GOAL STATEMENT:
Students will develop an understanding of the size and importance of the Chesapeake Bay watershed. They will also recognize Maryland agriculture as an integral part of human life in the watershed.

OBJECTIVES:
• Students will interpret a map, identify states that contribute water to the Chesapeake Bay, and locate places of interest in Maryland.
• Students will research agricultural products grown in Maryland’s portion of the Chesapeake Bay watershed and share their findings with the class.

REQUIRED MATERIALS:
• Copies of “Chesapeake Bay Watershed Coloring Map” (1 per student)
• Copies of “Maryland Map” (1 per student)
• Copies of “Introduction to Maryland Agriculture” map and question sheet (1 per student)
• Copies of “Agricultural Product Research Guide” (1 per student)
• Colored pencils
• Materials for research project: computers with internet access, reference books, poster paper, markers, scissors, glue, etc.

AMOUNT OF TIME TO ALLOW:
Two 90-minute periods for completion of all parts of the lesson. Extension activities will take additional time.
Note: This lesson is intended to span at least two 90-minute class periods, but it can be scaled back to one period if the agricultural product research activity is scaled back to a simple agricultural fact-finding activity.
Almost all of Maryland is located in the Chesapeake Bay watershed, but many of the state’s residents are not familiar with watersheds. A watershed is defined as the geographic area of land from which water drains to a specific body of water. To help people understand watersheds, it is helpful to use a shed as an analogy. Most students are familiar with sheds. The water that falls onto one side of a shed roof flows in one direction, but the water that falls on the other side of the roof flows in another direction. This is comparable to what happens when a higher-elevation area of land, a divide, separates the direction of water flow and creates various watersheds.

The Chesapeake Bay watershed is very large. It includes most of Maryland and parts of Pennsylvania, Delaware, Virginia, New York, West Virginia, and Washington, DC. Many rivers flow into the Chesapeake Bay. The Bay is an estuary, an area where fresh water from rivers mixes with salt water from the Atlantic Ocean. Estuaries are extremely important ecologically because they tend to have high concentrations of nutrients and other conditions that are ideal for supporting a wide diversity of plant and animal species.

The Bay watershed is vast: it encompasses more than 64,000 square miles. Therefore, human activities in any part of the watershed can ultimately affect water quality in streams and the Bay. Maryland’s seafood industry is considered to be part of agriculture because it provides food for people. Another lesson in this curriculum, Something Fishy, allows students to investigate Maryland’s seafood industry. This lesson focuses on exploration of agricultural products from plants and animals produced on land.

Although it may be surprising to many people, agriculture is Maryland’s top industry in terms of dollars contributed to the state’s economy. Agriculture makes up a major portion of the land use in every Maryland county and is especially important in rural counties. No matter where you live within the state, your home isn’t very far from some kind of agriculture. Agriculture in Maryland includes plants and animals raised and harvested for food as well as a variety of other economic sectors including forestry, landscape plant production, and the horse industry.

In this lesson, students color in the areas of the six states and Washington, DC that are part of the Chesapeake Bay watershed to better understand the watershed’s scale. Then they interpret a map that uses icons to illustrate the distribution of Maryland agricultural products. Next, individual students or groups of students research various Maryland agricultural products and share their results with the rest of the class. They learn and share information such as how and where products are raised, how they are harvested and/or processed, how they are used, and ways that they interact with or affect the environment. Because agriculture is such a widespread land use within the Bay watershed, people who work in careers related to agriculture strive to incorporate a variety of practices that help to minimize negative environmental impacts. People who work in agriculture incorporate best management practices (BMPs) that are environmentally friendly and may even help to improve soil and water quality. These practices may eventually help to improve the health of the Bay and its tributaries.
Ask students to raise their hands if they know someone who has a shed at home. What are the functions of a shed? (Sheds protect our possessions from the weather. They keep rain from coming into contact with our possessions by redirecting precipitation.) What direction does water move when it hits one side of a shed roof? What about the other side? The highest point in an area of land is called a divide because it separates the direction of water flow and creates different watersheds.

Give each student a copy of the coloring map and a Maryland map. Ask students to locate the Chesapeake Bay and to identify states that are to the north, south, east, and west of the bay. Are there other features on the map that students can identify?

