

# Fruit for Sale

**Grade Level: K-3**

**Approximate Length of Activity: One class period**

## Objective

### Teacher

1. Make students aware of the creativity used in advertising and marketing of agricultural food products.
2. Make students aware of how marketing techniques help to influence people when making consumer choices.
3. Teach students about Michigan agriculture and the fruit industry.

### Students

1. Become aware of the creativity used in marketing.
2. Learn about agriculture in Michigan and the fruit industry.

**Michigan Content Standards: (Social Studies) K-G5.0.1; 1-E1.0.1; 2-E1.0.2; 2-E1.0.3; 3-G4.0.1; 3-E1.0.2; 3-P4.2.2**

## Introduction

What is your favorite fruit? Do you like cherries? How about blueberries? Michigan is one of the nation's top producers of apples, different varieties of grapes, cherries and blueberries. Many different types of fruit grow well in Michigan. Let's learn more about fruit together!

Fruit bears seeds and are produced by flowering plants. Almost all fruits grow on woody stemmed plants such as trees, bushes or woody vines. (Exceptions include bananas and strawberries.) Fruit crops are not grown from seeds like most other crops, so they do not have to be replanted each year. Many fruit plants are productive for 30 to 50 years.

To care for fruit crops, farmers fertilize the soil or plants. They also cultivate the soil around the plants to control weeds. Some farmers irrigate their fruit crops so the plants receive enough water. Water sprinklers are used to protect fruit from frost. As the water freezes, it releases heat and keeps the fruit from freezing. Farmers also use heaters to protect the fruit from frost. Fruit trees/plants are usually trained to grow the proper way. When a farmer trains a plant, he/she props the trunk, ties the branches or prunes it (cuts off unproductive branches).

After fruit is harvested by hand or machine, it is taken by truck to a packing house. Some orchards/fruit farms have their own packing houses. The fruit is washed, sorted and packaged. The fruit is then delivered to stores or food processing plants by truck, train or boat. In storage areas, the temperature is cool and the oxygen is reduced. At the processing plants, fruits are used to make fruit drinks, pie fillings, jellies and other products. Fresh fruit must be stored under special conditions to stay fresh.

 Fruit is a very important part of your daily diet; it is recommended that you eat two to four servings of fresh fruit each day. Many fruits, such as oranges, cantaloupe and strawberries are a good source of vitamin C. Vitamin C strengthens body cells, promotes healing of wounds and bones, and helps

to resist infections. Athletes who have broken bones or other injuries should take vitamin C to help their bodies heal. Vitamin C may also help your body fight an illness that other students are catching quickly. Loading up on vitamin C will not benefit your body, as the unneeded vitamin C will simply leave your body unused. Most fruits are high in sugar, so they give our bodies quick energy.

After reading “Eating the Alphabet” by Lois Alert, this project is designed to help the student understand how advertising and packaging affects our marketing choices. The teacher will know (1) how to identify fruits; (2) common Michigan grown fruits; (3) fruit is perishable; and (4) have available a collage of picture of fruit and/or a fruit basket with fruit for students to see.

This project is designed to bring awareness of the creativity in marketing of products to students and challenge the students to expand their ideas in creative marketing. Each student is asked to draw a picture of his/her favorite fruit and use a design that will make a picture that encourages others to choose that fruit.

After individual drawings are complete, students will select the fruits they were most encouraged to purchase by the picture portrayal. The selection will be done by anonymous voting of the students participating in the activity.

## Materials Needed

- “Eating the Alphabet” by Lois Alert
- Chalkboard or chart paper
- Magazines or newsprint pictures of fruit and/or real fruit from supermarket (seed catalogs and grocery ads in the newspaper make excellent sources) as examples
- Drawing paper (9 x 12) for each student
- Chalkboard ledge or table to display finished drawings

## Activity Outline

1. Read the book “Eating the Alphabet” by Lois Alert to students.
2. Make a list of fruits grown in Michigan on chalkboard or chalk paper.  
*(a list is provided in this lesson)*
3. Brainstorm a list of healthy fruits found in the grocery store.
4. Discuss how pictures displayed with the fruits or in the pictures of the fruit will encourage making that fruit choice.
5. Ask each student to choose a fruit he/she would like to sell.
6. On a 9 x 12 paper, design an advertisement to market your product—one that would help people choose to buy that fruit.
7. Display finished pictures for all students to see.
8. Allow students to place a square of paper in front of their favorite fruit picture that was drawn for a vote. (Students should “vote” one at a time while others hide their eyes.)
9. Discuss what ideas and fruits were used in drawings to help students make their choice.

## Discussion Questions

1. How did the fruit advertising drawing help you make a decision to choose that fruit?
2. How did the picture help you learn about new ways to eat fruit?
3. Did the picture make you aware of how and where the fruit is grown?
4. Since having this lesson, can you identify the fruit section in a store?
5. After having this lesson, can you make better choices when buying fruit and know when advertising is trying to cause you to make a better choice?

## Related Activities

1. Research different healthy facts about fruits and include them on your poster.
2. Make a grocery list and pick at least two fruits to place on the list to buy.
3. Create a center in the room and have children vote on the best commercial advertising drawing of the fruit displayed in the center.
4. Create a center using the three highest vote-getters for the class project and display the actual products with the pictures. Invite another class to vote on the top three selected by the class to determine the best advertising and marketing piece created.
5. The lesson "How to Pick the Best" located in the health section of this curriculum guide.
6. The lesson "Fresh from the Farm" located in the math section of this curriculum guide.
7. The lesson "The Great Fruits of West Michigan" located in the social studies section of this curriculum guide.

## Book Resources

1. "Frannie's Fruits" by Leslie Kimmelman
2. "The Fruit Group" by Mari Schuh
3. "A Fruit is a Suitcase for Seeds" by Jean Richards

*Acknowledgement: Adapted from "Fruit for Sale" Illinois Farm Bureau® Agriculture in the Classroom.*

# List of Fruits Grown in Michigan

- Apples
- Apricot
- Blackberry
- Blueberry
- Cranberries
- Cherries
- Cantaloupe
- Grape
- Honey dew melon
- Kiwi fruit
- Nectarine
- Peach
- Pear
- Plums
- Raspberry
- Strawberry
- Watermelon

## Michigan Ag Facts

**Share these fun facts with your class!**  
**Use these facts on your advertisements.**

- Apples are the #1 fruit in the United States, available year round. Michigan is one of the top 3 apple growing states in the nation.
- 121 million pies can be made from Michigan's annual tart cherry production.
- It takes 8 pounds of cherries to make just one pound of dried cherries.
- A vine produces 15-80 pounds of grapes every year.
- One million Michigan residents are employed in production agriculture, food processing and related businesses.
- Michigan's agriculture industry contributes \$63.7 billion to Michigan's economy every year, making it the second largest industry.

Source: Michigan Farm Market and Agricultural Tourism 2008 Directory