



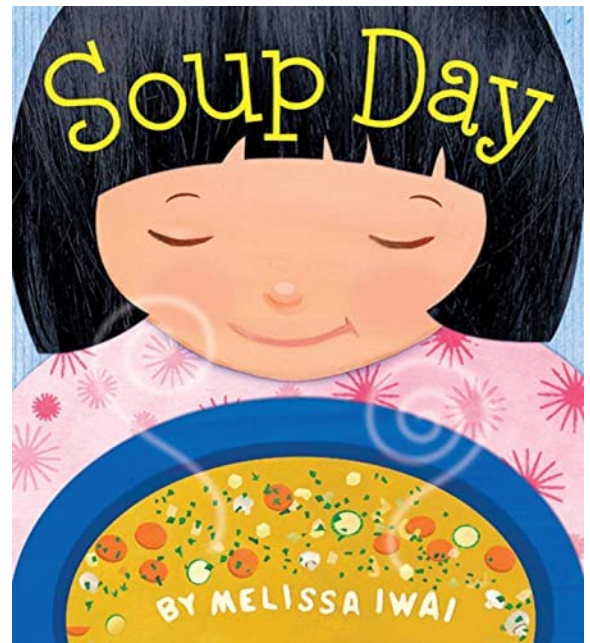
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**January 2023**  
**Soup Day**  
**By Melissa Iwai**  
**Grade Levels: K-4**

**Book Summary**

On a cold, snowy day, a young girl and her mother buy ingredients for vegetable soup. At home, they work together to prepare the meal. While the soup is cooking, they spend the time playing games and reading. Before long, Daddy's home and the family sits down to enjoy a homemade dinner. This book celebrates the importance of making a nutritious meal and sharing in the process.<sup>6</sup>



Scan for ready to use slides.



### **Did you know? (Ag Facts)**

- The oldest known vegetable is the pea.<sup>1</sup>
- Frozen foods were first introduced in the 1920s.<sup>2</sup>
- In the United States, the first colonial cookbook was published by William Parks in Williamsburg, Virginia, in 1742, based on Eliza Smith's *The Compleat Housewife*; or *Accomplished Gentlewoman's Companion*, and it included several recipes for soups and bisques.<sup>11</sup>
- The earliest evidence of our ancestors eating soup was 6000 B.C. It was hippopotamus soup!<sup>3</sup>
- In South Carolina, simmering soup pots are an integral part of our food culture, symbols of nourishment in lean and no-so-lean times, vessels in which food scraps or the bounty of our waterways or fields could be turned into something sumptuous and filling with a little sleight of hand and a few well-chosen seasonings.<sup>12</sup>

### **Book Discussion Questions**

- What is your favorite type of soup?
- What is your favorite vegetable?
- When do you usually eat soup?

### **Background Agricultural Connections:**

When asked where their food comes from, many students will say that it comes from a grocery store or restaurant. Young children don't always make the connection between agriculture and the food they consume every day. One U.S. farm produces enough food to feed 165 people worldwide, but farmers are not the only workers involved in making food available to the consumer.<sup>4</sup> Agriculture employs more than 21 million American workers.<sup>5</sup> These jobs include harvesting, storing, transporting, processing, packaging, and selling the food we eat. Farms are the source of almost all the food we consume. It is important for students to understand that grocery stores are food distribution centers, not the source of food.

Some of the food we eat every day is grown in our own communities, but not all of the food we consume is grown locally. While most states produce their own milk, eggs, fruits, vegetables, and grains, the availability of certain foods depends upon season. The climate and soil of a particular region determines the types of foods that can be grown. Consumer demands influence the items that stores and restaurants offer. Many people want to be able to eat fresh fruits and vegetables in the middle of the winter or out of season. Exotic foods, such as star fruit, kiwi, and guava that are not grown in many areas of the United States are also desired. Grocery stores meet these demands by having food transported from other regions of the United States and even from other countries.

### **South Carolina Soups Connection**

- Fish Stew
  - Fish stew is a classic dish of the Carolina coastline. Potatoes and pieces of fresh fish, usually catfish, give it a chunky consistency, with tomatoes, onion, celery and carrot rounding out the main ingredients. Bay leaf and hot sauce give this

hearty stew its kick. In true South Carolina fashion, it is usually served over white rice. It is said that a fish stew prepared in Florence in 1909 was enjoyed by President Taft, who pronounced it "good," according to the book, "The Food of a Younger Land" by Mark Kurlansky. Legions of South Carolinians still concur.<sup>12</sup>

