

# Summer Pre-Visit Lesson Plan

Time: 45 Minutes

Grade: 3rd - 5th Grade

## Introduction:

Introduce the word, agriculture. Define the word, and then give examples of the agricultural products we use in everyday life. Other examples include the food items we eat daily, the clothing we wear, and the pencils or other items inside the classroom.

What is Agriculture - Agriculture is the cultivation of soil, producing of crops, and raising of livestock.

Hold up an apple, talk about the apples from North Georgia. The clothes you are wearing are from cotton grown in South Georgia, the walls of the building are built from timber that came from Central Georgia. Ask students to think about where the products come from and the journey it took for them to make it to you.

Introduce the agricultural products that are most common in your county

Ex. Gwinnett - Horticulture, Hay, Horses You may find that information by visiting:  
<https://extension.uga.edu/about/our-impact/impact-by-county.html>

Introduce the word farm and farmer

- Pose the question: "What does a farmer look like?" To your class. Explain that not all farmers look the same, some farmers can be females, different ethnicities, and oftentimes are involved in other things in agriculture such as their local farm bureau. You could even be a farmer one day!
- Farms are places where farmers grow plants and raise animals that provide us food and fiber. If possible, give examples of farms in your area that may be familiar to the students.

This activity is intended to introduce students to learn how food chains are all interconnected in our everyday life.

Living Things Need Energy from Food. For example, a butterfly needs energy to change position when it flies, and a daffodil needs energy to change size as it grows and blooms. All living things get energy from food. Green plants use energy from the sun to make their food. Plants use the food they make for energy to grow. Animals get energy by eating plants.

## Activity:

Print Activity Sheets and cut apart. Have students tape one picture each to their chests.

Tell the students that they will make a food web. Have them stand in a circle and introduce themselves as the plant or animal they represent. The student with the sun picture should stand in the center. They should look around and ask themselves:

- Who in the circle could I give my energy to?
- Who in the circle could give me energy?

Explain that the ball of yarn represents sunbeams, or energy from the sun. Ask the student representing the sun to hold the end of the yarn tightly and toss the ball to someone who can use that energy (a green plant). When a student representing the green plant catches the ball of yarn, he or she should hold a piece of the yarn and throw the ball to someone else who could use the energy. For example, the sun might throw the yarn to the grass, the grass to the cow, and the cow to the human. After the yarn reaches the human, break (cut) it off to represent one food chain. (Explain that humans are both carnivores and herbivores. Then, start at the sun again and continue this process.)

After the first food chain is completed. And after cutting the string, pose the question, how can all of these other plants and animals get the energy they need? Then start at the sun again and continue this process until the food chain is completed and everyone has a piece of string.

At the end of the web, ask the following questions.

- What do all our food chains together look like? (A food web.)
- Is the difference between a food chain and a food web? (A food web is made up of several food chains.)
- A web is more complicated than a chain because it has connections among the chains.
- Who is holding the most pieces of yarn? (The sun and the human) Why? (Because each food chain starts with the sun for energy and in an agricultural food chain the end consumption is for humans)
- What would happen if all the green plants died? (Nothing else in the food web could survive.)
- How could we show what could happen if one kind of plant, such as all the grass, died? (Have the student representing the grass pull out his or her pieces of yarn and sit down.)
- If all the grass is gone, who may have trouble getting enough food? (Identify all the animals that were in food chains that included grass. Whoever had yarn pulled out of their hands might have trouble getting enough food without the grass.)
- What happened to our food web? (It is much thinner, less complex, and less strong.)
- Why should we be concerned about each kind of plant or animal? (Because other plants and animals in the food web may depend on it if it dies or is taken away. Especially humans if we don't take care of our planet.)

## Summer Post-Visit Lesson Plan

Time: 45 Minutes

Grade: 3rd - 5th Grade

This activity is intended to help students learn Georgia's top commodities and where they are grown/raised in Georgia.

