



KEEP ON TRUCKING

GRADE LEVEL: 2-3

SUBJECT: Mathematics

NATIONAL STANDARD(S)

(K-2) MA: 6.1

(3-5) MA: 6.1, 6.2, 6.6, 6.8

THEME: Transportation

FOOD AND FIBER TOPIC: I-B, D, E

LEARNER OBJECTIVE:

Students will understand and apply concepts of data analysis and distributions by observing modes of transportation for food and fiber products.

VOCABULARY

bulk milk—Fresh milk that has not yet been processed and packaged for sale to consumers

produce—Fresh vegetables and fruits which are sold directly to the consumers without processing

BACKGROUND

Most agricultural products move from the farm to the processors then to the supermarket by truck. These trucks pass by us everyday. The trucks with a name-brand visible are easily recognizable. The soft drink trucks, milk trucks, bread trucks and chip trucks are a few examples. Other trucks are less recognizable. The milk trucks with the large shiny stainless steel tanks transport bulk milk from the farm to the processing plant. You may have trucks in your area carrying produce or grains which the children may begin to recognize. This activity makes students more aware of the trucks that transport food and fiber products in and through their communities.

STEP-BY-STEP INSTRUCTIONS

1. Hand out a copy of the activity sheet “On the Lookout for Agriculture”.
2. Discuss the differences in refrigerated trucks, flatbed trucks, hopper trucks (for grain) and cargo box trucks. Also discuss the differences in trucks hauling products to be processed and trucks delivering products to the grocery stores.
3. Ask students to keep track of all the trucks they see during the next three days. (This would be a good homework activity for the weekend.)
4. When the students return their completed activity sheets, organize the data and have the students make a classroom graph showing the different kinds of trucks, the number of wheels, the color, or the products they carry.
5. Discuss who saw the most unusual truck. Also discuss where the trucks may have come from and where they may be going.
6. After students have made a classroom graph, you may want to let them construct their own graph from their individual observations.

RELATED ACTIVITIES

1. Have the students draw the most interesting truck they observed and the origin of the products being transported.
2. Explore with students how long a product may spend in a truck.
3. Discuss with students why products such as milk, bread and chips all have a “freshness date” on them.

RESOURCES

Student Books

- Aliki. (1992). Milk From Cow To Carton. Harper Collins.
- Bushey, J. (1987). Farming the Land: Modern Farmers and Their Machines. Minneapolis: Carolrhoda Books.
- Horwitz, J. (1986). Night Markets: Bringing Food to a City, Harper Collins
- Jaffrey, M. (1997). Market Days: From Market to Market Around the World, Bridgewater.
- Lewin, T. (1996) Market!, Lothrop.
- Mitgutsch, A. (1981). From Grass to Butter. Minneapolis: Carolrhoda Books.
- Mitgutsch, A. (1981). From Milk to Ice Cream. Minneapolis: Carolrhoda Books.
- Patent, D. H. (1991). Where Food Comes From. Holiday House.

Teacher Resources

- Jorgensen, E., Trout, B. & Hellesy, M. (1991). Manure to Meadow to Milkshake. Los Altos Hills, CA: Trust for Hidden Villa.

Related Internet Websites

- Carol Hurst's Children's Literature Site. Food in Children's Literature & Stone Soup.
<http://www.carolhurst.com/subjects/food.html>
- Agriculture for your classroom.: Click on collections, then on subject, then on business, science, and technology, then on agriculture in the classroom.
<http://www.rescol.ca/collections/>

EVALUATION

Were students able to organize the data into graphs?

ACKNOWLEDGMENT

This lesson adapted from Food for America, National FFA Organization, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA 22309-0160.

