

# Ag Pays

## Utah Content Core



### Objective

1. Students will recognize that agricultural careers are interconnected and agriculture influences many parts of their daily lives.

### Materials

½ sheet of paper for each student  
Pencil  
Props if desired (see step 6)

### Background

Careers involving agriculture extend far beyond that of the farmer. A rancher may raise livestock until they are ready to be sold. A trucker is hired to transport the livestock to market. The buyer purchases the livestock at market. The buyer pays the rancher for the livestock (goods) and the rancher pays the trucker for his services. The meat packer purchases the livestock from the stockyard or from the rancher directly. The meat is distributed to grocery stores. The meat cutter at the grocery store makes smaller cuts of the meat and wraps it to be sold in the store. The meat is sold by the grocer to us, the consumers, and we use it to cook a meal in our homes.

Likewise, a farmer may grow a product such as potatoes, and pay truckers to transport their produce to a factory. The factory may then purchase the potatoes from the farmer and use the potatoes to make something such as French fries. Those fries may be packaged and distributed, transported by a trucker, to a chain of restaurants. The cook at the restaurant will prepare the French fries and a waitress will serve them to the consumer, who will pay the restaurant for the goods and the service.

### Activity Procedures

1. Divide the class into six groups.
2. Write the following words on the board: trucker, rancher, farmer, packer, grocery store, restaurant, you.
3. Ask the children to discuss which of those words might be related to agriculture. Remind them that agriculture includes the five "F's": farms, food, fabric, forestry, and flowers. Encourage children to share their reasoning.
4. After sufficient discussion, ask each group to share their conclusions with the class.

*Utah Agriculture in the Classroom*

**Time:** 45 minutes or two 30 minute sessions

**Grade:** Second

### Standards:

Integrated Language Arts and Content Core

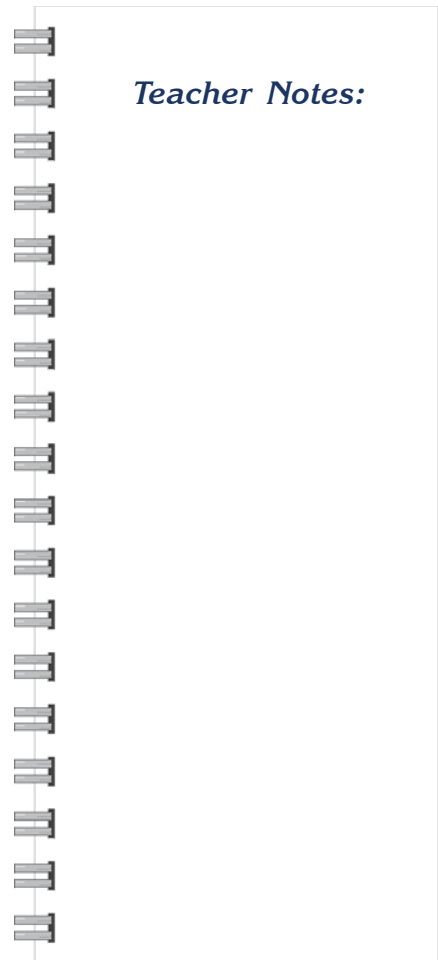


***Who gets paid for delivering goods and services?***

5. As a class, discuss how each word on the board is related to agriculture.
6. Assign each group to represent one of the terms (excluding “you”) written on the board. Have each child from each group write their title on a piece of paper. (You may also choose to involve “dress up” props if available.) Have the groups discuss briefly what their job might include and how it may be related to agriculture.
7. Regroup the class so that each group includes one of each title.
8. Assign each farmer and rancher a commodity, such as: potato, pig, beef cows, dairy cows, corn, peaches, wheat, cherries, etc. Have the new groups come up with a scenario of how that commodity will involve each student’s role and end up with “you” the consumer. Allow groups to share their scenarios with the class.

### **Additional Activities, What’s Next?**

1. Contact someone involved in each of the roles in your community. Allow students to write to a community member with the same role to which they were assigned. Students may write individually or as groups.
2. Invite members of the community involved in ag-related occupations to speak to your class or take a field trip to their places of business.



*Teacher Notes:*

*Adapted from Oklahoma Agriculture in the Classroom.*