Directions:
Part A. Introduction to the Chesapeake Bay Watershed (15 minutes)
Steps to follow:
1. Explain to students that this activity will help them become familiar with the Chesapeake Bay watershed and give them practice interpreting map features.
2. Give each student a copy of the Chesapeake Bay watershed map. Tell students to lightly color the portion of each state (the section that falls within the area outlined by a dotted line) that falls within the Chesapeake Bay watershed. They will each need seven colors because they will use a different color for the portion of each state (and DC) that has land that falls within the watershed. This activity will help students understand the large size and geographic distribution of the watershed.

As students finish coloring the map, quiz them by asking questions about the bay facts listed on the back side of the map. For example, you could ask “What do you think the average depth of the bay is?” Continue quizzing the class until most students have finished coloring.

1. Have students use the Maryland map to match the numbers with the correct place names.
2. Students who finish the assignment quickly may identify other places of interest to them and write their names on their map sheets.
3. Complete the activity by sharing student ideas about important places in Maryland and reminding the class that the entire Bay watershed contributes water to the Bay.
4. Ask “Do you think it is easy or difficult to protect the Bay from pollution? Why?” Lead the discussion to the idea that tributaries of the Bay come from a 64,000 square mile area and that it is extremely difficult to convince people, especially those who are far away from the Bay, that their activities can cause pollution in the Bay.
5. Discuss the importance of Maryland agriculture as Maryland’s top industry. Be sure that students understand the range of animal and plant products that are part of Maryland agriculture. (See Background Information for details.) Emphasize that people who work in agriculture careers strive to incorporate environmentally practices that help protect the state’s soil and water resources.

Visit the Maryland Department of Natural Resources and Maryland Department of Agriculture websites and search for terms such as “Maryland agriculture” for an overview of agriculture within the state.
Directions:

Part B. Introduction to Maryland Agriculture (25 minutes)
Steps to follow:
1. Ask students to brainstorm agricultural products that are grown in Maryland.
2. Compile a list of plant and animal products that are produced within various counties or regions of the state.
3. Next, have students share facts that they know about various products and their uses.
4. Distribute copies of the Maryland Agriculture map and the map questions sheet.
5. Allow students to interpret the map and answer the questions. Review the correct answers.

Part C. Maryland Agricultural Product Research — Day 1 (45 minutes)
1. Divide students into groups and have each group choose one or more agricultural products grown in Maryland. (This may also be done as an individual assignment.)
2. Each student group should research its assigned product(s) and prepare a presentation for the class.
3. Students will each be responsible for taking notes on the research guide (enclosed) as a method of individual accountability, and each group will decide on an appropriate format(s) for the presentation. Possible formats/visual aids include posters, tables and charts, PowerPoint presentations, models, maps of Maryland, etc. Because individual students have different learning styles, they usually appreciate being permitted to select presentation styles.

Part D. (40 minutes – Day 2) Give each group of students time to plan the presentation and prepare visual aids. Be sure that each student has an assigned role in the project so that all students contribute to the final presentation.

Part E. (30 minutes – Day 2.) Allow each group five minutes to share the most important findings about the product(s) researched. As an evaluation tool, you may choose to have other students list three important facts from each presentation. Be sure to discuss and emphasize the interactions between agriculture and then natural environment within the Bay watershed. The ultimate goal of preparing and viewing presentations is to help students understand the importance of agriculture in Maryland and the interaction between Maryland agriculture and the environment.

Ask the class to suggest possible positive and negative effects of agriculture on the environment. What types of environmental concerns did students identify in their research? Can they think of other environmental concerns? Possible positive effects include providing food for deer and migratory birds and preserving open space. Possible negative effects include increased soil erosion and runoff of nutrients from fertilizer and manure into bay tributaries. Students might also want to describe or research techniques that are used by farmers to reduce the possibility of negative impact on the environment.

Students might want to interview someone who works in agriculture and ask him or her about techniques that are used to reduce environmental impacts of farming. Findings may be shared with the class. Interviewing people who work in agriculture can help stimulate student interest in agricultural careers.
Many students think that all people who work in agriculture are farmers. In reality, numerous non-farming careers are essential to the success of agriculture. Agriculture-related careers include:

- **Animal/Plant Farmer**—This person raises animals or plants that are important to Maryland residents.
- **Greenhouse Operator**—This person raises plants in greenhouses to extend the growing season.
- **Agricultural Chemical Producer/Salesperson**—This person makes and sells agricultural chemicals such as fertilizers and pesticides.
- **Agricultural Marketing Specialist**—This person helps to advertise and sell agricultural products.
- **Equipment Dealer/Mechanic**—This person sells and repairs agricultural equipment.
- **Textile Manufacturer**—This person uses fibers from cotton and other plants to make textiles for clothing and other products.
- **Agricultural Extension Educator**—This person develops programs that help educate farmers and other Maryland residents about agriculture.