### Materials Needed:

- Blank Georgia Map
- Commodities Color Page
- Crayons/Markers/Colored
- Pencils Commodity Riddles
- Scissors
- Glue/Tape

### Activity:

*Print one Blank Map of Georgia activity sheet and one Commodities Color Page per student. Color one Commodities Color Page for an example. Pass out activity pages to students and give the following instructions:*

*Georgia farmers grow lots of plants and raise many types of animals. We are going to learn where those plants and animals are grown and raised in our state. A plant or animal produced for agricultural purposes is called a commodity. This is something that can be bought or sold. In agriculture, this refers to things like cotton, peanuts, cows, chickens and many more!*

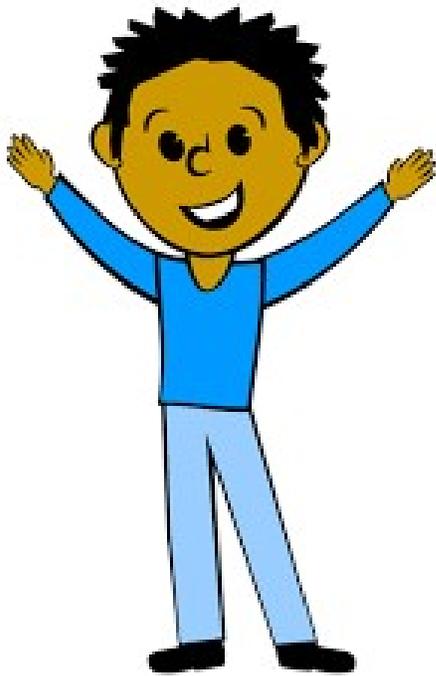
*Please find the activity pages at your seat. We are going to learn all the plants and animals we grow and raise in Georgia to provide us with food, clothing, and other goods. First, find the commodities color page in front of you. You're going to use the crayons/markers/colored pencils provided to color in all the commodities on the page. I have an example up here for you to look at if needed. (Give the students about 15 minutes to color the page).*

*Next, have students cut out each commodity picture and set them on the side of their desk. Next, we're going to play a fun riddle game! I have a list of riddles in my hand. A riddle is like a puzzle with words. These riddles describe one of the plants or animals we just colored and cut out. Your job is to listen to the riddle and guess which one I am describing! I am going to split you up into two teams. You're going to sit at the desks with your team. One team member will come up to the front of the room at a time to answer the riddles. When it is your turn, you will come to this table and stand with your hands behind your back. I will read the riddle out loud to you. Once I am finished reading the whole riddle, you're going to "buzz" in by raising your hand. When I call on you, you'll tell me what you think the answer is! If you get it right, your team gets a point! If you get it wrong, the other team has a chance to guess and earn that point. If you shout your answer out before I call on you, your point will be given to the other team.*

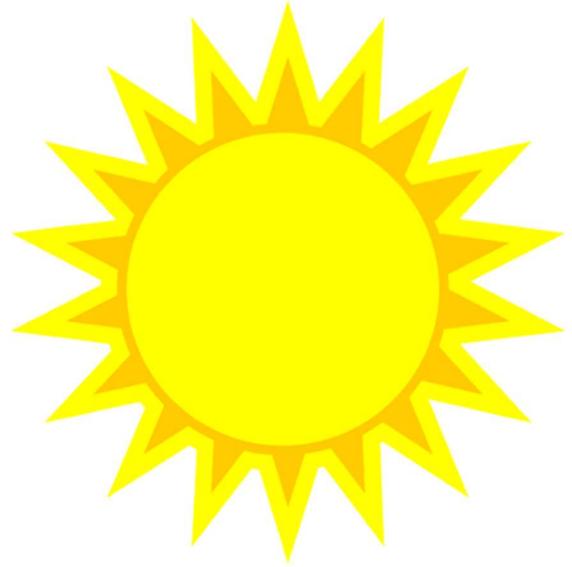
*Once we learn what the riddle is describing, we will find the cut out and glue/tape it on our map to see where it is grown/raised most in Georgia! When we have all the commodities glued down, we will count up the points and see which team is the winner!*