- She Crab Soup
  - The forerunner of this famous Lowcountry dish is partan bree, a soup brought to Charleston by an influx of Scottish immigrants. As with many of our best offerings, most all the glory for She Crab Soup should be heaped on African culture. William Deas was a butler and highly skilled chef working at the Rutledge House, owned by then-Charleston Mayor Robert Goodwyn Rhett. With a visit from President William Taft looming, Rhett asked Deas to prepare crab soup, but kick it up a notch. That's when Deas took the legendary measure of adding crab roe to the soup - a mix of butter, milk or cream, crab, a dash of sherry and various seasonings. The results are now ingrained in South Carolina's culinary history, with She Crab Soup rivaling Shrimp and Grits as our most beloved and sought after dish.<sup>12</sup>
- Oyster Soup/Stew
  - Irish immigrants accustomed to eating fish on Christmas Eve are thought to have established the tradition of eating this thin, but rich soup (sometimes referred to as "stew") on the holiday. Winter is, of course, peak oyster season, so it stands to reason that such a dish would be popular during the colder months. In South Carolina, the most legendary oyster soup was concocted under the expertise of Nat Fuller, an African slave who became one of the most exalted South Carolina chefs in our history. He's most famous for orchestrating an interracial feast to mark the end of the Civil War. On the menu that remarkable night: oyster soup, a version much lauded in culinary circles thanks to Fuller's expert fine-tuning of this dish. It is a masterpiece made of simple ingredients: butter, milk, celery, seasonings and, of course, plenty of fresh South Carolina oysters.<sup>12</sup>
- Okra Soup
  - Okra found its way to North America by way of West-African slave ships, and it's been an integral part of the Southern diet ever since. In South Carolina, the crisp, green pods are often sliced into rounds and cooked with onions, tomatoes, beef shank and spices. The result is a tangy, thick okra soup traditionally paired with white rice. Though it shares some similarities with Louisiana's gumbo, okra soup is not thickened with a roux but relies on the glutinous qualities of the cooked okra to give the soup its satisfying stick-to-your-ribs texture. It's a menu mainstay in many of our Gullah eateries and a favorite of most everyone who gives it a try.<sup>12</sup>

### Vocabulary

- **Fresh-** recently made or obtained
- **Vegetable-** a plant or part of a plant used as food
- **Parsley-** a plant with white flowers and aromatic leaves that are either crinkly or flat and used as a culinary herb and for garnishing food (Oxford Dictionary)

### Activity One - Shopping at the Farmer's Market (see activity sheet below)

- Students will determine if the item on the picture card is a fruit or a vegetable.
- Students can cut out the vegetables and fruits and place them into a basket.
- They can then create a poster.
- You can also use the picture cards from this website to display on board and or make a class poster together:

[http://homeschoolcreations.com/files/Fruit\\_and\\_Vegetable\\_Matching\\_Cards.pdf](http://homeschoolcreations.com/files/Fruit_and_Vegetable_Matching_Cards.pdf)

### Activity Two - Making Soup (on paper)

- Students will write about their favorite soup, list the ingredients they would need to make it and then color them into the pot below.

### Activity Three - Food and Farm Connections

- Read the book *Soup Day* by Melissa Iwai
- Ask the students to create a list recalling the ingredients in the vegetable soup (celery, onions, carrots, potatoes, zucchini, mushrooms and parsley)
- Cut out and assemble the Fact Wheel. Each student can make their own Fact Wheel, or it can be assembled prior to the lesson (one for each group). (see image below)
- Divide the class into 10 groups. Assign each group a food from the list. Give the groups enough time to match their food with the picture and information on the fact wheel.
- Provide a few samples of the ingredients for students to taste or observe while each group shares the facts about their food.
- Ask the students if they think all of the ingredients in Pin's soup can be grown in our state? (Your response will depend on your location.) Ask the students if they think they can buy these ingredients locally grown all year long. Discuss what factors would affect the availability of locally grown food.
- Pass one Food/Farm Connection card to each student. Allow the students to walk around the classroom and find the student who has their matching card. Students should match the food item with its farm source (ex. oatmeal—oats, French fries—potatoes, eggs—chicken, applesauce—apples). Discuss the connections as a class.



### Activity Four - Where Does Your Food Come From?

- Prior to the activity, ask the students to find a food item with a product of origin label at home. (Be prepared with extra food and a computer at school for students who are unable to complete this assignment at home.)
- Have each student complete the *Where Does My Food Come From?* activity sheet by using [National Geographic's Mapmaker Interactive](#)<sup>9</sup> (You could also



*Bananas, a product of Ecuador.*



use Google Earth) to find the distance between their food's country of origin and the town in which they live. Instructions are found on the activity sheet. This can be completed as a homework assignment or in school depending on computer access.

- As a class, locate the origin of each child's food on a world map. Students can label each location on the activity sheet world map. Compare the distances and determine whose food traveled the farthest and shortest distances.
- Discuss the different ways the food could have traveled to a local grocery store (truck, airplane, train, boat, etc.). What steps need to be taken to ensure that the food doesn't spoil before arriving at the market?
- What are some possible reasons the food traveled so far? Discuss how the climate of a particular location affects what foods can be grown there.
- Identify the different jobs involved in getting food from the farm to the table (e.g., grower, harvester, truck driver, packagers, processors, warehouse operators, grocers, etc.).

