# Objectives

- Describe food production long ago and today, including the roles of farmers, processors, distributors, weather, land, and water resources.
- Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
- Understand how limits on resources affect production and consumption (what to produce and what to consume).

## Quest: Project-Based Learning: Create a Poster

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<tr>
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Project-Based Learning:
Create a Poster

How are consumers, producers, processors, and distributors connected?

Welcome to Quest 4, Create a Poster. In this Quest, your children will learn about the effects of drought on consumers, producers, processors, and distributors. Through their discovery of the causes of drought, their investigation of irrigation systems, and their exploration of the far-reaching effects of drought, children will be prepared to discuss the compelling question at the end of this inquiry.

Objectives

- Describe food production today, including the roles of farmers, processors, distributors, weather, land, and water resources.
- Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
- Understand how limits on resources affect production and consumption (what to produce and what to consume).

STEP 1  Set the Stage  

Begin the Quest by distributing the blackline master, Quest Kick Off. It will bring the world of the Quest to life, introducing a story to interest children and a mission to motivate them.

Story

The government has drafted a bill which will give farmers money to buy drip irrigation equipment in order to protect their crops against drought. Voters will vote on whether or not this bill will be passed.

Mission

Children have been asked by local farmers to create posters to help them persuade voters to support the bill. Their mission is to learn about drought and its effects and the ways irrigation systems protect against drought in order to create informational posters to increase voter support.
STEP 2 Launch the Activities

The following four activities will help children prepare to create their posters by leading them through a discovery of drought and its effects, as well as investigating irrigation systems. Note that all four can be done independently of the larger Quest. Help children build background by assigning the appropriate Leveled Reader for the chapter.

**Activity 1** Discussing Drought  
30 minutes

**Materials:** Student Activity Mat 3A Graphic Organizer, dominoes, source link: http://drought.unl.edu/DroughtforKids.aspx

Using the provided source link, lead children in a shared research activity to learn about the effects of drought on the production of goods. Begin by watching the six-minute video “Assessing Drought in the United States” to gain an understanding of drought and how it affects the land in the United States. As the video plays, pause throughout to explain broad concepts and allow children to ask questions to strengthen understanding. Then click the hyperlink “How Does Drought Affect Our Lives” to build a concept of how a natural disaster such as drought directly affects us as consumers. Begin by illustrating the “domino effect” by setting up and knocking over dominoes to show how one action causes a chain reaction. Next click the hyperlink “Impact of drought” in order to explore the economic, environmental, and social impacts of drought. As you read through each of the impacts, pause to allow children time to talk with a partner or ask questions about the particular impact. Guide children to use Student Activity Mat 3A Graphic Organizer to show the domino effect. After researching to learn about drought and its effects, have the children participate in a small group discussion about what they’ve learned about impacts of drought. During the small group discussion, have the children list ways that they have been directly affected by drought.

**Activity 2** The Domino Effect  
20 minutes

**Materials:** Blackline Master: The Domino Effect, dominoes

Prior to the start of class, set up dominoes in the pattern shown on the blackline master. At the start of the lesson, use the dominoes to illustrate how a single action (drought, as illustrated by the first domino) causes a chain reaction. Explain that as the remaining dominoes are knocked over and fall, they knock over additional dominoes which continue the effects of the first action.

Distribute the blackline master, The Domino Effect, which provides for a visual representation of the chain of effects brought about by drought.
As a whole-class activity, work with children to complete the flowchart, explaining how each effect becomes a new cause that brings about more effects. As you explain each step, draw the flowchart on the board or fill in a copy displayed on a projector. In the first oval, instruct children to write the word **drought**. Beneath this oval, instruct children to write the first effect of drought, “crops die.” Next fill in the effects of the death of the crops, “fewer raw goods are available” and “fewer people are needed to harvest raw goods.” Explain to children that raw goods are goods that are in their natural form, such as cotton that will later be used in clothing.

Next, point out that the death of the crops brought about about two effects, which then caused many other things to happen. Beginning with “fewer people are needed to harvest” on the right, fill in “people who work in harvesting are laid off.” Explain to children that being laid off means that a worker is temporarily out of a job due to things beyond his or her control. Explain that being laid off is different from being fired, because people who are laid off will be called back to work when work is available again. However, during the time that they are laid off, workers are often without pay, causing effects to their lives and families.

To continue, move to the rectangle on the left containing the phrase “fewer raw goods are available.” Continue by listing the two effects brought about by this cause: “fewer products are made” and “fewer people are needed to process goods.” Explain to children that because fewer raw goods are available, fewer products can be made from those goods, and fewer people are needed to do the work of processing those goods into products. If necessary, use apples as an example. If an apple crop dies, a factory that makes apple pies to sell will have fewer apples to use. Since they have fewer apples, they won’t be able to make as many pies, and they won’t need as many workers to work in the factory making pies.