ACTIVITY SHEETS  
FOR PRE-VISIT LESSONS

**Person**



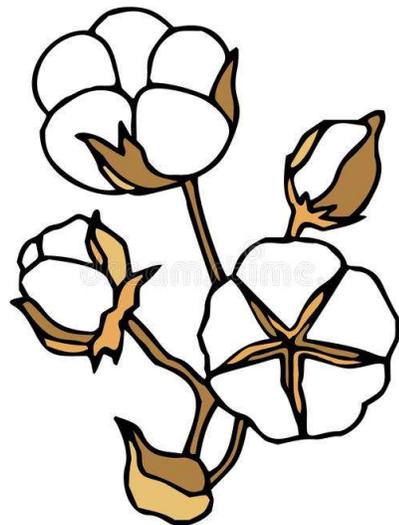
**Sun**



**Corn**  
**(For animal Feed or Human Consumption)**



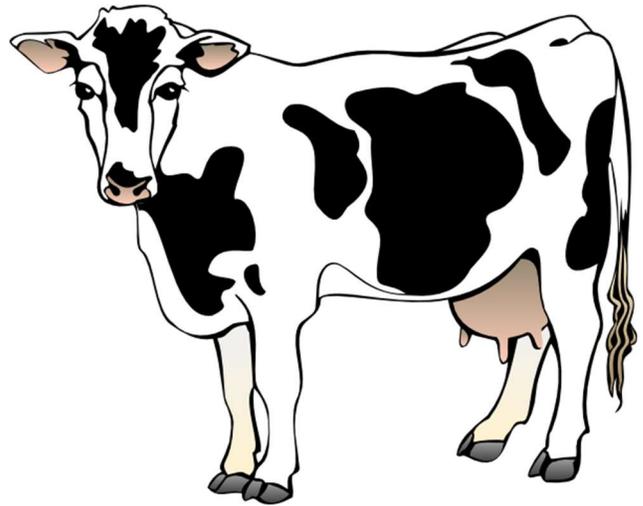
**Cotton**  
**(For human use or animal feed from cotton seed)**



