



Lesson HS.122

DISCOVERING THE WORLD OF AGRICULTURE

Unit. Supervised Agricultural Experience

Problem Area. Introduction to SAE

Precepts. E1: Address issues important to the community

National Standards. NSS-EC.9-12.9 — Competition in the Marketplace — Students understand the introduction of new products and production methods by entrepreneurs is an important form of competition and is a source of technological progress and economic growth.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define agriculture.
- 2 Explain why agriculture is important to the world.
- 3 Describe why agriculture is important to the individual.



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Time. Instruction for this lesson: 50 minutes.



Resources

“Preparing for Career Success in Agriculture, Food and Natural Resources,”
www.careerclusters.org.

“Reinventing Agricultural Education for the Year 2020,” www.teamaged.org.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Poster/Flip Chart Paper
- ✓ Tape
- ✓ Overhead Projector
- ✓ Markers
- ✓ HS.122.TM.A
- ✓ HS.122.TM.B
- ✓ HS.122.Assess—one per student



Key Terms. The following term is presented in this lesson and appears in bold italics:

➤ ***Agriculture***



Interest Approach

State that you hope the students came to class ready to discover a new world full of excitement and opportunity. Let the students know that class will start with a brainstorming activity.

Divide the class into groups of two or three students. Give the following directions:



Each group will receive a blank sheet of poster paper and a set of markers. You will be given five minutes to draw a picture to depict your group's definition of agriculture. First, you should take a minute for each person in your group to share his or her ideas about agriculture with the other members of your group. As a group, you should then begin drawing a visual representation of your definition of agriculture. After you have completed your poster, you will tape your poster to a wall space in the classroom.

Now the students are about to take a tour of the AgWorld Art Gallery.



When I say, "AgWorld Art Gallery," I want you to do two things. First, quietly review each poster. Second, take a few notes about what you see.

Ask the students to make a few notes of themes and unique images they see reappearing. Ask each group to have a representative share with the class for about 30 seconds what his or her



2

group intended to communicate. These posters should be maintained in the room for a few days as a reminder of the initial impressions the students had. Explain that today's lesson is going to build off what they know about agriculture and give them a broader perspective about the opportunities in agriculture.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define agriculture.

Have each student quietly review the notes he or she took regarding the posters. Students, still in their original groups of three, will now share their perspectives with the other members of their group and create a one-sentence definition of agriculture. The groups have three minutes to complete these definitions.

Monitor each group for understanding and clarification

Each group will share its definition with the class.

As each group shares its definition, write the definitions on your writing surface

Ask the following processing questions after all groups have presented:



What are we hearing from these definitions?

Are the words the same?

Do we hear the same themes re-occurring or are there some differences?

Does the word “farm” appear in any of the definitions?

How many words related to agriculture can you think of that start with either the letter “f” or “ph”?

Provide the following on a writing surface or use HS.122.TM.A and have students capture in their notes:

I. **Agriculture** is defined as the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, natural resources, horticulture, and other plant and animal services.

Have the students give examples of each of the six parts of the definition

Use a Graphic Artist Moment to have students illustrate one of the six components of the definition. Have students share their drawing with another student





Agriculture involves six different components. Agriculture includes a broad set of experiences that impact many areas of our lives.

Objective 2. Explain why agriculture is important to the world.

Share with the class that we now need to think about agriculture's impact on the world. The broad definition opens up a new world for us to explore.

II. Agriculture's importance to the world

A. Based on the definition of agriculture, why is agriculture important to the world.

Solicit responses from the class and make notes on a writing surface for the students to see.

Provide the following on a writing surface or use HS.122.TM.B and have students capture in their notes:



How is agriculture important to the world in the following areas.

Hunger—

Economy—

Environment—

Food Supply—

World Trade—

Water Supply—

Air Quality—

Give the following directions:



Use the next few minutes to think of ideas to address each of these areas. Write down those ideas next to the corresponding word. Be prepared to share your ideas with the group. Do you have any questions? Start.

Compile the responses on the writing surface and circle the terms that relate to the following:

B. The reasons agriculture is important to the world.

Hunger—

Economy—

Environment—

Food Supply—

World Trade—

Water Supply—
Air Quality—



4

Objective 3. Describe why agriculture is important to the individual.

III. Agriculture and me

Give the students three minutes to list five ways agriculture affects them each day, other than eating. These must be five distinct/different ways they come in contact with agriculture daily.



Now that we have explored how agriculture impacts everyone around the world, let's take a look at how agriculture affects you every day. Write down five different ways, other than eating, that agriculture affects you each day. Begin.

Go around the room and conduct a "round-robin brainstorming" process by having each student share one way that is different from what he or she has heard from other students. Continue to go around the class until all ideas have been captured on a writing surface for students to include in their notes.



Agriculture is important to each of us due to the following considerations:

The air I breathe
The water I drink
The security of my country
The jobs of my family and friends

Highlight these answers and add more if needed.



Review/Summary

Use a Descartes Moment and have the students answer the following questions in their notebooks:

1. *What is agriculture?*
2. *Why is agriculture important to the world?*
3. *Why is agriculture important to me?*

 Application

► **Extended Classroom Activity:**

Have each student identify an agricultural career that, until today, he or she did not realize was agriculture.

► **FFA Activity:**

Have each student determine when and why FFA changed its official name from Future Farmers of America



► **SAE Activity:**

Not applicable.

 Evaluation

A written test, HS.122.Assess, is provided to measure the objectives of this lesson.

Answers to Assessment:

Multiple Choice

1. e
2. b

- 3. a
- 4. c
- 5. d

True or False

- 6. T
- 7. F
- 8. T
- 9. F
- 10. F



6

HS.122.Assess Name: _____

DISCOVERING THE WORLD OF AGRICULTURE

► Multiple Choice

Instructions: Match the following terms and definitions.

- | | |
|----------------------|---------------------------------|
| _____ 1. Agriculture | a. Commerce and trade |
| _____ 2. Farming | b. Production of food and fiber |
| _____ 3. Economics | c. Natural resources |
| _____ 4. Environment | d. Availability of food |

_____ 5. Food supply e. Food, fiber, and natural resources systems

► **True or False**

Instructions: Answer “True” or “False” (T or F) to the following questions.

_____ 6. Agriculture is the largest industry in the United States.

_____ 7. Water and air quality are not agricultural concerns.

_____ 8. Food is an important resource for the nation.

_____ 9. Agriculture is important to farmers and ranchers only.

_____ 10. Agriculture affects very few people in the world.



HS.122.TM.A

AGRICULTURE IS DEFINED AS ...

the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, natural resources,

horticulture, and other plant and animal services.



8

HS.122.TM.B

HOW IS AGRICULTURE IMPORTANT TO THE WORLD IN THE FOLLOWING AREAS?

- ◆ **Hunger—**
- ◆ **Economy—**
- ◆ **Environment—**
- ◆ **Food Supply—**
- ◆ **World Trade—**

◆ **Water Supply---**

◆ **Air Quality—**