### **Activity Five - Graphing Activity**

- Bring examples of fruits and vegetables packaged in different ways (fresh, canned, frozen, dried).
- Give the students a sticky note that they will write their name on. Have students sample the same fruit or vegetable fresh, canned, frozen, and dried.
- Create a graph by writing fresh, canned, frozen, and dried on the bottom of the board. Explain that some foods may taste better cooked. Just because they don't like a fresh raw green bean or tomato, does not mean they won't like it cooked or prepared with other foods. The students will stack their sticky notes above their preference. Discuss the results.
- Brainstorm reasons why foods are packaged in different ways. Reinforce that foods are seasonal, and discuss how people's choices are influenced by price. For example, apples are in season in Utah in the fall and during this time they are very inexpensive, so it makes sense for processors to dry them or can use them as applesauce to be eaten at other times of the year.

### **Activity Six - Soup Collage**

- Print the vegetable guide sheet and the bowl and spoon placemat from the following website
  - <https://www.melissaiwai.com/soupdaycollagecraft-2><sup>8</sup>
- Have students create a soup collage with their favorite soup recipe
- You could also make a copy of the slide deck slide with the bowl and give them access to create a digital collage.

### **Activity Seven - Soup Recipe Collection**

- Have students ask friends and family members for soup recipes.
- Make sure students come with the recipe written down.
- See how many different ingredients you have throughout the recipes.
- What are the different types of soup that your class has found?

- Collect the recipes and find a way to share them with the class. Challenge families to make one of the soups together with their child.

### Activity Eight - Opinion Writing

- What is the best soup of all time?
- Have students write an opinion writing piece about their favorite soup.
- Make sure to include reasons and evidence to support your claim.

### Concept Elaboration and Evaluation

After conducting these activities, review and summarize the following key concepts:

- Agriculture provides our food, such as ingredients for soup.
- Some foods can be grown or produced locally, and others are produced far away and shipped to our local grocery stores.
- Some foods require a specific climate to be grown. This is one reason why some foods travel a long distance to get to our grocery stores.

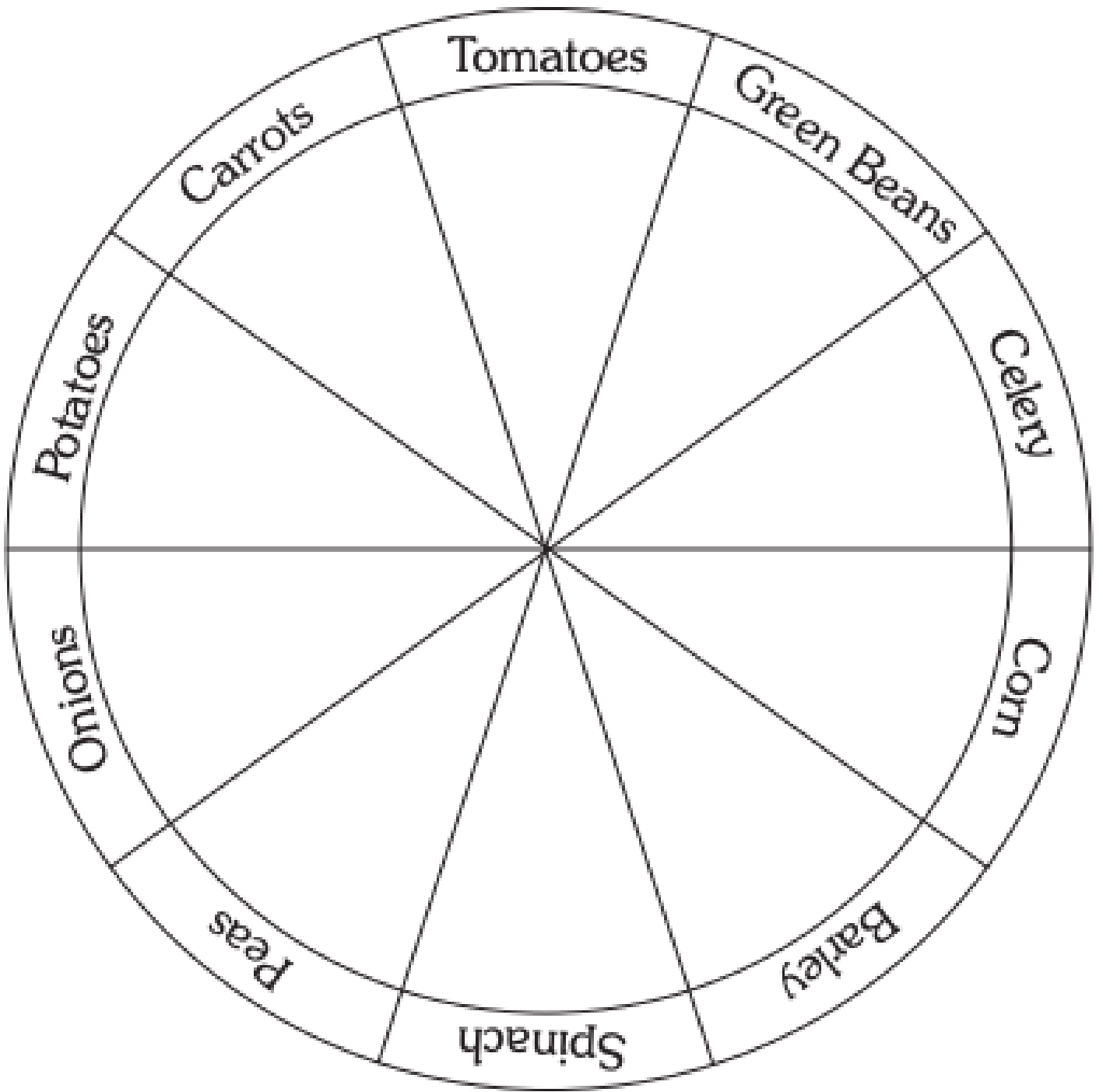
### Extension Activities:

