

## LIVESTOCK & AGRICULTURE GRADE 4 SOCIAL STUDIES

AN AMAZING RACE! FROM LOCAL FARMS TO TEXAS TABLES





#### **An Amazing Race!** GRADE: Four From Local Farms to Texas Tables In this lesson students will: **★** Explore the relationship between producers and consumers. **★** Create a visual representation of the plants and animals produced in various regions of Texas. **★** Study scientific advancements in the process of Do you ever wonder where getting food from the farm to the table. the meat on your plate originated? Could it 5 5 5 5 5 5 5 5 5 possibly have been raised on a nearby farm or dairy? Standards

★ Social Studies TEKS: 4.7(A), 4.12(A), 4.20(B) ★ ELAR TEKS: 4.6(G)

\* Art TEKS: 4.1(A), 4.3(A), 4.2(B)

#### Before You Go

Prior to visiting the Texas State Fair, students should be given the opportunity to learn about the various types of agriculture and livestock found throughout Texas.

- ★ With a partner, students will read, analyze, and interpret industry trends presented in this infographic provided by Texas Wide Open for Business.
- ★ Draw conclusions about which regions of the state produce the most agricultural output per square mile.
- ★ To build anticipation for their fair visit, let the students know they will be creating an "Amazing Race" style scavenger hunt in which they will locate and document the connection between Texas foods and livestock found in each region of the state.



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## An Amazing Race!

## From Local Farms to Texas Tables

#### Plan Your Route.

- From Big Tex, turn and walk up International Blvd.
- ★ Pass the Hall of State, then turn right.
- ★ You'll find the Food & Fiber Pavilion between

Washington and Nimitz Dr, across from the Embarcadero Building.

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		State Fair Store
ım Building	FUN ON THE FARM	O Cattle Barn
Bailding Ichen Globen Sarden Sarden Sarden	Pee Wee Stampede Horse & K-9 Demos	Horse Barn     Swine Barn     Swine Barn     Pouttry Buildi     LIVE MUSIC     Chevrolet Main     Dr Pepper Stag
	20 Little Hands on the Farm 21 Kids' Pedal Tractor Pulls 22 Milking Demos	
	23 Big Tex's Farmyard 24 Livestock Guided Tours	
	LIVESTOCK AREA	Bud Light Sound
	Livestock Shows	State Fair Wine G Tree House Maes

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#### Optional Materials to Bring

- ★ Smart Phone, Tablet
- ★ Pencil & Notepad (or Sketchpad for Arts Connection)
- ★ Digital or Paper Copy of <u>Regions of Texas Map</u>

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## **An Amazing Race!**

### From Local Farms to Texas Tables

#### While You're There

The goal of the Amazing Race challenge is to collect photos of food that relate to Texas livestock and agriculture. You may also want to sketch the animals and products you see, to prepare for the Art activity.

While you are in the Food & Fiber Pavilion, take snapshots of some of the items you see.

#### In which part of the state was this food grown and produced? (You may need to do a little research on your smartphone!) Helpful links:

Infographic http://gov.texas. gov/files/ecodev/ profileagriculture.pdf

## PRODUCTS

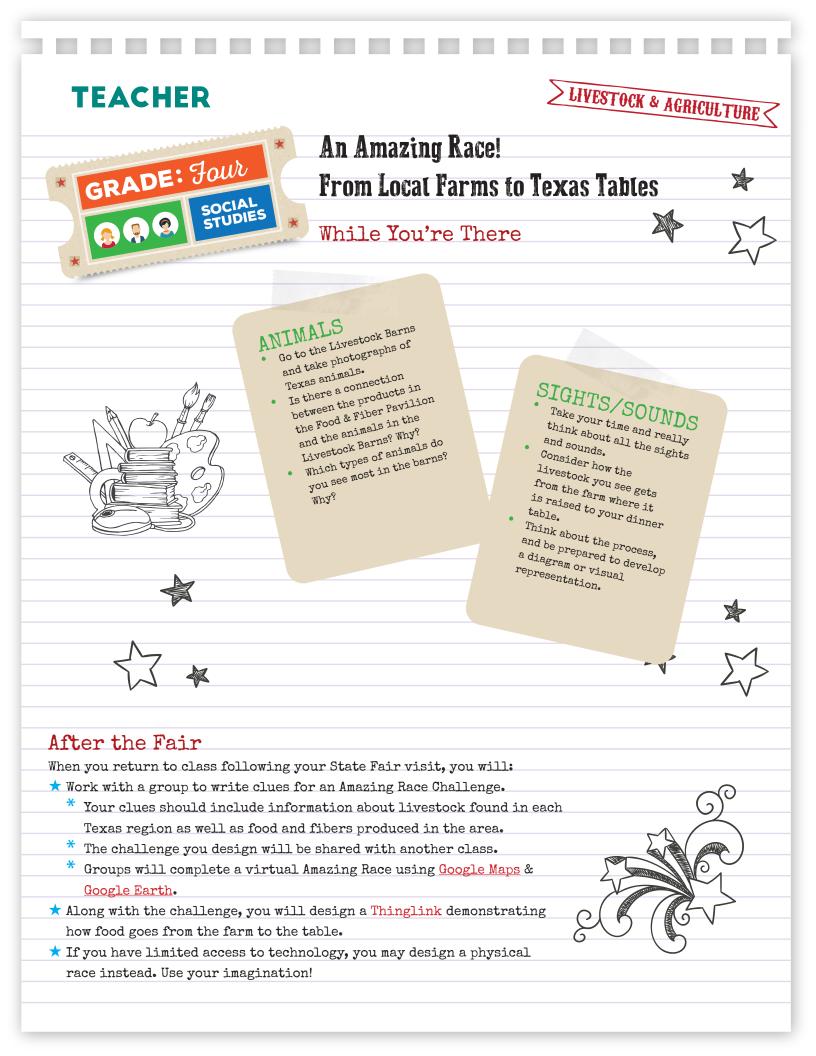
- Think about how the items arrived at the State Fair. What process did they have to go through before they
- were put on display and sold here?
- Where were they shipped from? How many days or hours did it take for the products to get to the fairgrounds, based on where they came from?

#### Plan Your Route.

**★** Your second stop will be the Livestock Barns on Martin Luther King Blvd.











## An Amazing Race! Arts Connection: Narrative in Art

#### In this lesson students will:

- ★ Identify narrative in art, particularly in the artwork of Norman Rockwell.
- ★ Discuss how to look at clues in art (i.e. title, characters, objects involved).
- ★ Make educated guesses about the narrative that the artist is conveying.
- ★ Create their own narrative in art, based on the farmto-table movement they will learn about at the fair and their new knowledge from this lesson.

#### Before You Go

Prior to visiting the Texas State Fair, begin a discussion about narrative art with your students.

- \* What is a narrative?
- \* How do some artists use narrative in their artwork?
- \* Can you think of a way to tell a story with a piece of art?

One example to share with your students might be the work of Norman Rockwell. He was known for his masterful talents and for presenting stories through his art. His "narrative" paintings were even printed in the *Saturday Evening Post* and other mass circulation magazines because they resonated with the public. Show the students some examples of Norman Rockwell's work and ask them to talk about the story that they feel is being told in the artwork. After they have guessed, tell them the title of the work you are discussing. A great website to visit is http://www.nrm.org/. Ask questions such as:

- $^{\star}$  What about this art makes you see that story, or narrative?
- What more could the artist do to further tell the story that you see?
- \* How did the title make you see the story differently, or the same?
- What would you do differently?

Talk to the students about how they will visit the Food and Fiber Pavilion, as well as the Livestock Barns at the Fair. As they learn about the livestock and the origins of their food, tell them to think about how they might tell that story in a work of art.

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## An Amazing Race!

## Arts Connection: Narrative in Art

#### After the Fair

When you return to the classroom, have the students take out their notes, sketches, and/or photos from the fair. Revisit the work of Norman Rockwell and the way that he used images to tell a story, or narrative, in his artwork. Also, remind them of how he titled his paintings to give the reader a strong hint as to what was happening in the scene. Have the students do the same with their new knowledge of the food journey from the farm to the table. Give the students questions to think about as they get ready to create their artwork, such as:

- \* What are the most important parts of the story?
- \* What images could you use to tell this story?
  \* Think about the title that you choose -How will that help?
- \* If I showed this to someone who had no idea of the origins of their food, would they be able to understand the story in my work?

The medium used for this project is the teacher's choice. Before embarking on their main project, have the students sketch their plans so they think through the process, before diving in. When they have finished with their projects, invite other classes to come in and guess the story or narrative in the artworks. Reveal the titles after the other students have guessed the stories.