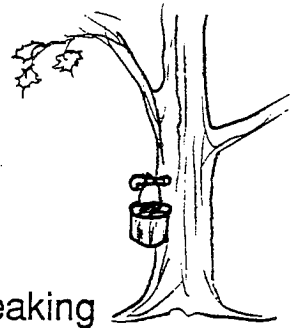


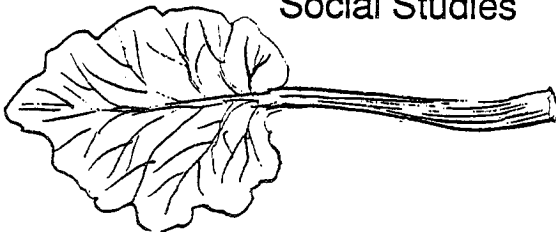
## TEACHER MATERIALS - The Source

**CONCEPTS:** Listening and Speaking - IV - objective 1  
- objective 2

Reading - comprehension  
- listening and speaking  
- critical and interpretive reading

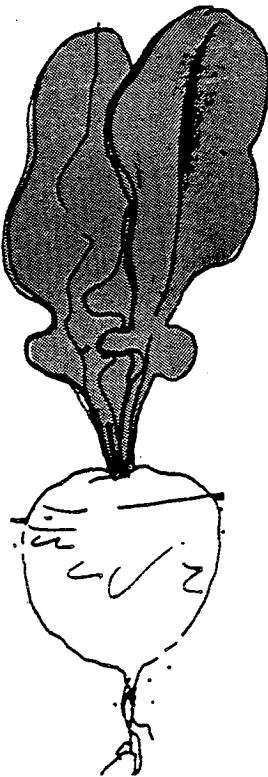


Social Studies - technology  
(economic pp 60, 61, 62)  
- identity (economic p. 58)  
- culture (economic p. 58)



**OBJECTIVE:** The students will listen to "The Source" and begin to conceptualize where foods and fibers come from.

**BACKGROUND:** The booklet "The Source" has an overriding theme written in poetry style. This theme is an overview of the source of various foodstuffs and fibers. Hence, the title and theme, "The Source" is identified as the farm at the end of the booklet. It should be noted that foods, fibers, flowers, and fish are 'farmed' throughout the world. Rather than simply exploiting resources, today's farming systems are stabilizing forces for civilization, concerned with clean water and soil renewability, sustainability, and stewardship. Great civilizations which simply exploited natural resources have failed (when these factors were ignored). Countries which have not yet moved in this direction must. If not, the world faces desertification, soil erosion, water pollution, the greenhouse effect, and further environmental degradation. Therefore, it is crucial that students understand the system which provides human kind with food, fiber, fish, flowers, some fuels, pharmaceuticals, and thousands of other by-products. Additionally, the interaction of that system with



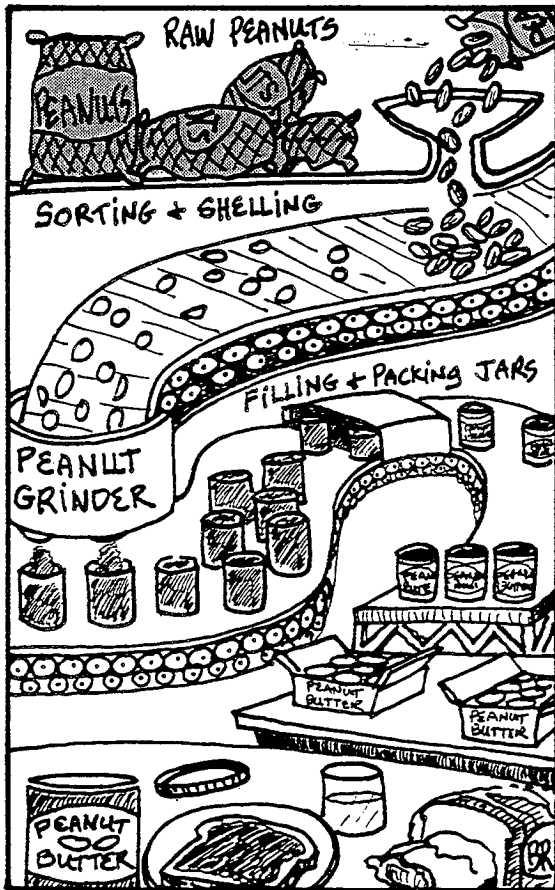
the environment, the science and technology involved, careers, the economics of the system, development of farmland, draining of wetlands, agriculture in space, world hunger, and a whole realm of additional subjects will be covered in future grade levels. This will give some indication as to the complexity of agriculture today and increasing complexity tomorrow.

