

I Believe in Oklahoma Agriculture

Background

You may believe your food just appears at the store, ready for your family to take home and eat. You can believe in the grocery store, because you may go there with your parents to buy your family's groceries. But would you believe there are many people you don't see who grow your food and help get it to the store? You may not see all the people who work to produce your food, but you can believe in Oklahoma agriculture.

You may not ever have seen the farmer plowing a field of wheat for your bread. You may not have seen the people who care for the cows, hogs and chickens that produce your meat. You may not have seen the dairy farmer milking the cow for your cheese and ice cream. But you can believe all these people are working hard every day to provide your food.

You may not have seen what people in the food industry do to keep your food safe, but you can believe they care about the quality and safety of the products they provide.

You probably have not seen all the jobs created by Oklahoma agriculture or the dollars it brings into your community and state, but you can believe Oklahoma agriculture contributed nearly \$5 billion in agricultural products to the state's economy in 2009. That means jobs not just for people working on the farm but also the drivers who transport the commodities, the mill workers, the equipment manufacturers who provide farm machinery and many more.

You may not see what Oklahoma farmers do to protect our natural resources, but you can believe they are committed to protecting wetlands and water quality, preventing soil erosion, and preserving wildlife habitats for future generations. You can believe Oklahoma's livestock and poultry producers care about the health and welfare of their animals, too.

You can believe in Oklahoma agriculture. They are your neighbors and fellow citizens, and they believe in the work they do, helping to feed and clothe you and me.

Activities

ACTIVITY ONE: BELIEVE IT OR NOT?

1. Students read the background from the Reading Page, independently or as a group, stopping to discuss unfamiliar vocabulary.
2. Designate one side of the room "Believe" and the other side "Not."
 - Cut the statements on the "Believe it or Not" page into strips.
 - Fold the strips and place them in a bowl or other container.

P.A.S.S.

PRE-KINDERGARTEN
Oral Language—1.1; 2.5
Literacy—7.3; 8.1,4,5
Social Studies—1.5; 2.2;
4.1

KINDERGARTEN
Reading—1.4; 4.1,2; 6.1;
7.2b
Oral Language—1.2
Geography—1.1
Economics—2
Visual Arts—3.1

GRADE 1
Reading—1.1,2; 4.1,2;
6.1ac,3b
Writing—1.1
Oral Language—3.2
Social Studies—5.1,2
Visual Arts—3.1,2,3

GRADE 2
Reading—3.1; 4.2; 5.1ac;
6.2c
Writing—1.1
Oral Language—3.2
Social Studies—5.2
Visual Arts—3.1,2,3

Vocabulary

agriculture—the science or occupation of cultivating the soil, producing crops, and raising livestock

believe—to accept as true

commit—to pledge or assign to some particular course or use

community—the people living in an area

dairy—a farm devoted to the production of milk

economy—of, relating to, or based on the production, distribution, and consumption of goods and services

erosion—the act of wearing away by or as if by the action of water, wind, or glacial ice

field—an area of cleared land used especially for planting crops

generation—a group of individuals born and living at the same time

grocery—a dealer in food and household supplies

habitat—the place or type of place where a plant or animal naturally or normally lives or grows

industry—the businesses that provide a particular product or service

machine—a combination of parts that transmit forces, motion, and energy to do some desired work

mill—a building with machinery for grinding grain into flour

natural resource—something that is found in nature and is valuable to humans

plowing—a farm machine used to cut, lift, and turn over soil

produce—to bring something out by work

product—something produced

quality—grade of excellence

wetlands—land or areas (as marshes or swamps) having much soil moisture

wheat—a cereal grain that can be made into a fine white flour used mostly in breads, baked goods, and pasta (as macaroni or spaghetti) and that is used in animal feeds

—Students will take turns drawing strips from the container.
—Read each statement as it is drawn and ask “Believe it or not?”

—Students will move to the appropriate side of the room, based on whether they believe the statement is true or false.

