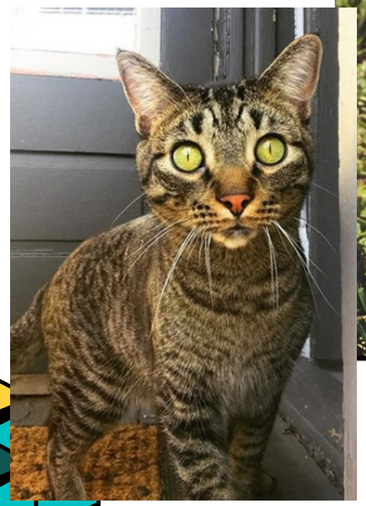
Illinois AGRICULTURE in the Classroom℠

DON'T PLAY IN THE CORNFIELD!

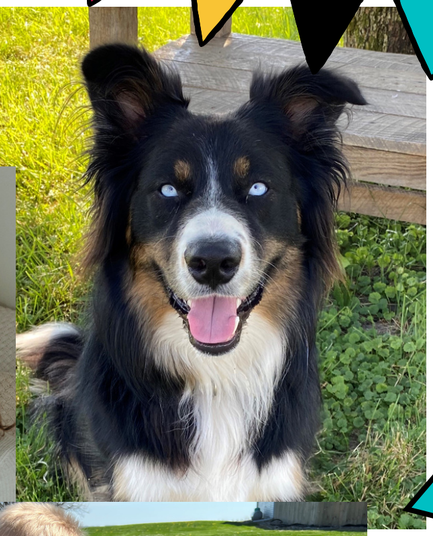
Play (and Learn!) in the Classroom

Stephanie Hospelhorn and Lee Deal

THE PLAYERS



Stephanie



Lee

ILLINOIS AITC

Lessons + Ag Mags + Presentations + Resources

↓

90 County-Level Coordinators

↓

200,000+ Illinois Students

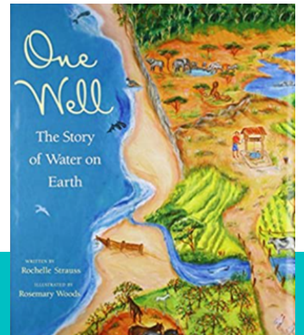
GAMEPLAY IN THE CLASSROOM

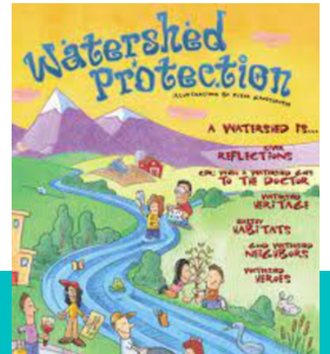
According to research, incorporating game play into the classroom can:

- Increase student participation
- Foster social and emotional learning
- Motivate students to take risks
- Improve student attitudes toward learning
- Boost academic scores

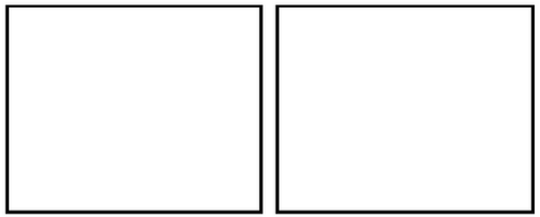
WATER CYCLE TOWER GAME

Blue = Precipitation (6)
Green = Uptake water (4)
Pink = Sublimation (4)
Red = Evaporation (4)
Brown = Collects (4)
Orange = Condensation (6)
Yellow = Transpiration (4)
Purple = Flows (4)





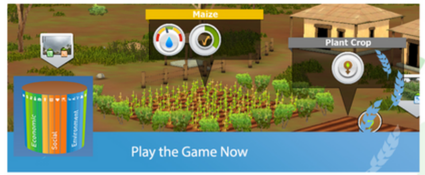
CAREERS IN AGRICULTURE



COMMODITY UNO

How will we sustainably feed nearly 10 billion people by the year 2050?

