

# 2

History-Social  
Science Standard  
2.4.1.

Supports  
ELA Standard:  
Reading 2.2.5.



# From Field to Table

## **California Education and the Environment Initiative**

Approved by the California State Board of Education, 2010

### **The Education and the Environment Initiative Curriculum is a cooperative endeavor of the following entities:**

California Environmental Protection Agency  
California Natural Resources Agency  
California State Board of Education  
California Department of Education  
Department of Resources Recycling and Recovery (CalRecycle)

### **Key Partners:**

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**Lesson 1 How Does California Grow?**

None required for this lesson.

**Lesson 2 Who Are You and What Do You Do?**

None required for this lesson.

**Lesson 3 Where Your Food Grows**

None required for this lesson.

**Lesson 4 Then and Now**

None required for this lesson.

**Lesson 5 Choices and Changes**

Changing Valley Puzzle . . . . . 2

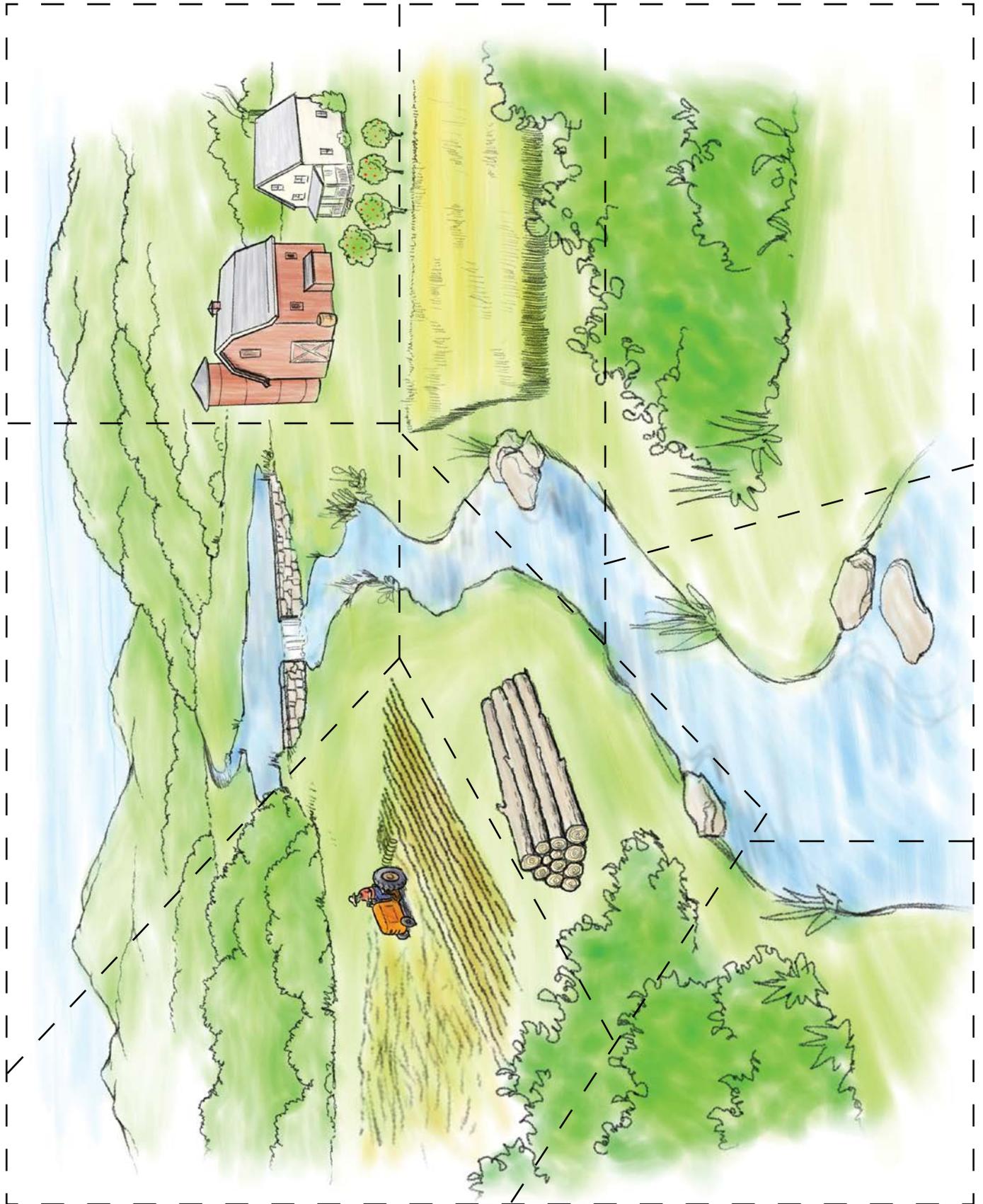
**Assessments**

From Field to Table—Traditional Unit Assessment Master . . . . . 3

Lights! Camera! Action!—Alternative Unit Assessment Master . . . . . 6

# Changing Valley Puzzle

## Lesson 5



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

**Instructions:** Read each sentence and circle the letter next to the word that best completes it. (2 points each)

1. \_\_\_\_\_ is a resource from the land that farmers use to grow crops.
  - a. Rain
  - b. Pond
  - c. Wheat
  - d. Soil
  
