

# Homegrown in Minnesota



One 45 minute class period

## Purpose

This lesson will familiarize students with Minnesota's specialty crops in the areas of fruits and vegetables. We will discuss how the food gets from the farm to the table and the importance of eating fruits and vegetables everyday.

**Grades K-2**

## Academic Content Standards

### MN K-12 Academic Standards and Benchmarks

#### Social Studies

- 1.3.2.3.1** Compare physical and human characteristics of a local place and a place far away on a globe or map.

### Common Core Connections

#### Speaking and Listening

##### CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

##### CCSS.ELA-Literacy.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### National Agricultural Literacy Outcomes

#### Agriculture and the Environment

- Provide examples of how weather patterns affect plant and animal growth for food. (T1.K-2 d)

#### Plants and Animals for Food, Fiber & Energy

- Identify examples of feed/food products eaten by animals and people (T2.K-2 c)



## Food, Health, and Lifestyle

- Identify healthy food options (T3.K-2 a)

## Culture, Society, Economy & Geography

- Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes (T5 K-2 d)

## Background —Agricultural Connections

One U.S. farmer produces enough food to feed 155 people worldwide, but farmers are not the only workers involved in making food available to the consumer. Agriculture employs more than 24 million American workers. These jobs include harvesting, storing, transporting, processing, packaging, and selling the food we eat. Farms are the source of almost all the food we consume.

Some of the foods we eat everyday are grown locally, but not all of the food we consume is grown locally. While most states produce their own milk, eggs, fruits, vegetables, and grains, the availability of certain foods depends upon season. The climate and soil of a particular region determines the types of foods that can be grown. Consumer demands influence the items that stores and restaurants offer. Many people want to be able to eat fresh fruits and vegetables in the middle of the winter or out of season. Grocery stores meet these demands by having food transported from other regions of the United States and even from other countries.

The activities in this lesson will promote a natural curiosity about how food affects health while reinforcing food and agriculture as a connection to a better quality of life. Understanding what it takes to produce food will help students make the association between the land, farmers and ranchers, and the grocery store.

## Interest Approach - Engagement

1. Hang up the My Plate Poster.
  - a. Ask students: Why are fruits and vegetables important?
  - b. Ask students: How much of your plate should hold fruits and vegetables?
  - c. Share important nutrition information about fruits and vegetations.  
Examples: We want to eat a lot of fruits and vegetables because most fruits and vegetables are low in fat and calories. They are also high in vitamins to help make our bodies strong and keep us healthy.

## Materials

### Interest Approach:

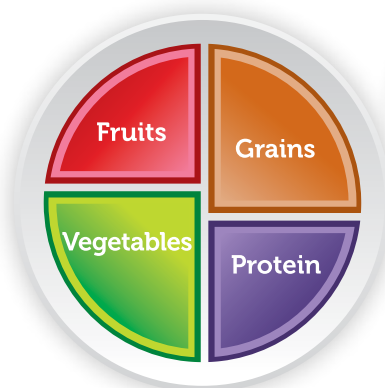
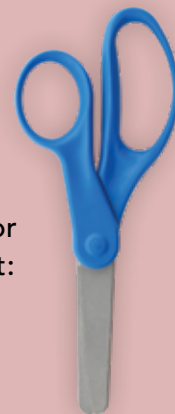
- My Plate Diagram or poster - available at: <https://minnesota.agclassroom.org/educator/sclb.cfm>
- Farm to Table video and What are fruits and vegetables? videos - links available at: <https://minnesota.agclassroom.org/educator/sclb.cfm>
- SmartBoard or Screen Projector

### Activity 1:

- Farm to Fork Poster and Game - available at: <https://minnesota.agclassroom.org/educator/sclb.cfm>

### Activity 2:

- What Am I? Cards - available to print at: <https://minnesota.agclassroom.org/educator/sclb.cfm>
- Pocket Chart (optional)
- Specialty Crops of Minnesota Worksheet (K-1)
- Specialty Crops of Minnesota Worksheet (1-2)



# Vocabulary

**Specialty Crops** – Fruits and vegetables, tree nuts, dried fruits, and horticulture and nursery crops, including floriculture. “They are plants that are intensively cultivated.” Eligible plants must be cultivated or managed and used by people for food, medicinal purposes, and/or aesthetic gratification to be considered specialty crops. (USDA)



2. Play one or both of the following videos to help introduce the topic of fruits and vegetables to your class.
  - a. “Farm to Table” video (K-1)
  - b. “What are fruits and vegetables?” (1-2)
3. Inform students that today you are going to focus on some specific fruits and vegetables that are grown in Minnesota and called specialty crops. Explain what a specialty crop is. The official USDA definition is included in the Vocabulary section of this lesson. A student friendly definition is:
  - a. Specialty crops are crops grown and used by people for food, medicine, or decoration. Fruits, vegetables, tree nuts, herbs, and flowers are all examples.

