



**Grade Level:** 3-12

**Essential Skills:** 4, 5, 6, 9

**CCSS:** 3.SL.2, 4.SL.2, 5.SL.2, 6.SL.6, 6.L.6, 7.SL.6, 7.L.6, 8.SL.6, 8.L.6, 9-10.SL.6, 9-10.L.6, 11-12.SL.6, 11-12.L.6

**Social Sciences:** 1.8, 3.10, 5.12, 6.16, 8.21, HS.46, HS. 47

**Time:** 45 minutes

**Materials:**

**Source Relay Kit\* or:**

- a set of Source Relay cards
- 8 brown bags, boxes or bins labeled farm, factory, store and earth

**AITC Library Resources:**

**Books:**

How did that get in by Lunchbox? The story of Food

**More Lessons:**

Wool Spinning  
Cotton Ginning  
Clothes on the Grow  
From Wool to Wheel  
A Common Thread: The Significance of Wool in Medieval England

# Lesson to Grow

## A Relay for the Source

**Description:**

Before a product ever leaves a factory or enters a store, it began as a natural resource or an agricultural commodity. Agriculture provides us with a vast array of raw materials to make clothes, books, cosmetics, medicines, sports equipment and much more. Students will learn that agriculture provides nearly all of the products we rely on any given day by participating in this activity where they match an everyday item with its “source.”

**Activity Directions:**

1. Explain to students that today they will be investigating common everyday items sources. Ask students to make a list of common items and foods eaten by students. Today, we will be investigating the sources of those products.
  2. Divide students into two teams, the red team and the green team. Gather the Source Relay cards and separate the green framed cards from the red framed cards. Set the deck of each teams cards at one end of the classroom. Set boxes or bags labeled farm, factory, store and earth in front of each team at the opposite end of the classroom as the stack of cards.
  3. Instruct students that their job is to work together as a team to distribute their stack of the cards in the box or bag labeled with the product’s source. Explain that teams will be relaying the first person in the line will take the top card on their teams deck of cards and they will run to the other end, place it in the box or bag labeled with the products source and then return to their teams line. Then, the next team player may draw their card and repeat the same process. Once a team has finished, their whole team should sit down to signify they have completed the activity.
  4. After the first team finished, ask students to gather around you or return to their desks as you review the cards in each box or bag. As you hold up each picture, ask the students if they agree or disagree with the source choice.
  5. Begin with the Farm container. If the item contains ingredients or raw products from a farm, the item is in the correct container. Examples; cereal, cookies, milk, or any clothing item made out of a natural fiber such as cotton (jeans) or wool (coat). Non-edible items; paint (this contains linseed or soybean oil), or fuel such as ethanol. (The “Farm” container usually has only a few items in it.)
  6. Next, the Earth container, it will likely only have a few items as well. These items come from the ocean, plants or animals that occur naturally without management from humans, or from mining. Examples: fish or shrimp (wild; however, fish and shrimp are also farmed), cars, salt, water, plastic (starts as oil, which is mined) synthetic fabrics (polyester, petroleum or oil products), computers, cell phones, any metallic items. Wood products may be in this box, but many wood products are from timber grown on farms. Let the class decide how to divide these.
- Teacher’s Note:** Remind your students that this is the “source” search. What is the “real” source of the things we use everyday? Nearly all are grown or mined - farmed or extracted from the earth. With this concept in mind, you are ready to take a look at the “Factory” and “Store” containers.
7. A Factory is a place were raw ingredients are changed into the useful items we need or want; wood into furniture, ore into steel for cars, wheat into bread, and potatoes into chips. A factory assembles items.
  8. A Store is a place where we buy the items we want. The “Factory” & Store container cards should be sorted into “Farm” or “Earth”
  9. After going through a group review of the source containers. ALL products have been grown or mined. Factories and stores rely on raw ingredients from the farm and natural world. Every picture or product is now in either the Farm or Earth container. At this point you’ll want to remind students that farms need natural resources – soil, water, light, and air. The Farm container could actually be placed into the Earth container!

**Bandage** - The backing, which makes up the majority of the bandage, is typically made from plastic (a product of the **earth**). However, the pad in the middle of the bandage may be made of cotton (a **farmed** product).

**Bread** - made from wheat (a **farmed** product).

**Cheeseburger** - meat is from cattle, cheese from dairy cows, and toppings are all grown (a **farmed** product).

**Compostable Utensils** - biodegradable one made of plant waste(a **farmed** product).

**Cookies** - The ingredients needed for making cookies come from a farm. The flour comes from wheat, sugar comes from sugar beets or sugarcane and the chocolate from a cocoa tree (a **farmed** product).

**French fries** - made from potatoes (a **farmed** product).

**Jeans** - The denim used in jeans is a product of cotton (a **farmed** product).

**Leather boots**- Animal hides are used to produce leather (a **farmed** product).

**Nutella** - made of hazelnuts (a **farmed** product). The package is made of plastic (a product of the **earth**).

**Pencil** - made from trees that grow in the forest (a product of the **earth**).

**Plastic Utensils**- made out of plastic (a product from the **earth**).

**Salt** - A mineral mined from salt water (a product of the **earth**). The glass container is made of minerals that were mined (a product of the **earth**).

**Toilet Paper** - Toilet paper is made from trees of managed forest or tree farms (a product of the **farm** or **earth**).

**Tomato Sauce** - made from tomatoes (a **farmed** product). The can is made from minerals that were mined (a product of the **earth**.)

**Water** - 2.5% of the water on earth's surface is fresh water (a product of **earth**). The bottle is made of plastic (a product of the **earth**).

10. At the end, every product should be in either the "Farm" or "Earth" category. At this point you'll want to remind students that farms need natural resources – nutrients, water, light, and air. All of the objects in the "farm" category could actually be placed into the "Earth" category! All of the objects we use today come from agriculture and the natural resources of our earth.

11. Consider having students map out the processing of one of the products tracing it back to its original source to the processed item we use today.