



Classroom Agriculture Program

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ABOUT CAP

Since 1985, the Classroom Agriculture Program (CAP) has taught grade 4 students the importance of agriculture in their daily lives.

CAP is composed of one hour, hands-on presentations delivered by volunteers in a classroom environment.

Presentations are based on volunteer availability and are offered for free in the spring.

The goal of the local farmers, ranchers and agri-food experts who make up CAP's volunteer base is to offer rural and urban elementary students a unique opportunity to learn about the tradition and future of agriculture.

CAP is a multi-commodity initiative supported by Agriculture for Life, Alberta Barley Commission, Alberta Beef Producers, Alberta Canola Producers Commission, Alberta Chicken Producers, the Alberta Institute of Agrologists, Alberta Irrigation Projects Association, Albert Milk, Alberta Pork, Alberta Pulse Growers Commission, Alberta Veterinary Medical Association, Alberta Wheat Commission, Agrium Inc., Eastern Irrigation District and the Egg Farmers of Alberta.

This program is endorsed by the Minister of Agriculture and Rural Development, and the Minister of Education.

GETTING STARTED

Ideally, every class registered will have an agriculture volunteer come into your classroom and speak to your students about their experiences. However, as the demand for the program grows, our volunteers can only do so much. If you do not receive a CAP presentation this year, please apply next year.

Teachers must register between September and early December of each school year.

Presentations are delivered between February and June of each year.

All activities included in this resource can be completed whether a volunteer comes into the classroom or not.

Feel free to contact the appropriate agriculture partners if you or your students have questions about agriculture.

WHO TO CALL ABOUT AGRICULTURE

TOPIC	AGENCY	CONTACT INFORMATION
Agriculture in General	Alberta Agriculture and Rural Development	1-866-822-7677 www.agric.gov.ab.ca
Barley	Alberta Barley Commission	(800) 265-9111 www.albertabarley.com
Beef Cattle	Alberta Beef Producers	(403) 275-4400 www.albertabeef.org
Chickens	Alberta Chicken Producers	(780) 488-2125 www.chicken.ab.ca
Canola	Alberta Canola Producers	(780) 454-0844 www.canola.ab.ca
Dairy Cattle	Alberta Milk	(877)361-1231, 3327 www.moo2you.ca
Deer, Elk & Bison	AB White-tail and Mule Deer Assoc.	(403) 746-5151 www.albertadeer.com
	Alberta Elk Commission	(780) 980-7582 www.albertaelk.com
	The Bison Centre	(780) 986-4100 www.bisoncentre.com
Eggs	Egg Farmers of Alberta	(403) 250-1197 www.eggs.ab.ca
Education	Olds College	1-800-661-6537 www.oldscollege.ca
Farm Animal Care	Alberta Farm Animal Care	(403) 932-8050 www.afac.ab.ca
Farm Safety	Alberta Farm Safety Centre	403-752-4585 www.abfarmsafety.com
Food Safety	Food Safety Network	(866) 503-7638 www.foodsafetynetwork.ca
Goats	Alberta Goat Breeders Association	(780) 878-3814 www.albertagoatbreeders.ca
Horses	Horse Industry Association of Alberta	(403) 948-8521 www.albertahorseindustry.ca
Irrigation	Eastern Irrigation District	(403) 362- 1400 www.eid.ca
Milk	Alberta Milk	(877)361-1231, 3327 www.moo2you.ca
Pesticides & Environment	AGCare	(519) 837-1326 www.agcare.org
Pigs	Alberta Pork	(780) 474-8288 www.albertapork.com
Potato	Potato Growers of Alberta	(403) 223- 2262 www.albertapotatoes.ca
Pulse (Legumes)	Alberta Pulse Growers	(780) 986-9398 www.pulse.ab.ca
Sheep	Alberta Sheep and Wool Commission	(403) 948-8533 www.ablamb.com
Turkey	Alberta Turkey	(780) 465-5755 www.albertaturkey.com
Veterinarians	Alberta Veterinary Medical Association	(780) 489- 5007 www.abvma.ca
Wheat	Alberta Wheat Commission	(855)-917-3711 www.albertawheat.com

AGRICULTURE COMPLIMENTS CURRICULUM

Subject	Language Arts
<u>Grade 4</u>	- Students will learn to paraphrase and discuss agriculture concepts. - Students will learn to make connections among events, settings and people in agriculture. - Students will learn to ask relevant questions, and respond to questions related to agriculture. - Students will use textual material to access information and do research using varied resources. This research can be used to teach students to present to peers ideas and information on a topic of agriculture. - Students will have an opportunity to work cooperatively in groups.
	Social Studies
	- Students will be able to increase their understanding of how important the land, environment and climate is to the agricultural economy of Alberta. - Students will be given a general overview of the Alberta agricultural industry which can be used to form an opinion of how agriculture is related and fits into the Alberta economy as a whole (agriculture as a natural resource can be used to help define and explain terminology). - Students will be able to infer about the different groups of people that are involved in agriculture.
	Math
	Students will learn to connect mathematical ideas to real-life situations
	Students will use an appropriate calculation strategy to solve problems.
	Science
	Students will be able to develop an understanding of plant growth and how the plant growing season is important to the agriculture industry.
	Students can use agriculture equipment to explore wheels and levers.
	Health and Life Skills
	Students will have an opportunity to make well-informed, healthy food choices.
	Other
	Students will learn to respect animals and will gain an understanding of where their food comes from.

