

# Five Minutes Ideas

**Subjects:** Language Arts, Social Studies, Science, Health and Nutrition

**Age Level:** 4<sup>th</sup> – 6th grade

**Length of Lesson:** 5 minutes

## Objective

Youth will be able to identify Iowa agricultural terms, by-products and careers

## Standards/Benchmarks

1. Uses the general skills and strategies of research
2. Uses the general mechanics of spelling
3. Demonstrates the ability to categorize and compare/contrast
4. Understand the influences on economic production, distribution and consumption
5. Understand the importance of a healthy eating and exercise
6. Identify the major historical occurrences that has had an impact on Iowa
7. Identify historical changes in farming and industry and the impact it has today
8. Identifies and understands environmental conservation issues and techniques
9. Understands factors that impacts the ability of living things (plants & animals) to survive

## Materials Needed

Ag related word lists. See the Kids' Corner.

Living Science Career Poster Series. USDA. To order, call 202-720-1973.

Iowa History CD Rom. Call 515-225-5512 to order.

My Pyramid Poster. Available at [www.mypyramid.com](http://www.mypyramid.com)

## Language Arts Activities

1. Play spelling tag. Start with the word Agriculture. Go around the room and have each student tag a word onto the end of the previous word. All words should have to do with agriculture.

2. Use words from the Ag-Related Words list for dictionary skill races or relays. Example: Put words on the board one at a time. Students race to see who can find the word in the dictionary first. The first one to find the word successfully gets a point and reads the meaning.
3. Choose agriculture words that have more than one meaning and/or word usage such as drill, hail, malt, and litter. Ask students how these words are related to agriculture and discuss additional word meanings and usages.

### **Social Studies Activities**

1. Do a quick "hands up" survey. How many of the students' parents work in an agriculture-related job? What are these jobs?
2. Pretend you are a person your age who went west with Lewis and Clark. What did you see? What did you eat? How did you travel? Where did you sleep? Emphasis: They depend on the land to provide for needs. How does agriculture depend on the land to provide for needs today?
3. Have students tell what they ate for a meal and then trace the products back to the farm. Examples: pancakes-milk-cow; flour-wheat; egg-chicken; shortening-soybean; syrup-corn or maple trees; butter cows or margarine-soybeans. How would family life be different if we had to produce all of our own food?
4. Make flow charts of the processing steps involved in bringing a specific product from field to table.
5. Name machines that are important to modern farming: combines, radios, computers, airplanes, video cameras, etc. Talk about their uses. What machines or tools were important to farmers thirty or more years ago?
6. When studying a particular agricultural specialty area (such as wheat belt, corn belt, etc.) have students list related industries and jobs, such as truck drivers driving to and from the farm and markets, fertilizer makers, seed growers, etc.
7. Have students bring in current event clippings that affect agriculture. Have a brief Ag "Show and Tell" discussion each day, and post the clippings. How often is agriculture "in the news"?

### **Science Activities**

1. Encourage students to form a "question bowl" of things they wonder about in science or environmental education and agriculture. During spare moments throughout the week, the group draws a question from the bowl and attempts to answer it, or researches to find the answer.
2. Brainstorm a list of the kinds of crops and agricultural animals the students have seen in Iowa. How do the terrain, rainfall, length of growing season and soil conditions in each part of the state affect what is grown there?

3. Bring in pictures of soil conservation methods farmers are using to protect Iowa topsoil. Discuss one soil conservation method a day, then post the picture on a bulletin board. After several days, you will have a whole collection of soil-saving ideas. Then challenge children to name ways some of these same ideas can be used in cities, towns, parks, etc. to save soil.
4. List all the reasons students can think of that wetlands are important. How are farmers helping to save Iowa's wetlands?

### **Health and Nutrition Activities**

1. Jot food sources on the chalkboard such as "Dairy," "Meat," "Vegetables," "Fruits," etc., or post the Food Guide Pyramid. Have students name their favorite foods from each group.
2. Challenge youth to name foods that do not come from agriculture in some way. Can the group make an "agriculture connection" to everything named? Discuss why agriculture is absolutely necessary for good health and survival.