**Soybean**  
**(For animal feed or human consumption)**

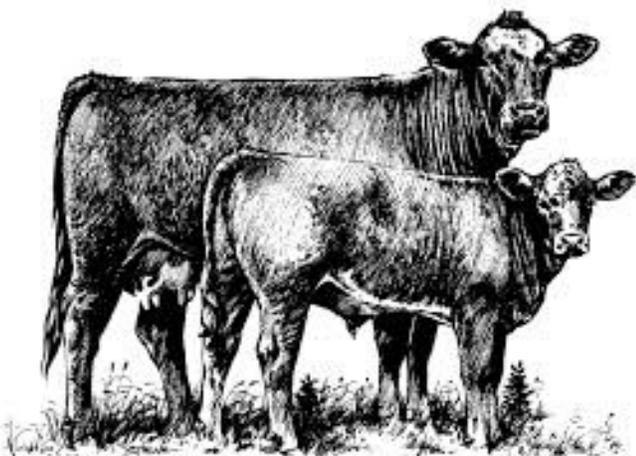


**Dairy Cattle**

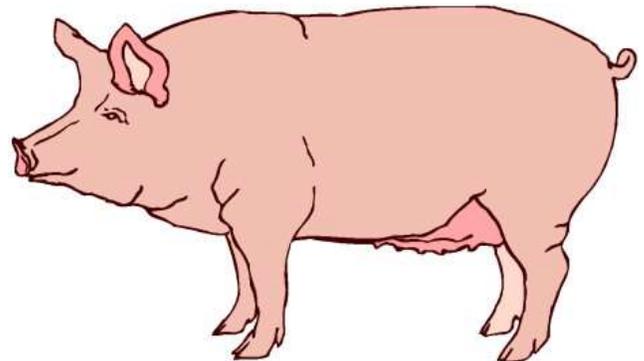


*Can you name a dairy product?*

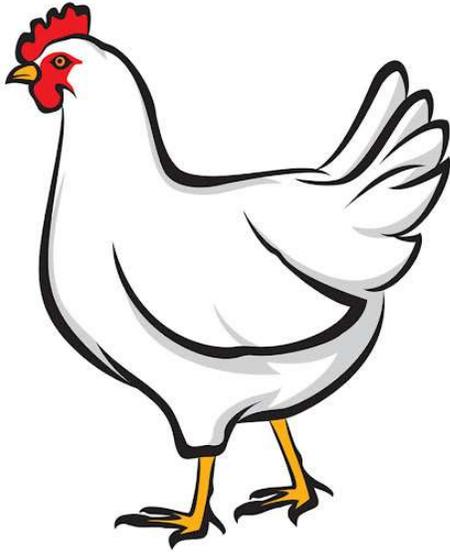
**Beef Cattle**



**Pig**



**Chicken**  
(human consumption for both eggs and  
meat)



**Grass**  
(for animal consumption)



**Tomato**



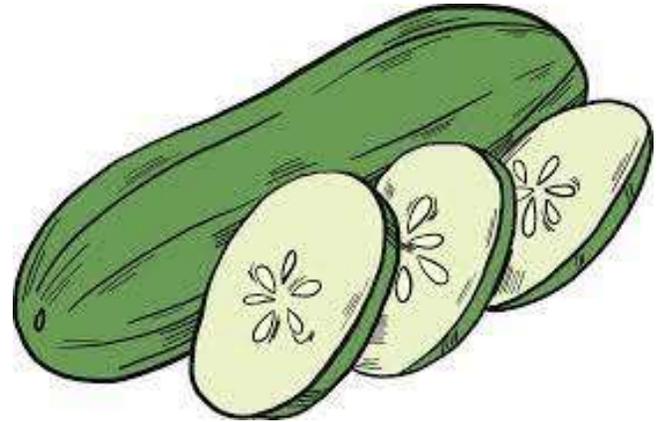
**Lettuce**



## Squash



## Cucumber



## Oranges

(for human consumption or livestock feed)

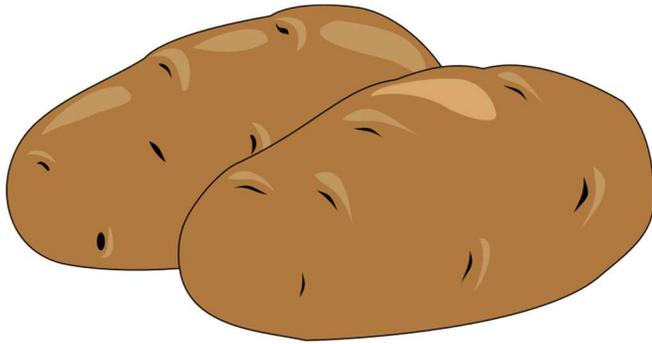


*The outside of the orange is used in cattle feed, so it doesn't go to waste after making orange juice.*