AGRICULTURE EVENTS AND PROGRAMS THROUGHOUT ALBERTA

There are various events across the province that take students out of the classroom and give them an opportunity to experience all of the different commodities and aspects of agriculture in Alberta. These programs are typically **free of charge** for classes registered to attend. Contact your local agriculture society to find out if there is one near you at www.albertaagsocieties.ca. Here are a few examples:

EDMONTON: NORTHLANDS AGRICULTURE EDUCATION AND AWARENESS PROGRAMMING

Northlands Agriculture Education and Awareness Programming provides an opportunity for teachers and students to explore the rich agricultural learning environment that is made possible through Northlands Events: Farmfair International and Northlands Farm and Ranch Show. Children are led through different aspects of agriculture, featuring live animals, interesting displays, and real-life demonstrations. It is specially targeted to the grade 1 to grade 6 age groups, focusing on providing an engaging experience in a fun and entertaining atmosphere.

For more information call 780-471-7300 or visit <http://farmfairinternational.com/schedule-events/special-events-programs/ag-ed-program>

ALBERTA OPEN FARM DAYS

Alberta Open Farm Days is about farmers and ranchers inviting their urban and rural neighbours to stop in for a visit to share stories, see demonstrations, and learn more about the farmers who grow their food.

Admission is free. Join us and explore Alberta this summer. <http://www.albertafarmdays.com/>

STONY PLAIN: CITY SLICKERS AND THE MULTI CULTURAL HERITAGE CENTRE

The Multicultural Heritage Centre has a long history in offering quality School Programs to classes from Kindergarten to Grade 12. These programs encompass a wide variety of subjects from pioneer heritage, multiculturalism, agricultural, nature, farm and farm safety. City Slickers is a program of the Multicultural Heritage Centre, Stony Plain.

City Slickers is a powerful learning experience provided to 1200 urban children who experience first hand what it's like to be on a working farm. <http://multicentre.org/wp/agriculture-2/city-slickers>

LITTLE GREEN THUMBS

Little Green Thumbs is indoor gardening program that gives elementary and high school students the opportunity to become food producers right in their own classroom! This hands on, inquiry based education program helps young people value the health of themselves, the environment and their community. www.littlegreenthumbs.org

CALGARY: AGGIE DAYS

Aggie Days is hosted by the Calgary Stampede and Exhibition in April. Aggie Days offers a fun, hands on, multi-sensory opportunity to learn more about life on the farm. This is an excellent opportunity for grade 1 to grade 6 students to learn more about Alberta's agricultural industry. We've brought the farm to the city - Aggie Days style!

To register call 403-261-0162 or visit <http://ag.calgarystampede.com/events/aggie-days/>

LETHBRIDGE: AGGIE DAYS

Aggie Days is hosted by the Lethbridge Exhibition Park in February. Aggie Day's is a great way to show our younger generation how things go from the ground to the store. Everyone is invited to come and see some fun and interactive displays from agriculture groups throughout Alberta.

To register call 403-328-4491 or visit <http://www.exhibitionpark.ca/>

WHY IS SOIL IMPORTANT?

(Activities 1-2)

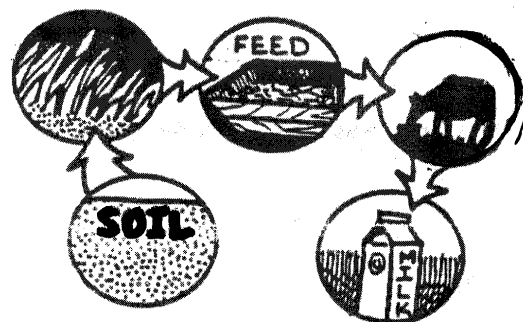
SOIL IS THE START OF THE FOOD CHAIN

Objective: to understand the importance of soil for life.

Much of the food we eat begins its life in the soil. Plant roots feed on the food and water stored in the soil. The sun provides light to help plants use this food and to grow. Plants are then eaten or harvested to provide food for different kinds of animals and people. This is known as the food chain.

Method: to show the connections between the soil at our feet and the food we eat.

Suggested activity: describe and discuss different food chains (e.g. milk-cattle-feed-grain-soil). You may wish to use the lunches students have brought to school as a way to discuss the cycling of materials in the food chain.