## Procedures:

### Activity 1

1. Ask the class how many of them have gardens or have helped in the gardens. What did they grow? Share images or actual samples of fruits and vegetables that grow in Minnesota. Not all fruits and vegetables grow in Minnesota. Have the kids brainstorm fruits and vegetables that they know. Point out what kind of climate they might grow in (i.e. bananas grow in a warm climate, so consider how far away from Minnesota bananas are grown). You could take this time to pull out a map or look at a globe and point to where Minnesota is. Talk about fruits and vegetables that we can grow in Minnesota. Use the Minnesota Grown website for ideas: <https://minnesotagrown.com/>
2. Hang up the Farm to Fork Poster. Ask the class if they know where our fruits and vegetables come from. How do they get to the grocery store? If you played the “Farm to Table” video earlier, this should help them answer your question.
  - a. As an alternative to just having a discussion, pull up the Farm to Fork Game on the smartboard and play as a class.

## Activity 2

1. Talk about the difference between a fruit and a vegetable. Emphasize that fruits are produced from seeds and often have seeds in them. Vegetables are also produced from seeds but are parts of a plant i.e. root, stem, leaf, or flower that do not contain the seed.
2. Print out the “What Am I?” cards. You can find these at <https://minnesota.agclassroom.org/educator/sclb.cfm> and read the clues on the cards. Have the class answer and then sort them into fruits and vegetables as a class. You can do this in a pocket chart or on the floor. Emphasize that these are not all of the fruits and vegetables that we eat, but these are specialty crops grown in Minnesota. Remind them of what specialty crop means. Students may tell you which of the fruits and vegetables they have grown before as you are sorting the cards.
3. Have the students independently fill out the specialty crop worksheets to show their knowledge of fruits and vegetables of Minnesota.

## Enriching Activities

- Student activity books at: [https://pbhfoundation.org/pub\\_sec/edu/nut\\_cat/](https://pbhfoundation.org/pub_sec/edu/nut_cat/)