—Discuss students’ decisions after each statement is read, based on what they have read. Students may also share their own experiences.

ACTIVITY TWO: WHAT’S MY JOB?

1. Invite a panel of people from the community who have jobs that relate to agriculture.
2. Prior to the day of the panel, write the names of the different occupations that will be represented on the chalkboard.
3. Students will prepare questions ahead of time for each occupation represented.
4. On the day of the panel, introduce panel members, but do not reveal which person belongs in which occupation.
5. Students will ask their questions and determine which person represents which occupation, based on their answers.
6. As an alternative, students conduct their own interviews with people in the community who have ag-related jobs, e.g., grocer, farm equipment dealer, ag teacher, even 4-H and FFA members who care for animals. Students should prepare questions ahead of time.
7. Students will write reports based on what they have learned from those they have interviewed and present them to the class.

ACTIVITY TWO: THE WEB OF AGRICULTURE

1. Students choose two or three common food items and brainstorm all the jobs that may be involved in getting them to the store.
2. Students create a web with the name of the item at its center and place all the jobs they have named in the web.

ACTIVITY FOUR: DESIGN A BULLETIN BOARD

1. Students will plan and assist in developing a bulletin board with the theme “I Believe in Oklahoma Agriculture.” Students may choose to use the broad theme or concentrate on one aspect of the background—food production, ag jobs in the community, conservation, food safety, etc.

Extra Reading

Cipriano, Jerry, *Harvest Time*, Red Bricklearning, 2003.

Peterson, Cris, *Clarabelle: Making Milk and So Much More*, Boyds Mills, 2007.

Pinckney, Jerry, *The Little Red Hen*, Dial, 2006.

Rosinsky, Natalie M., *Dirt: The Scoop on Soil*, Picture Window, 2003.

I Believe in Oklahoma Agriculture

You may **believe** your food just appears at the store, ready for your family to take home and eat. You can believe in the **grocery** store, because you may go there with your parents to buy your family's groceries. But would you believe there are many people you don't see who grow your food and help get it there? You may not see all the people who work to get your food to the table, but you can believe in Oklahoma **agriculture**.

You may not see the farmer **plowing** the **field** of **wheat** for your bread. You may not see the people who care for the cows, hogs and chickens that **produce** your meat. You may not see the **dairy** farmer milking the cow for your cheese and ice cream. But you can believe all these people work hard every day to make sure you have food to eat.



You may not see what people in the food **industry** do to keep your food safe, but you can believe they care about the **quality** and **safety** of their **products**.

You probably have not seen all the jobs created by agriculture or the dollars it brings to your **community** and state, but you can believe Oklahoma agriculture added nearly \$5 billion to the state's **economy** in 2009. That means jobs for people working on the farm, the drivers who move the products, the **mill** workers, the people who sell farm **machinery** and many more.

You may not see what Oklahoma farmers do to protect our **natural resources**, but you can believe they are **committed** to protecting **wetlands** and water quality, preventing **soil erosion**, and preserving wildlife **habitats** for future **generations**. You can believe Oklahoma's **livestock** and **poultry** producers care about the health and **welfare** of their animals, too.

You can believe in Oklahoma agriculture. The people who work in agriculture are your neighbors and fellow **citizens**. They believe in the work they do, helping to feed and clothe you and me.

Name _____

Believe it or Not?

My family's groceries just appear at the grocery store.

My bread is made from wheat. Wheat grows in a field.

My milk comes from a milk carton.

My milk comes from a cow.

People in the food industry work to keep my food safe.

Agriculture does not provide any jobs in Oklahoma.

Agriculture provides jobs for drivers, mill workers and people who make farm equipment.

It takes the help of many people to get my family's groceries to the store.

My bread comes from a bag.

Farmers and ranchers work to protect the soil and water.

Livestock and poultry producers do not care about their animals.

You can believe in Oklahoma agriculture.