- [Cooking Demo with the Author](#) (Melissa Iwai)
- [Making Stone Soup](#)
- [All in Just One Cookie](#) (Book)
- [An Orange in January](#) (Book)
- [What is Cooking?](#) (Book)
- [How Did That Get in My Lunchbox?](#) (Book)
- [How to Make an Apple Pie and See the World](#) (Book)
- [PB&J Hooray!](#) (Book)
- [Plants Feed Me](#) (Book)
- [The Cow in Patrick O'Shanahan's Kitchen](#) (Book)
- [To Market, To Market](#) (Book)
- [Who Grew My Soup?](#) (Book)
- [Eat Happy Project video series](#) (Multimedia)
- [Planet Food Online Game](#) (Multimedia)
- [Who Grew My Soup Song](#) (Multimedia)
- [Who Grew My Soup? Movies](#) (Multimedia)
- [Soup](#) - Epic Collection

### Sources

1. <http://www.did-you-knows.com/did-you-know-facts/food.php?page=2>
2. <http://www.frozenfoodfacts.org/about-frozen-foods/story-frozen-foods>
3. <http://ezinearticles.com/?Soup-Facts---Fun-Trivia!&id=582906>
4. [http://www.agfoundation.org/files/FFF\\_Graphic\\_US\\_Farm\\_Feeds.jpg](http://www.agfoundation.org/files/FFF_Graphic_US_Farm_Feeds.jpg)
5. <https://www.ers.usda.gov/data-products/ag-and-food-statistics-charting-theessentials/ag-and-food-sectors-and-the-economy/>

6. <https://shop.scholastic.com/teachers-ecommerce/teacher/books/soup-day-9780545939676.html>
7. [http://homeschoolcreations.com/files/Fruit\\_and\\_Vegetable\\_Matching\\_Cards.pdf](http://homeschoolcreations.com/files/Fruit_and_Vegetable_Matching_Cards.pdf)
8. <https://www.melissaiwai.com/soupdaycollagecraft-2>
9. <https://mapmaker.nationalgeographic.org/>
10. <https://www.scfb.org/sites/default/files/AITC%20In%20Action/Lesson%20Plans/Who%20Grew%20My%20Soup.pdf>
11. <https://justfunfacts.com/interesting-facts-about-soups/>
12. <https://discoversouthcarolina.com/articles/these-four-soups-are-always-on-in-south-carolina>







When you eat this vegetable, you are eating seeds. The varieties we eat are typically yellow or white and come canned, frozen, and straight off the cob!

These long, skinny pods grow on a vine. They are usually green, but can also be white, purple, yellow, or red. They are good sources of Vitamins C and K, which help keep bones strong and bodies healthy.

When you eat this green vegetable, you are eating the leaves of a flowering plant. The cartoon character, Popeye, is famous for eating this vegetable. It is full of Vitamin A, which helps with eyesight.

When you eat the vegetables, you are eating roots that farmers dig out of the ground. It can be yellow, purple, red, or white, but the common variety is found in carrots.

When you eat this vegetable, you are eating the petals of the plant that attaches the leaves to the stem. This vegetable is light green. You be seen it spread with peanut butter or dipped in ranch.

This crop can be either a vegetable or a fruit depending on how you eat it. If it is a fruit, you are eating the pod and a vegetable if you are eating the seeds found inside the pod.

This is a fruit that grows on a vine, but people eat it as a vegetable. It is typically red. It is found in ketchup, salsa, and pizza sauce. It is high in Vitamin C, which helps protect us from disease.

When you eat this vegetable, you are eating a bulb that grows underground but is not a root. Carrots are made up of this vegetable.

When you eat this grain, you are eating seeds that have been milled to produce flour or polished. This grain is found in a field and looks like grass and looks like corn.