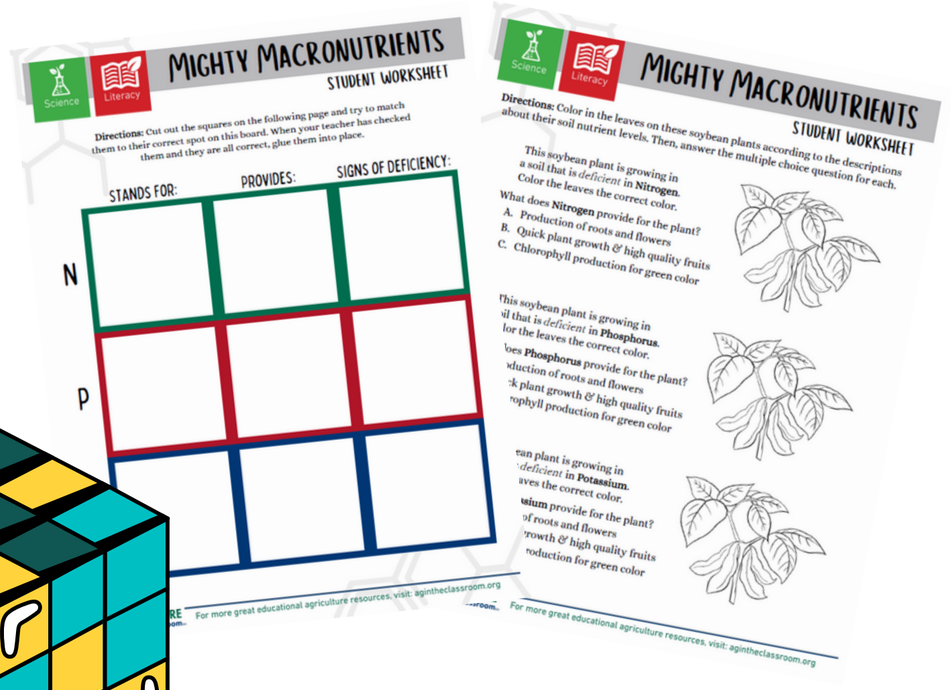
Journey 2050 takes students on a **virtual farm simulation that explores world food sustainability**. Using an inquiry based approach the program encourages students to make decisions and adjust them as they see their **impact on society, the environment and the economy at a local and global scale**. The students hear from **farmers across the globe.**
As the student interacts with each family they learn the role of best management practices in feeding the world, reducing environmental impacts and in improving social performance through greater access to education, medical care and community infrastructure. Our Journey to feeding the world has started. Join us.

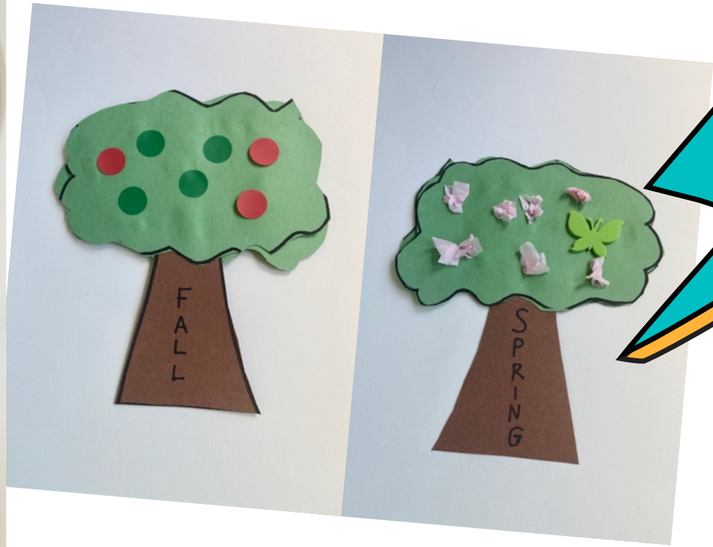


WORLD POPULATION:
7,647,470,675
Births this year: 16,971,442
Deaths this year: 7,217,101

