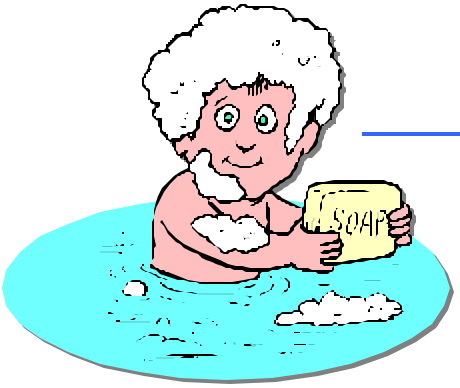

#3661

SOAP

Grade Levels: PS-4
10 minutes
FILMS FOR THE HUMANITIES 1994
1 Student Activity Sheet

DESCRIPTION

Where does soap come from? After a brief look at early soap making and attitudes toward bathing, visit a factory that makes soap and see the complete process.

ACADEMIC STANDARDS

Subject Area: Science

- Standard: Understands and knows how to analyze chronological relationships
  - Benchmark: Knows that an organism's patterns of behavior are related to the nature of that organism's environment (e.g., kinds and numbers of other organisms present, availability of food and resources, physical characteristics of the environment)
  - Benchmark: Knows that all organisms (including humans) cause changes in their environments, and these changes can be beneficial or detrimental
  - Benchmark: Knows that changes in the environment can have different effects on different organisms (e.g., some organisms move in, others move out; some organisms survive and reproduce, others die)

Subject Area: Historical Understanding

- Standard: Understands and knows how to analyze chronological relationships and patterns
  - Benchmark: Knows how to construct time lines in significant historical developments that mark at evenly spaced intervals the years, decades, and centuries
  - Benchmark: Knows how to identify patterns of change and continuity in the history of the community, state, and nation, and in the lives of people of various cultures from times long ago until today

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VOCABULARY

1. smell
2. perfume
3. bath
4. flakes
5. kettle
6. bin
7. vat
8. steamy
9. humid
10. deep
11. thick
12. dry

BEFORE SHOWING

1. Have students name the different things we wash with soap (e.g., car, dishes). When do we use a bar of soap? When do we use liquid soap?
2. How does soap smell? Ask students to name some soap perfumes (e.g., lemon, flowers). What kind of soap do they use? How does it smell?

AFTER SHOWING

Discussion Items and Questions

1. After students have watched the program, ask them the following questions:
   a. How clean were people in the old days?
   b. Why didn't they use soap?
   c. Why is a soap factory steamy?
   d. What does a soap kettle look like?
   e. What is tallow? What is it made of?
   f. Why do you have to keep mixing tallow?
   g. How does tallow look when water is squeezed out of it?
   h. What kind of shapes do machines make from tallow?
   i. What kind of shape would you design for soap? What would it smell like?
   j. Have students give a synonym or an antonym of the following words: steamy, humid, deep, thick, dry.
2. Put students into groups. Have the groups discuss:
   a. a shape for a bathtub that they would love to play in.
   b. a shape for a shower stall that would be fun to be in.

Applications and Activities

1. **Bubble Art**

You will need liquid dishwashing soap, powder paint, plastic straws, paper, and small plastic containers. Pour 50 milliliters of soap into each container. Mix different powder paints with a small amount of water. Add liquid paint to bowls. Spread newsprint on a table. Put containers on top. Give students straws. Have them put their straws into the paint mixture and blow until the bubbles overflow the rim slightly. Have students

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roll paper around gently on top of the bubbles without bursting them or flattening them out. They can repeat the process to use several colors. Let the paper dry. Display the art. Talk about the bubble effect and the color overlaps.

2. **Water Fun**
   a. Have students name places where they can bathe (e.g., tub, barrel, plastic pool, river). Write the words on the blackboard. Have students explain the words with examples or illustrations.
   b. Divide students into groups. Have each group choose one word from the examples listed above. Have them invent a way to have fun while washing in this place (e.g., put a slide in a plastic pool). Can they also invent a fun way to soap up? For example, the soap squirts from a bottle as you slide down into the tub. Have each group describe their invention to the class.