When you eat this vegetable, you are eating the pods that are high in Vitamin C. You may make up may make this vegetable a root. Carrots are made up of this vegetable.

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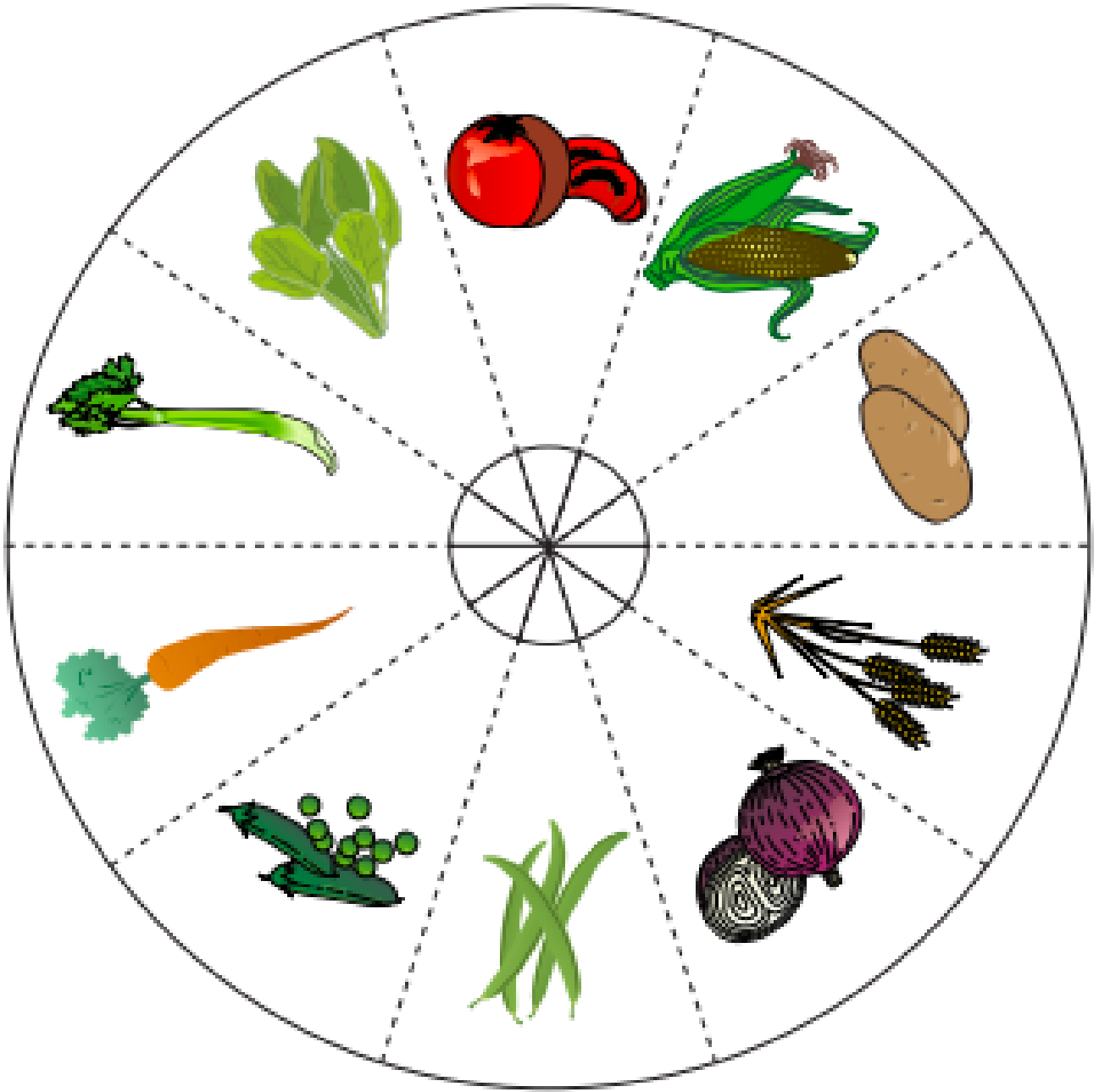
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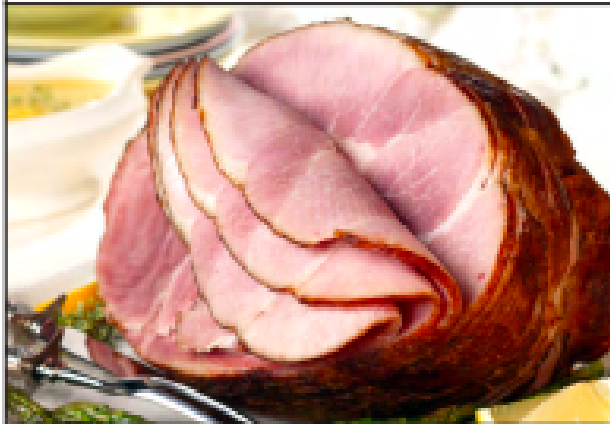