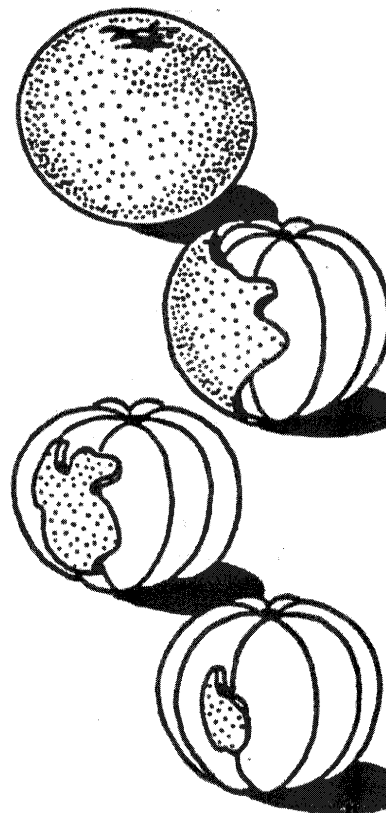
SOIL IS THE LIVING “SKIN” OF THE EARTH

Objective: to show that the amount of arable land on the earth is limited.

The earth is a large globe that supports life. The amount of soil on earth that can grow crops is limited by a number of factors. These factors can occur naturally or as a result of human activity.

Method: compare the size of different surface features with the area available for agriculture.

Suggested activity: complete a “Slice of Soil” on page 15 of the student activity book: Grow with Agriculture.



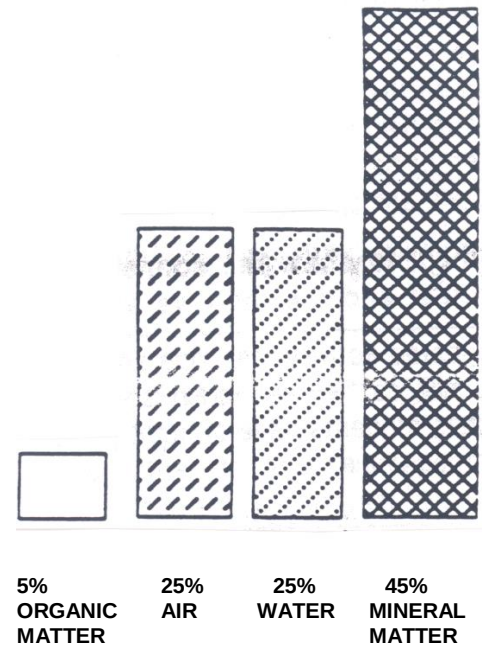
WHAT IS SOIL MADE OF?

(Activities 3-7)

1. SOIL COMPOSITION

Objective: to show that soil is made up of four basic materials; each is required to sustain the life and development of the soil.

Soil is made up of minerals, organic matter, air and water. Minerals are the sand, silt and clay found in the soil. They include some of the food needed for plant growth. Organic matter holds the soil together with natural 'glue'. It is also the major source of food for plants. Air is found in the spaces between the minerals and helps the plant roots to breathe. Water is used by plants and helps to move food to the plant roots. Soil takes many years to form from organic matter and mineral matter.



Method: identify the different parts of soil and the approximate amounts of each part of the soil.

Suggested activity: using the graphic on the right, encourage students to write soil "recipes". Repeat this activity after leading students through the following two sections "Plants decay" and "Rocks are weathered".

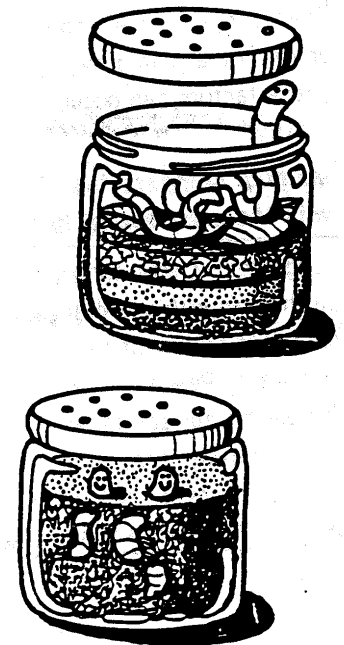
2. PLANTS DECAY

Objective: to show that plant decay contributes important properties and materials to soil.

When a plant dies and falls to the ground it begins to slowly rot or decay. Decay is caused by very small plants and animals living in the soil (worms, fungi, bacterial). They use the dead plant for food. When decay is complete, the dead plant has been changed into organic matter. Organic matter contains "glues" which help to hold the mineral matter together, and plant nutrients, which are used as food by living plants.

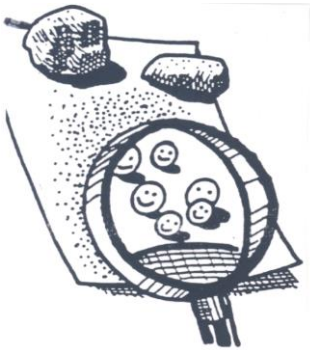
Method: imitate the decay process using earthworms.

Suggested activity: place one layer of moist soil (1-2 cm) into a small jar. Above place similar layers of sand and then peat moss. On top of the peat place a few green leaves and two or three worms. Make several holes in the jar lid for air and place jar in a brown grocery bag for shade. Leave at room temperature for about five days. After this time the worms will have mixed the materials together. This shows how earthworms help the decay of plant material and mix the soil.



3. ROCKS ARE WEATHERED

Objective: to show that weathering is a constant process and that it changes the mineral matter fraction of our soils.