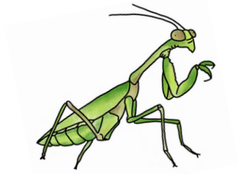
ARABLE LAND:
8,505,949,165 (ha)
Amount Lost: 91,029,481 (ha) *since Jan 1999

HEALTHY TREES: APPLE ADDITION





GOOD BUGS, BAD BUGS MEMORY



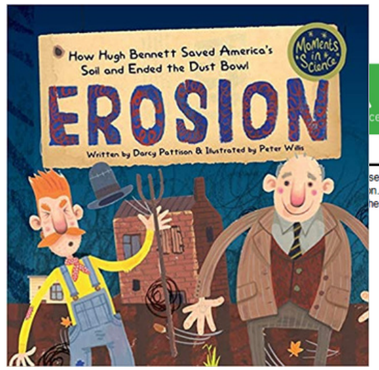
Praying Mantis: Adult
Beneficial

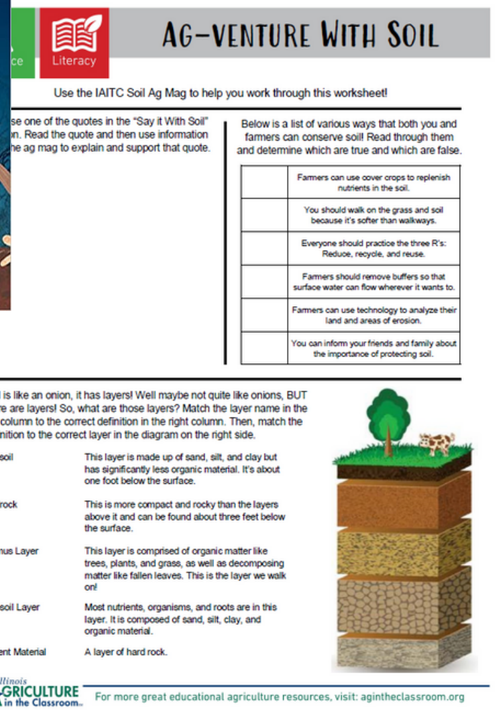
Ladybug:
Adult
Beneficial

Ladybug: Larva
Beneficial

Butterfly: Adult
Beneficial

Butterfly:
Larva
Beneficial





Literacy

Ag-venture With Soil

Use the IAITC Soil Ag Mag to help you work through this worksheet!

se one of the quotes in the "Say it With Soil" n. Read the quote and then use information e ag mag to explain and support that quote.

Below is a list of various ways that both you and farmers can conserve soil! Read through them and determine which are true and which are false.

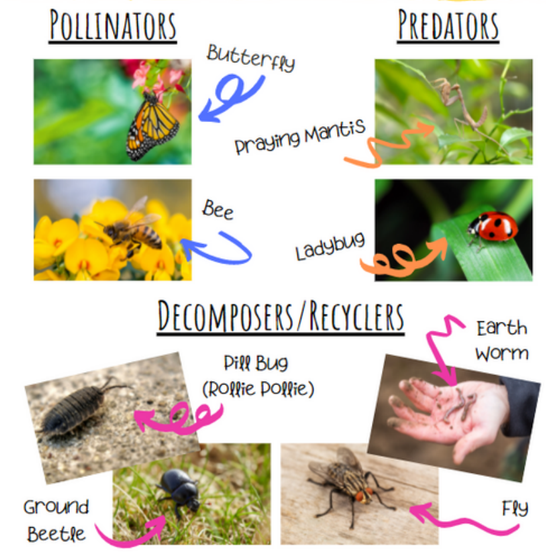
	Farmers can use cover crops to replenish nutrients in the soil.
	You should walk on the grass and soil because it's softer than walkways.
	Everyone should practice the three R's: Reduce, recycle, and reuse.
	Farmers should remove buffers so that surface water can flow wherever it wants to.
	Farmers can use technology to analyze their land and areas of erosion.
	You can inform your friends and family about the importance of protecting soil.

