, the names of elected officials in our community, and building positive relationships with those individuals.

Objective 2. List the top five agricultural commodities in your state.

We just discovered how important it was to be informed about community issues in order to be more effective community members. We can take that a step further and become better citizens in our state and nation by being more informed consumers. Let's dive into discovering the top five agricultural commodities in *insert state* and the United States.

Students will use the Little Professor e-Moment to identify the top five commodities grown in their state and at the national level. Little Professor I will teach the state commodities and Little Professor II will teach the national commodities. Students will complete **MS.IAS.4.1.AS.B** during this activity.

Break students into pairs, dividing students into Little Professor I and Little Professor II.

As we begin to discover the top five commodities grown in our state, I need the attention of group I. You are the experts for this voyage and can otherwise be referred to as Dr. *insert last name*. Group two, your job is to remain quiet and ignore everything I say. Tune me out, and wait for your expert professor to bring you back to class.

Professor I, lend me your ear...

Present the students with the top five commodities grown in their state, allowing them to complete **MS.IAS.4.1.AS.B** with the commodity, total value, and an interesting fact about the commodity. At the conclusion of this process, students will get the attention of their partner and teach them the top five commodities in their state.

Professor I, bring back your partner and teach them what you have just discovered about the top five commodities in *insert state*. Be sure to help them complete the chart on their worksheet. You have three minutes.

At the conclusion of three minutes, bring the entire class back together and review to ensure group II has the information.

Objective 3. Locate the top five agricultural commodities nationally.

Complete the same process as above using Little Professor II to teach the nationally grown agricultural commodities.

Professor II, lend me your ear...Present the students with the top five nationally grown agricultural commodities, allowing them to complete **MS.IAS.4.1.AS.B** with the commodity name, total value, and interesting fact or common location of the commodity. At the conclusion of this process, students will get the attention of their partner and teach them the five nationally grown commodities.

I. Locate the top five agricultural commodities

- A. Top agricultural commodities nationally were found at <http://www.ers.usda.gov/StateFacts/>.
1. Corn
 2. Cattle and calves
 3. Dairy products
 4. Soybeans
 5. Broilers

(These facts change annually)

Professor II, bring back your partner and teach them what you have just discovered about the top five commodities grown nationally. Be sure to help them complete the chart on their worksheet. You have three minutes.

At the conclusion of three minutes, bring the entire class back together and review to ensure group I has the information.



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Review/Summary

Students will use the Hieroglyphics e-Moment to review the commodities learned in class today.

Today we have had the opportunity to explore not only the top ten commodities grown locally, but the top five commodities grown at both the state and national level. Let's ensure that we have these locked in our brains. Take the next 90 seconds to draw a symbol representing the five state and five nationally grown commodities discovered in class today. These symbols should appear to the left of the **commodity** name on your activity sheet. Your 90 seconds begins now!

Allow students to complete their commodity pictures. Ask for a few students to share their images if time permits.

Great work! Thank you for being such awesome exploratory learners today.

Application

Extended classroom activity:

Locate a map of the United States and have students map the location of the top five nationally grown agricultural commodities. Draw symbols representing these commodities over the location in which they are found.

FFA activity:

Hold a food drive to specifically collect items related to the top five agricultural commodities grown within their state.

SAE activity:

Research possible SAE activities related to the top ten locally grown agricultural commodities. For example, complete a garden blueprint for growing at least three of the locally grown commodities.

Evaluation

MS.IAS.4.1.ASSESS.A.

Answers to Evaluation

1. Product
2. Commodity
3. Found at <http://www.ers.usda.gov/StateFacts/>.
4. Found at <http://www.ers.usda.gov/StateFacts/>.
5. 2, 5, 3, 4, 1



Product:

An agricultural product is the result of an agriculture process and is ready for consumption

Commodity:

A raw agricultural product



Top 10 Locally Grown Agricultural Commodities

	Commodity	\$ Value	Fact
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



Top 5 Agricultural Commodities Grown in _____

	Commodity	\$ Value	Fact
1			
2			
3			
4			
5			

Top 5 Nationally Grown Agricultural Commodities

	Commodity	\$ Value	Fact
1			
2			
3			
4			
5			



Name _____

Directions: Fill in the blank.

1. An agricultural _____ is the result of an agricultural process and is ready for consumption.

2. A _____ is a raw agricultural product.

3. List three locally grown agricultural commodities.

A. _____

B. _____

C. _____

4. Identify the top commodity grown in your state.

A. _____

5. Fill in the blank with the national ranking of each commodity.

_____ Dairy Products

_____ Soybeans

_____ Corn

_____ Broilers

_____ Cattle and calves