The glaciers that shaped our Prairies over 10,000 years ago were sheets of ice more than a mile thick. Rocks and gravel picked up by these moving sheets of ice were broken up and crushed. These smaller rocks were worn down even more by the action of wind, water, heat and cold. This action is called weathering and happens slowly. The worn down rock that forms mineral matter is sand, silt and clay.

Method: imitate the weathering process in the classroom.

Suggested activity: rub two different rocks together over a sheet of paper. With a magnifying glass, examine the small particles left on the paper. Try this with a number of different kinds of rock (granite, sandstone, etc.).

4. THE SOIL PROFILE TELLS A STORY

Objective: to show that as soil develops a number of different layers are formed.



If you were to dig a pit in your yard or field you would be able to see a group of layers. These layers are together called the soil profile. Each soil profile tells a special story of the life of that soil. The top layer (A) is called the topsoil. This is where most of the organic matter is found. The middle layer (B) is where different materials (clay, nitrogen, salts) are removed from the surface. The bottom layer (C) is less changed than the top two layers. The color of the top layer may be black, brown or gray. Organic matter will make the top layer dark – the darker the A layer the more organic matter will be found.

Method: identify the different layers in the soil, noting the color, depth, texture and moistness of each.

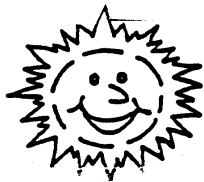
Suggested activity: to show the layers found in soil you may wish to dig a hole about one metre deep that will expose the soil profile. (An excavated basement or hill cut along a highway could be substituted). Prompt students to explore color, texture, depth and moisture found in the different exposed layers. If possible compare these characteristics from one site to another.

5. CLIMATE CHANGES

While it is not the prime factor in soil formation and soil composition, the climate of an area will help determine many of the soil's qualities.

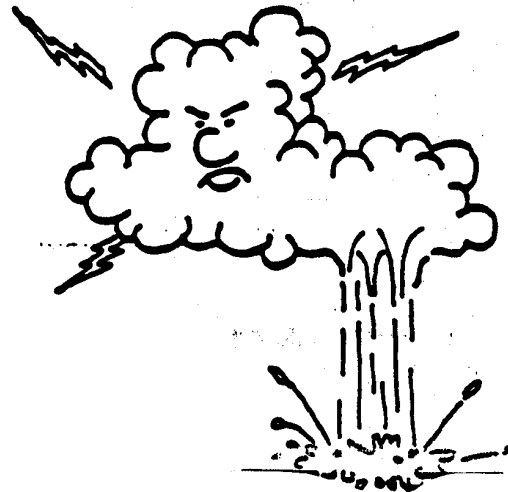
HEAT

Heat affects which plants can be grown and the rate of plant matter decay. Extreme temperatures limit the soil formation process.



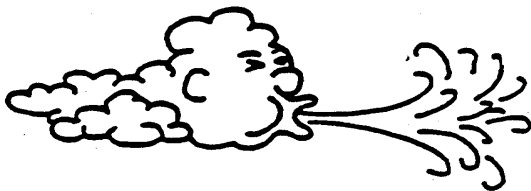
CLIMATE

Climate influences the rate and type of soil that is formed. Climate includes heat, wind, evaporation and precipitation for different areas.



WIND

Wind will limit soil formation and plant growth. Brisk winds blow bare soil away, destroying many years of soil development.