Soil is like an onion, it has layers! Well maybe not quite like onions, BUT there are layers! So, what are those layers? Match the layer name in the left column to the correct definition in the right column. Then, match the definition to the correct layer in the diagram on the right side.

Topsoil	This layer is made up of sand, silt, and clay but has significantly less organic material. It's about one foot below the surface.
Bedrock	This is more compact and rocky than the layers above it and can be found about three feet below the surface.
Humus Layer	This layer is comprised of organic matter like trees, plants, and grass, as well as decomposing matter like fallen leaves. This is the layer we walk on!
Subsoil Layer	Most nutrients, organisms, and roots are in this layer. It is composed of sand, silt, clay, and organic material.
Parent Material	A layer of hard rock.

Illinois AGRICULTURE in the Classroom

For more great educational agriculture resources, visit: agintheclassroom.org



INS & OUTS

INS & OUTS

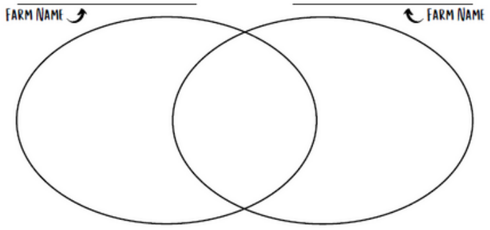
Ag-Venture With Farmers Market

Literacy

Use the IAITC Farmers Market Ag Mag to help you work through this worksheet!

Pick two of the three farms featured on the inside of the Ag Mag. Then, compare and contrast those two farms using the Venn Diagram below.

FARM NAME _____ FARM NAME _____



If you go to a farmers market in May, what are all the fruits and vegetables you might find? List them below:

Fact Finder! Read through the Ag Mag and finish the sentences below.

- There are over 10,000 varieties of _____.
- _____ are 95% water.
- Illinois is the #1 producer of _____.
- National Farmers Market week is celebrated the first week of _____.
- In Illinois, we import _____% of the food we eat.
- There are over _____ farmers markets in Illinois.

Ode to a Vegetable

Literacy

Grade Level
4-8

Length of Lesson
45-60 minutes

Objective
By the end of this lesson, students will be able to create multiple forms of poetry.

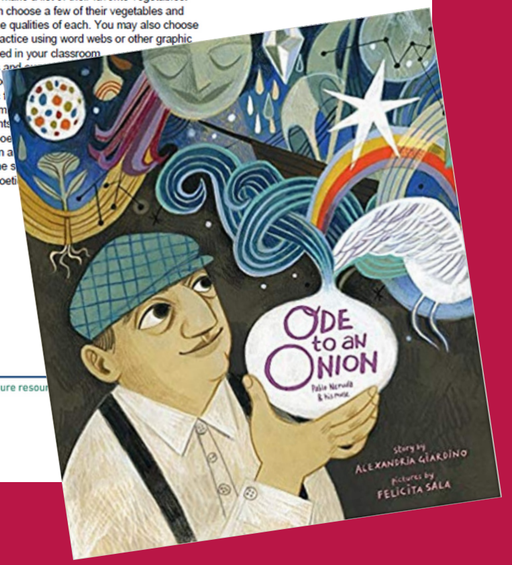
Materials Needed
- Copy of *Ode to an Onion*, by Alexandria Giardino