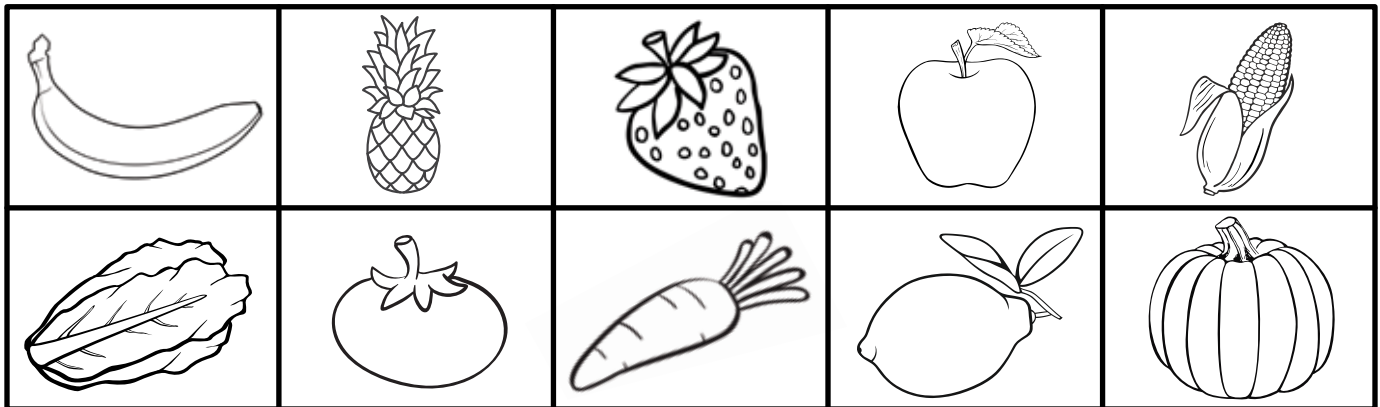
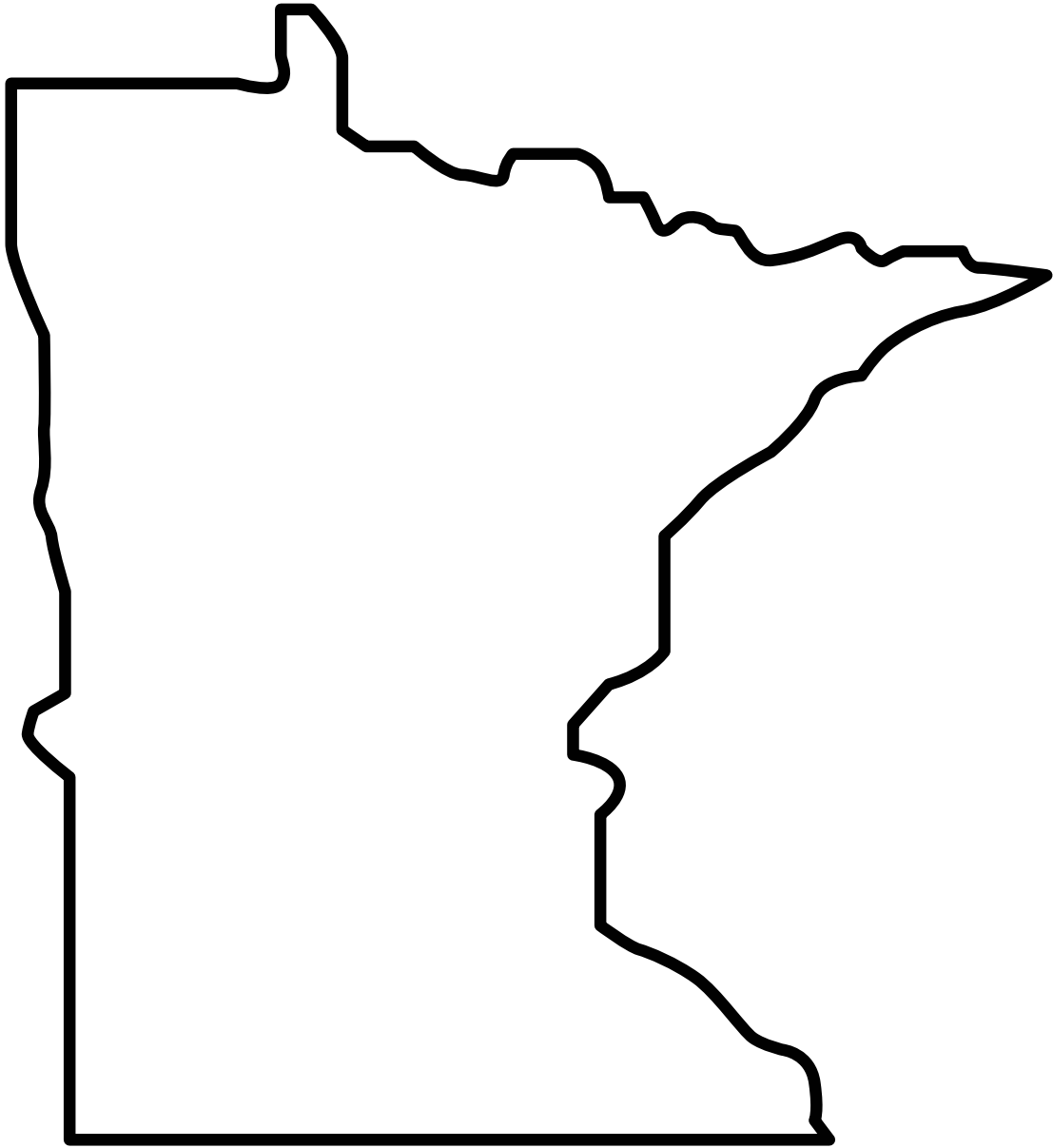
## Sources/Credits

- “What Am I?” Game adapted from [http://pbhfoundation.org/pdfs/pub\\_sec/catalog/WhatAmlcardgames.pdf](http://pbhfoundation.org/pdfs/pub_sec/catalog/WhatAmlcardgames.pdf)



