

Fresh From the Farm

Objective

Students will visit a farmer's market and conduct a survey.

Background

Farmer's markets got their start early in our nation's history when farmers began taking vegetables, eggs, cream, cheese, honey and other produce to the nearest town to trade for things they could not produce on the farm—a steel plow, cotton material for clothing, coffee, sugar and tea. If the farmer had produce left after trading was complete, he or she would take it to an area where an open market was set up and sell it directly to the city folk.

As cities grew, new stores were built, and farmer's markets began to lose customers. Many farmers stopped hauling their goods to town because they could not earn enough money to make it worthwhile.

In 1981 the Oklahoma Legislature passed a bill to help finance and promote the growing, producing and marketing of fruits and vegetables or other agricultural products. At that time the only farmer's market operating in Oklahoma was the Farmer's Public Market, a few blocks south of downtown Oklahoma City. Today there are 69 operating farmer's markets in the state. Many of them are owned by the cities where they are located. Some local growers specialize in particular crops, like herbs, special gourmet plants or organic plants. Meat, eggs and cheese are also available at some markets. Farmer's markets have continued to grow in popularity because customers enjoy the quality of food grown in season by locally producers.

In the 2002 farmers markets got federal support through a program added to the Farm Bill, The Farmers' Market Promotion Program (FMPP). The purpose of this program was to increase and strengthen direct producer-to-consumer marketing channels. Through a competitive grants application process, FMPP funds marketing proposals for community-supported agriculture programs, farmers' markets, roadside stands, and other direct marketing strategies. The program was continued in the 2014 Farm Bill, with some changes.

Social Studies

1. Read and discuss background and vocabulary.
 - Discuss the difference in bartering and paying cash for food and other needs.
 - "In 1981 the Oklahoma Legislature passed a bill to help finance and promote the growing, producing and marketing of fruits and vegetables or other agricultural products." Discuss why this action would be a benefit to the citizens of Oklahoma.
2. Plan a field trip to your nearest farmer's market or assign a visit as home-

Oklahoma Academic Standards

GRADE 1

Citizenship Literacy: 1.
Economics: 1,2. Geography: 2
Numbers and Operations
(Identify coins and their values): 4.1,3
Speaking and Listening:
R.1,2,3,4; W.1,2. Critical
Reading and Writing: W.2
Physical Education—1.1,3;
2.1,2; 3.1; 4.4; 5.4; 7.1

GRADE 2

Economics: 1
Numbers and Operations
(Identify coins and their values): 4.1,3
Speaking and Listening:
R.1,2,3,4; W.1,2. Critical
Reading and Writing: W.2
Physical Education—
1.1,2; 2.1,2,11; 3.1; 5.2; 6.1

GRADE 3

Citizenship Literacy: 2.
Economics: 1,3. Geography: 1
Numbers and Operations
(Identify coins and their values): 4.1,3
Speaking and Listening:
R.1,2,3,4; W.1,2. Critical
Reading and Writing: W.2

Materials

pictures of fruits and vegetables
from magazines or OAITC
Pattern Pages: <http://www.clover.okstate.edu/fourh/aitc/lessons/extras/index.html#pattern>

plain grocery bags

grocery ads

fake money

work or an extra credit assignment.

— Acquire a map of your town, and help students locate the farmer's market on the map in relation to your school.

— Hand out the student worksheet and discuss the information requested.

— Students will complete the worksheet on their visit to the farmer's market.

3. As an alternative to visiting a farmer's market, divide your class into two groups.

— Students will cut pictures of produce from magazines or draw pictures of various fruits and vegetables and display them in baskets for sale.

— Students will research the produce pictured so they can answer interview questions.

— One group will play the role of a farmer at a farmer's market, and the other group will interview the farmers to complete the worksheet.

— Students will then switch roles so everyone can participate equally.

4. Invite a representative from a nearby farmer's market to visit your class and answer students' questions.

— Students will prepare questions ahead of time and write reports based on the answers.

5. Students will interview a produce manager from a local grocery store to learn where the produce is grown and how it gets to the grocery store.

6. Students will interview the cafeteria manager at your school to find out how much local produce is used in students' meals.

English Language Arts

1. Students will work individually or in groups to design posters to advertise the local farmer's market.

— Students will contact your local city hall, chamber of commerce or county Extension office to find dates and times when the market is open.

