

Field Trip #1

Celebrating our Food & Farms at the Kentucky State Fair

MAIN IDEAS

- Kentucky farms are diverse and produce a variety of crops and animals.
- Local farms are important because they provide food, jobs, and income for Kentucky's citizens.
- The Kentucky State Fair is an event that allows us to learn about Kentucky farms and food in one place.
- Some crops and animals are grown in specific regions of Kentucky because of landforms, water sources, and resource availability.

BEFORE WATCHING THE VIDEO

Ask students if they have ever been to the Kentucky State Fair. Ask them about their favorite sights or activities. Ask if they knew that state and county fairs connected visitors to local agriculture. Why is that important?

Background Information

Agriculture-based fairs had their start in the early 1800s.

Source: [International Association of Fairs & Expositions](#)

Elkanah Watson, a New England patriot and farmer, earned the title, "Father of US Agricultural Fairs" by organizing the Berkshire Agricultural Society and creating an event (known then as a Cattle Show) in Pittsfield, Massachusetts in September 1811. It was more than just an exhibit of animals – it was a competition, with prize money (\$70) paid for the best exhibits of oxen, cattle, swine and sheep.

Watson worked diligently for many years helping communities organize their own agricultural societies and their respective shows (fairs). By 1819, most counties in New England had organized their own agricultural societies and the movement was spreading into the other states. The nineteenth century closed with almost every state and province having one or more agricultural fairs or exhibitions.

The core elements of those agricultural society events of the early 1800s—those early fairs—are at the heart of the agricultural fair in North America today. Competition for the best agricultural and domestic products of the county and/or community (or region or state), becomes an annual celebration for the community to come together, to share, to learn.

Today, over 3,200 fairs are held in North America each year. They provide industrial exhibits, demonstrations and competition aimed at the advancement of livestock, horticulture and agriculture with special emphasis placed on educational activities such as 4-H, FFA and similar youth development programs. While enjoying these high-minded pursuits, fair visitors are also able to see, hear, touch, smell and taste the richness and variety of what the world has to offer.



Kentucky Academic Standards

SOCIAL STUDIES

Geography

SCIENCE

Interdependent Relationships in Ecosystems

Earth Systems

Matter and Energy in Organisms and Ecosystems

Energy

Correlating Lessons & Resources

LESSON: My Kentucky Home Provides What I Need

Provides a deeper look at why agriculture is successful in Kentucky and why certain crops and livestock are more concentrated in certain regions of the commonwealth.

VIDEO: Kentucky Agriculture - Our Farms, Our Food, Our Future
Summary video that talks about history, land, and agricultural products. (5 minute and 16 minute versions available)

LESSON/ACTIVITY: Linking Farm to Table

Students will learn the origins of their favorite food products. Pictures of meals, foods, crops, and livestock come packaged with a lesson and an instruction sheet.

WHILE WATCHING THE VIDEO

Have students write the answers to the following questions while they watch the video, or have younger students complete the worksheet to the right:

1. Name one crop and one animal our Kentucky farmers raise.
2. Name 3 farm products you can find at the Kentucky State Fair.

AFTER WATCHING THE VIDEO

OPTION 1: LINKING FARM TO TABLE

Grade Level(s): K-5

Estimated Time - 30 minutes

Purpose

- Students will identify the origins of food products and clothing from the farm.
 - K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.*
 - K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.*
- Students will identify which food products require processing prior to consumption.
 - 2.30 Students evaluate consumer products and services and make effective consumer decisions.*

Materials

- “Where Does That Product Come From?” Activity Sheet (Versions for K/1 and 2/3)

Optional Materials

- BOOK - *How Did That Get in My Lunchbox?* by Chris Butterworth
- “Linking Farm to Table” Activity - Available for printing from the TeachKyAg flash drive or may be purchased from teachkyag.com.