Next, proceed to the far left rectangle and fill in with “products become more expensive.” Explain to children that when something is scarce, it means there’s not as much of it. Scarcity can cause prices to be higher. In the example of the apple pies, the scarcity of the apples can cause the price of the apple pies to go up.

To culminate, proceed by filling in the final boxes to show the effects of lessened production. In one box, list “people who work in processing are laid off.” In the other boxes, list “fewer goods are transported and distributed” leading to “transporters and distributors are laid off.” Discuss how a reduction in production affects the people’s lives who work in production and distribution of goods.

Finally, have children examine the personal effects listed in the final boxes of the sections of the flowchart (products are more expensive; people in distributing, processing, harvesting are laid off) and consider the problems caused when prices are higher but people have temporarily lost jobs. Have children talk with partners or small groups about what the flowchart shows them about the interdependence of consumers, producers, processors, and distributors.
## Activity 3  Compare Irrigation Systems  

### Materials:
Graphic Organizer: T-Chart, source links:
- [http://water.usgs.gov/edu/irdrip.html](http://water.usgs.gov/edu/irdrip.html)
- [http://water.usgs.gov/edu/irfurrow.html](http://water.usgs.gov/edu/irfurrow.html)

Assign the appropriate Leveled Readers for this chapter to help children build background knowledge on farming. Then, using the provided source link, lead children in a shared research activity to learn about the types of irrigation systems used throughout the country. Begin by defining an irrigation system as equipment used by farmers to water crops during periods of drought.

Distribute the graphic organizer, T-Chart, which allows children a place to note important details about each type of irrigation system in order to compare and contrast the two. Instruct children to label the left side of the T-Chart “Drip Irrigation System” and the right side of the T-Chart “Surface Irrigation System.”

Begin by visiting the first link to help children build a concept of what a drip irrigation system is. As you read the information on the Web page aloud, record notes on a T-Chart you’ve drawn on the board or on chart paper. (See the Answer Key for a list of notes to be included in the T-Chart.) Instruct children to make notes on their T-Charts as well. (As you get to concepts such as evaporation, pause to briefly question children’s understanding of the water cycle. If children have no concept of evaporation, give a brief explanation by stating that evaporation happens when water is heated and turns into gas. Explain that this means that water isn’t able to reach the plant so the plant can use it.)

Next, continue to lead children through note-taking with the second irrigation system, surface irrigation. As you reach concepts such as runoff, define for children. (Ex: Runoff is when water is wasted by running past crops before it can be absorbed by the soil.)

After completing the T-Charts, have children participate in a small-group discussion comparing and contrasting the two irrigation systems. During the small-group discussion, have children recount the details from their research, noting the similarities and differences in the two irrigation systems.
Activity 4  Build an Irrigation System  15 minutes

Materials: styrofoam cups (2 per child), plastic straws (1 per child), pushpins (1 per child), pencils (1 per child)

Distribute 2 styrofoam cups, 1 plastic straw, 1 pushpin, and 1 pencil to each child.

Instruct children to first use the pencil to make holes near the bottom of the cups, one hole on one side of each cup. Tell children to take care in creating the holes so that the straw will fit snugly into the holes. Remind children that holes need to be low and approximately the same height in both cups.

Next, have children use the pushpin to create many holes in the plastic straw. To do this safely, instruct children to place the straw on a flat surface, such as their desks, and gently push the pushpin through the straw to create the holes. Remind children that these holes will allow the water to drip through so they should create many small holes in the straw.

Next, have children push the straw partially into the holes created in the cups. The children should position the straw so that both cups are connected by the straw, with the straw protruding partially inside of each cup.

Finally, have children place the completed drip irrigation model in a place where it is safe to observe its drip function (away from electrical equipment and school books/materials which could become wet). Fill the cups with water, at least as high as to cover the protruding part of the straw. Have children observe the function of the model and participate in a shared class discussion of how the irrigation system works to water crops.

STEP 3  Complete the Quest

Part 1  Create a Poster  30 minutes

Materials: Poster board or large poster paper, art supplies

Instruct children to create a poster supporting a bill to give farmers money to purchase drip irrigation equipment. Tell children that their posters should include reasons why it’s important for farmers to protect their crops against drought as well as justifications for their support of the bill (for example: how irrigation systems work to conserve water as well as provide protection against the domino effects of drought on society). Allow children to use art supplies to illustrate their posters. Children may also wish to include their flowcharts on their posters as a visual display of the far-reaching effects of drought.
Support for English Language Learners

Writing Remind children that opinions should be supported through the use of evidence or relevant background knowledge. Tell children that in order to build a strong argument for their support of the bill to give farmers money for irrigation equipment, they must include evidence that supports their reasoning.

