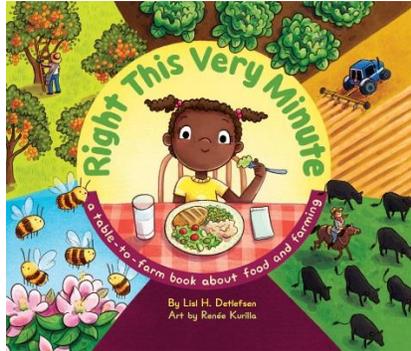




2019-2020 Essay Contest Lessons

How has Wisconsin agriculture affected your life today?

American Farm Bureau Foundation for Agriculture – Educator’s Guide lessons for *Right this very minute* by Lisl Detlefsen



This educator’s guide includes seven lessons that encourage students to dig deeper into thinking about where the food on their plates originated. Target age range is Kindergarten through Second Grade.

The guide is included with all orders of ***Right this very minute*** ordered online from Wisconsin Ag in the Classroom’s store. It can also be purchased separately by visiting <https://www.dmsfulfillment.com/FarmBureau>

The activities and lessons included in the guide include:

1. A visit to the strawberry patch
2. From start to finish
3. Growing great words
4. I wonder where
5. Mill your meal
6. Mix it up
7. Pollination project

Guides are copyrighted and copies should not be made.

The educator guide also follows the AFBFA’s Pillars of Ag Literacy. Visit <https://www.agfoundation.org/pillars>

The Pillars of Agricultural literacy offer a framework for lifelong learning. The goal is to build a strong foundational understanding of the relationship between agriculture and the environment, food, fiber, energy, animals, lifestyle, the economy and technology. We seek to cultivate this awareness in any person, no matter their age or experience.



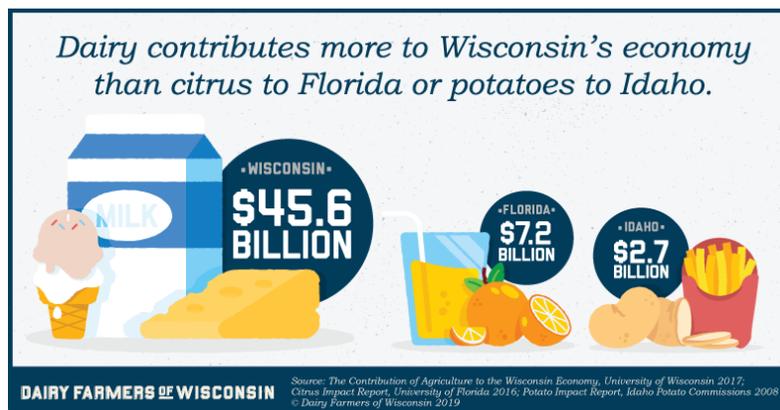
2019-2020 Essay Contest Lessons

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Designing an infographic on how Wisconsin agriculture affected your life today

What's an infographic? A graphic visual representation of information, data or knowledge intended to present information quickly and clearly, a project that may be used to demonstrate learning on a topic.

Example: source: Dairy Farmers of Wisconsin



Make a checklist of ways that agriculture affected your life today? Some ideas include

1. What items have you eaten? What food groups do they belong to?
2. What are you wearing and where did the source of the clothing come from?
3. When you went to school, did you drive by any farms or agri-businesses?
4. The food that I ate came from what states? Or countries?
5. How many other people did one farmer feed today?
6. I might consider a career in agriculture. How many careers are there? How many pathways?

Keep these points in mind:

1. Factual information presented in your infographic.
2. Does the infographic focus on your key message?
3. Creativity, spelling and confirming facts that are used.



2019-2020 Essay Contest Lessons

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Questioning and Assessment Exercise

This activity can be done as a class or the students can divide into groups. It is designed to help students engage in researching information that may seem obvious at first. It will also help them better understand the complexity of agriculture as it affects their daily lives. Have the students select a facilitator or leader if in small groups. If done as a class, the teacher would lead the questioning.