2. Knowing the climate of a place helps a farmer \_\_\_\_\_ crops.
  - a. freeze
  - b. plant
  - c. share
  - d. cut
  
3. Farmers can lose crops to floods and \_\_\_\_\_.
  - a. wind
  - b. drought
  - c. freezing
  - d. All of the above.
  
4. A \_\_\_\_\_ is a food producer.
  - a. farmer
  - b. miller
  - c. clerk
  - d. driver

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

5. Because we eat food, we are all \_\_\_\_\_.
- a. producers
  - b. processors
  - c. distributors
  - d. consumers
6. When the number of people living in an area goes up, \_\_\_\_\_ food is needed.
- a. less
  - b. more
  - c. land
  - d. people
7. \_\_\_\_\_ means to buy, sell, or exchange goods.
- a. Farm
  - b. Store
  - c. Trade
  - d. Move
8. Using a \_\_\_\_\_ helps farmers plant more crops in less time.
- a. plow
  - b. mill
  - c. horse
  - d. computer

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

9. Fewer people are needed to work on farms today because a lot of work is now done by \_\_\_\_\_.
- a. stores
  - b. trucks
  - c. mills
  - d. machines
10. Building a farm in an area will change the \_\_\_\_\_.
- a. weather
  - b. seasons
  - c. environment
  - d. climate

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

You have been chosen to make a movie about growing an ingredient in one of your favorite foods.

First, think about a favorite food, and then think about the main ingredient in that food. For example, the main ingredient in bread is wheat. Write the name of that main ingredient on the line below. (5 points)



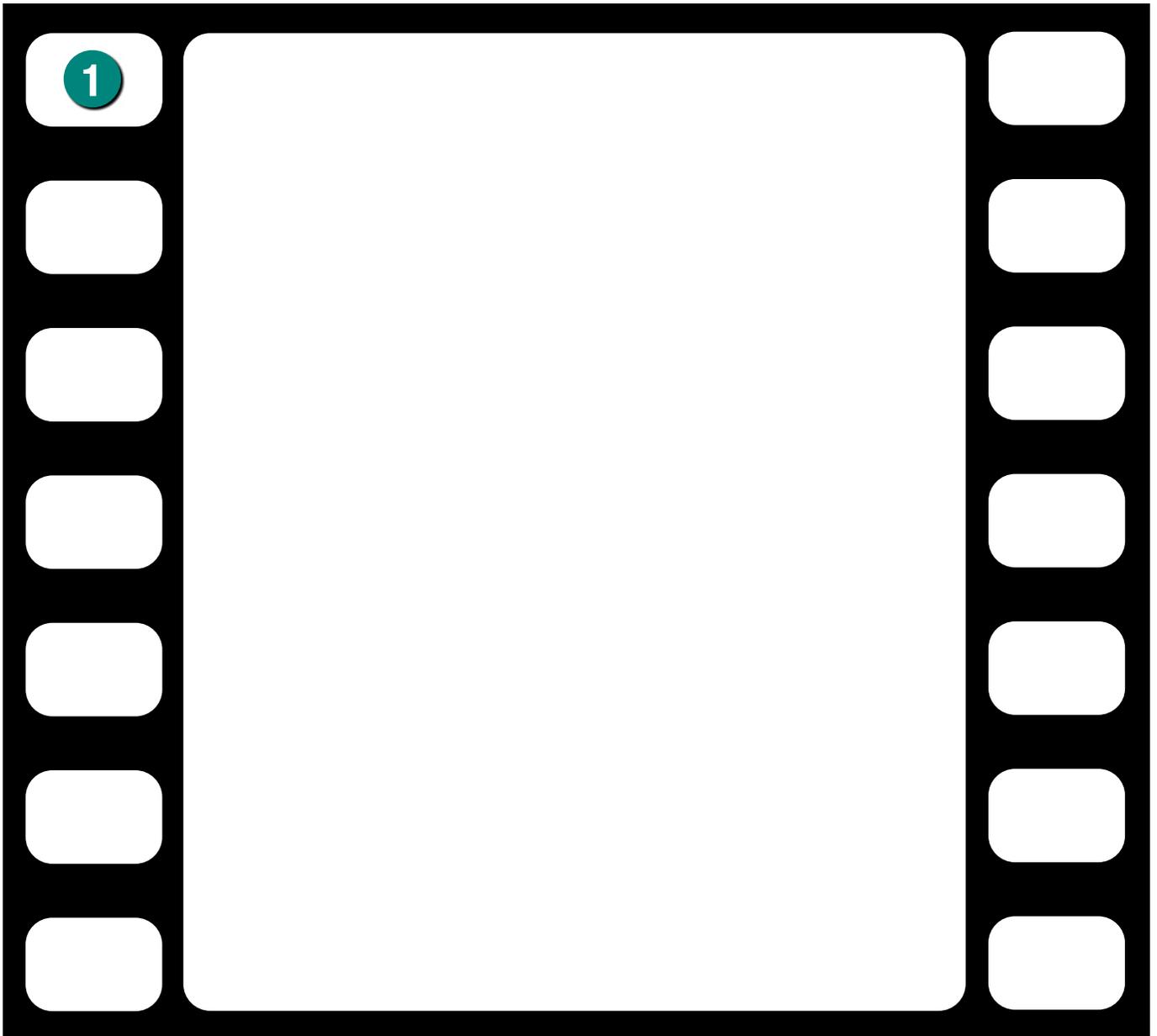
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Now think about how a movie might show that ingredient being grown, harvested, taken to a place where it is processed, sold to people, and then used to make your favorite food. Use the six boxes on the following pages to “draw” the scenes from the movie. Each scene should show a different step in producing your favorite food.