Students will be surprised to discover the breadth and diversity of agricultural careers. The Maryland Agricultural Education Foundation website can provide teachers with information about agricultural careers. Additional information about careers is available on the Maryland Department of Agriculture website.

**Evaluation**

A pre/post test should be completed with this lesson plan. Student understanding of concepts can also be evaluated through class discussion as well as through evaluation of completed activity data sheets. Analysis/conclusion questions that are answered incorrectly by a large number of students should be addressed in a follow-up discussion.

**References**

Encyclopedias such as World Book and Britannica are excellent references for researching agricultural products. Online versions of many encyclopedias are available for student use.

- **Chesapeake Bay Foundation website**
  *This website includes general watershed information.*

- **Maryland Department of Agriculture website**
  *This website is useful for finding information about basic agricultural conservation techniques.*

- **Maryland Agricultural Education Foundation website**
  *This website can provide general information about Maryland agriculture and information about agricultural careers.*
**Food for Thought:**
Agriculture in the Chesapeake Bay Watershed

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The Chesapeake Bay Watershed
The water in the Bay comes from a very large area of land called the Bay Watershed. This watershed includes water from parts of 6 states!

### Directions:
1. Color the watershed of each state a different color. Key:
   - [ ] New York
   - [ ] Maryland
   - [ ] Pennsylvania
   - [ ] Virginia
   - [ ] Delaware
   - [ ] West Virginia
2. Use a Maryland map to match these places with the correct numbers.
   - Annapolis
   - Ocean City
   - Baltimore
   - Salisbury
   - Cumberland
   - Washington, DC
   - Bay Bridge
   - My Home Town!

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Why do you think it is difficult to keep pollution out of the Chesapeake Bay?
What activities cause pollution in the watershed?
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Facts about The Chesapeake Bay

The Chesapeake Bay

- The Chesapeake Bay is an estuary, a body of water where fresh and salt water mix.
- The Bay is about 200 miles long, stretching from Havre de Grace, Maryland, to Virginia Beach, Virginia.
- The Bay is 3.4 miles wide near Aberdeen, Maryland and 35 miles wide at the mouth of the Potomac River.
- Contrary to what most people think, the Bay is only about 21 feet deep.
- The Bay and its tidal tributaries have around 11,684 miles of shoreline—more than the U.S. West Coast!
- The Bay supports more than 3,600 species of plants, fish and animals, including 348 species of fish, 173 species of shellfish, and over 2,700 plant species.
- The Chesapeake is home to 29 species of waterfowl and is a major resting ground along the Atlantic Flyway. Every year, one million waterfowl spend the winter in the Bay region.
- The Chesapeake is a commercial and recreational resource for the 17 million people who live in its watershed. It produces about 500 million pounds of seafood each year.

The Bay Watershed

- The Bay receives about half its water from the Atlantic Ocean. The rest drains into the Bay from its very large, 64,000-square-mile watershed.
- The Susquehanna River provides about half of the fresh water coming into the Bay—an average of 19 million gallons of water per minute. There are about 150 major rivers and streams in the Bay watershed.
- The Bay watershed is home to more than 16.6 million people. About 170,000 people move into the Bay watershed each year.
- Everyone in the watershed lives just a few minutes from one of the more than 100,000 streams and rivers that drain into the Bay. Each of these streams can be considered a pipeline from communities to the Bay.
- Rain water can enter the soil and become part of the ground water system that leads into the Bay.

Bay Restoration

- The Chesapeake Bay was the first estuary in the U.S to be targeted for restoration because of damage due to human activity.
- Everything we do on the land—including the use of automobiles, fertilizers, pesticides, toilets, water and electricity—affects our streams, rivers and the Bay.
- To restore the Bay, everyone has to make changes in the way we live in our own communities, homes, and yards.

Source: www.chesapeakebay.net
Introduction to Maryland Agriculture

Directions: Use the “Maryland Agriculture” map that accompanies this lesson to answer the following questions about Maryland agricultural products.

1. How many different kinds of agricultural products are shown in the legend of the map?

2. Some of the symbols represent animals or animal products. What kinds of animals are shown?

3. Choose any two counties in different parts of the state and compare/contrast the products they produce.

4. Broiler chickens are chickens that people eat. What part(s) of Maryland produce most of the state’s broiler chickens?

5. Certain breeds of cattle produce milk that is used for dairy products. What part(s) of Maryland produce most of the state’s dairy products?

