Skills: Language Arts, Social Studies, Math

Objective: The student will consider and discuss the following questions: “What is agriculture?” “What are some of the ways it affects my life every day?”

Background

“Ag” is short for agriculture. When you think of agriculture you probably think of people growing crops or raising cows, pigs, sheep and chickens on a farm. But agriculture means much more than that. The people who work in factories to build tractors and other farm machinery play an important role in agriculture. People in universities who research new agricultural products and new ways to grow food and fiber are involved in agriculture, too.

The grocer must buy agricultural products to fill the grocery shelves. The restaurant owner must buy agricultural products to prepare and serve his or her customers. The clothes you wear and the furniture on which you sit were probably made from agricultural products. You may already know that hamburgers and fried chicken come from agricultural products, but what about fish? In Oklahoma catfish farming has become popular. Fish farming, or aquaculture, is a new kind of agriculture.

One of the fastest growing kinds of agriculture in Oklahoma is growing and selling greenhouse and nursery plants. Forestry is another growing form of agriculture. Tree farmers plant, nurture and harvest trees. Then they sell the trees to companies that make paper products. The people who work in factories where they make paper and the people who sell it in stores are as much a part of agriculture as the farmer who plants the tree.

Think of all the ways in which agriculture touches your life. When you wake up in the morning, you might be lying on cotton sheets. Your pillow could be filled with down feather from a goose. The frame of your bed is probably made of wood. These are all ag products, and you aren’t even out of bed yet. When you do get out of bed, you may put your feet onto a rug made from the wool of a sheep or a linoleum floor made from soybean oil. The soap you use in the shower might contain cottonseed oil or lanolin, a kind of oil from the sheep’s wool. The handle of your hairbrush might be made from the bones and horns of a beef animal, and the bristles might be the bristles, or hair, of a pig. The towel you dry off with and the jeans and T-shirt you put on are made from cotton. Once you get to school you might pick up a crayon made from pig fat or soybeans. You’ve already used dozens of agricultural products, and you haven’t even started eating yet. Just imagine
a day without agriculture. Do you think you could survive?

**Language Arts**

1. Read and discuss background.
   — Discuss the meaning of the word “agriculture.”
2. Hand out student worksheets, and have students use them to list all the agricultural products that touch their lives in a day. Then have students share their lists.
3. Practice spelling “agriculture” with the following activities:
   — Stomp, whisper, and yell the letters.
4. Have students look up the word “agriculture” in a dictionary.
   — What page is it on in the dictionary?
   — Is it in the front, middle, or end of the dictionary?
   — Is it in the right or left column?
   — Is it at the top or bottom of the page?
   — Have students write the definition.
   — How many vowels are in the word “agriculture”? How many consonants? How many syllables?
   — What part of speech is the word “agriculture”?
   — Have students use the word “agriculture” in a sentence and tell what kind of sentence it is (declarative, etc.)
   — Have students name some synonyms, antonyms, and homonyms for the word “agriculture.”

**Social Studies**

1. Have students bring agricultural products from home and pile them all in one area.
   — Invite another class, parents, or the principal to view the display.
   — Have students explain the importance of agriculture.
2. Discuss the concepts of “want” and “need.”
   — Divide students into groups and have them go through their lists of ag products and decide which are needs and which are wants.
   — Have students share their findings during a class discussion.

**Math**

1. Have students divide the items on their lists into categories (animal products/plant products, things to eat/things to wear). Have them create their own categories.
2. Have younger students sort the pile according to the sound the item starts with.
3. Have students count the number of letters in the word “agriculture.”
   — Have students write the numeral and spell the number word.
   — Have students use tally marks to count the number of letters.
   — Have students dot out odds and evens as they count the number of letters.
   — Have students review the family facts in the number of letters (e.g., 5+6=11).

http://www.agclassroom.org/ok
A Day Without Ag

Make a list of all the agricultural products you use in a day. If you run out of space, use the back of this page.

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Produced by Oklahoma Cooperative Extension Service, Division of Agricultural Sciences and Natural Resources, OSU, in cooperation with the Oklahoma Department of Agriculture, Food and Forestry and the Oklahoma State Department of Education, 2006
Make a list of everything you can find in your home that has something to do with agriculture.

beans  jeans  soap  chair  rug  
bread  shirt  sheets  meat  grass  
eggs  shoes  bat  gum  


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