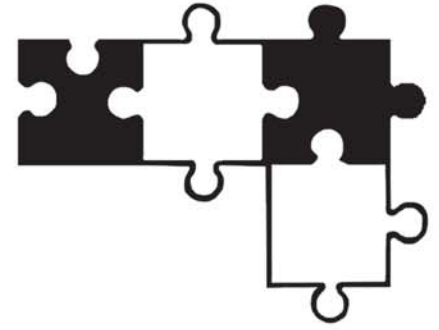


ACTIVITY 4



Field to Table

Activity:

Students explore the origins of their food and make a diorama focusing on the plants and animals that are its source.

Curriculum Fit:

Grade 2 social studies:

Investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What kinds of goods and services are available in the communities?(ER)
- What impact does industry have on the communities (i.e., agriculture, manufacturing)?(ER,LPP)

Grade 3 social studies:

Examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)?(ER,GC)

Agriculture Concepts:

Economic importance of agriculture

Cognitive Level:

Application, Analysis, Synthesis

Materials Required:

- Videos and information detailing specific plants or animals on the farm which are used for our everyday food (see “Resources” section).
- Construction paper, stiff cover paper, crayons or pencil crayons, and gluesticks
- Lots of name tags; one “Farmer” tag for every two “Consumer” tags.

Time Required:

Four class periods.



Background — For the Teacher

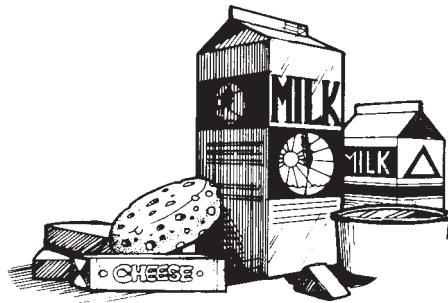
Some children may be unaware that the food we eat originates on the farm. Similarly, some children may not realize the processing steps that occur after food leaves the farm. The aim of this project is to have the children discover, through research, where the food they eat everyday comes from.

As part of the research project, the students will brainstorm and come up with as many plants, animals and/or products that originate on the farm as they can, e.g., dairy cows, beef cattle, lamb, poultry, vegetables, grains, etc.

From the information gathered, the students will write a descriptive paragraph and construct an informative diorama.

After the initial stages of research the children will be divided into groups of three. These groups will choose their own subject for research and role-play (creative expression). Everyone must complete their specific group research, paragraph and diorama before they can share their learned information with the rest of the class. Each group will present, through role play, what they have learned in researching and constructing their dioramas.

The ultimate goal of this project is to enhance the students' understanding of the extremely important relationship existing between the farmer and the urban consumer. The students will also be introduced to how the market system functions and the principles of consumerism and exchange.



