



THIRD GRADE
LESSON: Geography of Food
SC STANDARD: 3.MDA.3



It's your world.

GEOGRAPHY OF FOOD

OBJECTIVES:

- Understand where national foods are grown
- Discuss the process of natural foods being sent to factories for processing
- Discuss how different parts of the world grow and sell different types of foods

LET'S GET STARTED! (10 MINUTES):

- Explain how different environments grow different types of foods
- Discuss how food native to one area can be shipped off to another area for processing
- Talk about how foods come from different areas grow and sell their own individual kinds of foods

ACTIVITY (15 MINUTES):

- Use illustrated map of South Carolina to answer questions about local crop and livestock production

WRAPPING UP (5 MINUTES):

- Remind students that foods are grown in all kinds of places in the world, not just in our local area
- Pass out Boss' Backpack Bulletin with weekly goals and reminders, as well as a new recipe for them to all try at home

SC STANDARDS:

- 3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data

MATERIALS:

- South Carolina Crop and Livestock Production handout and worksheet
- Boss' Backpack Bulletin handout

LET'S GET STARTED!

- Today's lesson is going to be on the geography of food and how certain areas grow and sell their own types of foods. Help students understand why different types of foods thrive in their own areas.

DIALOGUE BOX

- Today we are going to discuss where our food comes from in the world. All foods come from nature originally, and sometimes, they are brought to where we live from another area that is far away.
- One of the reasons that food is grown in a number of different places is because certain foods thrive in different areas and environments. Places all over the world have different weather and resources; some places have fresh water while other areas have salt water. An example of this is that fish live in water, so if an area does not have any water, then fish cannot live there. Same goes for fruits and vegetables; if an area has bad weather and is always cold, fruits like blueberries and vegetables like cucumbers cannot grow there.
- Different types of environments also have certain types of foods that can grow there. Fruits like bananas, mangos, pineapples, and coconuts grow best in tropical areas where it is warm. These fruits could never grow in a place that is freezing cold.
- Although many of the foods we find in the grocery store are grown in different areas than our own, we can find some foods that are grown locally and in our area. This means that some foods that you eat can be grown close to where you live.
- The good part about food being grown in other places is that if our local area cannot grow a certain food very well, then another place probably can! For example, South Carolina probably cannot grow bananas very well, but places like Mexico can! So, we would just get our bananas from there.
- Some of the foods that our state does grow well, other states want because they cannot grow the same foods in their areas. South Carolina can grow really tasty peaches, but places in the north cannot. So, a place like New York would get their peaches from us since they cannot grow their own where they live.
- Food can also be shipped to factories where they will be processed in to other types of foods, such as, apples can be sent to the factory to be made into applesauce or other apple products.
- If you remember from previous lessons, when food is processed, lot of the nutrients are being taken out of them, which makes them a little less healthy than they were when they were in nature.

DIALOGUE BOX

- Some areas do not even have factories, so they do not get to process foods to make other things. Really poor countries in the world have to grow their own food and just eat it how it comes because they do not get the pleasure of having factories around to make things like gummies, chips, or applesauce.

BOSS' FUN FACTS

South Carolina's warm climate and abundant water resources allow for a long growing season! Top agricultural products of SC include:

- Corn
- Cotton
- Dairy Products
- Fruits
- Vegetables
- Meat
- Soybeans

Remind students that it's not only fresh and natural foods that are traded and travel long distances.

ACTIVITY

- This activity will help students practice collecting data and representing it in a bar graph