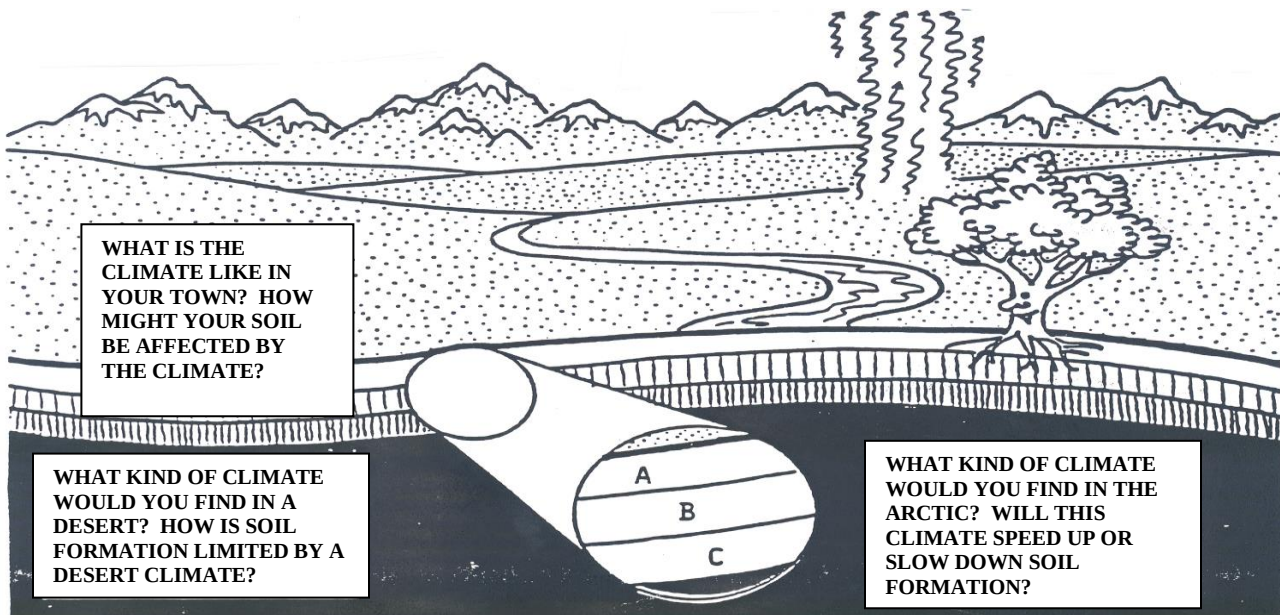


EVAPORATION

Moisture is taken from the soil surface through evaporation. Plants also provide some moisture to the atmosphere.

PRECIPITATION

Rain and snow are prime sources of moisture for plant growth and soil formation. Growth is limited by too much or too little precipitation.



WHAT ARE SOME DANGERS TO OUR PRAIRIE SOIL?

(Activities 8-9)

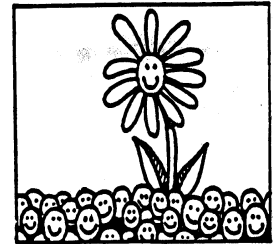
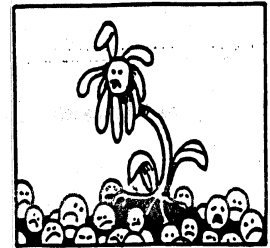
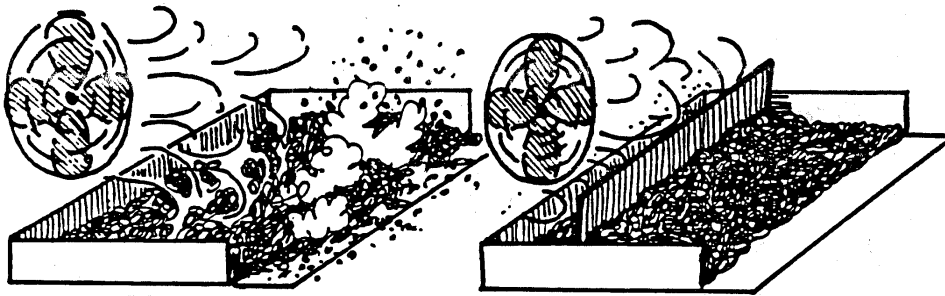
1. WIND EROSION

Objective: to consider the stages in the wind erosion process and to examine the benefits of surface cover.

If a strong wind blows across a bare, dry field then soil erosion will occur. Wind-blown soil will tumble, somersault and bounce along the surface of the ground. The heaviest material (sand) may end up beside fences and in ditches. Light weight material (containing nutrients) will break away from the soil completely and will be lost as dust. If a lot of soil is blown away, then crops will not grow well because nutrients for plant growth are lost.

When we protect the soil from the wind, we are practicing soil conservation. Farmers conserve their soil when they keep the soil covered. The best soil covers are grass, straw, stubble (the attached plants left after harvesting) or a crop. Correctly placed rows of trees can also help to protect the soil from wind erosion.

Method: observe and describe different wind erosion events.



Suggested activities: 1) gather wind-blown soil from a ditch and examine it. How does it look or feel? 2) Half fill a cardboard box (60cm x 30cm) with soil and direct a stream of air from a fan or hairdryer toward soil surface. Try this with different soil brought

to school by students. 3) Place a cardboard barrier in soil container (to represent protection from trees, grass or stubble). Direct the air stream toward soil surface from a number of different directions.