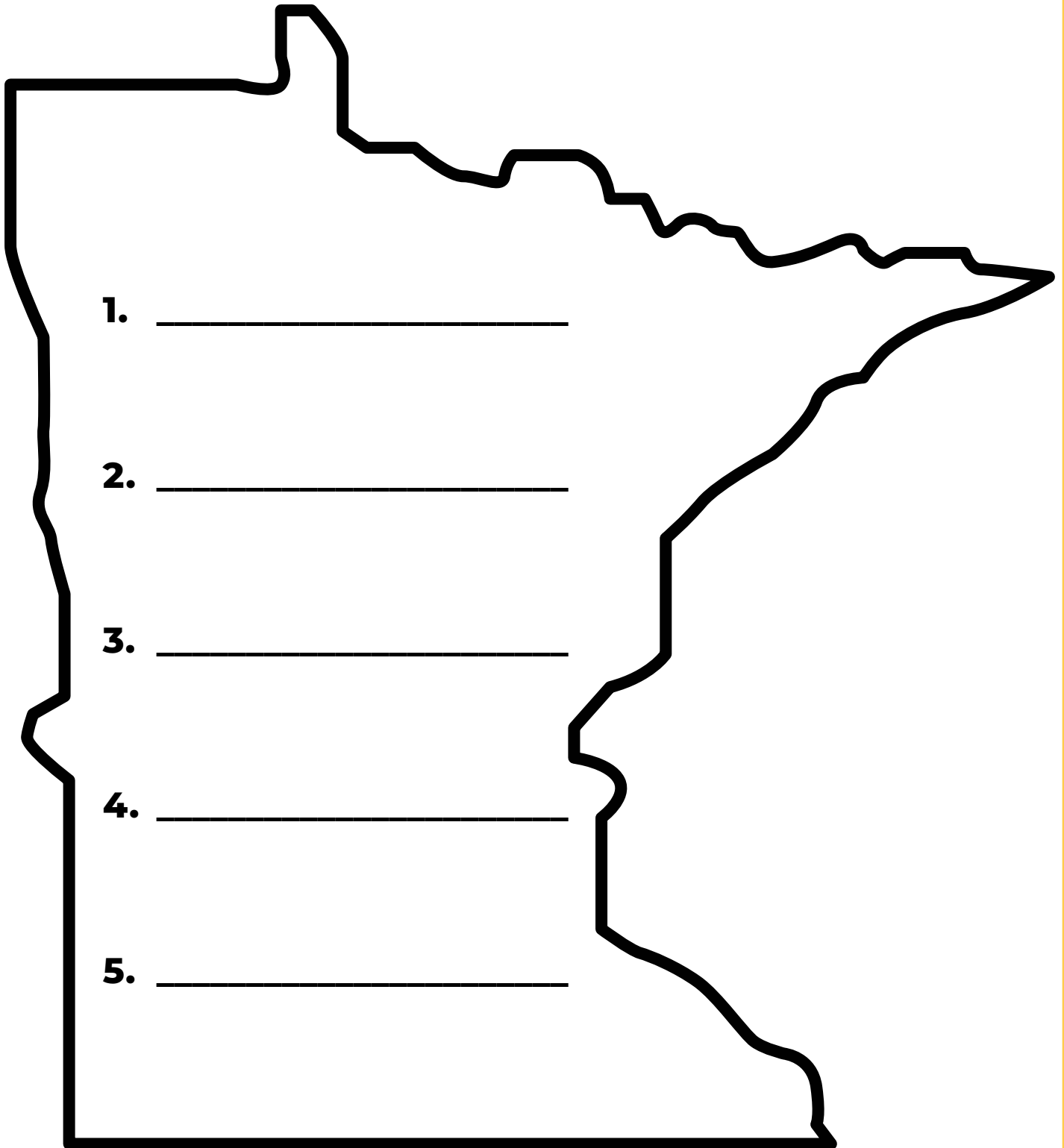
# Specialty Crops of Minnesota

Cut out the pictures of the specialty crops below. Find the pictures of crops that grow in Minnesota. Glue these pictures inside the Minnesota outline. Recycle the pictures of crops that do not grow in Minnesota.



# Specialty Crops of Minnesota

List five specialty crops grown in Minnesota.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_