



From pasture to product

Description

After discussion, students use sequence cards to think about and examine the steps that bring food from the farm to their table.

Objectives

Students will: gain an understanding of the sequence of events that bring food from farm to table, sort and sequence cards representing the individual components, work with a partner to demonstrate their understanding of agricultural processes.

Materials

For each group of students:

Cards with steps of the agricultural process, for example from grain to egg carton, sheep to shawl, cattle to burger. These cards have the steps written with key words, as well as illustrations.

Procedure

- Begin this lesson by facilitating a class brainstorming session to answer a question about the process from farm to store, for example, "How does an egg go from the chicken to the store?" Elicit the steps in the process as is appropriate for the age of the students. Older children will be able to consider many more layers to the process than younger children. The focus of this activity is not to have students know each minor step, but to gain an understanding of the process.
- Distribute cards to the children (as partners) to sequence the steps in the process of farming.

Eggs: from grain to carton
 Grain grows - grain harvested - mixed into chicken feed - chickens eat - lay eggs - eggs collected - eggs washed - eggs packaged - eggs shipped to store

Wool: from sheep to sweater
 Sheep grows wool - wool is shorn - wool is washed - wool is carded to line up fibers - wool spun into yarn - yarn is dyed - yarn put into skeins - yarn is knitted - sweater

Beef: from cow to burger
 Cattle - eats grass and grain - harvested - cuts of meat - meat ground - packaged - transported to store - purchased by consumer - eat hamburger

Milk: from hay to glass of milk
 hay - cow eats - farmer milks - milk in tank - transported by truck - put in cartons - transported to store - purchased by consumer - glass of milk

Older children can research the steps with their partners and assess their initial sequencing and make any changes as necessary.
- Teams of four students can assess each other's results by discussing the sequenced cards and coming to consensus on the order.

Assessment

Students work with their partners to make their own sequencing cards and trade with another pair to attempt to sequence.

Extensions

Art: Draw the steps of the process like a comic strip.

Technology: On a computer, create a timeline or power point presentation showing and describing the steps involved in one specific type of farming. For example, a student can select floriculture and write about the process from start to finish (from seed to vase).