Entering: Remind children that they have been working to collect evidence that will support their opinion. Have children draw the far-reaching effects of a drought or drip irrigation. Help children label their drawing. The label should be used as evidence to support their opinion. Help children write one justification for their support of the bill.

Emerging: Remind children that they should use the evidence they have collected during the Quest to help them develop support for their opinion. Have emerging children refer to their flowcharts to identify one compelling reason to support their opinion. Then have children use evidence and background knowledge gained during the Quest to write one justification for their support of the bill.

Developing: Remind children that they should use the evidence they have collected during the Quest to help them develop support for their opinion. Have developing children refer to their flowcharts and identify one compelling reason to support their opinion. Then have children use evidence and background knowledge gained during the Quest to write one justification for their support of the bill.

Expanding: Remind children that they should use the evidence they have collected during the Quest to help them develop support for their opinion. Have expanding children refer to their flowcharts and their T-Charts to identify two compelling reasons to support their opinion. One reason should relate to the far-reaching effects of drought, and one reason should relate to the benefits of a drip irrigation system versus surface systems that are currently in use. Then have children use evidence and background knowledge gained during the Quest to write two justifications for their support of the bill.

Bridging: Remind children that they should use the evidence they have collected during the Quest to help them develop support for their opinion. Have bridging children refer to their flowcharts and their T-Charts to identify at least three compelling reasons to support their opinion. Their reasons should relate to the far-reaching effects of drought as well as the benefits of a drip irrigation system versus surface systems that are currently in use. Then have children use evidence and background knowledge gained during the Quest to write at least three justifications for their support of the bill.

Part 2 Answer the Compelling Question 15 minutes

After children complete their posters, encourage them to reflect on what they learned. As a class, discuss the compelling question for this Quest “How are consumers, producers, processors, and distributors connected?”

Children have learned about the effects of drought on a society, the importance of protecting crops from drought, and ways farmers protect their crops from drought. They should use what they learned to answer the compelling question.
Create a Poster

Your local farmers are in trouble, and they’re reaching out to you for help! After several years of very little rain, their crops are in serious danger. The government has drafted a bill that will give them money for special equipment to help save their crops from the drought. Farmers need voters to vote yes on this bill, or their crops could die. Even though you can’t vote, you can help by encouraging voters to vote YES!

Your Mission: Create a poster to persuade voters to vote YES on the Farmer’s Irrigation Bill. Use your poster to show voters what happens when crops die due to drought and what could happen to citizens if farmers don’t get the money they need. It’s up to you to make a difference and help your local farmers overcome the effects of drought!
To create your poster:

**Activity 1  Discussing Drought:** Research to learn what drought is and how it affects the people who depend on the growth of the crops.

**Activity 2  The Domino Effect:** Complete a flow chart to learn how drought causes multiple effects felt by people in many areas.

**Activity 3  Compare Irrigation Systems:** Research to compare and contrast irrigation systems used throughout the country.

**Activity 4  Build an Irrigation System:** Build your own 3D model of a drip irrigation system.

**Complete Your Quest**
Create a poster using what you’ve learned to help convince voters to vote yes on the Farmer’s Irrigation Bill, which will give farmers money to purchase drip irrigation systems to protect their crops from drought.
Activity 2

The Domino Effect

Discuss with your teacher the effects of drought. During your discussion, fill in your flowchart along with your teacher.
Quick Activities

**Match Causes and Effects**

<table>
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<th>Individuals</th>
<th>20 minutes</th>
</tr>
</thead>
</table>

**Materials:** Blackline Master: Causes and Effects, scissors, glue,
source link: http://drought.unl.edu/DroughtforKids.aspx

If children did not participate in the Quest activities, begin by using the source link to lead children through a brief research session to learn about the effects of drought. Begin by clicking the hyperlink “How Does Drought Affect Our Lives” and reading the information to children to build a concept of the ways they can be affected by drought. Next click the hyperlink “Impact of drought” in order to explore the economic, environmental, and social impacts of drought. As you read through each of the impacts, pause to allow children time to ask questions they may have about the particular impact.

Distribute the blackline master, *Cause & Effect Match*, which contains the causes and effects to be matched in the activity.

Instruct children to read along as you read the list of causes in the top chart and the list of effects on bottom. As you read through, pause to take a few moments to explain key terms such as resources (things in nature people use), production (when people produce, or make things from goods), raw goods (materials in their natural state), and irrigation equipment (equipment used by farmers to water their crops during periods of drought).