Standards

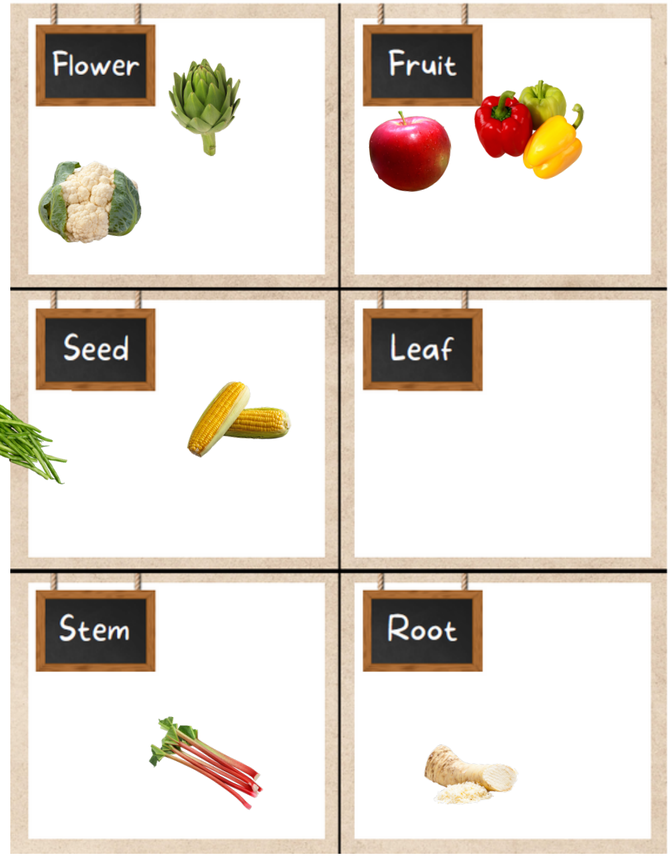
Common Core
CCSS.ELA-Literacy.RL.4.5; RL.5.2; RL.5.4; RL.5.4; RL.6.4; RL.7.4; W.4.9; W.5.9; W.4.3; W.5.3; W.6.3; W.7.3

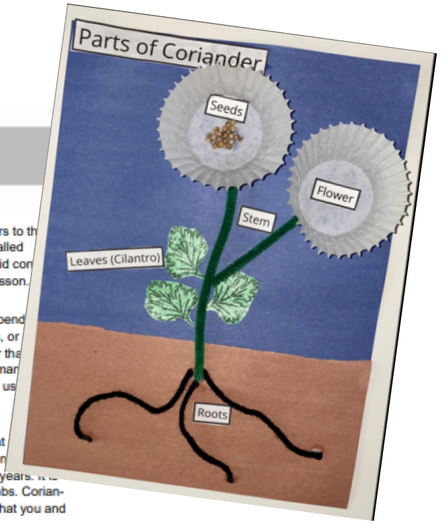
Lesson Summary
This lesson is designed to introduce or strengthen students' skills of writing poetry. Students will write multiple "odes" to vegetables using simple, common poetic forms. This lesson would work well in a larger poetry unit.

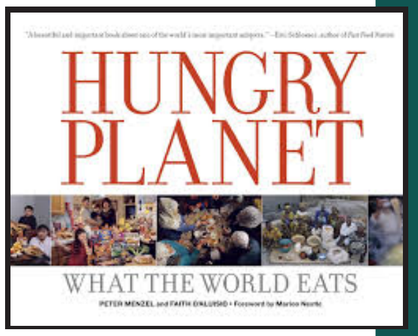
Suggested Sequence of Events:
1. Read through the AITC Seasons Ag Mag to learn more about specialty crop and vegetable production in Illinois.
2. Read *Ode to an Onion*, by Alexandria Giardino, to learn the (fictional) story behind Pablo Nerudo's poem "Ode to an Onion."
3. Depending on the age of your students, you may also choose to read some or all of Nerudo's poem, available both online and in the back of *Ode to an Onion*.
4. Complete the activity following the procedures:
   - Ask students to make a list of their favorite vegetables.
   - Next, have them choose a few of their vegetables and make a list of the qualities of each. You may also choose to have them practice using word webs or other graphic organizers utilized in your classroom.
   - Share the types and [illegible] provided (or cho[illegible] choose a poetic [illegible] Vegetable" poem.
   - For older students[illegible] students write poe[illegible]
4. Whole class discussion a[illegible] share their "odes" to the s[illegible] Discuss the different poeti[illegible] student.



