

Social Studies Integrated Unit ----Block C

Level:
Elementary 2-3

Course: Social Studies (Integrated Unit)
Unit Title: How Does Transportation
Affect the Food We Eat?

**Approximate
Time:** 2 weeks

Organizer:
How does
transportation
affect the food
we eat?

Targeted Standards:
SS-EP-3.4.1 Students will describe the production, distribution, and consumption of goods.
SS-EP-4.4.1 Students will describe ways people modify the physical environment to meet their basic needs (food, shelter, and clothing).
SS-EP-4.3.2 Students will describe how technology helps us move, settle and interact in the modern world.

Essential Questions:

1. What types of transportation are used to transport food (fruit/vegetables) in America?
2. What types of food are healthy for your body?
3. What different types of foods do we transport to America from Canada and Mexico?

Culminating Performance/Product:

In groups of two, one partner will pick their favorite fruit to research and the other partner will research their favorite vegetable to research. You will have time to research your favorite fruit/vegetable in the library during class time. Your group will be responsible for creating a brochure that explains how your favorite food (fruit/vegetable) is transported to your local area. The brochure will portray that you have knowledge about how your favorite fruit/vegetable is transported to your community. Your group will have time to work on conducting your research and creating your brochure in class before presenting your project to the class.

Transportation Affects the Food We Eat

Introduction: This is a two-week lesson for third graders to be taught during spring. The topic is how fruits and vegetables get to our local grocery store from various places around the world.

Rationale: Students don't understand that all fruits and vegetables aren't grown behind their local grocery store, but instead are grown and shipped from all over the U.S. and around the world.

Goals:

1. Children will understand that different foods come from different parts of the country/world.
2. Students will understand that food is shipped different ways (transported by car, truck, planes, boats, etc.).
3. Students will understand what different types of foods there are in the world.
4. Students will understand how to eat healthy.
5. Students will understand how fruits and vegetables grow.

Setting Instructional Resources:

- Children's Literature that correspond with the unit:
 - "Apples to Oregon" by Deborah Hopkinson
 - Being the slightly true narrative of how a brave pioneer father brought apples, peaches, pears, plums, grapes, and cherries across the plains.
 - "Freezing Preservation of Foods" by Donald Tressler
 - This book focuses on the principles of refrigeration. It explains the equipment necessary for freezing and transporting frozen food by a refrigerated truck.
 - "Explore the World of Progress" by Sherie Barger
 - This book briefly presents some technological advancements in the area of food, industry, and transportation. It discusses how the advancements in food and transportation effect the foods we eat.
 - "Who is Devouring Me?" by Andrea Rodriguez Vidal
 - Jerry loves food like everyone else. However, Jerry starts loving food so much that it is soon his only concern. All day long, Jerry eats, and becomes disinterested in the activities that make him happy: playing, painting, and doing his homework.

- “Why Should I Eat Well?” by Claire Llewellyn and Mike Gordon
 - When Monica asks her friend Rachel “Why should I eat well?” she learns the consequences of poor eating along with the benefits of healthy eating. With amusing pictures and simple text, this book shows children the importance of eating sensibly and explains the meaning of a balanced diet

- “Finn Cooks” by Birte Muller
 - Finn doesn't understand why he can't eat whatever he likes. "What's wrong with Gummi Bears for breakfast, and chocolate for lunch?" One day Mother lets him discover the answer for himself. Gleefully, Finn fills a grocery cart with junk food, then, spends half the day gobbling the sweets. What bliss! What a stomachache! Poor Finn learns his lesson the hard way in this humorous story that finicky eaters and frustrated parents will surely identify with.

- “On the Go! A Transportation Book” by Teresa Imperato
 - This adorable books features movable tracks and pop-ups on every page! Readers can drive a car along the track to a pop-up gas station, a plane into a pop-up hangar, a train into a pop-up station, and more! Colorful art and fun, rhythmic text makes this a must-have for preschoolers. Olivia Rayner's bright, vibrant art is perfect for young children.

- “Let’s Eat: What Children Eat Around the World” by Beatrice Hollyer
 - Colorful photographs detail the lives of five youngsters from around the world: their homes, families, lifestyles, traditions, and typical foods. Each section also explores a special day in one child's life and the role of food in it: a wedding in South Africa, a fiesta in Mexico, a day out with Dad in Thailand, mushrooming in France, and a birthday in India.

- “Kids Around the World Cook: The Best Foods and Recipes from Many Lands” by Arlette N. Braman
 - Kids Around the World Cook takes you on a taste-bud-tingling tour to lands far and near with a fun assortment of trivia and lots of safe and easy-to-make recipes. Begin your meal in Ethiopia, as you sample the thin, pancake-shaped bread called injera, then take off to Japan, where you can make the mouthwatering traditional dinner called kushiyaki.

- “Fast Food” by Saxton Freymann and Joost Elffers
 - When you see piles of veggies lying sedately around the corner store, you'd never guess all that produce really wants to go, go, GO! But Saxton Freymann did, and he's transformed those basking berries and lazy legumes into vehicles of every size and speed. Kids everywhere will thrill over the array of transportation methods on display, from enormous rockets and

grand ocean liners to the simplest mechanism of all: your feet. And as always, Freymann's clever vegetable sculptures delight the eye and tickle the funny bone. Hurry up and grab some Fast Food!

