#3662

SOUP

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

DESCRIPTION

A visit to a Campbell soup factory shows the production of vegetable soup from fresh vegetable preparation to the market.

ACADEMIC STANDARDS

Subject Area: Science

- Standard: Knows about the diversity and unity that characterize life
  - Benchmark: Knows different ways in which living things can be grouped (e.g., plants/animals; pets/nonpets; edible plants/nonedible plants) and purposes of different groupings
  - Benchmark: Knows that plants and animals progress through life cycles of birth, growth and development, reproduction, and death; the details of these life cycles are different for different organisms

VOCABULARY

1. can (soup)
2. can opener
3. cannery
4. fresh
5. frozen
6. knife
7. recipe
8. secret
9. inspect

BEFORE SHOWING

1. Ask students to name the foods they ate yesterday for breakfast, lunch, and dinner. Did anyone have soup? Ask for a hand count of those who had soup. Did these students like the soup? What kind was it?
2. Ask students to name a vegetable that could be put into a vegetable soup recipe. Make a list on the blackboard. Have students name ways that these foods can be cut for a soup (e.g., slice, chop). Make a list of these action words (verbs) on the board. Which vegetables are easy to cut in these different ways?

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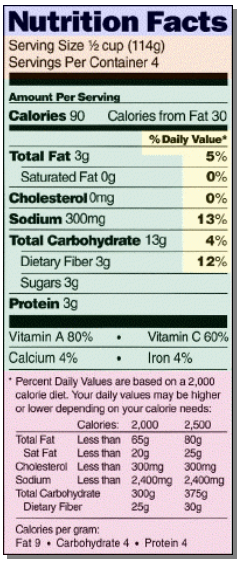
AFTER SHOWING

Discussion Items and Questions

1. After students have watched the video, ask them the following:
   a. Is the same soup made every day at a factory? Explain.
   b. How are the vegetables prepared?
   c. How are they inspected?
   d. How are vegetables moved to the second floor?
   e. What does a shaker table do?
   f. What is a spice? Name some. Why do you think soup factories have secret spices?
   g. What happens in a cannery?
   h. How do machines know which label to put on which soup can?
   i. What ingredients would you put in a soup? What would you call it?
2. Ask students to name soup ingredients other than vegetable (e.g., rice, chicken cubes). Make a list on the board. Which item are grains? Meats? Is there another category?
3. Ask students to talk about how an ordinary soup could be turned into a cream soup. What vegetables would make a good cream soup (e.g., mushroom, broccoli)?
4. Discuss with students why it's important to recycle soup cans. How do people go about getting their used cans recycled? What other things can be recycled?

Applications and Activities



Nutrition Facts

Serving Size ½ cup (114g)
Servings Per Container 4

Amount Per Serving	
Calories 90	Calories from Fat 30
	% Daily Value*
Total Fat 3g	**5%**
Saturated Fat 0g	**0%**
Cholesterol 0mg	**0%**
Sodium 300mg	**13%**
Total Carbohydrate 13g	**4%**
Dietary Fiber 3g	**12%**
Sugars 3g	
Protein 3g	
Vitamin A 80% •	Vitamin C 60%
Calcium 4% •	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

1. **Soup Survey**
   Instruct students how to conduct a survey in class using the question: "What is your favorite soup?" Give them lined paper and pencil to do the survey. Ask for the totals of each type of soup on their completed surveys to discover the top three favorites. Write their names on the board. Have students talk about why these three soups are so popular.
2. **Soup Label**
   a. Ask students to bring in labels from soup cans or the front panel of a soup box. Display the labels and have students read them. Have them compare designs. Which ones are more interesting to look at? Do they help sell the soup to the consumer?
   b. Have students design their own label for their favorite soup. They can use any paper stock and coloring tools. Have students tell why their label will sell a soup.
3. **Soup Book**
   Have students bring one soup recipe from home. The recipe should be written on an index card. Give students a sheet of construction paper, glue, drawing tools, and collage material. Have them make one page for a soup cookbook. They should

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paste the index card with the recipe onto the page. Collect all pages and help students make a cookbook. Punch holes through the pages and bind them with strong string. A cover and back page for the book can be a combined class effort. The recipes inside could be used for reading and spelling activities.

