

## Writing Activities for Community Resource Package

### Agriculture

1. Have students journal about new information they learned or a new insight they gained after viewing any of the Agriculture programs.
2. Imagine you are taking a trip to a local farmer's market with your family. Describe what you might see, hear and smell in that environment. What might you buy at a farmer's market?
3. What are some obstacles farmers might face during the process of growing and selling fruits and vegetables? How do they overcome and plan for those obstacles?

### Economics

1. Have students journal about new information they learned or a new insight they gained after viewing any of the Economics programs.
2. Encourage students to write an advertisement to support a new product or local business.
3. In the book *A Chair for My Mother*, they are saving their money for a new chair for Mother after their apartment caught on fire. If you were able to save money, what would it be for? What is an item that you may need to save a lot of money for?

### Elections/Political Campaigns

1. Have students journal about new information they learned or a new insight they gained after viewing any of the Elections programs.
2. Have students write a campaign speech, persuading citizens why they should vote for them.
3. Have students use the following writing prompt: I think the most important job of the President is.....

### Environment

1. Have students journal about new information they learned, or a new insight they gained after viewing any of the Environment programs.
2. After viewing an Environment program have students think about what recycling means to them. Discuss recycling as a class and consider what words they associate with recycling. Ask students to write poetry or prose related to the topic of recycling.
3. Have students write about what might happen if we didn't recycle.
4. Write a story about something that has been recycled, like a can, newspaper, or plastic bag, and its adventures along the way.

### Infrastructure

1. Have students journal about new information they learned or a new insight they gained after viewing any of the Infrastructure programs
2. After viewing an Infrastructure video have students list the big picture idea and at least three main points of the program.

3. Have students create interview questions for either a city engineer or a street department worker.
4. After watching the Infrastructure 5 or 6 video, have students write to the following prompt: I think a fireman's job is \_\_\_\_\_ (hard, easy, dangerous, exciting, etc) because\_\_\_\_\_.

### Maps

1. Have students journal about new information they learned or a new insight they gained after viewing any of the Infrastructure programs
2. Have students pick an interesting place or landmark on a map. Describe why this would be an exciting place to visit and the route they might take to get there.
3. Have students create a map of their bedroom, house, neighborhood, park, etc...

### Transportation

1. Have students journal about new information they learned or a new insight they gained after viewing any of the Transportation programs.
2. Have students write about the following question: How do trains impact our lives?
3. You find a suitcase in a train station. The suitcase has your name on it. Have students write a short story to finish the beginning sentences.
4. Have students complete a Venn Diagram comparing a locomotive steam engine and an Amtrack passenger train.



## Journal Entry Page

Date\_\_\_\_\_

Entry Title\_\_\_\_\_

# Venn Diagram