- “Good Enough to Eat: A Kid’s Guide to Food and Nutrition” by?
 - Eating is the most important thing we do each day, and *Good Enough to Eat* makes learning about eating healthy fun. Kids will learn where food goes after you swallow it, why you can't eat only candy, and much more. The simple explanations and adorable illustrations help teach kids about everything from B complex vitamins to how to make "Fizzade" and "Yogi Pops."

- “Bananas-From Manolo to Margie” by George Ancona
 - This story follows a crop of bananas from a plantation in Honduras to the breakfast table of a child in the United States. Along the way the bananas are handled by many workers and carried on different forms of transportation.

Non-book Media:

- www.neatsolutions.com
 - This website has lots of food games for children to play along with lots of teacher resources such as lesson plans.

- www.chipsbooks.com/sltpres.htm
 - This is a website based on Food Preservation, Transportation, and Storage of food in America.

- www.sciencenews.org/articles/20021123/food.asp
 - The Short and Long of the Food Transport Story website gives lots of historical information about how food transportation has changed over the years. It discusses facts about food transportation began.

- www.healthychoices.org
 - A website had information such as the food guide pyramid and interactive food games for children to play.

- www.nutritionexplorations.org
 - This website is packed with nutritious information for parents, as well as lesson plans for teachers and lots of nutritious games for kids to play.

- <http://www.worldalmanacforkids.com/explore/nations/canada.html>
 - This is an online almanac about Canada. It covers everything from Canadian culture, to the foods they eat, their education and population.
- <http://www.usda.mannlib.cornell.edu/reports/erssor/trade/faubb/text/2006/fau112.pdf.com>
 - This website shows what foods America and Mexico export to one another. It also shows the prices of the foods we export to one another.
- <http://www.fas.usda.gov/gainfiles/200501/146118433.pdf#search='mexico%20imports%20food%20to%20america'>
 - This website shows the different types of foods we import from countries such as Mexico, Cuba, and Puerto Rico
- http://www.dole5aday.com/ReferenceCenter/R_Home.jsp
 - Fruits and vegetables need special weather to grow just right. There is a fruits and vegetables encyclopedia students can use to find information about nearly any food in the world.

Field Trip:

Arrange a field trip to a place where an important agricultural or industrial product is made in your town (Example, Jiff in Lexington, KY). Have students observe the different types of jobs available due to the type of product grown or made. When you return to the classroom, direct each student to write a paragraph explaining the importance of that product to the local community.

Guest Speaker:

We would have the Kentucky Agriculture and Environment in The Classroom team bring out their trailer for the kids in the class to explore. The Agriculture Dept. takes a trailer packed with information about the meats and other foods we eat in America around to schools in Kentucky to teach them the importance of healthy eating. The inside of the trailer is packed full of posters, manipulatives, and displays of food that teach the students a great deal about the foods we consume every day in America. The man who takes the trailer around, knows all about what's inside the trailer and could explain the significance of everything in the trailer to the students.

LESSONS:

How does transportation affect the food we eat?

- **LESSON ONE: Bananas-From Manolo to Margie.** Students use a world map to trace the route of the spread of banana production from Africa to Central America, interpret climate maps to explain why C. America is an ideal place for growing bananas, and use manipulatives to measure transportation costs...

Assessment: Students will make a list on chart paper on the “Comparing ways of transporting food products. Teacher will observe and assess the list that students make to see if students understand concepts taught in this lesson. **Core Content: SS-04-3.4.1** Students will give examples of goods (products) and explain the production, distribution and consumption process.

- **LESSON TWO: Where Did You Come From?** Students investigate why and when the United States imports some items that we grow in our country. Students study specialization and apply the knowledge when studying a different country. Students also discuss ways in which fruits and vegetables are transported to the USA. United States farmers produce many fruits and vegetables. Production of fruits and vegetables in other countries also take place. In this lesson, the students will learn why there is international trade of fruits and vegetables. Because students might think that trading is something one does without using money (barter), it is important for them to know that trade between countries usually involve money. Students will learn why California and Chile specialize in fruits and vegetables that can be traded in different seasons.

Assessment: Have students complete the interactive activity during the lesson. This activity can be printed or discussed in order to provide assessment.

Core Content: SS-04-3.4.2 Students will describe the economic concept of specialization and explain how it promotes trade between places and regions of the United States (e.g., Midwest – corn, South - citrus).

- **LESSON THREE: Healthy Food Collages.** Students read NASA article, "Making Food Count" and then make collages using pictures of food that contain iron, calcium, and vitamin C.

Assessment: Have students create healthy food collages. Teacher will assess final product (collage) to see if student identified and used healthy foods containing iron, calcium, and vitamin C on their collage. **Core Content: PL-04-1.3.01** Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.

- **LESSON FOUR: Nebraska Crops:** Students will study Nebraska’s crops as part of this unit. Use the time line to discuss the different growing times for the

different plants. They also use it to help the students understand the time it takes from harvesting the crops until it is a product we can buy at the store.