LOGIC PUZZLE





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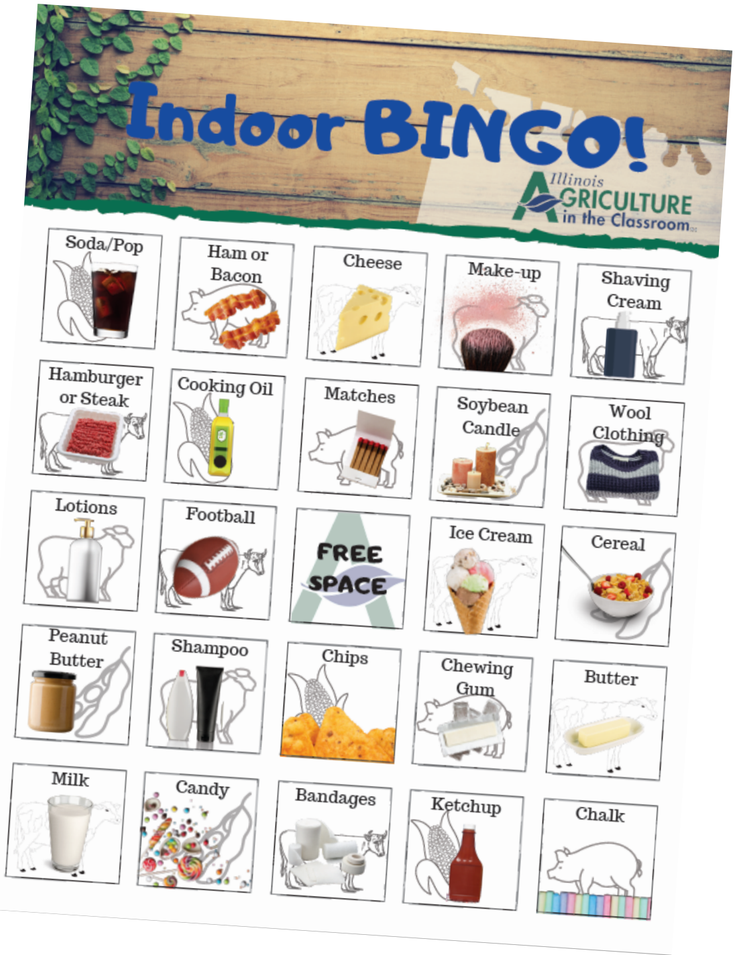
SPOT IL!



Science

SPOT IL!

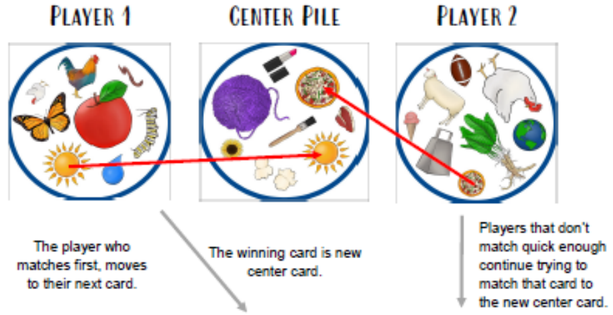
From the clothes you wear and the food you eat, to the sun in the sky and worms below your feet, the world of agriculture is all around you! This game highlights various parts of the world of agriculture all throughout the supply chain, environment, and more.

Directions:

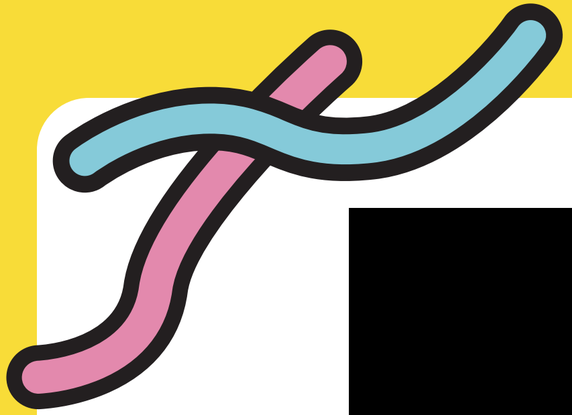
1. Shuffle the deck of cards and deal them out, one card at a time to each player, until they are gone. Players should keep their cards in a stack, face down.
2. Put the very last card down in the center of the players, face up.
3. To begin playing, each player will flip over the top card of their stack and try to find the one symbol on their card that matches the center card.
4. When the matching symbol is found, the player will quickly lay their card down on the center pile and say, out loud, which symbol they've matched.
5. Players will continue to find the one matching symbol on the top card in their hand to the center card. Continue this until one player runs out of cards.
    - Every card has only one matching symbol to every other card. Symbols will be in different locations and have different sizes on various cards.
5. Whoever runs out of cards first, wins!