4. **Nutrition**
   a. Discuss the four food categories: Milk/milk products, meat/fish/poultry, breads/cereals, and fruits/vegetables. Write the categories on the blackboard as headings for columns. Ask students to name foods that fit into each category. Note: Pastas go in the bread category; high-protein nuts and beans as well as peanut butter go into the meat category. Ask students to decide where soup fits in. Can a soup have a little from all categories? Talk about nutrition and its importance. Why should we eat a lot of vegetables, for example, for good nutrition?
   b. Bring in lots of magazines with pictures of food. Using large mural paper, divide the page into four equal areas. Label each area with the name of the four food groups. Divide students into groups. Have them cut out pictures of foods from magazines and paste them in the correct area on the mural.
5. **Noodle Mania**
   Give students lots of Play-Doh. Have them roll the Doh into long, thin strips. Have them cut and shape the Doh into noodles. Ask them to use their imagination to create fancy shapes. Display the noodles. What would students call a soup full of each type of noodle? Twister soup? Noodle-Q Soup? Pretzel Soup?

RELATED RESOURCES

Captioned Media Program

- Chewing Gum #3586
- Chocolate #3589
- Oranges: From Farm to Table #3385
- Peanuts #3640
- Video Cooking Library: Sensational Soups #7893

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.

- **PARTNERS FOR GROWING**

http://www.mobot.org/PFG/samples/index.htm

For kids. Activities to see and do. Pictures. Interactive tree story. Educational activities. Easy to access. Could be used as independent tutorials.

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- **MANN FARM**

http://www.broccoli.com/club/clubtoc.htm

Mann Farm, Inc's. fact-filled broccoli site. Pictures from farm to city. History of food-packing at the plant. And even Broccoli Tic-Tac-Toe!

- **THE GREAT PLANT ESCAPE**

http://www.urbanext.uiuc.edu/gpe/

Professor Le Plant and his friends Bud and Sprout investigate (tutorials) plants, seeds, environmental information, and more.

- **KID VALLEY GARDEN PAGE**

http://www.arnprior.com/kidsgarden/index.htm

"Planning," "Planting," "Keeping Plants Healthy," "Showing Your Plants," "Flowers," "Veggies," "Herbs," and more. An organized list of kids' gardening links at http://www.arnprior.com/kidsgarden/links.htm.

- **RUBE GOLDBERG MACHINE CONTEST**

http://www.rubegoldberg.com/contest.htm

Information on kid contests to create machines using the famous Pulitzer-Prize winner's wacky and wonderful twenty-step method.

- **HISTORY OF INVENTIONS**

http://www.cbc4kids.ca/general/the-lab/history-of-invention/default.html

Smith College's presented time line of inventions through history. Click and scroll. Text and pictures.

- **INVENTOR'S MUSEUM**

http://www.inventorsmuseum.com/museum_map.htm

Inventions online by topic.

STUDENT ACTIVITY SHEET

- Mystery Word, Find It, and Read It

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STUDENT ACTIVITY SHEET

1) MYSTERY WORD

Take one word from Box 1. Add it to a word from Box 2. Write down pairs that name something. Use a word one time only. Can you find six pairs?

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____

Box 1

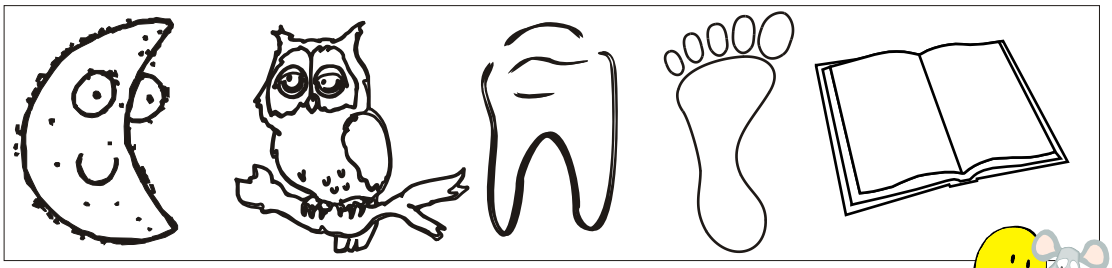
lemon	**ice**
chicken	**hot**
milk	**split**

Box 2

shake	**pea**
wing	**dog**
pie	**cream**

2) FIND IT

Noodle has a double "O." Look in the box. Find five things with a double "O." Color them.



3) READ IT

Read the story silently, and answer the questions below.

Mouse made soup. She cut up a celery, a carrot, some beans, and an onion. "Why are you crying?" asked Balloon. "It's the onion," said Mouse. "Add noodles," said Balloon. "Okay, I love noodles," she said. Then she put in spices. The spices are secret.

What was Mouse making?
What vegetables did she use?
Why did she cry? Do onions make you cry?
What did Balloon want in the soup?
What do you think the secret spices were?
What name would you suggest for the soup?