

Farming is More Than Food



A lesson based on the book, The Soil Neighborhood, by Dan Yunk and Steve Swaffar.

America's food supply is safe, affordable and abundant but misunderstood by the public. Kansas Farm Bureau seeks to improve consumer knowledge of the importance of farming and ranching through the *Kailey's Ag Adventure Series*, of which this book is a part.

BACKGROUND INFORMATION:

After reading The Soil Neighborhood, we have learned that because of soil, farmers are able to harvest crops that will provide us with things we use everyday. People know that farmers provide us with the food we eat, but the crops they grow and the livestock they raise are used in more than just food. They provide us with clothing, crayons, fuel, soap, and much more! Let's discover that farming is more than food!

ACTIVITY:

Point out the four commodity groups in the four corners—beef, soybeans, corn, and wheat. Each student will soon be given a value-added product that comes from one of these commodities. Instruct students that when you say 'farming,' they will go to the commodity that their product comes from.

Pass out the value-added products to students. After each student has been given a product, say 'farming' to cue students to classify their commodities.

*NOTE: If you pass out the products before instructions are given, the students will be preoccupied with their products and will not listen to the directions.

The teacher may opt to tell students how many value-added products are from each commodity or may decide to allow students to classify the products without this guideline.

LEVEL:

Pre-K – 2nd

SUBJECTS/STANDARDS:

Science: 2nd Grade

Matter and Its Interactions

2-PS1.1

Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

ACTIVITY DESCRIPTION:

Students will classify value-added products that come from commodities---beef, soybeans, corn, and wheat---that are grown in Kansas.

STUDENT LEARNING

OUTCOMES:

Students will classify value-added products into categories based on their commodity source.

ESTIMATED

TEACHING TIME: 20 minutes

After students are at the different commodities, go to each commodity group and tell them how many, but not which ones, are correct. Then, as a group, the students must decide which product(s) need to be classified elsewhere. For advanced students, continue this process until all products are in the correct commodity group.

After the products are correctly classified, explain how the commodity is used in each product. For example, corn starch is used in aspirin; corn syrup is in pop; etc.

Pass out the Farming is More Than Food handout. As the teacher reads each of the products aloud, students should circle the word if they have ever used that product. After reading through the list, instruct students to count how many products they circled.

Instruct students to stand if they circled 1 product. All students should stand. Then, students should remain standing if they circled 5 products, then 10, 15, and so on, until appropriate. Students should grasp the concept that they use many products from agriculture other than just food!

By classifying these value-added products, we have discovered that farming is more than food! Because of soil, farmers harvest crops and raise animals so that we are able to enjoy food and many other products, too!

ADDITIONAL RESOURCES:

For more information regarding specific information on commodities:

Soybeans

Kansas Soybean Association: www.kansassoybeans.com

American Soybean Association: www.soygrowers.com

Wheat

Kansas Wheat: www.kswheat.com

National Association of Wheat Growers: www.wheatworld.org

Corn

Kansas Corn: www.ksgains.com/corn

National Corn Growers Association: www.ncga.com

Beef

Kansas Beef Council: www.kansasbeef.org

National Cattlemen's Beef Association: www.beef.org

MATERIALS NEEDED:

- Value-Added Products:
Pop; Chewing Gum;
Aspirin; Marshmallows;
Jell-O; Glue; Crayons;
Candle; Body Wash;
Pasta; Bread;
Biodegradable Golf Tees;
*May opt to use
additional products listed
on handout.
- Commodity Cards, printed
on cardstock and/or
laminated
- Jewelry bags of corn,
soybeans, and wheat
- Posters for corn, soy-
beans, wheat, and beef
- Copies of Farming is More
Than Food handout

PREPARE AHEAD:

Gather the 12 products listed above. If desired, gather enough products so that each student has a product. Another option is to divide students into groups that have the same 12 products. ***NOTE: To prevent students from ingesting the products, use empty packages.***

Print the Commodity Cards on cardstock and laminate, if desired. Attach jewelry bags of wheat, corn, and soybeans to the right side of the crop cards.

On 4 large pieces of poster board or construction paper, write each commodity name. Post these with the corresponding commodity card in the four corners.

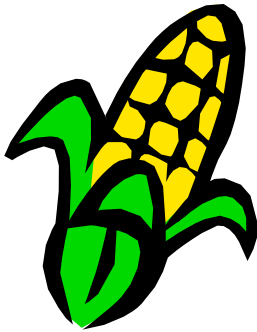
Make copies of the handout.

Farming is More Than Food

Name _____

Farmers provide us with the food we eat, but the crops they grow and the livestock they raise are used in more than just food.

Did you know these products come from farming?



CORN:

Pop
Chewing Gum
Aspirin
Batteries
Car Fuel
Shoe Polish
Rubber Tires
Toothpaste

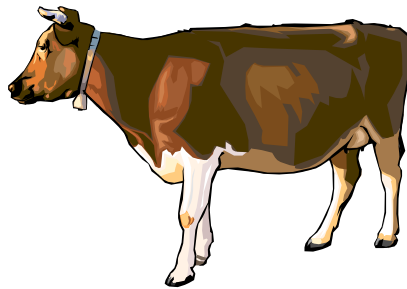


SOYBEANS:

Soy Bio-diesel
Crayons
Candle
Body Wash
Paints
Ink
Cosmetics
Plastics

BEEF:

Jell-O
Glue
Shoes
Luggage
Shampoo
Doggie Chews
Bandage Strips
Marshmallows



WHEAT:

Pasta
Bread
Charcoal
Paper
Plastic Bags
Packing Peanuts
Biodegradable Golf Tees
Straw Particle Board (wood)