Background Information

All the food we eat and many other products, such as clothing and household items, can be traced back to the farm or nature. Plant crops use energy from the sun to produce food, which humans and animals can utilize for energy. This is called energy transfer. Farms and farmers are an important part of our ecosystem as fewer humans tend food crops and animals for their own use.

Procedures

1. Have students complete one of the “Where Does That Product Come From?” activity sheets to test their knowledge of food origins. This may also be used as an assessment activity if you have the “Linking Farm to Table” activity game.

ACTIVITY SHEET ANSWER KEYS

Field Trip 1 - Primary

KENTUCKY FARMS Feed Me
A Virtual Field Trip Series

Things I May See on a Kentucky Farm

Circle the things that may be found on a Kentucky farm. Place an X on the things that do not belong on a farm.

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Field Trip 1 - Grades K/1

KENTUCKY FARMS Feed Me
A Virtual Field Trip Series

Where Does That Product Come From?

Draw a line from the product on the left to the produce or animal it comes from on the right.

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Field Trip 1 - Grades 2/3

KENTUCKY FARMS Feed Me
A Virtual Field Trip Series

Where Does That Product Come From?

Cut out the processed products at the bottom and glue them next to the produce or animal they come from. Then, write another processed product that can be made from or comes from the same produce or animal.

Produce & Animals	Processed Product 1	Processed Product 2
		Tomato sauce, pizza sauce, tomato soup, spaghetti sauce, salsa
		Pork chops, ham, ribs, barbeque, hot dogs, lunch meat
		Chicken nuggets, wings, drumsticks, chicken breasts
		Applesauce, apple pie, candy apples
		Beef steak, Dairy: Milk, cheese, yogurt, ice cream, etc.

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- If you have the “[Linking Farm to Table](#)” activity game, follow those lesson instructions. The book [How Did That Get in My Lunchbox?](#) by Chris Butterworth is also a great companion resource.

OPTION 2: AGRICULTURE WHERE I LIVE

Grade Level(s): 2-5

Estimated Time - 30 minutes

Purpose

- Students will identify their home county and the agriculture that can be found there.
PL.2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- Students will understand factors that affect agriculture production in their county.
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
SS.2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Materials

- “Agriculture Where I Live” Activity Sheet
- “Ag Data by County” at www.kyfoodandfarm.com.

Optional Materials


- BOOK: *The Most Wonderful Dream* by Mitchell Tolle
- LESSON: *My Kentucky Home Provides What I Need*
- VIDEO: *Kentucky Agriculture: Our Farms, Our Food, Our Future*

Background Information

Every Kentucky county has some form of agriculture production. The number and size of farms, however, are dependent upon topography (variations in elevation), natural resource availability, population, and access to markets. Cattle are most concentrated in central Kentucky due to our rolling, green pastures found there. Grain crops, poultry, and hogs are more concentrated in western Kentucky; grain crop production is most economical in large areas of flat land and livestock that eat those grains are typically located near their food source. Larger fruit and vegetable farms tend to be closer to areas with larger populations. There is less agriculture production in eastern Kentucky due to steeper hills and mountains, larger forested areas, and focus on other natural resources. Opportunities are growing, however, for smaller farms to cater to local customers interested in knowing who produces their food.

Procedures


- Visit www.kyfoodandfarm.com and click on the “Ag Data by County” tab in the top menu. Click on the county in which your students live and review the data and rankings on a Smart Board or screen.
- Then have students complete the “Agriculture Where I Live” activity sheet.
- Want to learn more? Complete the [My Kentucky Home Provides What I Need lesson](#) (best for Grades 4+) and/or watch video: [Kentucky Agriculture: Our Farms, Our Food, Our Future](#). Both lessons can be found at www.teachkyag.org - [Teacher Resources > Social Studies](#) or on the TeachKyAg flash drive.
- Kentucky Farm Bureau also commissioned a book about Kentucky agriculture by Kentucky author and artist Mitchell Tolle. Visit www.teachkyag.org for book information.