3. **Soap Sculpture**

Have students bring in a bar of soap and a steel nail file from home. You will also need plain pipe cleaners, Play-Doh, and bits of flexible wire. Have students carve an animal shape out of soap using nail file or clay-carving tools. Have them use pipe cleaners, wire, and bits of Doh for features. For example, they can push wire into a shape to make a porcupine. Display the soap animals. Have students talk about how these animals bathe. What would happen if you tried to give the animals a bubble bath?

4. **Super Bubbles**

You will need clear dishwashing liquid detergent, glycerin (this can be purchased at any drugstore), and flexible wire. Mix together in a large bowl, six glasses of water, two glasses of detergent, and one to four glasses of glycerin. Have students twist the wire into a big circle. Have them dip the circle into the bowl and blow. With a little practice, they can blow huge bubbles. Have them imagine a shower of bubbles of different colors. What would the world look like in a bubble shower? What would they do?

RELATED RESOURCES

Captioned Media Program

- Home Safe: A Guide for Effective Home Health Care #7964
- Hygiene: What Is It? #3140
- Preventing Communicable Diseases: Colds, Flu, AIDS, STDs #3399
- Soap #2224
- Some of Your Bits Ain't Nice #3083

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World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **COLONIAL SOAPMAKING**

http://www.alcasoft.com/soapfact/history.html

The history and techniques of soap making are described. Narrative text for the teacher with a few hand-drawn graphics.

- **BUBBLES**

http://www.exploratorium.edu/ronh/bubbles/bubbles.html

From the Exploratorium. Great "Internet Resources" link, fun and inviting content links, and even a "Bubbliography." Fun and informative. "Soap" button within content area.

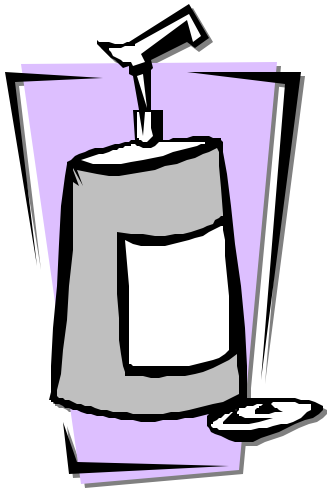
- **SOAP CHEMISTRY**

http://www.sdahq.org/sdakids/

Soap and soap bubbles background from the Soaps and Detergents Associations. Information for kids and adults in an easy-to-access format. Scroll down for the "I want to know about…" categories such as "…the history and chemistry of soaps and detergents." Illustrations that accompany text are a support to comprehension.

STUDENT ACTIVITY SHEET

- Mystery Word, Spell It, What Am I?, and Read It



STUDENT ACTIVITY SHEET

1) MYSTERY WORD

Read the words in the list. Find the words in the box. They read left to right and right to left. Circle them. Cross them off the list.

Word List

soap
bubble
bath
wash

B	U	B	B	L	E
A	T	S	O	A	P
H	S	A	W	O	L
L	W	H	T	A	B

Now there are six letters left. Can you make a word?
Clue: soap is made of this. Answer: ___ ___ ___ ___ ___ ___.

2) SPELL IT

Soap has two vowels side by side: O and A. Write three words with vowels side by side. The vowels are: A E I O U.

SOAP

3) WHAT AM I?

Can you guess the word? Follow the clues:
You wash with it.
You put soap in it.
You float a rubber duck in it. Answer: _____

4) READ IT

Read the story silently, and answer the questions below.
Balloon sniffed. "What's that smell?" He asked. "Perfume," said Mouse. "What is it?" He asked. "Sunflower," she said. Mouse used her favorite food. She crushed the seeds. She squirted lemon on the oil. She smelled fresh.

What was Mouse's perfume called?
What did she crush?
What did she mix with the seed oil?
What other plants smell fresh?
What do you use in your house to make it smell fresh?