

# Farms, Food, and Environmental Impact

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Woodstock Elementary Grades 5 & 6

## **Transfer:**

Students will understand current practices of local food production, land use, farm practices and the importance of making responsible decisions that affect the environment and their personal wellness.

## **Essential Questions:**

*Questions will be focusing ideas for research projects.*

- What is the history of a local farm?
- What is a CSA?
- What is robotic milking?
- How does Farm and Wilderness Camp promote a healthy lifestyle?
- What is the difference between grain and grass fed beef?
- What is the difference between raw and pasteurized milk?
- How has our Farm to School program changed our cafeteria?
- What Vermont products practice Fair Trade?
- What are local sustainable practices?
- How hard is it to farm organically?
- What is the history of Vermont maple farming?
- What is the life cycle of a beef cow?
- What is the difference between organic and nonorganic produce?
- What makes a Vermont product so good? (Ben and Jerry's, Green Mountain Coffee, Cabot Cheese)
- What are some current practices for producing local produce?
- Why to eat organically, and at what local restaurants?
- How has maple farming changed over the years?
- Does the Woodstock Inn follow local and healthy food practices?
- How healthy are Vermont apples?
- What does a local food map look like?
- What is the disparity of healthy food?
- What is the Slow Food Movement?
- Who is at Woodstock's Farmers Market?
- What are current trends in Vermont dairy farming?
- How are value added products, such as cheese making, changing farms?
- What is an organic product?

**S5-6: 50 Students demonstrate their understanding why and how natural resources are managed by...**

- Identifying the variety of local natural/agricultural resources in geographical and/or topographical regions of Vermont;

**AND**

- Identifying the products and natural/agricultural resources that are specific to Vermont.

**AND**

- Explaining the positive and/or negative consequences of human practices on Vermont's natural/agricultural resources.

**GE Connection: S5-6: 36**

**AND**

- Explaining the interrelationship between resource management practices and the sustainability of Vermont's natural/agricultural resources. (E.g. Vermont's recycling policies, maintenance of Vermont's deer herd, Vermont Yankee issue, importing of invasive species into Vermont lakes.)

**GE Connection: S5-6: 49**

**Standards:**

**CCSS-**

**Reading Standards for Informational Text:**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Integrate information presented in different media or formats, to develop a coherent understanding of a topic or issue.

**Writing Standards:**

1. Write arguments to support claims with clear reasons and relevant evidence. OR
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.

**Assessment of Learning:**

-Students will demonstrate an understanding of reading and research gathered in a clear and coherent piece of writing and research project.

-Participation in the "Dinner Project"

## **Timeline and Instruction:**

### **September-February:**

-Visit local Farmers' Market on the Green in Woodstock. Students will ask questions, and engage in conversation with farmers, recording their learning in a journal.

EQ: What are local farming practices today?

Who are our local farmers and what do they produce?

What are the personal, economic, and environmental challenges and rewards local farmers face?

-All 6<sup>th</sup> graders will read Seedfolks by Paul Fleishman. Through discussion participation and written reactions to the text, students will share their understandings.

EQ: What is a community garden?

What are the benefits of gardening?

How can a garden effect a community?

How is life in Vermont different than the diverse urban setting of the story?

-Students share a current event article about a local farm, sustainable movement, or food consumption.

EQ: What is in the news about farming?

What is in the news concerning food trends?

What is in the news about food production and its environmental impact?

-Billings Farm visits:

EQ: Where does the food we eat come from?

How have farming practices changed from the 1800s?

-Begin research projects: Determine topic, essential question, thesis, and type of writing piece appropriate. Research (resources: websites, interviews, reading and site visits), develop thesis, draft, revise, edit, bibliography, and publish.

Create an accompanying visual aide.

### **February 2013:**

-Culminating activity: "Dinner Party Project," a student planned dinner for parents working in conjunction with our school "Farm to School" coordinator. The event will also include sharing of final projects.

EQ: How do you plan a dinner party?

What local foods are available in February?

What's the nutritional value of the food?

How do you share research?