Sample questions:

1. What did you eat for breakfast?
 - a. Where did the food come from?
 - b. Where did the grocery store get the food?
 - c. Where did the suppliers get the food or ingredients?
 - d. What types of grains are in the cereal that you ate?
 - e. What states might have produced the oranges to make the juice you drank?
 - i. Or did you have cranberry juice? Where might that be made?
 - ii. Or was it pineapple juice? Where are pineapples grown?
 - f. If you used real maple syrup on your pancakes, where did it come from?
 - i. How is it removed from the trees? What kind of trees?
 - ii. Does the sap coming out of the tree go right into jars? How is it processed?
2. If you wanted to make the blue jeans that you are wearing, you would need to grow what type of plants?
 - a. What part of the United States would you need to grow that crop? Why?
 - b. How does that crop grow?
 - c. When the crop is harvested, what is done to make it into fabric?
 - d. What types of jobs are involved in making that pair of jeans?
3. As you came to school today, what types of farms did you drive by?
 - a. Did any of the products raised on that farm (or a farm like it) end up on your breakfast, lunch or dinner plate?
 - b. What types of jobs are there on the farm?
 - c. Where does the farmer sell their products? Are they sold locally or driven to markets farther away?
4. I like cows. But I wonder....
 - a. What do they eat?
 - b. What kind of buildings are they housed in?
 - c. If I raised cows, do I need to know math?
 - d. Where would I buy a cow? Where will I sell it if I need to?
 - e. I wonder if having a cow is like having a dog? How is it different? How is it the same?

Use your imagination and creativity to develop your own questions!



2019-2020 Essay Contest Lessons

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Sequencing agriculture that affects me!

Identify a way that agriculture affects you every day or on special days. List the events or steps that make it possible.

An example: You like to drink milk

Sequence: The farmer milks the cow. The milk is transferred through the pipeline to the bulk tank to be cooled. The milk hauler picks up the milk, takes a sample for testing, and transfers it to the milk processing facility. The milk is moved from the truck to larger tanks. The milk is pasteurized. The milk is homogenized. The milk is put into gallon jugs. The milk jugs are transported to a grocery store. The customer buys the milk and takes it home. You get to enjoy the milk!

Your topic _____

Steps	What happens	Any other details
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		
Step 6		
Step 7		
Step 8		
Step 9		
Step 10		



2019-2020 Essay Contest Lessons

How has Wisconsin agriculture affected your life today?

The Wonder Wall Bulletin Board

Having a large bulletin board or classroom/hallway wall that can be dedicated for this lesson is important.

1. Take a photo of each student or have them draw themselves in a “thinking” pose.



2. Have the student make a “thought bubble” next to their image and then insert a question, observation or draw pictures of “What they wondered about when thinking of how Wisconsin agriculture affected them that day”.



3. During different discussion times, pick 3-4 of the student’s work and discuss them as a class.
4. To extend this activity, you could laminate both the pictures and the thought bubbles and give them a topic that they must use in the bubble. Some examples include:
 - a. Pick one thing you ate today and where did it come from?
 - b. Pick one item of clothing that you are wearing and what type of farm/crop/animal did it come from?
 - c. Pick one job related to agriculture that we have in our town or school district?
 - d. One of my relatives works/worked in agriculture. Who was it and what did they do?
 - e. How many items in my house are made of wood? How is that connected to agriculture?
 - f. My favorite fruit is ____ and this is how it’s grown.

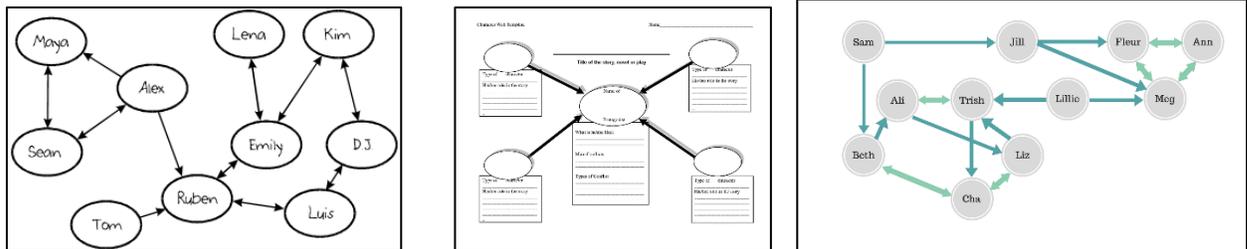


2019-2020 Essay Contest Lessons

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Agricultural Sociograms

A sociogram has five or more circles with labeled arrows to depict relationships between each circle. They may be interconnected, there might be a sequential order, or other versions of sociograms might be used!



Students will select something, someone or an object that shows how agriculture affected them that day.

Some examples might be:

- How a food product got from the farm to their plate.
- How an agricultural business or farm provides jobs in your community, who works there, and how are the wages earned then spent in the community?
- What are all the jobs connected to a dairy farm? A cranberry farm? A llama farm?
- The steps of making ice cream.
- A dollar spent on groceries really is paying for what expenses going into making and processing the food? (i.e. marketing, packaging, raw product)
- Take a recipe and connect all the ingredients to their source on a farm.
- Take what they had for lunch- what type of farm did each item come from? How was it processed? Could it be from Wisconsin? If not, what state? Did it come directly from the farm to the store/consumer?
- By-products: Start with an agricultural crop, animal or other commodity and what are all the by-products from it?
- Open up their desks and take out five items. How are those items connected to each other and how are they connected to agriculture?
- Design a transportation sociogram connecting a product to all the ways it is moved from the farm>processor>sales>consumer.