2. WATER EROSION

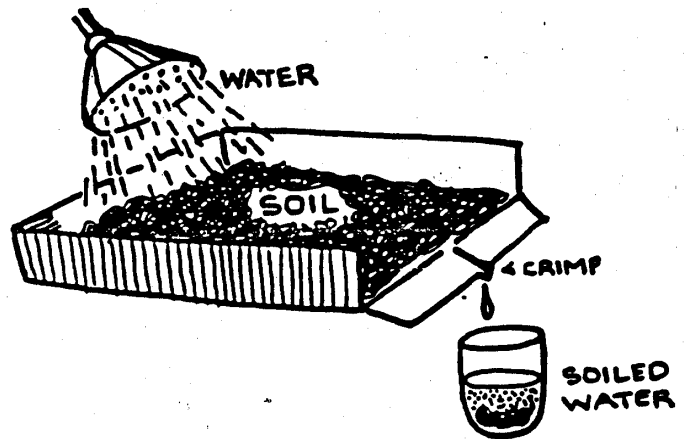
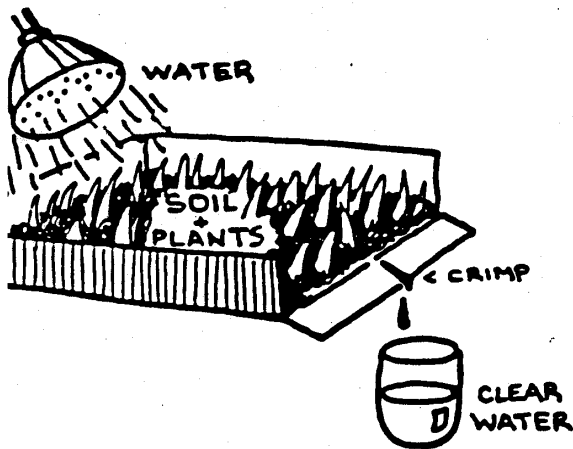
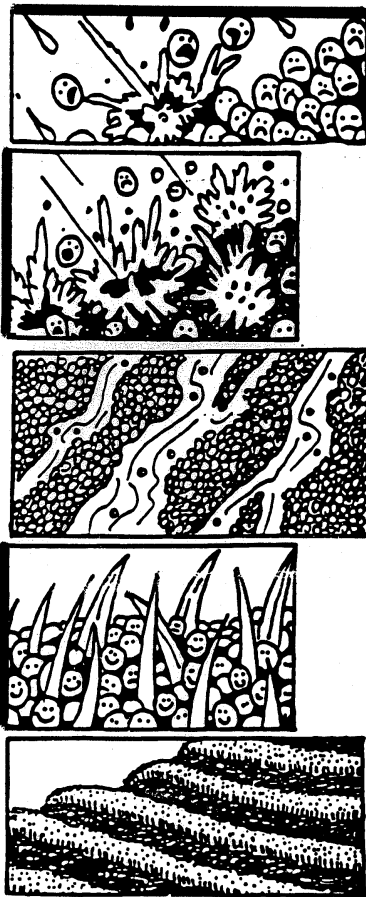
Objective: to consider the stages in the water erosion process and to examine the benefits of surface water.

Bare soil is easy to wash away, especially when it is on a steep or a long hill. When raindrops fall to the earth (A), they can explode on the surface just like small bombs. This is called splash erosion and is the first stage of water erosion (B).

After it has been raining for a while, the water begins to run down the hill. Water running down a hill will pick up loose pieces of soil and wash them away. This thin layer of running water is called sheet erosion. If the water is able to wash down the hill for a while longer, then small paths may be cut into the soil. These paths are like tiny rivers and are called rills (C).

We can protect soil from the rain if we keep it covered with straw, grass, stubble or a crop (D). We can also protect soil from running water by planting rows of crops across the slope of hill (E), rather than up and down the hill.

Method: observe and describe water erosion under a variety of conditions.



Suggested activity: take two aluminum cake pans, cut along vertical edges of one end of each pan, fold over to form flap, place a small crimp in each flap to allow runoff to collect. Half fill each pan with soil brought by students. Lay straw or grass on surface of soil in one

pan. Place one jar below each crimped area. Pour water from watering can at a gentle, even rate onto surface of each pan from a distance of 60-80 cm. Compare runoff, soil conditions and soil losses from each pan.

CAREERS IN AGRICULTURE

(Activity 10)

Objective: to identify partners in agriculture and illustrate that there are hundreds of careers related to this industry

PRODUCTION

- Farmer
- Rancher
- Farm Manager
- Farm Hand
Worker
- Clothing Maker

PROFESSIONAL

- Chef
- Lawyer
- Banker
- Scientist
- Nutritionist
- Meat Cutter
- Veterinarian

PRODUCTS/SUPPLIES

- Grain Buyer
- Salesman
- Miller
- Grain Elevator
Operator
- Dairy Products
Manager



AGRICULTURE CAREER EXAMPLES

HORTICULTURE

- Nursery and
Greenhouse
Manager
- Landscaper
- Florist

MECHANICS

- Machinery
Partsman
- Machinery
Salesman
- Machinery
Mechanic

RESOURCES

- Home Maker
- Wildlife
Conservation
Officer
- Soil
Conservationist



Instructions:

1. Select an agriculture related job from the above chart (or choose your own) that looks interesting to you.
2. Research what is required of a person who does this job.
3. On another sheet of paper write a short report about this job.
Be sure to include answers to the following questions:
 - A) What will I do on the job?
 - B) Where will I work?
 - C) What kind of training or education will I need?
 - D) How is this job related to agriculture?
 Be sure to use complete sentences.
4. Draw a picture of yourself doing this job. Don't forget appropriate clothing and setting.



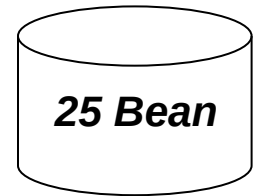
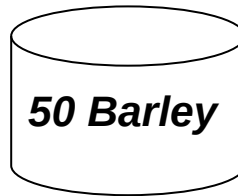
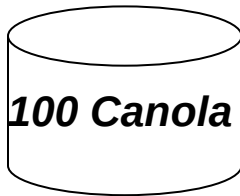
SHAKING SEEDS

(Activity 11)

Objective: to identify different types of seeds in agriculture and to examine how each seed grows and how each seed is processed into products

A set of seed canisters is made up as below, with several of each can holding identical contents. Seven copies of each of these would be enough for 21 students.