## Pistachios

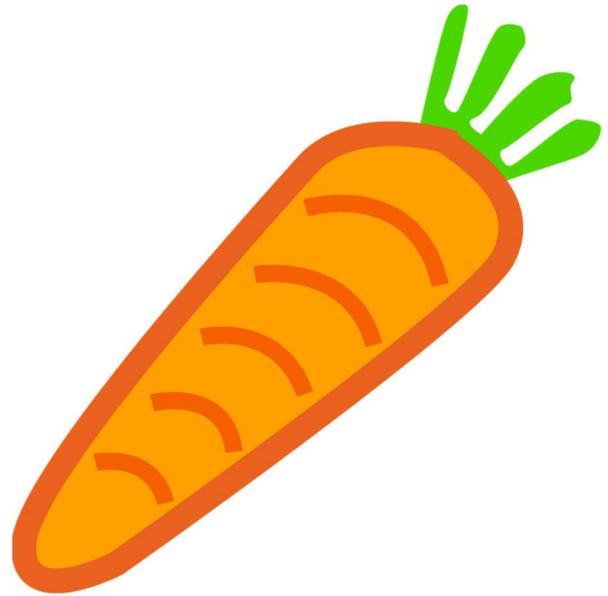


**Potato**



*What do we make from potatoes?*

**Carrot**



**Peanut**



**Apple**

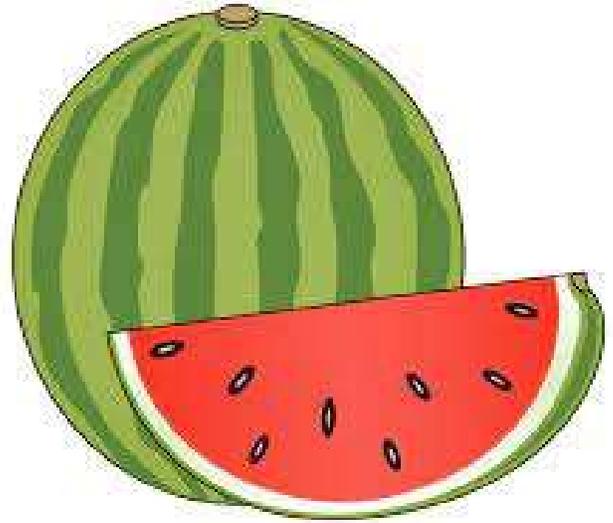


*What is your favorite variety of apple?*

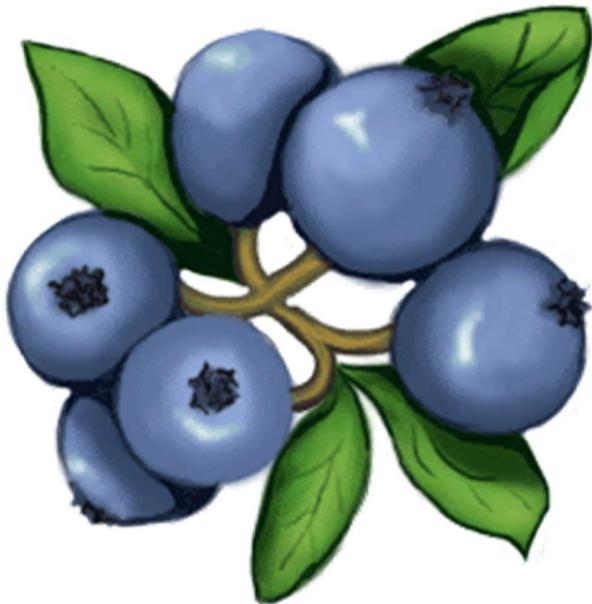
**Peach**



**Watermelon**



**Blueberry**



**Strawberry**



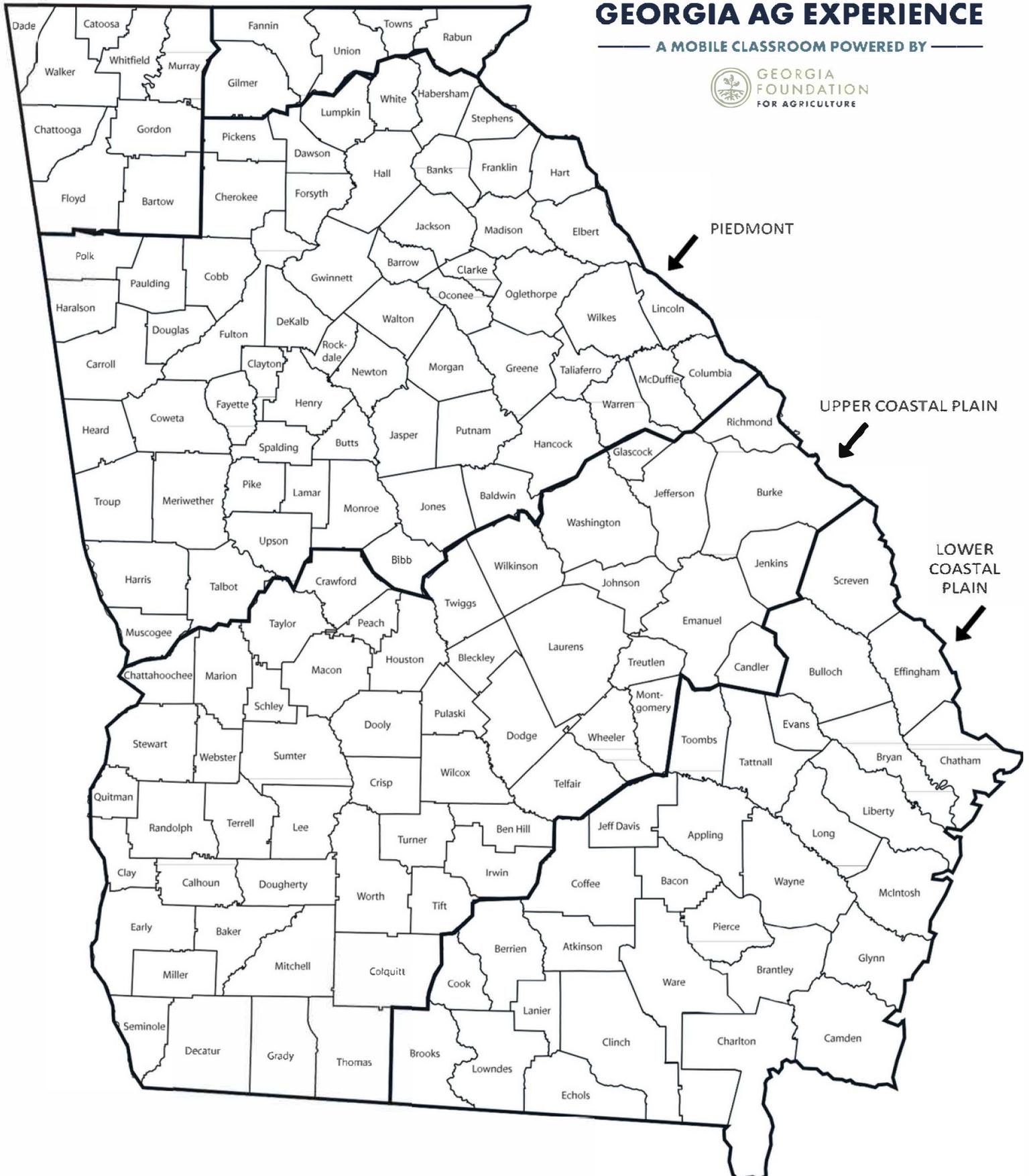
ACTIVITY SHEETS  
FOR POST-VISIT  
LESSONS

APPALACHIAN PLATEAU  
AND RIDGE AND VALLEY

BLUE RIDGE

# GEORGIA AG EXPERIENCE

A MOBILE CLASSROOM POWERED BY



PIEDMONT

UPPER COASTAL PLAIN

LOWER COASTAL PLAIN

## 15 Commodity Riddles

**Apples:** I am crisp on the outside, sweet and crunchy on the inside. I grow in Orchards in North Georgia and enjoy the temperatures there as well. I prove to be an excellent snack, high in fiber and vitamin C. One a day may even keep the doctor away!

**Poultry:** My meat is extremely popular, a famous restaurant chain says we should “Eat Mor,” of me & my industry is booming. I am a great protein source! Some songs say I’m better “fried,” and some people have their own special sauces to dip me in!

**Eggs:** I am hard on the outside and gooey on the inside. I am high in protein in the “white,” and high in fats and carbs in the “yellow yolk,” What am I?

**Soybeans:** I am a bean that has 3 pods. I am green when YOU eat me, but brown when I am made into ANIMAL feed. I am low in Cholesterol & Sodium and a central food in Japanese cuisine.

**Milk/Dairy:** I am a liquid that can be made into many other products, and can be bought in a one gallon plastic jug. I come from an animal that can produce almost 7 gallons of this liquid daily! I am high in calcium and Vitamin D to build a strong healthy body.

**Peaches:** I am the state fruit and I often can be made into a desert. I am round, soft, and reddish brown and grow on a tree. I am also a good source of vitamin A which aids in healthy vision and eyesight.