Procedure

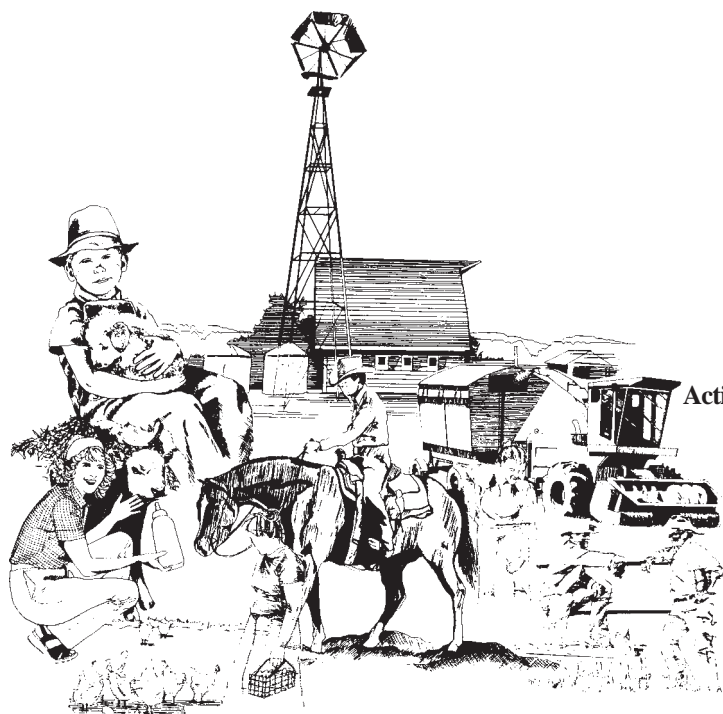
Preparation

1. Have available for the students:
 - Information on a specific topic (see “Resources” section).
 - Duplicate student response sheets (class set).
 - Two sheets of 16 cm x 25 cm stiff cover paper— enough for the class when divided into groups of three.
 - Construction paper: Cut into strips 3 cm X 20 cm for each child (to be used for descriptive paragraphs), 5 cm X 30 cm for each group (to be used for foreground), extra strips 1 cm X 25 cm (for 3-D attachments) and scraps for cutting out shapes (e.g., animals, barns, trees, clouds).
 - Glue sticks.
 - Name Tags cards: 1/3 of the class will have “Farmer” and 2/3 of the class will have “Consumer”.

Introduction

2. Brainstorm with the whole class to come up with a list of the foods we eat.
3. Categorize according to food groups (Obtain copies of the most recent edition of the Canada Food Guide). Keep the categories arranged according to broad groupings of plants and animals, i.e., plants = grains, fruits, vegetables; animals = cows, pigs, sheep, chicken.

From these broad topic areas have the students choose a specific plant or animal for detailed discussion and brainstorm on all the food (and other) products derived from this animal/plant.



Activity

4. Show the video, pictures, and/or information on the chosen animal. Hand out the response sheet. Discuss the questions. Read through appropriate materials and have students add new information to their response sheets.

5. Divide the class into groups of three. As a group, have them choose their own topic for research from the list of plants and animals developed through brainstorming. (If you have a limited amount of resources available for them to use, have them choose a topic from your restricted list.)
6. Have them go through their own materials on their chosen topic. Help them with reading and interpreting the information if necessary. Have the group use the Task Sheets/Response Sheet again, this time to answer questions relating to their topic.
7. Using the information gleaned from the resources available to them, have the group write a paragraph about their subject, using key words and information. Have the group edit and then print the story on a 3 cm X 20 cm strip for their diorama and set it aside.



3. Share their dioramas with another class.
4. Exhibit their dioramas in the library.
5. Agriculture Visitors Day: Your “Expert Day” could coincide with a Parents' Night.

Conclusion

8. Hand out the name tag cards for 1 “Farmer” and 2 “Consumers” to each group.
9. They will role-play using the knowledge they have acquired on their topic of research to ask and answer questions about the interdependency between the urban people and the farmers, especially as it relates to the food and other products exchanged.

Resources

Information Packaging Centre
 Alberta Agriculture, Food & Rural Development
 7000 - 113 Street, Edmonton, Alberta T6H 5T6
 Phone: (780)422-3951

Discussion Questions

See the included Student Task/Response Sheet.

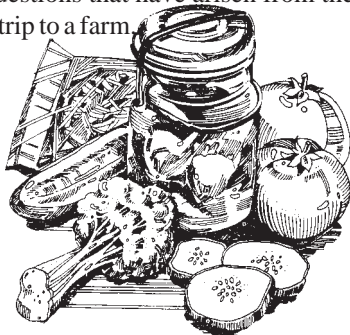


Evaluation Strategy

1. Mastery of research and writing techniques.
2. Creativity used in diorama construction and presentation, and role-play of the topic.

Related Activities

1. Invite an expert from each of the subject areas to give the children the opportunity to interview and ask questions that have arisen from their research.
2. Field trip to a farm.



or visit the website at
www.agric.gov.ab.ca
 and select “Dept. Publications and Products”

Student Resource Sheet #1

Task Sheet

Subject _____

Name _____

- 1.** What does it look like?

- 2.** Where would you find it?

- 3.** What does it need to grow? Nutrients? Environment?

