



DISCOVERING
WHAT GROWS
WHERE IN THE
GOLDEN STATE

California Crops

Use grocery advertisements to find, cut out and laminate 15 different California grown commodities. Place a strip of double-sided tape on the back of each photo.

1. Show students a large map of California. Explain that each commodity grown in California has unique needs and grows best in certain regions of the state. Have the students locate where they live and determine what products are grown locally. Discuss how climate, water and soil affect an area's agricultural growing capacity.
2. Distribute laminated photos of California grown commodities to student pairs. Instruct students to work together to determine where the commodity is produced and why. Ask students to approach the map in pairs and place the commodity where they think it is grown. Use the California Produces map to locate the correct growing areas.
3. Have each student select one fruit or vegetable and write a formal business letter to a corresponding agricultural commodity board. Prior to writing the letter, brainstorm with the class a list of information they wish to obtain from the activity. This list may include questions about production, distribution, harvest, growing locations and conditions, nutritional benefits and economic value of the crop.
4. Mail the letters. Challenge students to use the information received from agricultural commodity boards to assemble a written report. Encourage students to use quotes or paraphrase information from various sources and give credit to all references.



Materials:

- Large wall map of California
- Reference books on fruits and vegetables
- Commodity cut-outs
- Double-sided tape
- California Produces map
www.ciaifc.org/caproduces

Vocabulary:

Climate: the long-term average weather of a region including typical weather patterns, the frequency and intensity of storms, cold spells and heat waves.

Distribution: the commercial activity of transporting and selling goods from a producer to a consumer.

Economic Value: the amount of profit received for a specific good and its impact on the surrounding economy.

Objective:

Students will appreciate California as a major agricultural state, gather production information about one California grown commodity and create a written report.

California State Board of Education Content Standards

Grade 4: Science: 3b
ELA: Reading 2.2, 2.5; writing 1.1, 1.2, 1.4, 1.5, 1.7, 1.10, 2.3, written and oral language conventions 1.0
History-Social Science: 4.1.3, 4.1.5
Grade 5: ELA: Reading 2.1; writing 1.1, 1.3, 1.6; written and oral language conventions 1.0

Grade 6: Science 5e
ELA: Reading 2.1; writing 1.1, 1.2, 1.4, 1.6, 2.3; written and oral language conventions 1.0

This lesson can be easily adapted to meet the educational standards for a variety of grade levels.

California is the #1 agriculture producing state in the nation.

This lesson has been adapted from California Foundation for Agriculture in the Classroom curriculum. For additional educational resources, visit www.LearnAboutAg.org.