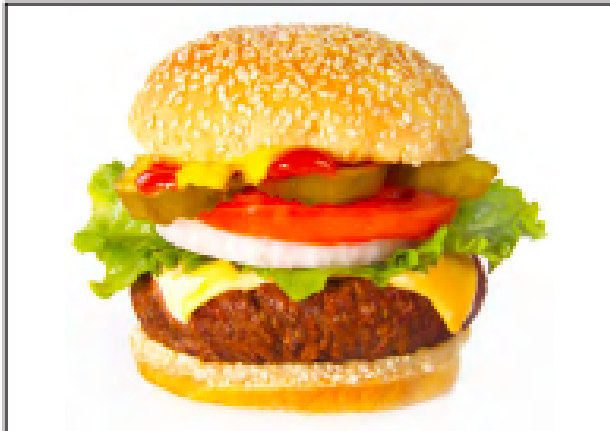
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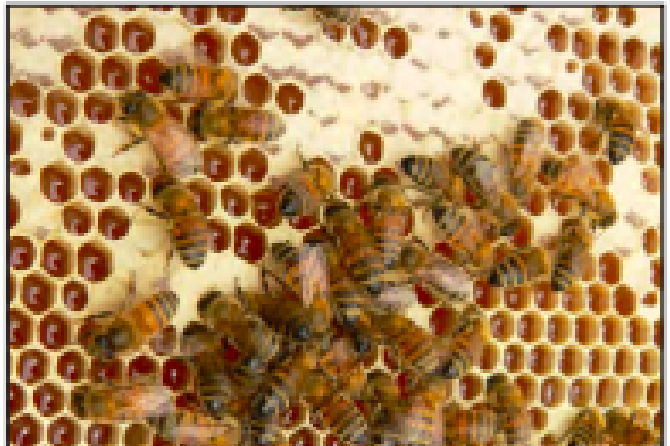
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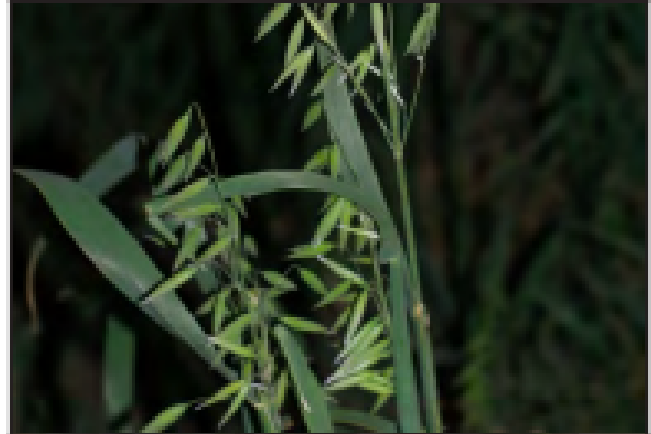
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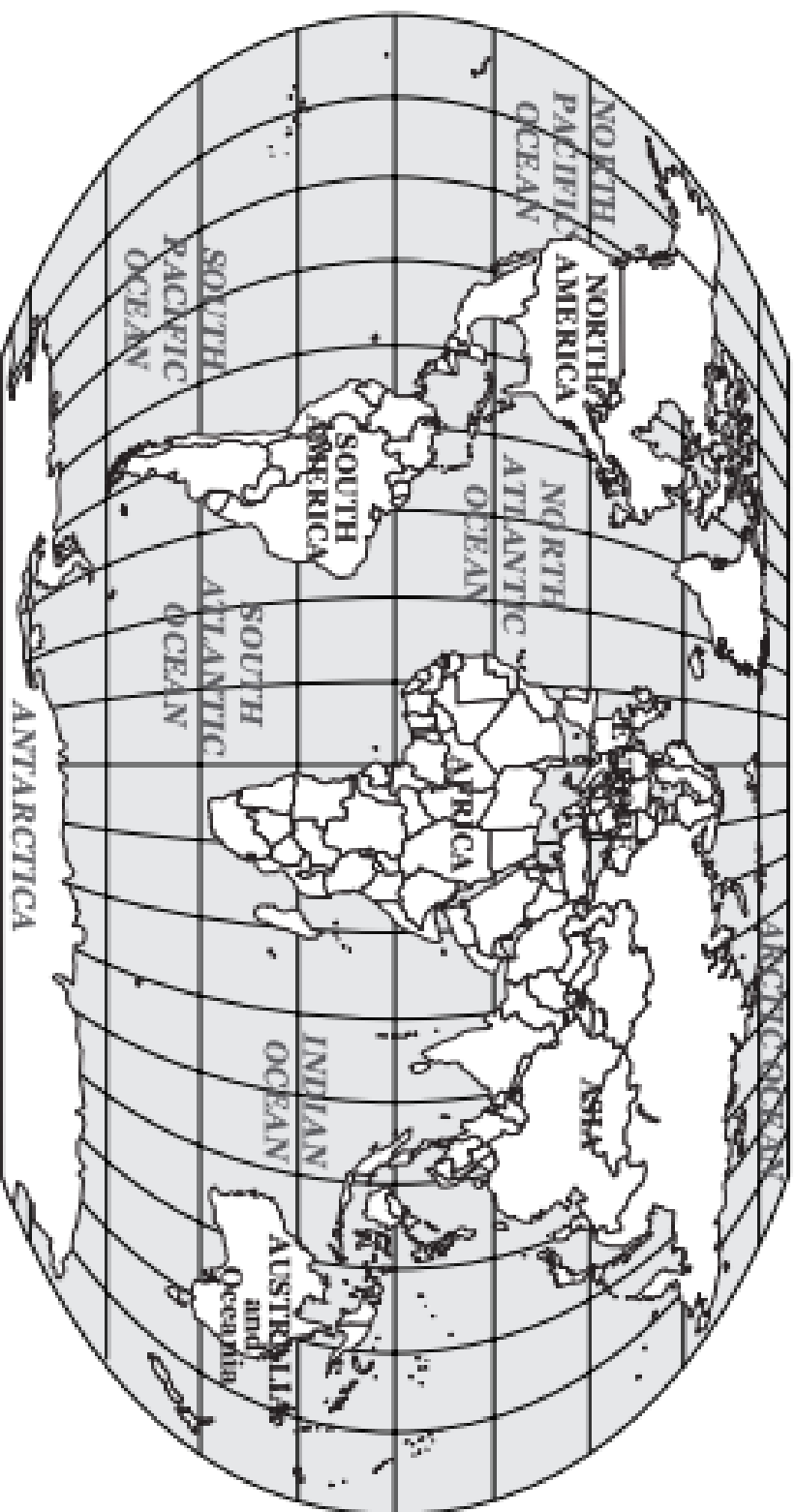
## Where Does My Food Come From?