DIALOGUE BOX

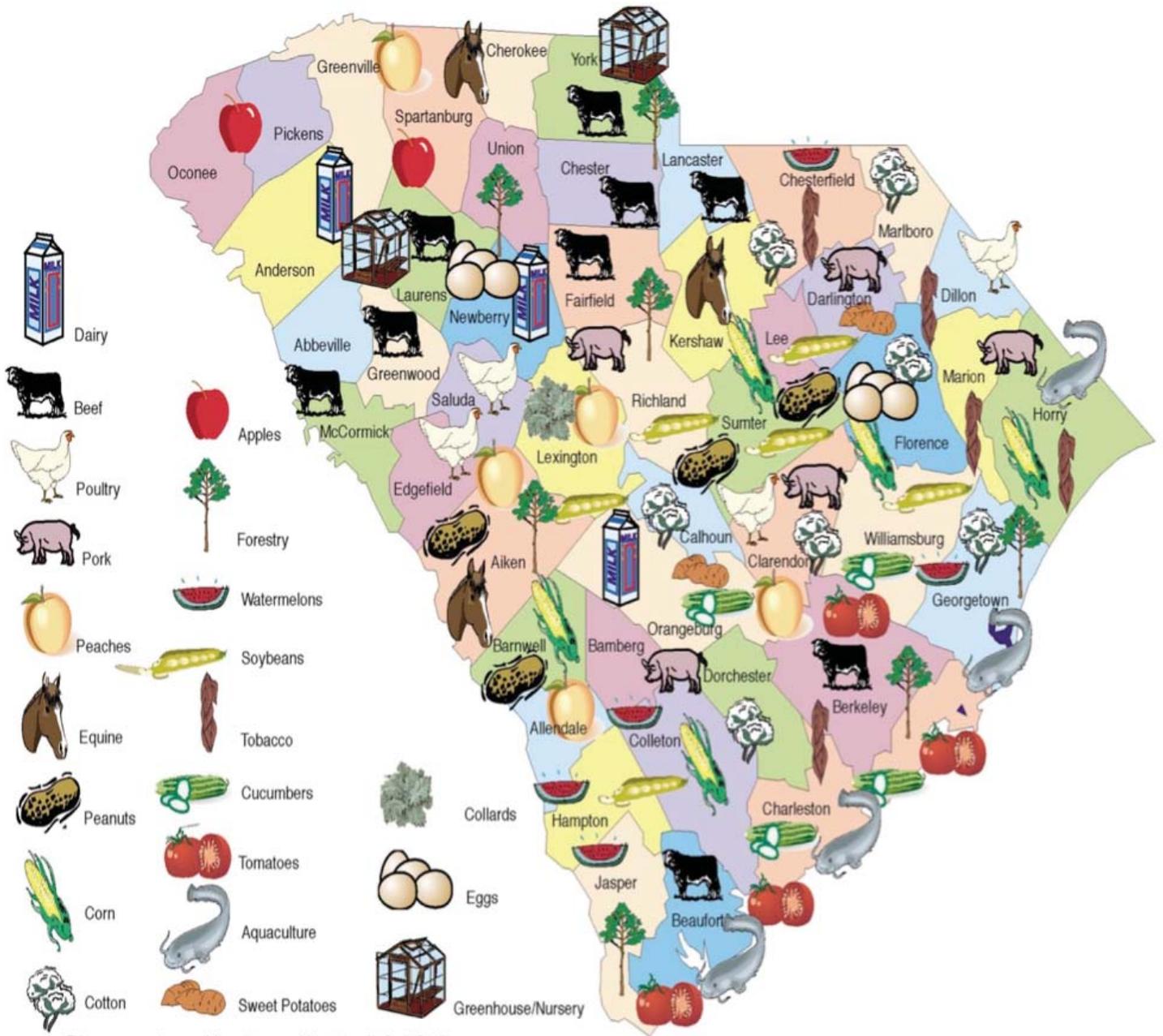
- For today's activity we are going to learn a little more about what crops and livestock our own state produces! Using the South Carolina Crops and Livestock worksheet, let's make a bar graph to interpret how much of each crop is produced in South Carolina! Does everyone remember what a bar graph is?

WRAPPING UP

- Review with students about the geography of food, and how a majority of the food they consume is from another area in the world and is not local. Tell them to check on packages where exactly their food comes from, and see if they can find the farthest place where their food comes from.
- Distribute Boss' Backpack Bulletin with weekly goals and reminders from today's lesson.