**Forestry:** I am covered in bark and can grow up to 90 feet. A part of me called cellulose is used in many foods that you eat such as chewing gum, breakfast syrups, bbq sauces, ketchup and many more foods!

**Bees & Honey:** I am the state insect and I create a liquid that is harvested by a farmer. In order to produce this sweet & nutritious treat I feed off of nectar from local flowers and crops while pollinating them in the process. The sweet treat that I produce never goes bad and is great for seasonal allergies and can be used as a sweetener in foods!

**Vidalia Onions:** I am the state vegetable! I am round, peel off in layers and light brown to yellow in color. I have a strong, sharp smell and taste. I also grow in the ground. I am 97% water but I have many health benefits such as: regulating blood sugar, digestion, boosting immune system, and even maintaining strong bones.

**Sweet Corn :** I have many rows and am colored yellow. You can cook me on the grill, boiled, or creamed. I am high in fiber, helping with digestion of food.

**Pecans :**

I am the state nut. I grow on a tree, my shell is like wood and people pronounce my name many ways. Once cracked I can be eaten or used in cooking. I am a good source of fiber, healthy fat and protein.

**Watermelon:** I am usually pink on the inside. I sometimes contain seeds and other times do not. I am popular to eat in the summertime. I help you stay hydrated and contain beneficial vitamins.

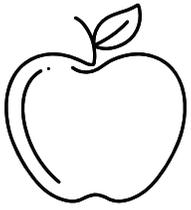
**Peanut :** I am the state crop! I grow in the ground and am considered a legume. You can eat me boiled, dry, and flavored. A lot of people have an allergy that I play a role in. I am rich in protein, fiber and good fats!

**Beef:** I am raised in every county in Georgia. I come in many cuts. You can get me well done, medium-rare, medium, and rare. I am a good source of protein and Vitamin B12.