**KENTUCKY
FARMS
Feed Me**
A Virtual Field Trip Series

Agriculture Where I Live

Color the county in which you live on the map, then conduct research to find the answers to questions below.



In which county do you live? _____

How many farms are in your county? _____

Out of 120 counties, how does your county rank for agriculture sales? _____

Which of the following are produced in your county?

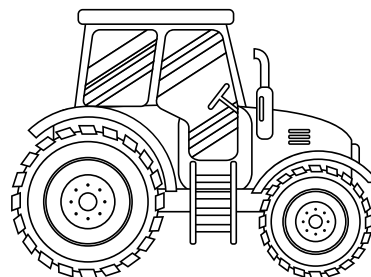
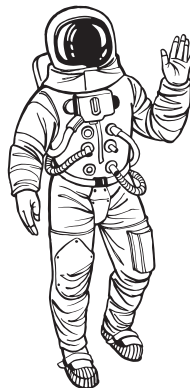
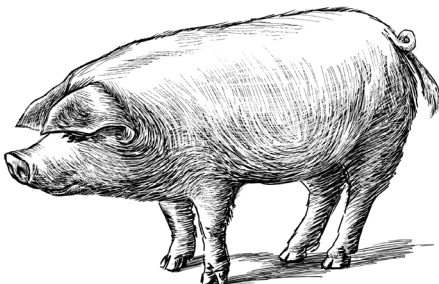
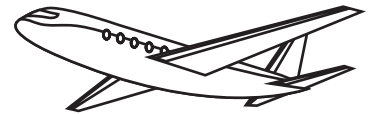
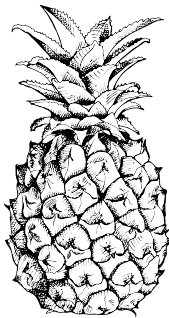
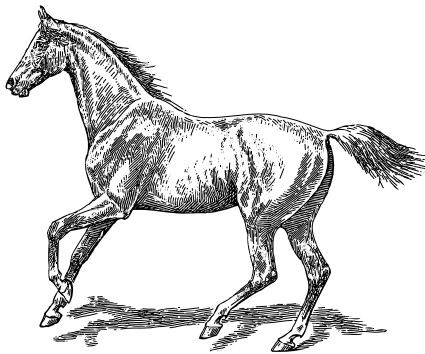
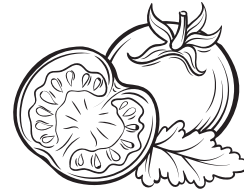
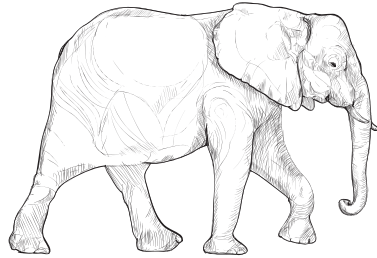
<input type="checkbox"/> Corn	<input type="checkbox"/> Fruits/Berries	<input type="checkbox"/> Milk
<input type="checkbox"/> Wheat	<input type="checkbox"/> Tree Nuts	<input type="checkbox"/> Hogs
<input type="checkbox"/> Soybeans	<input type="checkbox"/> Hay	<input type="checkbox"/> Sheep/Goats
<input type="checkbox"/> Tobacco	<input type="checkbox"/> Poultry (Chickens/Turkeys)	<input type="checkbox"/> Horses/Mules
<input type="checkbox"/> Vegetables/Melons	<input type="checkbox"/> Cattle	<input type="checkbox"/> Fish (Aquaculture)

What crop, animal or food product brings the most money from sales to your county?

OPINION: Why is your county a good place to produce that crop, animal or food?