Example:

Player one's card has a sun symbol that matches the center card. Player two matches the pizza. Whoever finds the match and lays it down first, while saying their symbol out loud, moves onto their next card.



Player one laid their card down first and said "sun" before player two could spot their matching symbol. Now, players have to match their cards to player one's card that was laid in the center.



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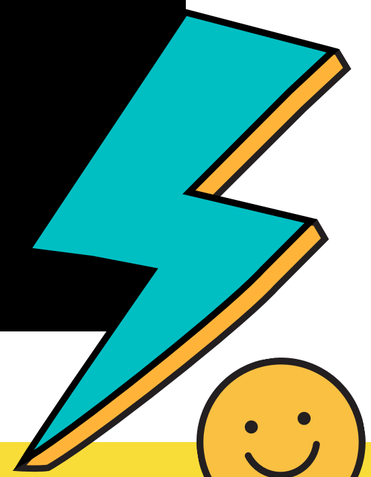


CORN SOY HOGS CATTLE PUMPKIN

CORN SOY HOGS CATTLE PUMPKIN TEACHER GUIDE

Game Play:

Play continues as outlined on Instructions Card 1, until the card just laid matches the word spoken by the player (eg., they put down a 'Hog' while saying "Hogs"). At this point, all the players must SLAP their hands on top of the pile of cards in the center, and the LAST player to do so takes the entire pile, and puts them on the bottom of the pile in his/her hand. He/She then starts off the next round saying, "Corn," the next player, "Soy," the next player, "Hogs," etc...

IF the card laid pictures the commodity holding a PRODUCT that comes from that commodity, all players must also - in addition to slapping the deck - name another PRODUCT that comes from that commodity (i.e. - "corn syrup" from Corn, or "bacon" from Hogs). The last to do so takes the center pile!

The following are some ideas of acceptable products originating from each commodity that the players might NAME while they SLAP the deck. Other products could be named!

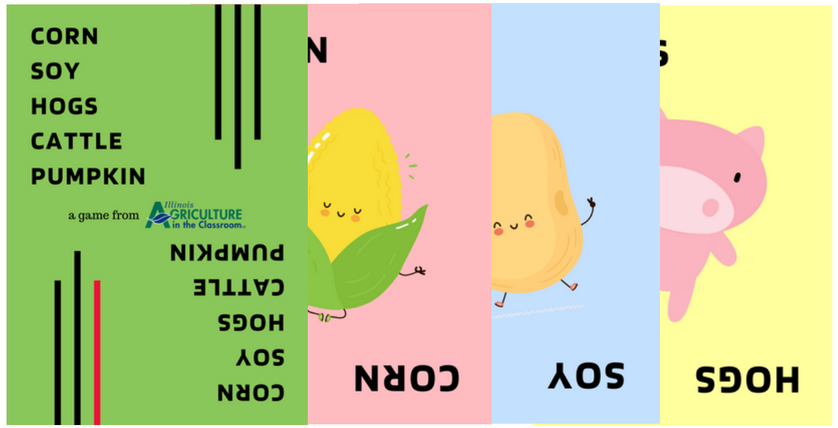
CORN
- Sweet Corn
- Canned Corn
- Corn Syrup
- Cornstarch
- Pet Food
- Livestock Feed
- Ethanol
- Vegetable Oil
- Popcorn
- Corn Flour
- Breakfast Cereal (Corn Flakes, Fruit Loops, etc)
- Corn Bread
- Corn Chips (Doritos, Fritos, tortilla chips, etc)