2019-2020 Essay Contest Lessons

How has Wisconsin agriculture affected your life today?

The Grab Bag of how agriculture affects us!

The class is divided into groups or two's or four's and assigned to collect a bag of artifacts, pictures or items. There should be 4-6 items per bag. Each person needs to contribute at least 2-3 items.

Student should be reminded not to bring in live animals, sharp objects, objects that are in violation of school or classroom rules, or other questionable items!

Categories might be agricultural jobs in your area, products grown on farms in your area, items from various agricultural businesses, items of clothing they can trace to a farm, and so on.

Establish a deadline of when the items need to be assembled. Groups then swap bags and try to determine how these items connect to agriculture. They will write down their thoughts or ideas. Bags are passed from group to group until all bags have been investigated by each group. The class then discusses each group's guesses for each bag.

Another way to do this lesson if a volunteer is presenting the lesson or you don't want to have students bring in the items:

The teacher or volunteer collects a variety of items that fit into themes, careers, food groups or other suggestions from above. Provide a container for each category- a plastic bin, grocery bag, clothes basket will do! Label each bin accordingly.

The students each take an item from the pile or are given an item. They have some time to think about the item and how it connects them to agriculture.

If you want, you might give the students a chance to "swap items" if they want to switch with someone.

Have each student share what their item is and how it can affect them and lead a group discussion by providing additional information.



2019-2020 Essay Contest Lessons

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I Wonder Curiosity Activity

1. Discuss some general observations of how agriculture affects your student's lives today. Help them start thinking about all the ways agriculture provides food, shelter, clothing, jobs and other things that are important to them.
2. Give each student a sheet of paper. They will write "I wonder" question posing one "I wonder" question in the middle of their sheet.
3. The students will move around the classroom looking at the sheets and the "I wonder" question in the middle of the sheet. They can respond in one of the other boxes with an answer or another thought provoking questions. This continues until all boxes are filled.
4. Students return to their own sheets. On the back of the paper, they can write what they learned from the various responses or questions. Students can reflect on how their thinking has changes, what new questions they have, and how they might seek out resources to answer those questions.
5. Students enter a discussion about their ideas, with partners, in small groups, or as a class discussion.

Name

I wonder...

Name

Name

Name

Name



2019-2020 Essay Contest Lessons

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Educational Standards

Designing an infographic

NALO- T3.3.5 b, e, f	T4.3-5d	T5.35 a, b, c, d, e, f
Wisconsin- AFNR FPP1.a.1.e	SS.ECON2.b4-5	
IMTa.d.1.e	IMT1.d.1.2.e	IMT2.b.1.e
MC7.I.1.e	CCSS.ELA-Literacy.SL.4.5	

Questioning and Assessment

SCI.SEP3.A.3-5	4C1.b.2.e	4C3.b.1.e	4C3.b.2.e
CD1.c.1.e	CD1.c.2.e	CD1.c.3.e	CD4.d.1.e
CD4.d.2.e	IMT3.b.2.e	LE1.b.1.e	

Sequencing Agriculture

IMT1.d.2.e	MC3.a.1.e
CCSS.ELA-Literacy.W.4.3	CCSS.ELA-Literacy.R1.4.3

The Wonder Wall Bulletin Board and I Wonder Curiosity

4C1.b.2.e	4C3.b.1.e	4C3.b.2.e	4C3.b.3.e
CD4.d.1.e	CD4.d.2.e	LE1.b.1.e	MF9.a.4.e
CCSS.EL-Literacy.SL.4.1.A	CCSS.ELA-Literacy.SL.4.1.D		
CCSS.EL-Literacy.RI.5.9			

Sociograms

SCI.SEP2.A.3-5	IMT1.d.1.e	IMT1.d.2.e	MGT2.f.1.e
MGT2.f.2.e	CCSS.ELA-Literacy.W4.2.B		
CCSS.ELA-Literacy.W.5.2.A	CCSS.ELA-Literacy.SL.4.5		

Grab Bag

4C3.b.1.e	4C3.b.2.e	CD1.c.1.e	CD1.c.3.e
CD4.d.1.e	CD4.d.2.e	LE1.b.1.e	MF4.a.1.e