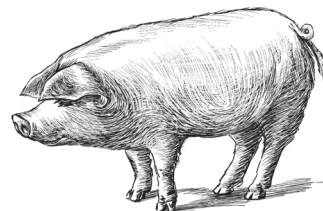
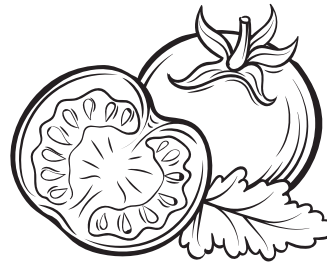
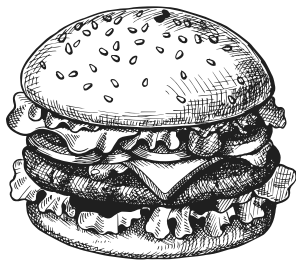
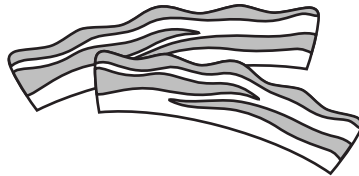
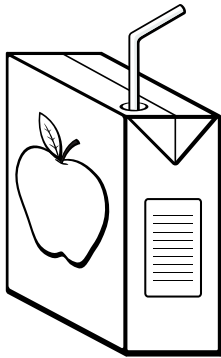
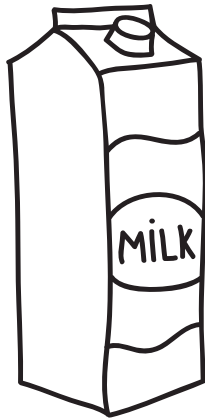
Things I May See on a Kentucky Farm

Circle the things that may be found on a Kentucky farm.
Place an X on the things that do not belong on a farm.




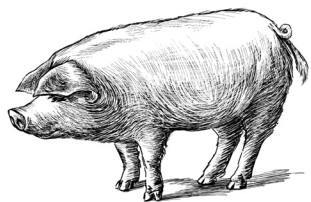


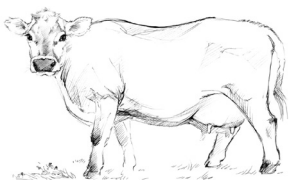
Where Does That Product Come From?

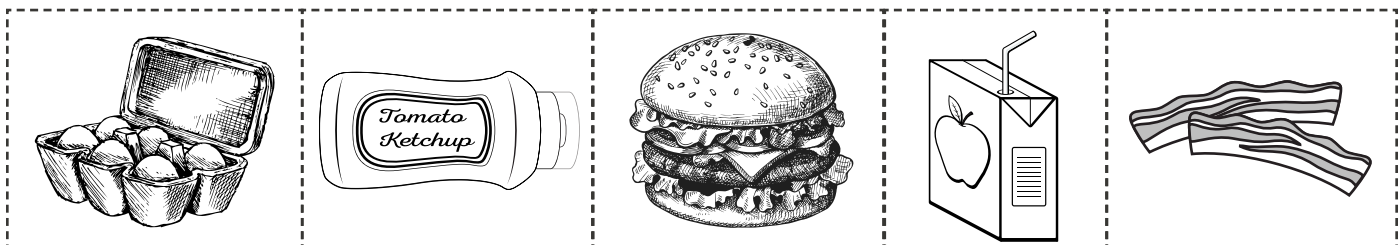
Draw a line from the product on the left to the produce or animal it comes from on the right.



Where Does That Product Come From?

Cut out the processed products at the bottom and glue them next to the produce or animal they come from. Then, write another processed product that can be made from or comes from the same produce or animal.