- ACTIVITIES:** 1a. Read the bold face text of "The Source" to the class as an introduction to using this notebook of lessons and the student booklet. (This text is included in the lesson for ease of utilization.)
- b. When you get to page 35, the second sentence in "The Source," ask the students to predict what the source is.



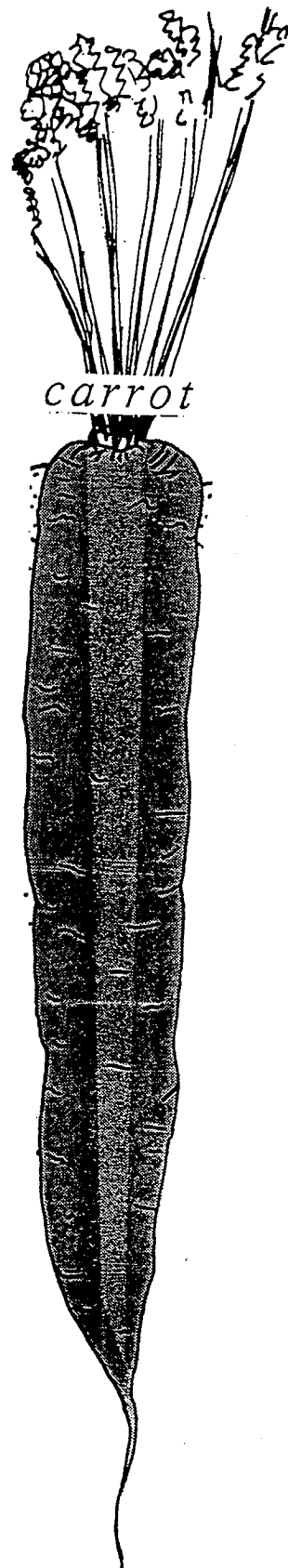
2. Brainstorm with the class as to where they think items of all sorts come from or what they are made of. Make lists of items and group similar ones together. If the students can't list items, their components, and sources, utilized items in the classroom such as: desks, walls, their clothing, shoes, pens, pencils, or items in the cafeteria, gym, outside, and at home.
3. This could lead to a discussion about the jobs which accompany the production, processing, distribution, retailing, supplies, and services of these goods. For example: try to list all the jobs in the school, all the jobs to build a school building, and later as students read "The Source" the jobs affiliated with the topics covered.
4. Each section of information to be read by the students is in italicized standard text. These sections should be read by the students as those lessons are covered.

5. When finished with the booklet, ask the students to fill in the questionnaire and return them to you. These, then should be forwarded to your County Ag in the Classroom contact or the State office at Cornell as requested.



## The Source

The food we eat,  
the clothes we wear,  
the wood to build a house,  
flowers for the holidays,  
well, why, of course!  
These come to us from North or South,  
from close to us or far  
through the hands of many people,  
from what we'll call The Source.  
Well, what's the source of blueberries?  
Blueberries grow on a bush.  
A low bush or a high bush...  
but, a bush it is indeed.  
Chocolate on the other hand...  
begins upon a tree.  
Fruits and nuts we love to eat,  
grow on trees as well.  
But, everything that we call nuts  
aren't always nuts you know!  
Peanuts are not nuts at all,  
they're really more like peas.  
The peanut plant is just a vine  
with peanuts underground.  
The peanut's flowers fertilize and  
grow into the ground.  
The peanut grows on pegs you see  
instead of on a tree.  
Underground we also find  
roots of every type.  
Some we eat ...  
and some are sweet  
from some we cut the blooms.  
For other goods we look to stems.  
The celery we love to crunch  
is just this plant's green stem.  
Rhubarb's stem is red and tart  
cut early in the spring.  
From stems of trees



grown straight and tall  
comes wood we use each day.  
Other stems we use as wood  
aren't a tree's at all.  
Bamboo is one that isn't.  
Don't call it a tree,  
don't call it a shrub,  
it's actually a grass.  
Another use of stems we have  
is making use of sap.  
Real maple syrup and rubber come from sap  
travelling up or down the tree.  
With sugar cane we cut the stem  
and squeeze out the juice within it.  
Then, of course, we have the leaf.  
When you eat lettuce,  
cabbage, or spinach  
it is the leaf you eat.  
Not everything comes from plants  
as you can see.  
And now it's time  
to see you know,  
how all these goods  
from the source do flow.  
It's really not so hard to see  
the source is out in the country.

🍏🍏🍏🍏🍏🍏🍏🍏🍏🍏  
The Source is the farm!