6. Field corn (corn for grain) is a special kind of corn that is dried and used for animal feed and food products for people. What part(s) of Maryland produce the most of the state’s corn for grain?

7. Write the name of the county where you live, and list the main agricultural products raised there.

8. Some of the counties on the map are different colors. What do the colors represent?

9. Western Maryland has mountains, Central Maryland has rolling hills, and the Eastern Shore and parts of Southern Maryland have flatter land. What are some ways in which the shape of the land might affect the kinds of products grown?

10. Create your own question about the map. Write the question and the answer below.
**TEACHER KEY: Introduction to Maryland Agriculture**

Directions: Use the “Maryland Agriculture” map that accompanies this lesson to answer the following questions about Maryland agricultural products.

1. How many different kinds of agricultural products are shown in the legend of the map?
   - Twelve

2. Some of the symbols represent animals or animal products. What kinds of animals are shown?
   - Five: dairy, broilers, layers, horses and ponies, cattle and calves

3. Choose any two counties in different parts of the state and compare/contrast the products they produce.
   - Answers will vary depending on the counties chosen

4. Broiler chickens are chickens that people eat. What part(s) of Maryland produce most of the state’s broiler chickens?
   - Students may list the Eastern Shore counties or just write “Eastern Shore” or describe the area

5. Certain breeds of cattle produce milk that is used for dairy products. What part(s) of Maryland produce most of the state’s dairy products?
   - Students may list the counties of Western and Central Maryland or describe the area

6. Field corn (corn for grain) is a special kind of corn that is dried and used for animal feed and food products for people. What part(s) of Maryland produce the most of the state’s corn for grain?
   - Students may list the counties of Southern Maryland and the Eastern Shore or describe the area

7. Write the name of the county where you live, and list the main agricultural products raised there.
   - Answers will vary depending on which county the students live in

8. Some of the counties on the map are different colors. What do the colors represent?
   - Colors represent elevation (brown is higher, orange is medium, green is lower)

9. Western Maryland has mountains, Central Maryland has rolling hills, and the Eastern Shore and parts of Southern Maryland have flatter land. What are some ways in which the shape of the land might affect the kinds of products grown?
   - Answers will vary (ex: it is easier to raise animals and fruit in the mountains and grains in flat areas)

10. Create your own question about the map. Write the question and the answer below.
    - Answers will vary
**Maryland Agricultural Product Research Guide**

**Name of Product:** _____________________________

**Description of Plant or Animal (you may also draw or attach photos):**

**How it is Used by People (this is the most important section!):**

**Varieties (different types):**
## Maryland Agricultural Product Research Guide

### Where it is Grown and How Much is Grown in Maryland:

| Name: ____________________________ |
| Date: ____________ | Period: ________ |

### How it is Grown (plants) or Raised (animals):

### Harvesting and/or Processing:

### Diseases and/or Pests:

### Environmental Connections (positive or negative environmental impacts):

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PRE-Evaluation: Food for Thought: Agriculture in the Chesapeake Bay Watershed

1. How old are you? ____________

2. Are you... (Select one.)
   - A boy
   - A girl

3. Are you...(Select ALL that apply.)
   - African American/Black
   - White
   - Native American/Alaskan Native
   - Other
   - Asian
   - Hispanic/Latino
   - Native Hawaiian/Other Pacific Islander

4. What type of school do you go to? (Select one.)
   - Public school
   - Private school
   - Religious school (Catholic, etc.)
   - Home school

Your Science and Agriculture Opinions and Knowledge

5. **BEFORE going through the AGsploration Program**, please **circle** the degree to which you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>I like science.</td>
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<td>When I graduate from high school, I would like to have a job in agricultural science.</td>
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6. **BEFORE going through the AGsploration Program**, please **circle** your knowledge level about the topics listed below.

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POST-Evaluation: Food for Thought: Agriculture in the Chesapeake Bay Watershed

Your Science and Agriculture Opinions and Knowledge

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9. As a result of participating in this activity, tell one new thing you will try or one thing you will find information about.


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SUPPLEMENTAL-Evaluation: Food for Thought: Agriculture in the Chesapeake Bay Watershed

Directions: If you are teaching more than one lesson plan in one day, you may attach this to the pre/post evaluation form for the other lesson you are teaching. Please have the student fill out these during the pre and post evaluation times. In addition, only have the student fill out the post evaluation questions Q5 – Q7 at the completion of all lessons.

**PRE-Evaluation**

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