Seed Examples:



Instructions:

Without opening the can, students try to find others who have the same type and number of seeds. Students must rely on their hearing and ability to share information to do this. Once grouped together, they can describe and predict what the contents might be.

Upon opening, compare predictions with reality.

Questions:

What type of seeds are they?

How do the seeds compare with each other?

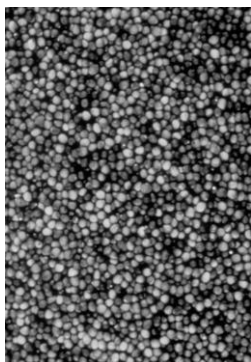
Classify them according to your own criteria.

What do they need to germinate or to grow?

How can they be processed into an edible product?

What return does a farmer get for growing a tone of each?

How does this compare with the market price for a refined product?



RURAL ROOTS

(Activity 12)

Objective: to determine the origin of everyday food products

Four students are chosen to participate in the game. A variety of food and non-food products are hidden in a box and unveiled one by one.

Hidden Products:

Cereal Box
Juice Box
Soap
Pie Filling Can
Violin Bow
Baseball Glove
Football
Linen Tablecloth
Maple Syrup Can
Honey Jar
Mustard Bottle

Food Models:
Hamburger Patty
Cheese Slice
Pickle
Tomato
Bread
Pizza Slice
Ham
Hot Dog
Omelet
Bacon

A collection of cans and bottles of various sizes, without labels, can also be used. Ask the students to imagine what might have been inside. For example, small cans might hold soup or vegetables, medium cans might hold stew or pie filling, and bottles might hold juices of various types

Question:

From what crop or animal is this product made?

Follow-up questions might focus on alternatives to the first answer, or build on the one given to explore more about the product. For example, once a football is identified as pigskin, you might ask what other products are made from pigskin, or other products from pigs. A hamburger patty identified as beef could be followed up with, "What is another type of burger?" ('burgers' can be pork, chicken, turkey or vegetarian).

Instructions:

A correct answer is rewarded with 50 points. The series of follow-up questions are then asked, for 25 points. Only the contestants who have not already answered are allowed to respond to the follow-up questions related to the product. This ensures that all contestants participate and have a chance at scoring points.

CINQUAIN POETRY

(Activity 13)

The beauty of golden grain fields, the wonder of a newly born colt, and the rich smell of plowed soil are all a part of the nature and beauty of agriculture.

Writing a form of poetry called cinquain (pronounced sin-cane) is a descriptive way to express the nature and beauty of rural Alberta. This is a 5 line poem.



*Pasture
Green, lush
Growing, nourishing, protecting
Livestock graze and roam
Field*

Think about what you have read, seen, or heard about rural farm or ranch life in Alberta. Use a cinquain outline to help you express what you know in poetry. To write a cinquain poem you will need to use many adjectives or describing words. First choose one word to give your poem a title. This will also be the first line of your poem. **Title:**_____

BRIANSTORM... think of as many words to describe the color, feeling, action and other names for the title.

COLOR	FEELINGS	ACTIONS	OTHER NAMES
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Now write an agriculture cinquain.

Line 1 _____
One word title (pick a noun – person, animal, place or thing)

Line 2 _____
Two words to describe the title

Line 3 _____
Three action words about the title

Line 4 _____
Four words that express feeling about the title (written as a phrase or sentence)

Line 5 _____
One word that renames the title

CLEVER CLICHES

(Activity 14)

Objective: to recognize agriculture clichés and examine how they originated

Clichés are expressions that are worn out from overuse. Below are several expressions which relate to agriculture.

Examples:

Busy as a bee
 Duck out of water
 Green as grass
 High on the hog
 Lock, stock and barrel
 Make hay while the sun shines
 Fat as a pig
 Go whole hog
 Hand to mouth
 Last straw
 Pull the wool over
 Red as a beet
 Save for a rainy day
 Hard row to hoe
 Strong as an ox
 Walking on eggs
 No spring chicken
 Mad as a hornet
 Gentle as a lamb
 Birds of a feather flock together
 Don't put all your eggs in one basket
 Don't count your chickens before they hatch



Questions:

Can you list any other clichés?

Where do you think these sayings came from/What do they mean?

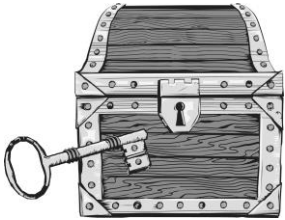
Instructions:

1. Illustrate your favorite agriculture cliché
2. Write a short story using as many clichés as possible

TRUNK TALES

(Activities 15-21)

Objective: to encourage creative writing related to agriculture



1. What if this old trunk could talk? Think of the fascinating tales it could tell. When our early Alberta homesteaders came west to stake a claim, they always brought a trunk with them. Write a story about the journey to our province.

2. When a homesteader prepared for a move to Alberta, decisions had to be made. What needed to be packed in the trunk? Describe some items that you would put in a trunk if you were moving to rural Alberta.