Produce & Animals	Processed Product 1	Processed Product 2
		
		
		
		
		

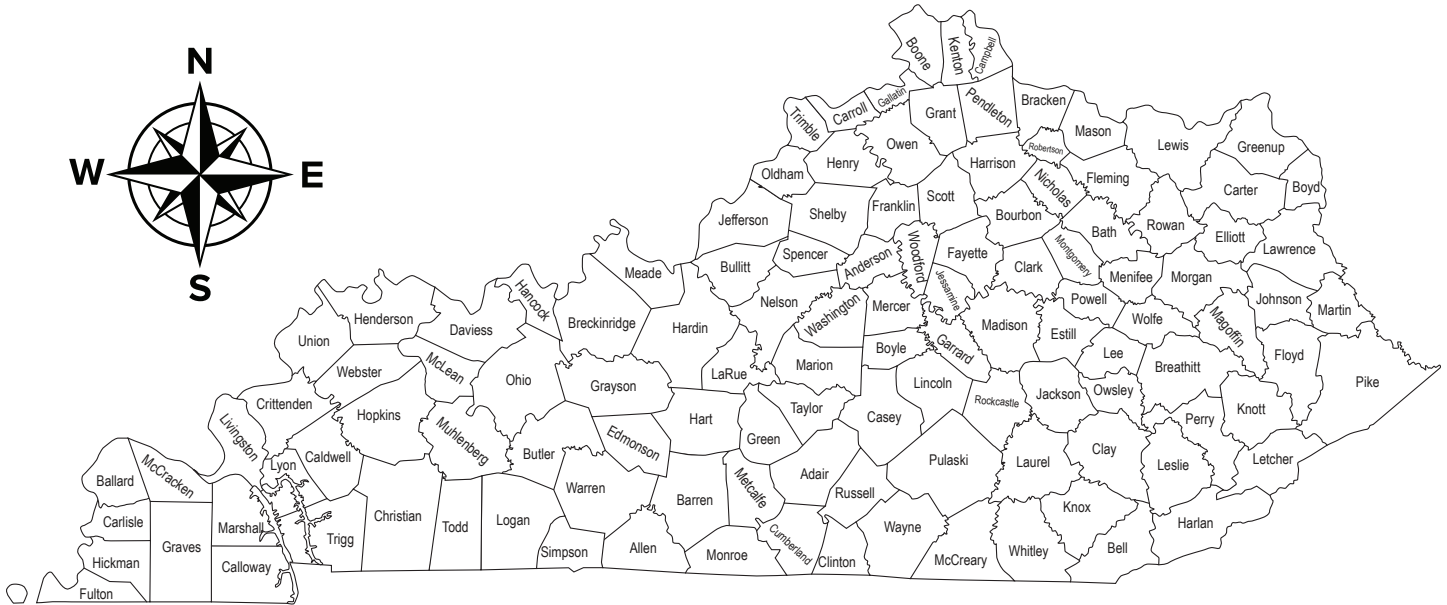




Field Trip 1 - Intermediate

Agriculture Where I Live

Color the county in which you live on the map, then conduct research to find the answers to the questions below. County agriculture data can be found at www.kyfoodandfarm.com.



In which county do you live? _____

How many farms are in your county? _____

Of Kentucky's 120 counties, how does your county rank for agriculture sales? _____

Which of the following are produced in your county?

- | | | |
|--------------------------------------------|-----------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Corn | <input type="checkbox"/> Fruits/Berries | <input type="checkbox"/> Milk |
| <input type="checkbox"/> Wheat | <input type="checkbox"/> Tree Nuts | <input type="checkbox"/> Hogs |
| <input type="checkbox"/> Soybeans | <input type="checkbox"/> Hay | <input type="checkbox"/> Sheep/Goats |
| <input type="checkbox"/> Tobacco | <input type="checkbox"/> Poultry (Chickens/Turkeys) | <input type="checkbox"/> Horses/Mules |
| <input type="checkbox"/> Vegetables/Melons | <input type="checkbox"/> Cattle | <input type="checkbox"/> Fish (Aquaculture) |

What crop, animal or food product brings the most money from sales to your county?

OPINION: Why is your county a good place to produce that crop, animal or food? _____
