

Who Grew My Soup?

Written by students in grades K-5, Delhi Central School, 2013-2014

Lessons and Activities – GRADE 3-5



BIG IDEAS

- Sequence and Story
- Food Systems
- Sense of Place, Distance, and Consumption

The activities for this catchy song consider the global and local nature of our foods, and the many steps involved in bringing food to the table.

Activity 1 *What is the journey of our food?*

Step by step, students trace the journey that the food on their plate took to get from field to fork.

Activity 2 *How far has my food traveled?*

Math, map reading, and social studies come into play as students research where certain ingredients in their food came from, and how far they traveled to get here.



High school students from Delhi, NY helped grow and process the veggies for Food Service Director Christine Miller's famous Harvest Vegetable Soup, which K-5 students sing about in their groovy song *Who Grew My Soup?*



For more information, or if you experience any problems with downloads, please contact info@harvestofsongs.com.

Harvest of Songs is a collaboration between Farm Catskills and Story Laurie.
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Who Grew My Soup?

What is the Journey of Our Food?

Time 45 minutes

BIG IDEAS

- Sequence and Story
- Food Systems

STANDARDS

NYS Science Standards

- LE 1.1d
- LE 5.1a, 6.1a, 6.1b, 6.1c, 6.1e, 6.2a, 6.2b
- PS 4.2
- PS 4.1g
- PS 3.2c

CCLS

- Literacy.L.3.3, 4.3, 5.3
- Literacy.RI.3.3, 4.3, 5.3
- Literacy.RI.3.7, 4.7, 5.7
- Literacy.RI.4.9, 5.9
- Literacy.RL.3.7, 4.7
- Literacy.SL.3.1, 3.2, 4.1, 5.1
- Literacy.SL.3.4, 4.4, 5.4
- Literacy.W.3.7, 4.7, 5.7

YOU WILL NEED

- Blank 4 x 6 index cards
- Colored pencils
- Chart paper
- Audio system for playing *Who Grew My Soup?*

Eating is universal. Food systems are universal. However, there are many personal, local and national factors that play into the quality of what we consume and the quality of that process. This lesson helps students to begin unpacking the journey of our food and will likely lead you and your students down some surprising pathways.

STUDENTS WILL UNDERSTAND

- Every food has a story and a journey.
- All foods come from nature and return to nature.
- We are a part of an interdependent network of people and natural resources.

ACTIVITY

1. Listen: *Who Grew My Soup?*
2. Engage: "Who are all the people who 'grew' our soup?" "Who else is involved in bringing soup to the table?"
3. Discuss and Draw: "What does the complete story of this food look like?" "Let's start at the table with me eating my ____ soup." Pick a specific soup, like tomato soup. This lesson works best if you pick a simple soup for modeling rather than a soup with a large number of

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Fresh Potato Kale Soup on the School Lunch Menu Today. Yum!

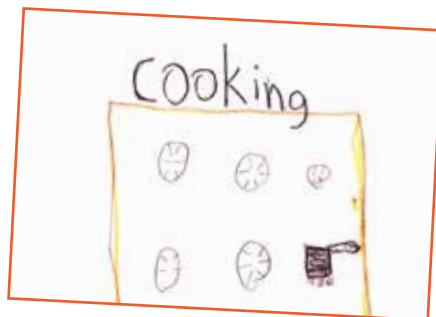
Who Grew My Soup?

What is the Journey of Our Food?

ACTIVITY continued

ingredients. On an index card, quickly sketch a picture of someone eating a bowl of soup. Retracing each step of the soup's journey ask, "What happened just before I ate my soup?" "Where did the soup come from, how did it get there?" Continue to talk through and draw each step on an individual index card *thinking backwards* from end to beginning. Prompt students to include all aspects of our food system, including labor, transportation, and natural and economic inputs.

4. Apply: Working in pairs, students pick a food that they enjoy eating. Their task is to think backwards and draw each step of that food's journey, creating a flow chart on index cards.
5. Listen again: Regroup your students, listening to the song *Who Grew My Soup?* once again. Then, listen to the food stories unfold as pairs of students take turns presenting their illustrated food stories to their fellow eaters and classmates.



Thinking Backwards from Soup to Seed!

Who Grew My Soup?

What is the Journey of Our Food?



TEACHER TIP

A food story can range in complexity from a basic flow chart connecting the farm to the table to a deep investigation into culture, environment and economics. A reasonably complete food story will include natural resources, human labor, economic inputs, places of action, transportation, energy inputs, and the basic process of a plant's growth cycle.