Find a food item with a "Country of Origin" label. These labels can be found on most produce items. Go to [education.nationalgeographic.com](http://education.nationalgeographic.com). Scroll down to Mapmaker Interactive. Locate your food's country of origin and the town in which you live. Find the distance between the two locations by clicking the red line icon on the toolbar. Click somewhere within your food's country of origin to start measuring. Double click your town. A line will appear on the map and the distance between the two locations will be displayed. Record this distance to show approximately how many miles the food travelled.

Food \_\_\_\_\_

Country of Origin \_\_\_\_\_

Miles Travelled \_\_\_\_\_



Name: \_\_\_\_\_

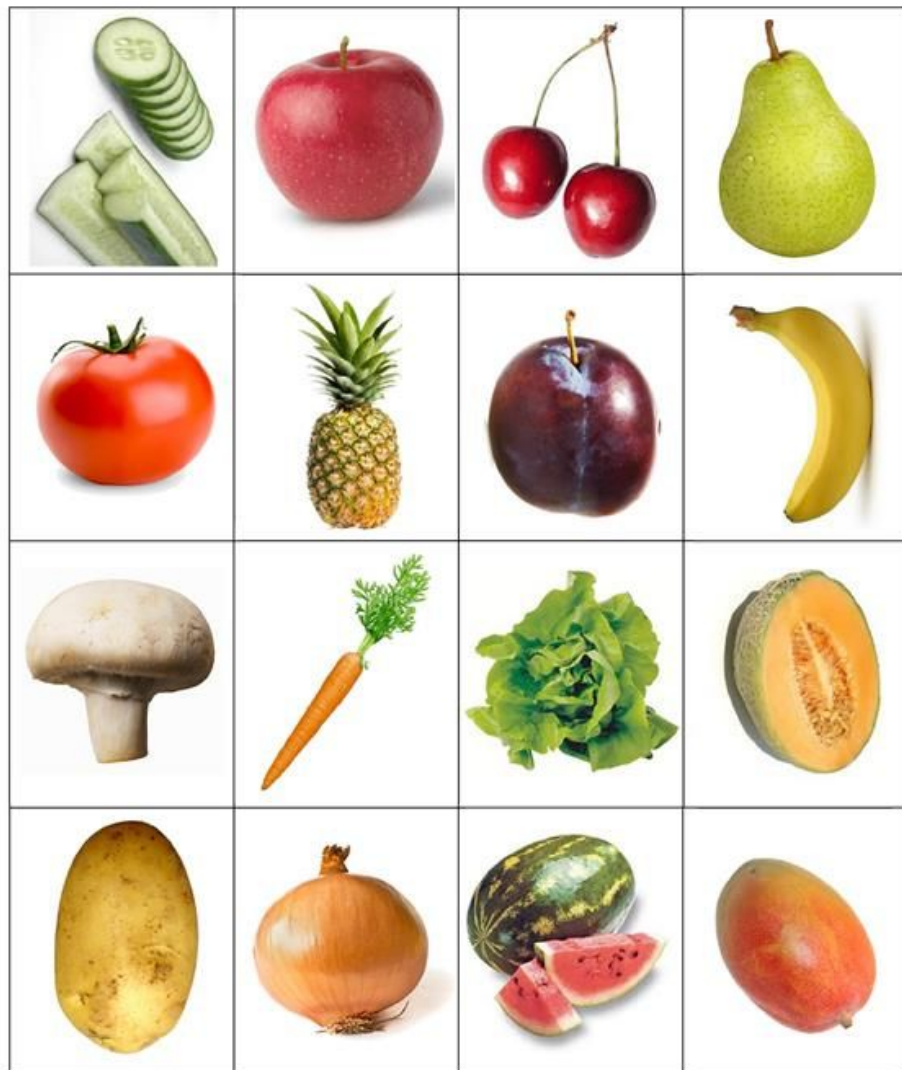
# Farmer's Market Shopping

Directions:

1. Sort the fruits and vegetables.
2. Make a poster using the baskets provided.

**Fruits**

**Vegetables**







Name: \_\_\_\_\_

