Cotton

*Lesson Plan for Grade 2, Social Studies*

*Prepared by NAITC*

*Modified by Mississippi State University, School of Human Science*

*for Mississippi Farm Bureau Federation - AITC*

# OVERVIEW & PURPOSE

Students will identify crops grown in all Mississippi counties and explain how climate, water, and soil type help to determine where crops are grown. Students will identify where major crops are grown in the United States and learn map reading techniques.

# EDUCATIONAL STANDARDS

**Mississippi College-and-Career Readiness Standards:**

G.2.2 Investigate physical features of the local region. 1. Examine how physical features affect human settlement. 2. Distinguish between urban, rural, suburban, etc. 3. Investigate different types of landforms and their characteristics.

ELA-L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

**NALOs:**

T1.K-2 a Describe how farmers/ranchers use land to grow crops and support livestock.

# OBJECTIVES

* Students will identify common commodities produced in Mississippi due to features of the land and climate

# MATERIALS NEEDED

* [Where in the US did my food come from? (1 per student)](https://drive.google.com/file/d/16z70QFyk-Qn_TDLZ39C3ICCn361NawDF/view?usp=sharing)
* Cotton T Shirt (1)
* [Mississippi Agriculture Map](https://www.mdac.ms.gov/wp-content/uploads/MSagmap.pdf) (1 per student)
* Mississippi Agriculture worksheet (1 per student)

Essential Files:

* [Where in the US did my food come from?](https://drive.google.com/file/d/16z70QFyk-Qn_TDLZ39C3ICCn361NawDF/view?usp=sharing)
* [Mississippi Agriculture Map](https://www.mdac.ms.gov/wp-content/uploads/MSagmap.pdf)

# Lesson Set Up:

1. Print the Mississippi Agriculture map and Mississippi Agriculture worksheet, and Where in the US did my food come from? (1 per student).
2. Obtain a cotton shirt to show to the class.

# VOCABULARY

**rural:** sparsely populated areas; land area typically used for agriculture

**urban:** in or relating to cities and densely populated areas; little land area available for agriculture

# Ag Facts:

In Mississippi in 2019 there were:

* 1,600,000 bales of cotton produced in 2019
* 780 cotton farms
* $585 million value of cotton production

# LEARNING PROCEDURES

Interest Approach:

1. Ask students to help you make a list on the board of all the types of farms they have seen in Mississippi. This list can include farms that are nearby as well as those they may have seen on a road trip in other areas of the state. As you list each type of farm, list the food they produce as well. For example if a student lists a dairy farm, specify that it produces milk.
2. When your brainstorm is complete, explain to the students that they will be learning about different factors that determine where food is grown. Some of their food is grown close by, and other food is not.

Activity 1: Where does my food come from?

1. Give each student a copy of the *Where in the United States did my food come from?* activity sheet to complete.
2. Discuss the regional patterns and the following questions:
   * What determines which crops are grown where? (water availability, climate, elevation, soil type; consider sharing a map of US soil types to illustrate the connection between crops and soils)
   * Who determines what farmers grow? (consumers who influence demand, other farmers who influence supply, government officials who set quotas and subsidies, and farmers themselves who have preferences and traditions)
   * Can you identify where the corn belt and wheat belt are located?

Activity 2: Mississippi Grown

1. Hold up the cotton tshirt and ask students if they know what it is made out of? (Cotton)
2. Share some of the background information with your students. Discuss the types of crops that are grown in Mississippi, specifically cotton, and why. List some of the climatic conditions that limit the types of crops that can be grown (availability of water, summer heat/winter cold, length of growing season, etc.). ”

**Concept Elaboration and Evaluation**

* Pass out to each student a copy of the [Mississippi Agriculture Map](https://www.mdac.ms.gov/wp-content/uploads/MSagmap.pdf) and review the county that your school is located in. With the students, go over the major commodity that the county produces.

# Additional Learning Procedures

To help students review and elaborate more about cotton try using [“The Carousel”](https://drive.google.com/file/d/1tbvDSHJJ3mNZY-pZN6Pj7LxaeOZUzbBZ/view?usp=drive_link) method to get students to participate in discussions.

More ways to include literacy skills in your classroom, try reading aloud the book [“From Cotton to T-Shirt”](https://www.amazon.com/Cotton-T-shirt-Start-Finish-Second/dp/076138572X/ref=sr_1_8?crid=XBQZC1XMR9UD&keywords=childrens+cotton+plant+book&qid=1693320530&s=books&sprefix=childrens+cotton+plant+book%2Cstripbooks%2C156&sr=1-8). This will allow students to make further connections to agriculture outside of the lesson.



Source: https://www.agclassroom.org/teacher/matrix/

*The MS Farm Bureau Women’s Committee has additional resources to help aid you in this lesson such as a cotton gin, please contact Dedra Luke at 601-977-4169 to learn more!*

*For more information and additional lessons visit*

*https://msfb.org/ag-in-the-classroom/lesson-plans/.*