Assessment: Assessment: Student will make their own time line for the food products in Kentucky and when planting season is as compared to harvesting season. They will also show when the food is produced and dispersed. **Core Content: SS-EP-4.4.1** Students will describe ways people modify the physical environment to meet their basic needs (food, shelter, and clothing).

- **LESSON FIVE: Let's Do Pizza:** In this lesson the student will be able to identify foods in the food groups of the food guide pyramid and at the end of the lesson, students will understand the importance of washing hands before food preparation and eating. For this lesson you will make a fake pizza out of felt. You will also go over the Food Pyramid with the students and they will be drawing and writing in the categories as well. You will then go over all the categories of the Food Pyramid that are in a Pizza, for example, tomato sauce is in the vegetable group and cheese is in the dairy. Give the student's turns to place what toppings they like and name what category they are in. On the above website page there are extra ideas for centers as well as a snack that they can make.

Assessment: The students will have a short quiz on filling out the food pyramid and examples of each category. **Core Content: PL-EP-1.3.01** Students will identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.

- **LESSON SIX: Homegrown:** This lesson develops the student's skill in analyzing a product map. Have cut out well-known agricultural products ready and ask the students to guess where the products were grown. Accept all reasonable responses. Use the Homegrown worksheet. Guide students in understanding that a product map gives us information about the crops of an area and gives clues as to the types of jobs available there.

Assessment: The Homegrown worksheet will be used for the assessment. This was also given as a handout in the S.S. methods class. **Core Content: SS-EP-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community.

- **LESSON SEVEN: From Sea To Shining Sea:** Students will be given a map of the United States. The map will show the top five agricultural commodities that come from the entire U.S. The students will then be required to label each of those five states, give the capital, and draw a picture of the agriculture commodity for that state. This will allow the students to see the main agriculture commodities that we profit from in America.

Assessment: The student's map of where they identified the agricultural commodities in the five areas of America will serve as an informal assessment.

Core Content: SS-EP-4.1.2 Students will identify the relative location of places and things.

- **LESSON EIGHT: Global Grocery Bags:** This lesson introduces students to the types of foods people eat in other countries. It allows them to see what foods are available in other countries by completing an activity that requires them to pretend shop in a grocery store in other countries around the world while managing their money. This lesson makes them familiar with the different types of food that are available in grocery stores across the world.

Assessment: The students will be given a sheet of paper with the name of a specific country that has the various prices of the same food from that country as the cost of food in America. Example: in America one gallon of milk, one dozen eggs, five pounds of sugar, one pound of cheddar cheese, two pounds of sirloin steak and two pounds of apples costs \$18.79 in America. That same bag of groceries costs \$74.23 in Tokyo. The kids will then be asked to buy essential groceries from their countries grocery store while learning budgeting skills in the process. **Core Content SS-EP-4.4.1** Students will describe ways people modify the physical environment to meet their basic needs (food, shelter, and clothing).

- **LESSON NINE: Trading Favorites:** In this lesson, students will use simple lines of latitude and longitude to locate countries where their trading partners live. The students will explore global trade by assuming the identity of an exporter or an importer. The students will then be asked to walk around the room and purchase food from other countries that their country needs.

Assessment: Informal assessment by observing how effectively the students walk around the room to trade food with other countries. (Example: A child from Mexico may sell corn to a importer from Germany.) **Core Content: SS-EP-4.1.3** Students will use geographic tools to identify major landforms, bodies of water and natural resources on Earth's surface.

- **LESSON TEN:** Students will imagine what it would be like to operate a plane, train, or truck along a trade route across the United States. They will also look at maps of major U. S. transportations networks and will explain how specific products might get from one place to another.

Assessment: Have each student choose one method of transportation (plane, train, or truck). Ask them to write stories pretending that they are in charge of transporting products from one point to another in the United States using this method of transportation. Where would they go? What would they carry? What would it be like to operate the plane, train, or truck?

- **LESSON ELEVEN:** After giving some facts about the different food groups, the students will be able to make a total of eight healthy food selections from magazine clippings. They will cut, paste and classify them by gluing them to the breakfast, lunch diner or snack category.

Assessment: Did the students give me their attention during the lesson? Did the students cut and paste a total of eight healthy food choices on their paper? Did the students place them under the correct category?

- **LESSON TWELVE:** This lesson introduces Mexican food and the history behind it. The main objective of this lesson is to introduce new food vocabulary to the students. In addition, the students will also participate in classroom activities, make a menu of their own, take quizzes, and use the Internet to practice the vocabulary.

Assessment: The student's understanding of the vocabulary will be informally assessed through large group participation in a class discussion. Teacher observation of individual participation in the class discussion will also be evaluated. The students' understanding will also be assessed in playing various games as memory and bingo. The quizzes and ordering of lunch in a Mexican restaurant will be the formal evaluation, of the understanding of the material.

Making A Brochure : Tansportation and Food

Teacher Name: **Rhea**

Student Name: _____

CATEGORY	4	3	2	1
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.

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