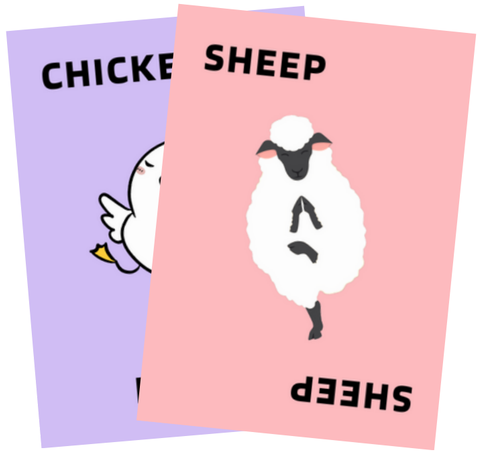
SOY
- Edamame
- Tofu
- Soy Milk
- Soy Yogurt
- Soy Sauce
- Soy Flour
- Biodiesel
- Livestock Feed
- Vegetable Oil
- Tempeh

HOGS
- Ham
- Bacon
- Pork Chops
- Pork Loin
- Ground Pork
- Sausage
- Pork Ribs
- Pet Food
- Insulin
- Suede

CATTLE
- Steak
- Hamburger
- Ground Beef
- Beef Ribs
- Milk
- Cheese
- Yogurt
- Ice Cream
- Butter
- Sour Cream

PUMPKINS
- Pumpkin Pie
- Pumpkin Bread
- Pumpkin Spice
- Pumpkin Seeds
- Pumpkin Blossoms





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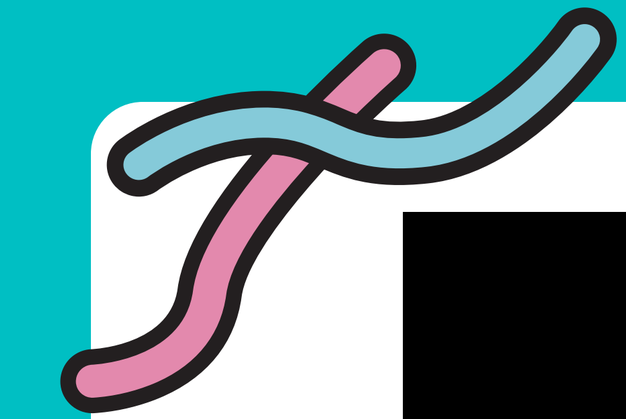

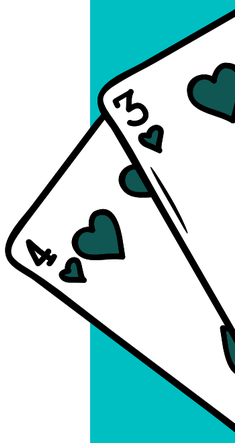

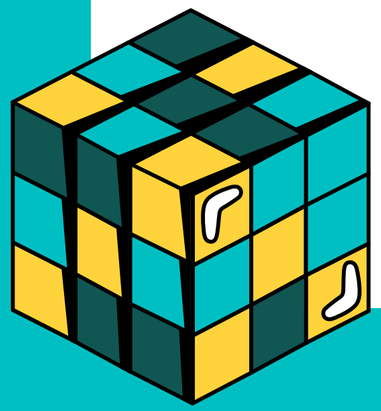

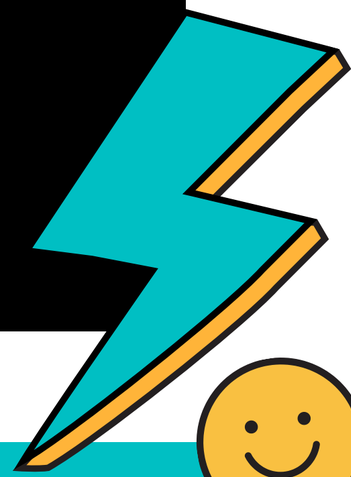

GAME OVER

Thanks for playing!