- 4.** How does the farmer restock this farm product?

- 5.** Does the farmer have any difficulties with this farm product?
What are they?

- 6.** What are some of the products this farm plant/animal can be made into?

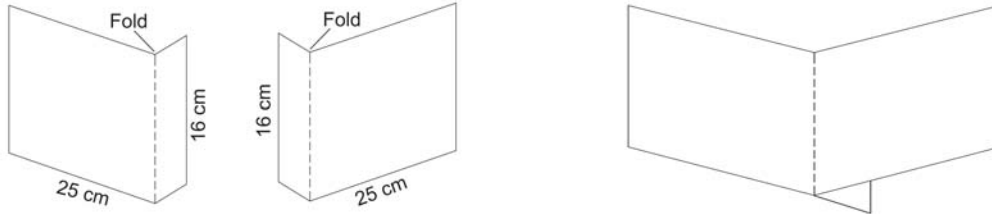
- 7.** How are the city dweller and the farmer interdependent?

- 8.** Why would Alberta farmers be interested in the rest of Canada or the world?

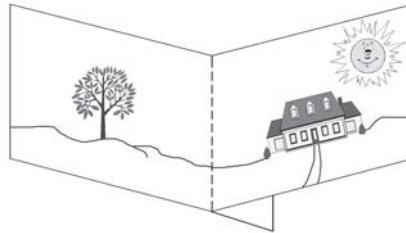
Teacher Resource Sheet #1

Diorama Instructions

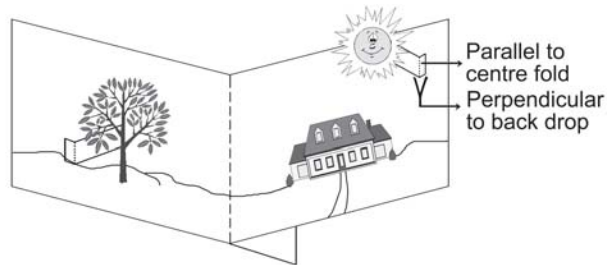
1. Have each group construct a diorama on their chosen topic. Each group's diorama will be constructed out of 2 pieces of 16 cm x 25 cm thick cover paper. Have the students fold in each piece of cover paper 2 cm along the 16 cm side. Glue the folds together.



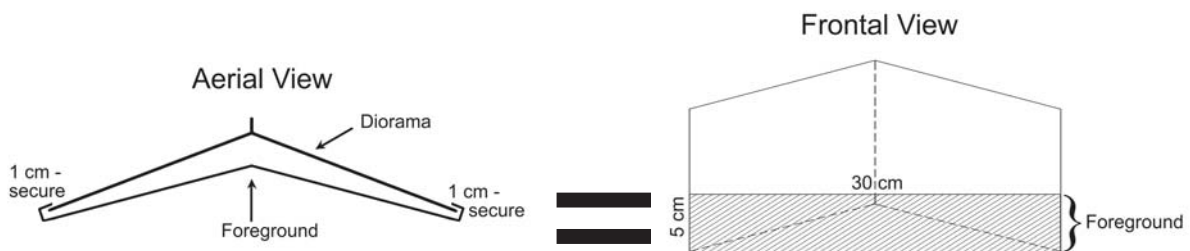
2. Have the students draw a farm scene on to this back-drop of the diorama.



3. Three dimensional animals and buildings can be used to add more interest to the scene.
Note! To add 3-D images, attach cut-outs of objects to a strip of paper. This strip will be attached perpendicularly to the backdrop, with the folds of the attachment strip running parallel to the centre fold of the backdrop.



4. To create a foreground, attach a 5 cm x 30 cm band of construction paper to the front ends of the diorama. To do this, take the strip, fold it in half and then fold in both ends of the strip two centimetres toward the centre fold. Place this strip of paper in front of your diorama with the centre fold pointing INTO the diorama. Secure each of the strips outer folded tabs to the outer edges of the backdrop.



The foreground can be used to enhance the farm scene, but can also be used to attach the group's or individual's descriptive paragraphs.