

# Let's Go On A Shopping Spree



**LEVEL:** 4th Grade

**SUBJECTS:** Practical Living / Vocational Studies, Math, Social Studies, Reading, Writing

**LEARNING GOAL:** Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

## MATERIALS

“Let’s Go on a Shopping Spree!” student worksheet, “Where Your Food Dollar Goes” handout and “Kentucky’s Agricultural Wealth” worksheet.

## VOCABULARY

Basic human needs, agricultural commodity, by-products, farm value, consumer

## SUPPORTING INFORMATION

Plants and animals are grown to supply the basic human needs for food, fiber (clothing), and shelter. According to Maslow’s hierarchy of needs, agriculture supplies the most basic human needs—food and shelter. Agriculture commodities are processed in many different forms for consumer use. These production and processing costs (labor, packaging, transportation, depreciation, advertising, fuel, electricity, rent, and interest) determine the ultimate cost to the consumer and equally important, the profit or farm value realized by the agriculture producer (farmer).

Kentucky’s geographic terrain is well suited for production of many varieties of crops and livestock. Refer to the “Kentucky’s Agricultural Wealth” brochure for more details.

## PROCEDURE

1. Draw a large pyramid (triangle) on the board and label it, “Human Needs Pyramid”. Through group discussion, have students decide how **needs** differ from **wants**. Have the group complete levels of human needs pyramid, beginning at the bottom with safety, then food, then shelter, clothing, group acceptance and love.
2. When the pyramid is completed, have students determine those needs supplied by agriculture and its related industries.
3. Divide students into small groups and have them complete the “Let’s Go on a Shopping Spree!” exercise. As a class, have groups compare responses. Next use the

handout to determine which of the four agricultural commodities would most likely be produced in this state. Show students a map of Kentucky and have them speculate, based on geographic terrain, where corn, beef, wheat, and soybeans would most likely be produced.

1. Distribute the “Where Your Food Dollar Goes” graphic and have students again work in small groups to (a) identify **food products** in the grocery cart, (b) estimate the total cost for these items, and (c) calculate the labor, farm value, packaging, and transportation cost for the **food items** in the cart using the per \$ graphic. As a class, compare responses and have students explain their computations.
2. Using the Kentucky’s Agricultural Wealth worksheet discuss what the possibilities would be if agriculture was lost from these communities and the effect it would have on the state. List how the industries are interdependent upon the other and how each work together for the betterment of Kentucky. Example: loss of livestock operations in Kentucky— what counties and industries would be affected (livestock, grain and hay production counties). Then list the companies industries related to agriculture-example: bank, grocery, trucking, livestock companies, agriculture equipment companies, etc.

## EVALUATION

Students distinguish the difference between human wants and needs and identify the varied uses for agricultural products to meet human needs. Students describe the characteristics of Kentucky’s geographic terrain which are suited to production of a specific agricultural product. Students demonstrate graphing and estimating skills to calculate food costs in the shopping cart and demonstrate understanding that agricultural commodities go through many processing stages before being ready for the consumer.

### MEETS KY CORE CONTENT 4.1 ASSESSMENT STANDARDS

#### Social Studies

SS-04-3.1.1  
SS-04-3.3.1  
SS-04-3.4.1  
SS-04-4.4.1

#### Practical Living / Vocational Studies

PL-04-3.1.1  
PL-04-4.2.1  
PL-04-4.2.2

#### Mathematics

MA-04-1.2.1  
MA-04-1.3.1

#### Reading

RD-04-3.0.4  
RD-04-3.0.6  
RD-04-4.0.1

#### Writing

WR-E-3.6.0

#### OBJECTIVES

The student will:

-determine plant or animal sources for a variety of common supermarket products.

-identify basic needs supplied by agriculture and related industries.

-decide which agricultural commodities are produced in Kentucky from our five listed on the handout and determine which geographic region is more suited for production of these commodities (corn, beef, wheat, soybeans) and why.

-estimate the cost for the food products and then use the “Where Your Food Dollar Goes” chart to calculate the total labor, farm value, packaging, and transportation cost for these products.

#### CONCEPTUAL AREA

Agricultural base— people use plants and animals in a wide variety of ways to obtain food, fiber, shelter, and other products.



## Where does your food dollar go?

### OFF-FARM

costs (marketing expenses associated with processing, wholesaling, distributing and retailing of food products) account for **81 cents** of every retail dollar spent on food.

**38.5¢ Off Farm Labor**

**8¢ Packaging**

**4¢ Transportation**

**3.5¢ Energy**

**4.5¢ Profits**

**4¢ Advertising**

**3.5¢ Depreciation**

**4.5¢ Rent**

**2.5¢ Interest**

**1.5¢ Repairs**

**3.5¢ Business Taxes**

**3¢ Other Costs**



**81¢ OFF FARM**

**19¢ FARM**

### FARMERS and RANCHERS

receive only **19 cents** out of every retail dollar spent on food that is eaten at home and away from home. In 1980, farmers received **31 cents** out of every retail dollar spent on food in America.

\***OTHER COSTS** include property taxes and insurance; accounting and professional services; promotion; bad debts; and many miscellaneous items.