

Oregon



Agriculture in the
Classroom Foundation

Developed By:

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Summer Ag Institute Lesson Plans

Title of Lesson: Marketing Agriculture

Academic Subject: Art, Graphic Design, Math

Theme: Marketing Oregon Berries

Grade Level: 10-12

CIM/CAM Standards:

1. CIM The Arts: Create, present a work of art [brochure, logo, label] using art elements to achieve desired effect (promote an Oregon berry product).
2. CIM Measurement: Determine appropriate units, tools and techniques to measure to the degree of accuracy required in a situation.
3. CIM Economics: Understand how decisions regarding production (what, how, for whom) are answered in the economic system.

Learner Objective: (The student will)

1. Collect information about Oregon berries or a specific grower's berries.
2. Make a flyer for the general public, showing the benefits of this grower's (or their own berry business) berries. (Alternate: make a berry product label for their own berry business.)

Vocabulary:

1. Antioxidant – plant substance which prevents oxidation or radical formation.
2. Vitamin C – water soluble vitamin which is also an antioxidant, anti-scurvey.
3. Anthocyanin – plant pigment, especially in berries and fruits; strong antioxidant.

4. Fiber – cell wall of plants, which promotes healthy digestion and other benefits.
5. Phytonutrient, phytochemical – plant-made nutrients, usually antioxidants; some of which inactivate enzymes of malignant cells.
6. Margin – visual space around type or images.
7. Font – style of type.
8. Logo – an abbreviated letter or image combination used as a recognizable symbol of a company or product.

Anticipatory Set: What kinds of berries does Oregon produce? What are the health benefits of berries? Why are these rather recently-recognized health value of berries having an important economic effect? What is unique about these berries, why may Oregon berries be better-tasting than berries from elsewhere?

Instructional Outline (Teaching Content)

1. Information needed for flyer.
2. Interview berry grower.
3. Content of flyer (or label).
4. Measurement of the areas of the flyer (or label).

Strategies (What to do, explain or have students do)

1. Visit selected web sites.
2. Use list of questions—what does the grower expect for the flyer? (Ease of handing out, cost, map to the farm stand, berry benefits). What goes into the farmer's decision on the amount of crop to produce, what price to charge?
3. Use vocabulary words in describing benefits of berries. Include specific reasons why this farm produces such berries (microclimate, soil, farmer's care of soil and plant, variety of berry).
4. Students will make draft version, twice as large as final flyer. Measure type areas, image areas, cut out templates for arranging within the flyer space.

Closure:

We will invite student body to view flyers, sample berry products during lunch, and fill out survey.

Resources:

1. Agriculture in the Classroom Foundation: <http://AITC.oregonstate.edu>
2. American Dietetic Association: www.eatright.org
3. 2005 Farming Sourcebook (organic certification, soil, pest, weed management)
4. OSU Extension Service: <http://eesc.oregonstate.edu> and Publications and Videos
5. Oregon Commodity Commission (Blueberries, Raspberry, Blackberry Commission)
6. www.oregon-berries.com
7. U.S. Department of Agriculture: “Science in Your Shopping Cart” (available from Oregon Agriculture in the Classroom.)
8. Koren, Leonard, Graphic Design Cookbook. San Francisco: Chronicle Books, 1989.
9. Examples of flyers and brochures: Oregon Raspberry and Blackberry Commission, Oregon Blueberry Commission, Happy Harvest Farm.

Evaluation:

1. Students will show their Flyer/Label/Logo Portfolio and state its key points.
2. Flyer or label will be evaluated according to how clear and visually noticeable it is. How were design elements organized, reason for colors chosen.