**Blueberries :** I am round, blue, and grow on a bush! I am also a great source of vitamin C as well as flavonoids that provide a powerful antioxidant to the human body. (antioxidants are things that can prevent or slow damage to body cells from foreign objects.

**Bell Peppers:** I can be eaten raw or cooked. I grow in multiple colors including red, yellow, orange and green. I am an excellent source of vitamin C... even higher than that of an orange. What am I?

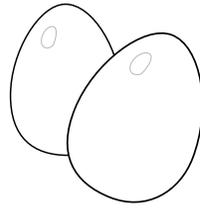
# Commodities Color Page



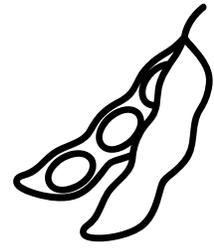
Apple



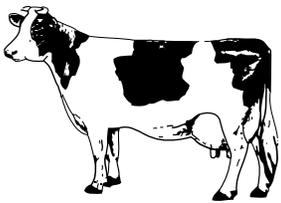
Chicken



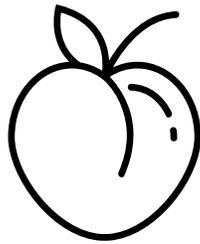
Eggs



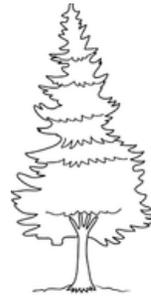
Soy Beans



Milk/Dairy Cow



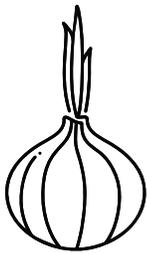
Peach



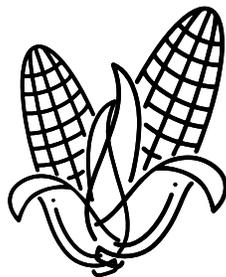
Forestry



Honey Bee



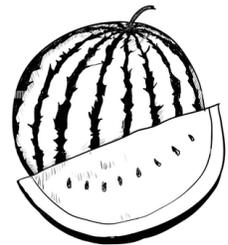
Vidalia  
Onion



Corn



Pecan



Watermelon



Peanut



Beef



Blueberry



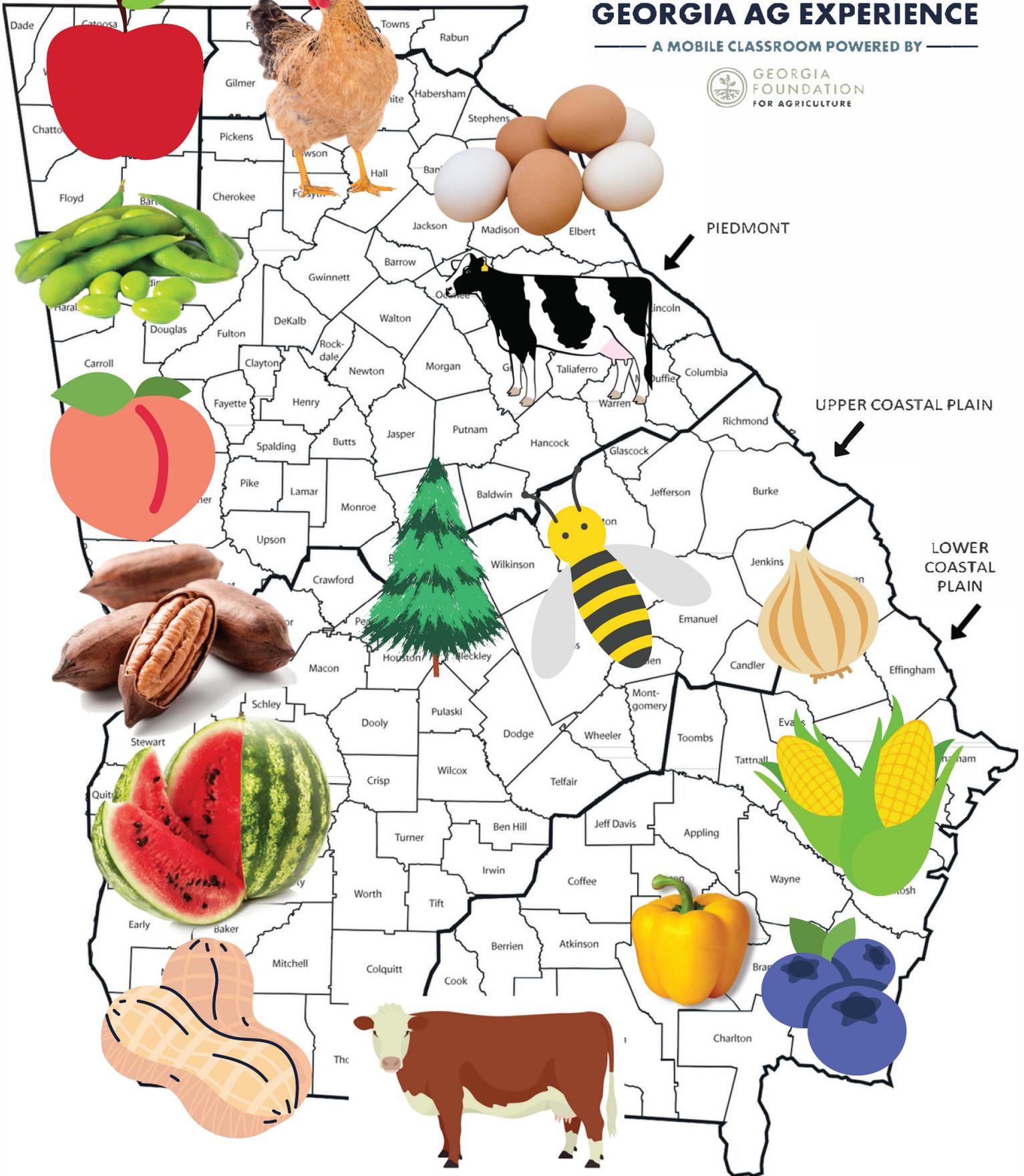
Bell Pepper

APPALACHIAN PLATEAU  
AND RIDGE AND VALLEY

BLUE RIDGE

# GEORGIA AG EXPERIENCE

A MOBILE CLASSROOM POWERED BY



# Other Resources for Summer Events

## Contact Information:

Visit [gfb.org/contact](http://gfb.org/contact) to find information for your local county farm bureau.



We have offices in 158 Georgia counties, and our strength as an organization comes from that grassroots structure, through our county members and volunteer leaders. With that grassroots focus

comes a commitment to improving our local communities. From the home office in Macon, to each county office around the state, we are proud to be actively involved in our communities. That commitment is why we support and participate in events in our communities.



## Contact Information:

Visit [www.extension.uga.edu/](http://www.extension.uga.edu/) county-offices to find information for your local county extension office.