2. Students will write newspaper-type accounts of their trip to the farmer's market.

Math

1. Set up a pretend farmer's market.

— Students will "buy" and "sell" and practice counting back change.

2. Students will compare produce prices in grocery store produce ads.

— Students will compare grocery store produce prices with farmer's market prices.

— Students will brainstorm reasons for price differences.

Physical Education

1. Students will play one or more of the games included on the “Games” page included with this lesson.

Extra Reading

Cherry, Lynne, *How Groundhog’s Garden Grew*, Blue Sky, 2003.

Eclare, Melanie, *A Harvest of Color: Growing a Vegetable Garden*, Ragged Bears, 2002.

Martin, Jacqueline Briggs, and Alec Gillman, *The Green Truck Garden Giveaway: A Neighborhood Story and Almanac*, Simon and Schuster, 1996.

Melmed, Laura Krauss, and Maryann Kovalski, *The Marvelous Market on Mermaid*, Lothrop, Lee & Shepard, 1996.

Rendon, Marcie R., and Cheryl Walsh Bellville, *Farmer’s Market: Families Working Together*, Carolrhoda, 2001.

Vocabulary

barter—to trade one thing for another without the use of money

goods—manufactured articles or products

gourmet—a person who can enjoy and appreciate fine eating and drinking

market— a public place where people meet to buy and sell

organic—relating to, producing, dealing in, or involving foods produced with the use of feed or fertilizer obtained from plants or animals and without the use of laboratory-made fertilizers, growth substances, antibiotics, or pesticides

produce—fresh fruits and vegetables

specialize—to limit one’s attention or energy to one business, subject, or study

Name _____

Farmers Market Survey

Complete this sheet when you visit the farmer's market.

Name of farmer's market _____

Location _____ Date _____

Write the names of at least five fruits and vegetables found at the farmer's market today.

1. _____
2. _____
3. _____
4. _____
5. _____

Write the names of some of the produce you saw for which the following statements are true.

We eat the root. _____

We eat the stem. _____

We eat the leaves. _____

We eat the flower. _____

We eat the fruit. _____

Write the name of one fruit or vegetable that is sold by the basket.

Write the name of one fruit or vegetable that is sold by the bunch.

Choose one vegetable sold by several different farmers. Visit three different farmers, and write down the price of the vegetable you have chosen for each one. Then average the price.

Name of vegetable _____

Price 1 _____ Price 2 _____ Price 3 _____

Average Price _____

Games

Color Call

1. Students form a circle, with one player in the center.
2. The student in the center throws a beanbag to a player on the rim and calls out a color.
3. The player who catches the beanbag responds by naming a fruit or vegetable of the color called and then throws the beanbag back to the center player while calling a new color.
4. Now the student in the center must name an appropriate fruit or vegetable.
5. The game goes on in this manner, with colors repeated, if necessary.
6. When a player on the rim fails to catch the beanbag or cannot name a fruit or veggie of the color called, he or she is eliminated.
7. When the student in the center drops the beanbag or answers incorrectly, he or she leaves the game, and the questioner moves to the center.
8. The game continues until one player remains—the winner.

Garden is Ready

1. Write the names of a variety of garden vegetables on small pieces of paper, or cut out pictures from magazines or from the “Oklahoma Vegetables” pattern page on the website.
2. Hand out names or pictures to students.
3. Students will sit in chairs scattered around a room.
4. One player serves as the Gardener. He or she stands and says: “The garden is ready to harvest.” Play music to accompany the movement.
5. Walking around the room, the Gardener calls out the name of a garden vegetable.
6. When a player hears the name of his or her vegetable, he or she gets up and follows the Gardener.
7. With each round, the leader calls another vegetable and switches from walking to hopping, skipping, etc.
8. The followers mimic the leader’s motions.
9. When most of the vegetables have been called out of their seats, the Gardener shouts: “Salad.” At this the students must find new seats.
10. The last student to find a seat becomes the new Gardener.

Guess My Name

1. Cut out pictures of fruits or vegetables from magazines or the “Oklahoma Fruits” and “Oklahoma Vegetables” pattern pages on the OAITC website.
2. Without letting the players see the pictures, pin one to each player’s back.
3. The players circulate around and ask each other questions to try to identify what fruit or vegetable they are representing.
4. Any question may be asked except the direct one, “What am I?”
5. The first player to guess his or her fruit or vegetable is the winner, but the game continues until all or most of the players have guessed what they are.