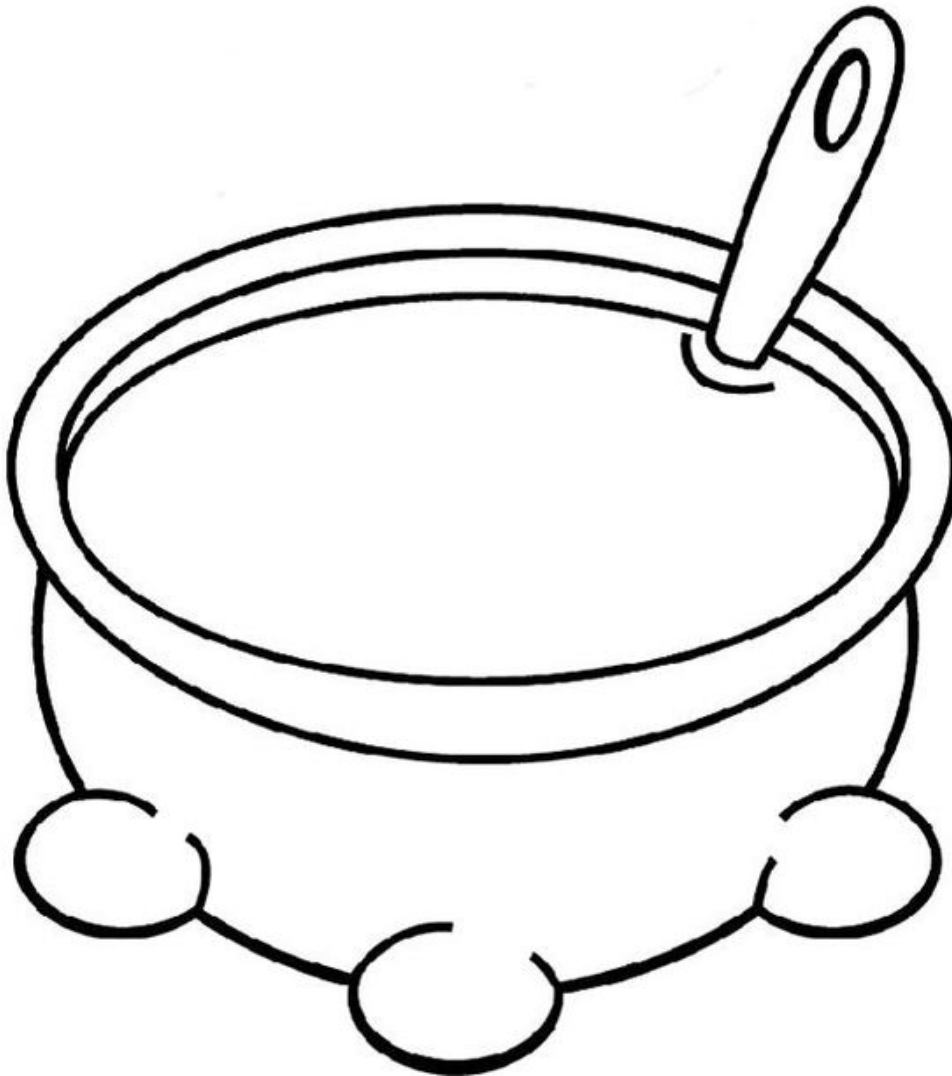
# Make Your Favorite Soup

My favorite soup is \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List of ingredients:



## **Standards:**

### Kindergarten

- 1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.
- K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs

### Grade One

- 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.
- 1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.
- 1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.

### Grade Two

- 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
- 2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.
- 2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.

### Grade Three

- Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
- 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

### Grade Four

- Standard 1: Write arguments to support claims with clear reasons and relevant evidence.