Note: If a student chooses a food with multiple ingredients, prompt them to begin with charting the main ingredient and then, if time allows, they can add on multiple food journeys that connect and feed into the one final product. For example, if a student chooses "hot chocolate" they might begin by charting the journey of the milk and then move on to trace the stories of cocoa and sugar, making this a week-long project.

EXTENSIONS

Complete the Cycle

"What happens after you eat your soup? The story doesn't end. Where does it go?" Trace the journey beyond your stomach and the trash bin to connect the dots back to the soil.

Take the Food Story on the Road

Physically retrace the backwards journey of a local food product through a series of site visits. For an extra challenge, try a food product that is not locally produced!

FOLLOW-UP

Multi-flow Food Stories

Most of our favorite foods are made up of several key ingredients. Teams of students can tackle the multiple flows that go into making something like pizza with one student deconstructing the journey of cheese, another of wheat, and another of the tomato sauce. Eventually these multiple stories will converge to make the collective story of a pizza.

Mystery Food Inquiry

Often we don't know what goes into our food. Use this food story exploration as a springboard for research into solving a few of our unanswered questions about the foods we eat!

Who Grew My Soup?

How far has my food traveled?

Time: several 45 minute sessions

BIG IDEAS

- Sense of Place, Distance, and Consumption

STANDARDS

NYS Science Standards

- PS 3.1d
- PS 4.2b, 4.1b, 4.1g
- LE 3.1c
- LE 6.1e, 6.2a
- LE 7.1a, 7.1b, 7.1c

CCLS

- Math.3.OA.A.1, 3.OA.A.3, 4.OA.A.3
- Math.3.OA.C.7
- Math.3.OA.D.8
- Math.3.NBT.A.1, 3.NBT.A.2, 4.NBT.A.3, 5.NBT.A.4
- Math.5.NF.B.5
- Math.4.MD.A.2
- Literacy.W.3.7, 4.7, 5.7
- Literacy.SL.3.1, 3.2, 4.1, 5.1

YOU WILL NEED

- A poster-sized regional map
- A poster-sized global map
- Assorted local, national, and international student maps or atlases
- Pencils and paper
- Push pins or sewing pins
- Yarn or string of different colors
- A few sheets of address labels
- Markers
- Rulers

This tasty activity has its roots in math, map reading, and social studies. There is ample room for inquiry-based learning and food-based research. Once students start tracking down the origins of familiar foods, they may find that there are many paths to their plate!

STUDENTS WILL UNDERSTAND

- Every food has a story and a journey, with natural and economic inputs.
- All foods come from nature and return to nature.
- We are a part of an interdependent network of people and natural resources.

ACTIVITY

- 1. Engage with a Soup Tasting:** Bring in several types of soup for students to taste.
- 2. Discuss and Deconstruct:** “What do you taste in these soups?” In pairs or small groups, students will focus on one soup and strive to make an ingredient list for that soup. *For this initial step, use only the soup, paper and pencil, and your taste buds! If interested, students can follow up by looking for a matching soup recipe.*
- 3. Research:** “If you were making this soup, where would your ingredients come from?” Students will use their recipe to uncover how far each main ingredient was likely to travel. You and your students will need to decide whether to choose the most local, most likely, or most distant food sources for your soups.

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Who Grew My Soup?

How far has my food traveled?



TEACHER TIP

This activity changes in complexity and difficulty according to the parameters set for the research. Simplify the lesson by selecting only recipes with fewer than 5 main ingredients and striving for all locally produced foods. Students will quickly find out that many of our favorite foods cannot be sourced locally! For more complex challenges, include ingredients from far away places like spices only grown in other countries. Atlases and maps designed for students will have scales that lend themselves readily to the calculations required for this activity.

ACTIVITY continued

- 4. Calculate:** Once students have found out where an ingredient might grow and originate from, the next step is calculating the distance traveled for each ingredient, using maps, rulers, and the scale of distance on each map.
- 5. Map the distances:** Post the local and global maps on a bulletin board. Give each soup group one color yarn, pins, a marker, and a sheet of labels. The origin of each ingredient gets marked with a pin on the map. A string is connected from the pin to your school's location. Label each string with the ingredient name and the distance traveled.
- 6. Debrief & Reflect:** Which soup 'traveled' the least? The farthest? What factors impacted the distance traveled? What inputs are required when we transport food? What choices would you consider to be the most responsible? Why?

FOLLOW-UP

Locally Grown Soup

Challenge your students to rewrite their soup recipes using only local ingredients. To do this, your class will need to determine what local means and find out what's seasonally available near you. Take a trip to the store or farmers' market to buy the ingredients and then cook up your Locally Grown Soup.

Meet the Farmers

With your students, generate a list of interview questions to ask the people that grow our food. Take a trip to a local farm, community garden or to a farmers' market near you and interview a farmer or two!