Georgia 4-H provides experiences for young people to learn by doing. 4-H'ers complete hands-on projects in our focus areas of Agriculture and STEM (Science, Technology, Engineering, and Math), Healthy Living, and Civic Engagement in a positive environment where they receive guidance from adult mentors and are encouraged to take on proactive leadership roles. Youth experience 4-H in every county of the state through in-school and after-school programs, school and community clubs, project work, and 4-H camps.



## Contact Information:

Nicole Karstedt  
Email: [accmclassroom@gmail.com](mailto:accmclassroom@gmail.com)

The Mobile Dairy Classroom is a dynamic and fun educational program operated by the Agricultural Commodity Commission for Milk. The 30 ft Mobile Dairy Classroom features a fully operational milking parlor containing a live cow used for milking and feeding demonstrations. The program message is geared to a target audience of elementary school children grades K-5. The goal of the program is to provide children with a better understanding of where milk comes from, how it is processed, the healthy benefits of consuming dairy products and dairy farmers' management of natural resources.



## Contact Information:

Dawn Cheplick, GWA Promotion Coordinator  
[dcheplick@asginfo.net](mailto:dcheplick@asginfo.net)  
(706) 845-8575.

The Georgia Watermelon Queen Tour is part of the overall promotional effort of the Georgia Watermelon Association to increase sales. The Georgia Watermelon Queen is selected annually as an AMBASSADOR for the watermelon industry. The Queen spends the year traveling to cities throughout Georgia and the nation, talking to people in supermarkets, at fairs and festivals, telling everyone about the nutritional benefits, and economical values of watermelon. At the end of her reign, the GWA Queen will compete for the title of National Watermelon Queen at the NWA Annual Meeting & Convention. Ms. Adahy Pritchett is serving as 2022 GWA Queen! She attends Wesleyan College where she is majoring in Early Childhood Education.