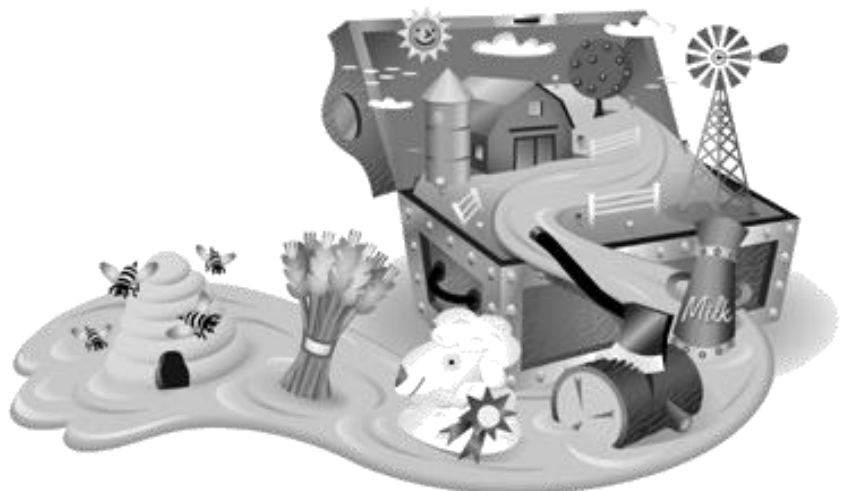
3. You are lucky enough to visit a farm and find an old trunk in the farmhouse attic. Open it up and write about the interesting memories tucked away or the history of each item found in the trunk.

4. You have just bid on and purchased an antique trunk. Now take it home and fill it with 10 of your favorite farm possessions. Tell us what they are and why you chose to put them into the trunk.

5. What if you found a trunk that was dated with the year 3010? What types of items will the farms of the future need? Draw a picture of these innovative items and explain their use.

6. Some treasures can't be touched or held in your hand; they are sights and sounds of the farm. Like the sound of a rooster's crow or a burst of sunshine over the fields. If you could capture some of these sights and sounds, describe the ones you would put into your trunk.

7. You have been given the job of selecting the most important item in agriculture to be put in a trunk. You can only select one thing. Tell us what it would be and defend your reasons for choosing it.



HEALTHY EATING

(Activity 22)

Objective: to develop an understanding of healthy eating as depicted by Canada's Food Guide and to illustrate how many people help make food products

How many wheat, vegetables, meat and dairy products do you think you eat in one day? How many in a week? Predict what the total would be for a month of school lunches.

Instructions:

1. Make a chart to fill in what you eat during breakfast, lunch and supper today.
2. Carefully go over the four basic food groups so you understand which food group items should go in each column. Also, make sure you know what 1 serving looks like.
3. Chart each meal by checking the appropriate food groups for each item. Chart EVERYTHING that was offered to you whether you ate it or not. Make sure you check the box for each serving. For example: 2 pieces of toast is 2 servings of Grain Products so give yourself 2 check marks.
4. Be sure to check all appropriate boxes if a food item belongs to more than one group. For example: Cherry pie belongs under "Vegetables and Fruits" as well as "Grain Products".
5. After completing the chart, tabulate the columns.
6. Rank the food groups from highest to lowest according to the results.

Questions:

What conclusions can be drawn from the survey?

In a day, do you meet the recommended number of servings for each food group, as suggested by Canada's Food Guide?

How much do you depend on agriculture?

Other Ideas:

Compare your chart to other students in your class. Have a teacher record each student's totals.

Find the percentage of each food group eaten in a day. Draw a pie-shaped or bar graph to show the results.

In the past students didn't have a paper bag or special lunch box. They often brought their lunch packed in an empty syrup tin. Create your own 'old time lunch pail' by using an ice cream pail and decorating it with Alberta agriculture scenes.

EXTRA FARM RELATED ACTIVITIES

(Activities 23-34)

1. Start a class scrapbook of “things we didn’t know about Agriculture”. Each time the students learn something new about agriculture through the year, they can write the new information in the scrapbook and illustrate it.
2. Have students write a diary of what they might see and do in one week on the farm.
3. Have students investigate the types of agriculture jobs found in your area.
4. Have students write stories about some difficulties they might experience in trying to raise farm animals in the city.
5. Ask students to pretend they are a farm product being exported to another country. Let them write a short story of their experience.
6. Make a Hall of Fame bulletin board featuring people of the past and people of the present who have contributed to the development of agriculture in Alberta.
7. Ask students to pretend they are new landowners in Alberta in 1890. Have them write a note to a family member in another country telling them about their experiences.
8. Experiment with foods to find out what happens to them if they are not stored properly. Discuss the importance of food storage.
9. Make a booklet which illustrates and describes the following:
Foods I like made from milk, beef, chicken, eggs, barley, wheat, canola, potatoes, pork, and pulse (beans, lentils, chickpeas).
10. Make a collage from magazine pictures to represent agriculture.
11. Have students draw or make a collage of pictures showing a typical meal. Help students identify the main ingredients of each food and the farm product from which it was made.
12. Discuss what kinds of weather are most helpful and harmful to farmers and ranchers in your region of Alberta.