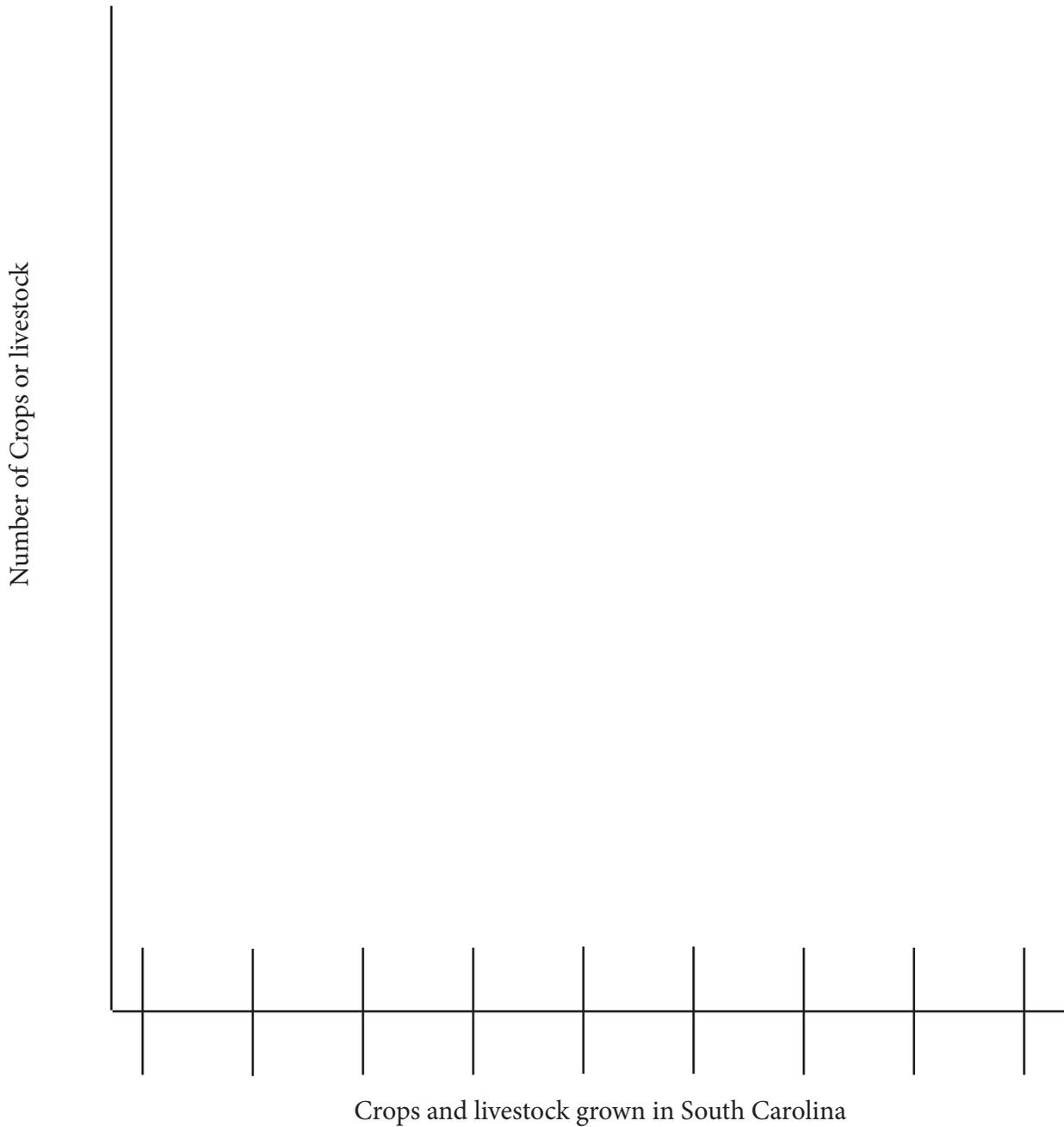
SOUTH CAROLINA CROP AND LIVESTOCK PRODUCTION



This map represents many of the major commodities produced in South Carolina.

BAR GRAPH OF SOUTH CAROLINA CROP AND LIVESTOCK PRODUCTION

Choose 8 crops and livestock to investigate and count the number of times each crop appears on the map. There is a key on the left that explains which crop/livestock each picture represents. Record your findings in the bar graph below.



Name: _____ Date: _____

BOSS' BACKPACK BULLETIN

Your goal for this week is to look where your food comes from before it gets to the grocery store. Read the stickers on your fruits and vegetables, and even look on the packages and boxes of where your food came from. Write down in the circles below where your food came from, and you might be surprised to see how far your food comes before it gets to your kitchen!



Vegetables

Fruits

Packaged Foods