To culminate, instruct children to cut apart the effects listed at the bottom of the page and glue them to match the appropriate causes.
## Wants and Needs

**Materials:** images of child-appropriate wants and needs, scissors, glue

Begin by defining wants as things that we would like to have and needs as things that are necessary to our survival or health. If necessary, provide children with a few examples of each (such as toys or games as wants and food or shelter as needs).

Place poster paper at the front of the classroom to create a class mural. Draw a line down the center and label one side “Wants” and the other side “Needs.” Give each child a few printed images of things that are wants and/or needs. Have each child apply glue to his or her images and paste them on the appropriate space on the mural.

Finally, allow each child to justify the placement of his or her item on the mural, identifying the reason(s) why the item is classified as a want or a need. (It is something people like to have, or it is something people must have for health or survival.) For items that could classify as either, such as a coat, base your evaluation of mastery on the justification provided by the child.

### Support for English Language Learners

**Writing** Tell children that words such as *and, but, so,* and *because* are words that can be used to connect clauses and ideas in sentences.

**Entering:** Have partners place two wants in a pile and two needs in another pile. Model creating sentences. *Food and houses are needs. Toys and games are wants.* Point out the use of *and.*

**Emerging:** Give pairs the following sentence stem to use in building their justifications: *This is a (want/need) because.* . . . Then have children use connecting words to connect clauses in a justification of at least one want or need in the activity.

**Developing:** Have partners state a sentence defining the item as a want or need. Children should then use a connecting word such as *and* or *so* to join the first sentence to a second sentence containing a justification. (Example: *This milk is a need so we need it to be healthy.*) Then have children use connecting words to connect clauses in justification of at least one want or need in the activity.

**Expanding:** Have partners state a sentence defining the item as a want or need. Children should then use a connecting word such as *so* or *because* to join the first sentence to a second sentence containing a justification. (Example: *This ball is a want because it is not something someone has to have to survive.*) Then have children use connecting words to connect clauses in justifications of at least two wants or needs in the activity.

**Bridging:** Ask partners to rearrange two simple sentences to create a compound sentence. Children should begin by stating two simple sentences defining the item as a want or need and giving a justification. Children should then rearrange the sentences and use a connecting word such as *so or because* to create a compound sentence. Then have children use connecting words to connect clauses in justifications of at least three wants or needs in the activity.
What Makes My Lunch?

Materials: Graphic Organizer: T-Chart, children’s lunches, hot lunch menu (if applicable), trade books which explore the origins of food, such as:

- *How Did That Get in My Lunchbox?* by Chris Butterworth
- *Ox-Cart Man* by Donald Hall
- *From Wheat to Pasta* by Robert Egan
- *From Cow to Ice Cream* by Bertram T. Knight
- *Farming* by Gail Gibbons

Read aloud one or more of the suggested titles, which explore the origins of food. Tell children that in this activity they will investigate the contents of their lunches and determine the sources of the foods they eat and drink, as well as the roles of processors and distributors in bringing their foods to them.

Distribute the graphic organizer, T-Chart, which provides children with a way to organize their thinking. If the children in your classroom eat hot lunch, provide them with a menu of the day’s lunch. If your children bring lunches from home, have them look through their lunchboxes to identify the foods brought.

On the left side of the T-Chart, instruct children to list the foods in their lunches. For example: spaghetti, pudding, apple, etc. On the right side of the T-Chart, instruct children to list the food or foods that this item is made from. For example, a child with pudding could list milk or cow on the right side of the chart.

Circulate as children are progressing through the activity to provide scaffolding as needed. Some children may not have the background knowledge necessary to determine source foods. If you see that children need additional background knowledge, lead children in a discussion to explain to them how processed foods are made from source foods. (Example: Pizza is made by using wheat to make a dough. Tomatoes are cooked and mixed with spices to make the sauce. Cheese is made from milk and used to top the pizza.)
**From Farm to Table**

**Small Groups**

**Materials:** Leveled Readers, Blackline Master: From Farm to Table

In this activity, children will work in small groups to develop lyrics to a piggyback song that describes the process of food traveling from farm to table. Before they start, have them read the appropriate Leveled Reader.

Distribute the blackline master, **From Farm to Table**, which provides a flowchart for children to use to organize the steps in the process of food traveling from farm to table.

Explain to children that food goes through many steps as it makes its way from the farmer’s field to our dinner table. If children did not participate in the Quest activities, use the guided model found in the Answer Key section to provide a model of the process.

