



AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER

LESSON 1

Lesson Plan Title: Growing a Nation		Instructor:
Suggested Total Time for Lesson (minutes): 45 minutes (1 day)		
Content Focus - What will Students Learn? (Content Skill Sets)		
0972.AG.0101.28 Students will learn about historically significant innovations in agriculture and the innovations and technology that will shape the future of food and fiber production. 0972.AG.0101.31 Identify and describe significant innovations and inventions in the history of agriculture and their impacts on the industry. 0972.AG.0111.18 Demonstrate knowledge of American agriculture history.		
Materials and Resources- What do you need to assemble and prepare before the lesson?		
Materials: <ul style="list-style-type: none">• Blank white paper• Colored pencils, crayons, markers, various art supplies• Laptop & Projector	Resources: The Seeds of Change 1600 - 1929 (growinganation.org)	
Lesson Outline: What learning activities will your students do?		
Time	Sequence/Description of Learning Activity	
	Get Started/Explain: Gather paper and art supplies and make the items available for student use. Share “The Seeds of Change” Website link with all students. Project “The Seeds of Change” website, choose a few key points in history to talk about. Reflect on what technology we use today compared to the equipment available years ago. What are some of the major differences? What has made life easier for all of us? What percentage of food and consumable items does your family buy at the grocery store? What percentage of food and consumables, if any, does your family produce at home? Pair students up to work together for this activity. Hand out 6 pieces of blank white paper per pair.	
	Discover/Engage/Practice: Students will access and review the Seeds of Change” timeline. Each pair will select 6 events from the timeline. Ensure that each group chooses a different set of events. You may change the number according to the number of students in the class. Students will make a mini poster of each event using blank paper and art supplies. Each mini poster will need to be titled at the top with the date of the occurrence. Students will draw and color the event or development and add 2-3 descriptors of what occurred on that date.	
	Check for Understanding/Summarize/Close: Starting with the earliest event, allow students to present their chosen event or development. Post these in order around the room for all to see. Summarize by allowing the students to pick three main events that have had the greatest influence on our lives today and explain.	
Modifications, Support, and Extensions (for those students with IEP)		
Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?		