

Nature's bounty

Materials

- Large quantity of pictures of various products & resources cut from magazines
- Five or more flat containers, such as shoe boxes or storage containers
- Large manilla envelopes (one per group)

Objective

Illustrate to students that everything comes from our natural resources

Suggested grade levels

1-4

Alaska Content Standards

English A1, 4; B1, 3; C1-3, 5; Science B1; Arts A1; Technology E6.



This project presented by Alaska Agriculture in the Classroom through funding from the Alaska Division of Agriculture and the Alaska Farm Bureau. For information, visit www.agclassroom.org/ak



Preparation

Cut out a variety of illustrations from magazines. There should be enough photos and other illustrations clipped so that each child handles multiple images. Make sure to clip a wide variety of items — cars, food, animals, trees, animals, toys, clothing, etc. Mix the illustrations and divide according to the number of groups into which you will divide your class. To determine the response of each group, use markers to color-code or symbol-code the back of each illustration. This is not necessary but helpful with older students, and also makes it clear which side of the clipping you want sorted. You can also use a set of boxes for each group.



You should have a large manilla envelope full of an equal amount of illustrations for each group. Keep out a few illustrations to use for examples as you give instructions. Label each of the five boxes with one of the following: Mining/forestry, agriculture, manufacturing, retail store, nature. For non- and beginning readers, use a graphic illustration. Make sure your students understand the labels and terms.

Introduction

Our world is full of amazing things — airplanes and cars, computers and cell phones, giraffes and redwood trees, and pizza and blue jeans. But where does it all come from?

Directions

Split class into teams (two or more depending on size of class and number of magazine pictures clipped).

Everything we have to eat, to wear, to drive — everything — comes from somewhere. We are going to play a little game. Each of these boxes is labeled with one of five categories: mining/forestry, agriculture, manufacturing, retail stores and nature. *Hold up one of your sample illustrations.*

Where did this come from? Answers may vary, but place the illustration in the box of the most popular category. Repeat until all students understand the concept. Have students form lines by team so that the first person in each line will have to cross the room to get to the boxes.

I will give each team an envelope full of pictures. Each team member will take one image from the envelope, then quickly walk to the table to put it in one of the sorting boxes according to where you think the product comes from. When that person returns to the line, the next team member brings his or her image to the boxes. When all the images in your envelope

Terms to Define

Natural resources
 Manufacturing
 Processing
 Retail
 Agriculture
 Nature
 Mining
 Forestry
 Renewable resources
 Nonrenewable resources

are sorted, your team is done.

When the teams are finished, go over with the children some of the items in each of the boxes. Students typically put most of the items in the "retail store" and "manufacturing" boxes. Explain to them that while goods are processed through manufacturing, materials are not made there from nothing. And while most of the things we buy come from retail stores, stores don't make anything at all. Remove obvious errors from other boxes. Take away manufacturing and retail boxes and return the images to the teams.

We have lots of items in our lists. Each of these items may be sold in a store, but they weren't made there. We have eliminated the retail and manufacturing boxes. Now we have three boxes — mining/forestry, agriculture and nature. We will play the game again, and try to carefully consider where these items really come from. Have students play second round of the game.

Students will now have sorted items into three boxes. Check boxes for obvious errors and move images to other boxes.

We used three boxes this time, but let's think about it a little harder. Farmers need soil and water to grow their crops, right? Where do these come from? *Students should answer "nature."* What about mining and forestry? Where do the minerals, like coal and oil, and the trees come from? How many categories do we really need to show where things come from? You may give students a chance to race to see who can quickly put their images in the nature box in a third round.

Discussion Points

- Talk to students about processing, and how it changes things — making them better, different and/or more expensive.
- Discuss the difference between the price paid a miner for an ounce of gold, and the cost of a gold ring; or the cost of a bushel of wheat versus the cost of a loaf of bread.
- How important are our natural resources to us?
- What can we do to preserve our natural resources?
- What is the difference between renewable and nonrenewable resources?

Other activities

Have older students research how a natural resource becomes a certain retail product, e.g. breakfast cereal.

Have students draw a picture story of the metamorphosis of a natural resource to a retail product or products, e.g. tree in the forest to lumber and pulpwood to a house and a newspaper or notebook paper.

Adapted from Utah Ag in the Classroom



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