Divide children into small groups. Instruct the small groups to decide on a food they’d like to use for their charts and songs. Have children draw and write to show the steps in the process of creating the food chosen. Tell children that if they need additional steps, they may draw more spaces on the back of the blackline master. Additionally, tell children that if they have more spaces than they need to show their process then they may cross out the unused spaces. Children should use the first oval to write the name of the origin (such as a seed) and use the final oval to write the name of the end product (such as a cookie). Have children progress through labeling the boxes on the flowchart to follow the structure of the steps in the process.

Next have small groups use their flowcharts to develop piggyback lyrics of a song explaining the process of taking their selected food from farm to table. Children should use the tune “The Farmer In the Dell” to develop their lyrics. If necessary, provide the following model(s):

**Ex:**

*The farmer plants the seed, the farmer plants the seed. Hi-ho, the dairy-o, the farmer plants the seed.*

*The seed grows into a plant, the seed grows into a plant. Hi-ho, the dairy-o the seed grows into a plant.*

*The plant makes a tomato, the plant makes a tomato, etc.*

**OR**

*The farmer milks a cow, the farmer milks a cow. . . .

*The processor takes the milk . . . and makes it into cheese. . . . hi-ho the dairy-o, the processor makes the cheese. etc.*

To culminate, have small groups perform their songs for the class.
## Cause & Effect Match

Follow along with your teacher to read the causes and effects on the page. Then cut apart the effects and glue each effect to match the correct cause.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tbody>
<tr>
<td>An area does not get enough rain.</td>
<td>The area is in a drought.</td>
</tr>
<tr>
<td>Farmers’ water supply is too low.</td>
<td>There are more wildfires.</td>
</tr>
<tr>
<td>There are fewer goods to sell.</td>
<td>Things are more expensive.</td>
</tr>
<tr>
<td>Production shuts down.</td>
<td>People in production lose jobs.</td>
</tr>
<tr>
<td>Workers lose jobs.</td>
<td>Farmers must buy irrigation equipment.</td>
</tr>
<tr>
<td>Forest areas are very dry.</td>
<td>People have less money.</td>
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</tbody>
</table>

The area is in a drought.  
Things are more expensive.  
People in production lose jobs.  
There are more wildfires.  
Farmers must buy irrigation equipment.  
People have less money.
Think about the steps that happen when making one of your favorite foods. Work with your group to identify these steps. Then, use these steps to sing a song about how your chosen food gets from farm to table.
Readers Theater
A Tale of Two Oranges

Follow the journey of an orange as it travels from field to table.

The Parts
6 players:
• Orange 1
• Orange 2
• Farmer
• Production Worker
• Transporter
• Child

Director’s Notes:
Two oranges stand as though they are growing on a tree in a grove. To begin, only the oranges are onstage. The other players appear onstage as the scenes unfold.

Orange 1: What a lovely day it is today!

Orange 2: Yes it is! I’m so happy to be an orange!

Orange 1: Me, too. We’ve been growing here for a long time. I wonder what the farmer will decide to do with us?

Orange 2: I see the farmer coming right now.
Farmer walks onstage and looks closely at the two oranges.

Farmer: Looks like these two are ready.

Farmer reaches and moves one orange to one side of stage and the other orange to the other side.

Orange 1: It looks like this is goodbye, friend.
Orange 2: Goodbye! Good luck on your journey.

All players exit stage.

SCENE 2

Farmer and Orange 1 walk back onstage where Production Worker is waiting.

Farmer: This is one of my best oranges. It will make delicious orange juice.

Production Worker: Oh, thank you! Let’s get this one squeezed and poured into a bottle to head to the store!

Orange 1: Yippee!

Farmer exits to left of stage. Orange 1 and Production Worker exit to right of stage.

SCENE 3

Production Worker and Orange 1 walk back onstage where Transporter is waiting.
Production Worker: Here’s the orange juice you’ll need to transport to the store.

Transporter: I’d better get this on my truck so I can make my delivery to the store on time.

Transporter waves goodbye as Production Worker exits to left of stage. Orange 1 and Transporter exit to right of stage.

**SCENE 4**

Child, Orange 1, and Orange 2 walk onstage.

Child: I’m glad Mom bought this orange juice at the store, and these orange slices will be great for breakfast!

Orange 2: Hey! It’s you! You’re orange juice now!

Orange 1: Yes! And you’re orange slices! Wow! How did that happen?

Orange 2: I went to a food market that sells fresh fruit. The lady bought me there and made me into slices.

Orange 1: Wow! Isn’t being an orange great?

Orange 2: Yes it is!

Orange 1 and Orange 2 give thumbs up as scene ends.