Rice

*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 learn about food prices and how they have changed over time as they perform mathematical computations, analyze data charts, and compare and contrast statistical information.

# EDUCATIONAL STANDARDS

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

E.2.2 Explain the effects of supply and demand on the price of goods and services. 1. Define scarcity and how it relates to goods and services. 2. Evaluate the impact of resources availability on the price of goods.

ELA-RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**NALOs:**

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

# OBJECTIVES

* Students will discuss how commodities like rice and milk get from the farmer to the consumer
* Students will analyze the cost of food items and reasons behind the cost

# MATERIALS NEEDED

* *Reading Chart I and II* activity sheets (1 per student)
* *Average Prices of Food—Retail* chart (1 per student)
* Colored Pencils (1 pack per student)
* Graph paper (1 sheet per student)

### Essential Files (maps, charts, pictures, or documents)

* [Reading a Chart-I Activity Sheet](https://drive.google.com/file/d/1M_N1Fi0qBX9WxzG-pZLxQr92LR1VRvAo/view?usp=drive_link)
* [Reading a Chart-II Activity Sheet](https://drive.google.com/file/d/11cXM9Wesg8IGFGefGcYL1W75uWBAnYLx/view?usp=drive_link)
* [Reading a Chart-I Answer Key](https://drive.google.com/file/d/178t5jGbwpJiVxUr0L5Dn36XDiAtnztAN/view?usp=drive_link)
* [Reading a Chart-II Answer Key](https://drive.google.com/file/d/1Gy5_6g4--k8sfU2YAuDGmIUVmtZz817N/view?usp=drive_link)
* [Average Prices of Food-Retail Chart](https://drive.google.com/file/d/1OMz8C_IWDPGt2K_oiJ7fD87aANQULG0n/view?usp=drive_link)

# Lesson Set Up:

1. Print I and II activity sheets, along with the Average Prices of Food retail chart (1 per student)

# VOCABULARY

**commodity:** a primary agricultural product that can be bought and sold

**farmer:** someone who grows animals or crops for food and fiber

**retail food prices:** the cost of food at a grocery store or other retail outlet

# Ag Facts:

* U.S. consumers spend just 10 percent of their disposable income on food each year.
* For every retail dollar spent on food, an average of 17 cents goes to farmers and ranchers.
* For every retail dollar spent on food, an average of 83 cents goes to off-farm costs (processing, distribution, retail, etc.).

# Background information for teachers:

As you use this lesson, it is important for students to realize that the United States has the safest, most abundant food supply in the world. Most **farmers** do not make a lot of money producing the food Americans consume. In fact, people who farm most often do it because they have a passion for it. Today, over 90% of farm families have some income that comes from outside of farming. Profit made in agriculture is most often accrued on the marketing end. It may be interesting for your students to meet a producer and learn about his/her operation.

# LEARNING PROCEDURES

Interest Approach:

1. Choose a food item and write the steps from farm production to consumption on the board from left to right. For example:
   * *Milk is produced by cows on a dairy farm; a truck picks the milk up and takes it to a processing plant; the milk is processed and packaged into butter, yogurt, and other dairy products; finally the product is transported to grocery stores where it is purchased and consumed.*
   * *Rice is grown on a farm, much like the ones here in Mississippi. After the rice is harvested it is cleaned and dried. The rice then gets stored to wait for further processing. After it gets taken out of storage it is then cleaned again, hulled, and milled. It is then packaged and processed. Once a supermarket has ordered it, the rice then gets loaded onto a truck and transported to the grocery stores for people to purchase and consume.*
2. As students visualize the different steps of the production of their food, help them understand that the food is sold on each level. When they buy food at the grocery store they are paying the farmer to produce it, the processor to prepare it for consumption, and the grocery store for putting it on their shelves.
3. Ask the students, "What costs are associated with purchasing food at the grocery store?"

### Procedures

1. Review the *Reading Chart* activity sheets. If necessary, rewrite the activity sheets or create math problems that supplement them.
2. Introduce your students to the lesson by having them think about the prices their family pays for specific food items and how they think that price is determined. Possible discussions and/or writing prompts are listed below.
   * If you were to ask your parents if the price of food is going up or down what would they say?
   * On average, is it less expensive, more expensive, or about the same to eat at a restaurant than at home? Explain.
   * How do you think the price of food is determined?
   * Do the farmers who grow the crops make a lot of money on the food you are eating?
   * If you were to compare the price of food in the United States to the price of food in other countries, would it be more or less expensive?
3. Introduce your students to the *Average Prices of Foods—Retail* chart. In general, discuss what the chart shows. Review the meaning of *average*.
4. Have the students complete the student activity sheets and the homework assignment.

**Concept Elaboration and Evaluation**

After conducting these activities, review and summarize the following key concepts:

* The cost of buying food pays for the production of the food on the farm, the processing or packaging of the food, as well as the work of the grocer who sells it.
* The cost of food changes as the years pass and also from season to season.

# Additional Learning Procedures

To help students review and elaborate more about rice try using the [“Carousel”](https://drive.google.com/file/d/1vg03eDnGHgAN-xtOqzkFp1m3BPsKSv0X/view?usp=drive_link) method to allow students to think deeper and make new connections.

Additional texts to include:

[Mama Provi and the Pot of Rice](https://www.agfoundation.org/recommended-pubs/mama-provi-and-the-pot-of-rice)

[What’s for Lunch, Rice](https://www.agfoundation.org/recommended-pubs/whats-for-lunch-rice)

[Glorious Grasses, The Grains](https://www.agfoundation.org/recommended-pubs/glorious-grasses-the-grains)

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

*For more information and additional lessons visit*

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