Under each drawing, write a sentence to tell us what is happening in that scene. When you are done, tape your pages together in the order that they happen in the movie. (5 points each for drawing and sentence)



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



What is happening in this scene?

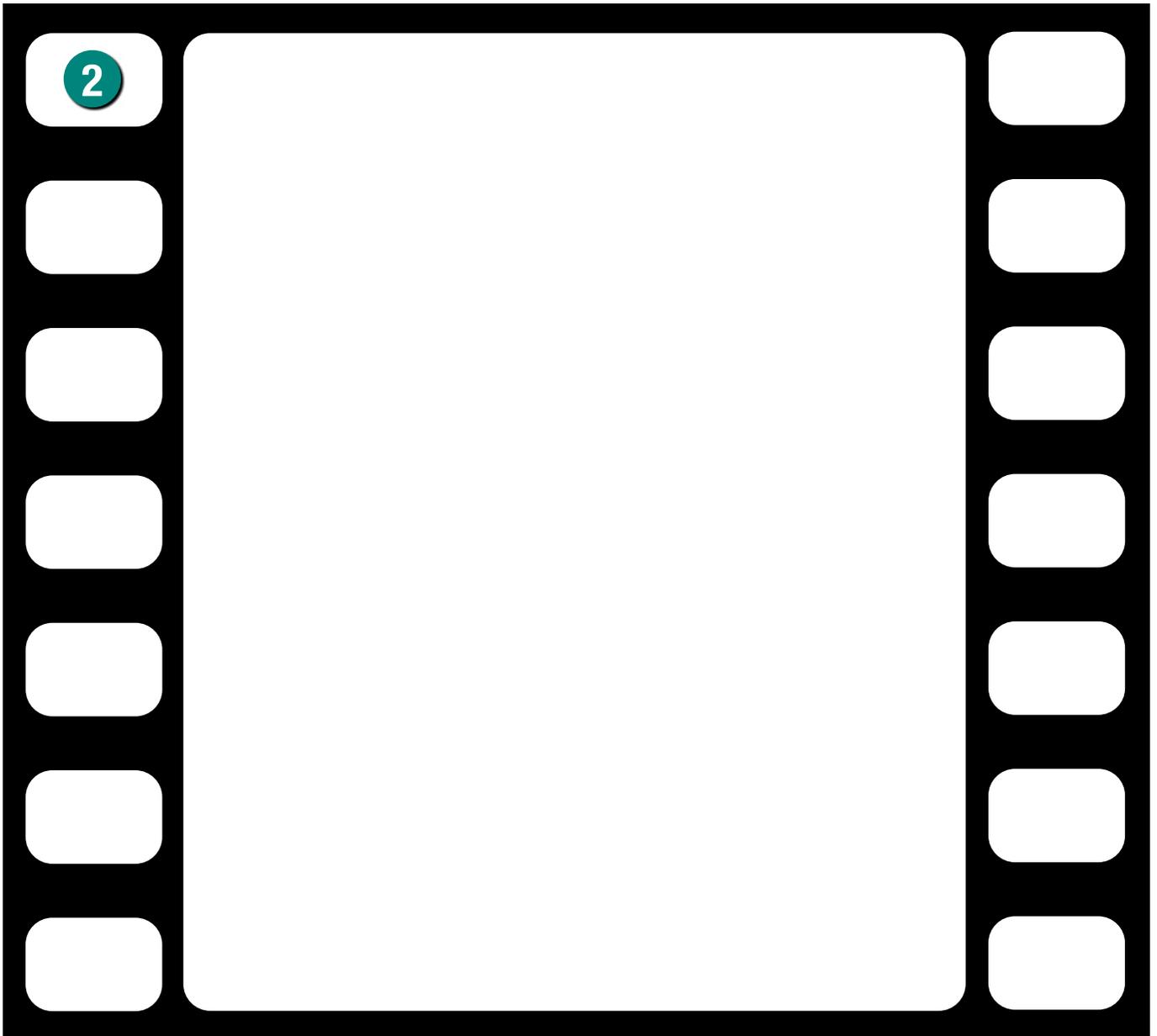
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\_\_\_\_\_

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\_\_\_\_\_

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



What is happening in this scene?

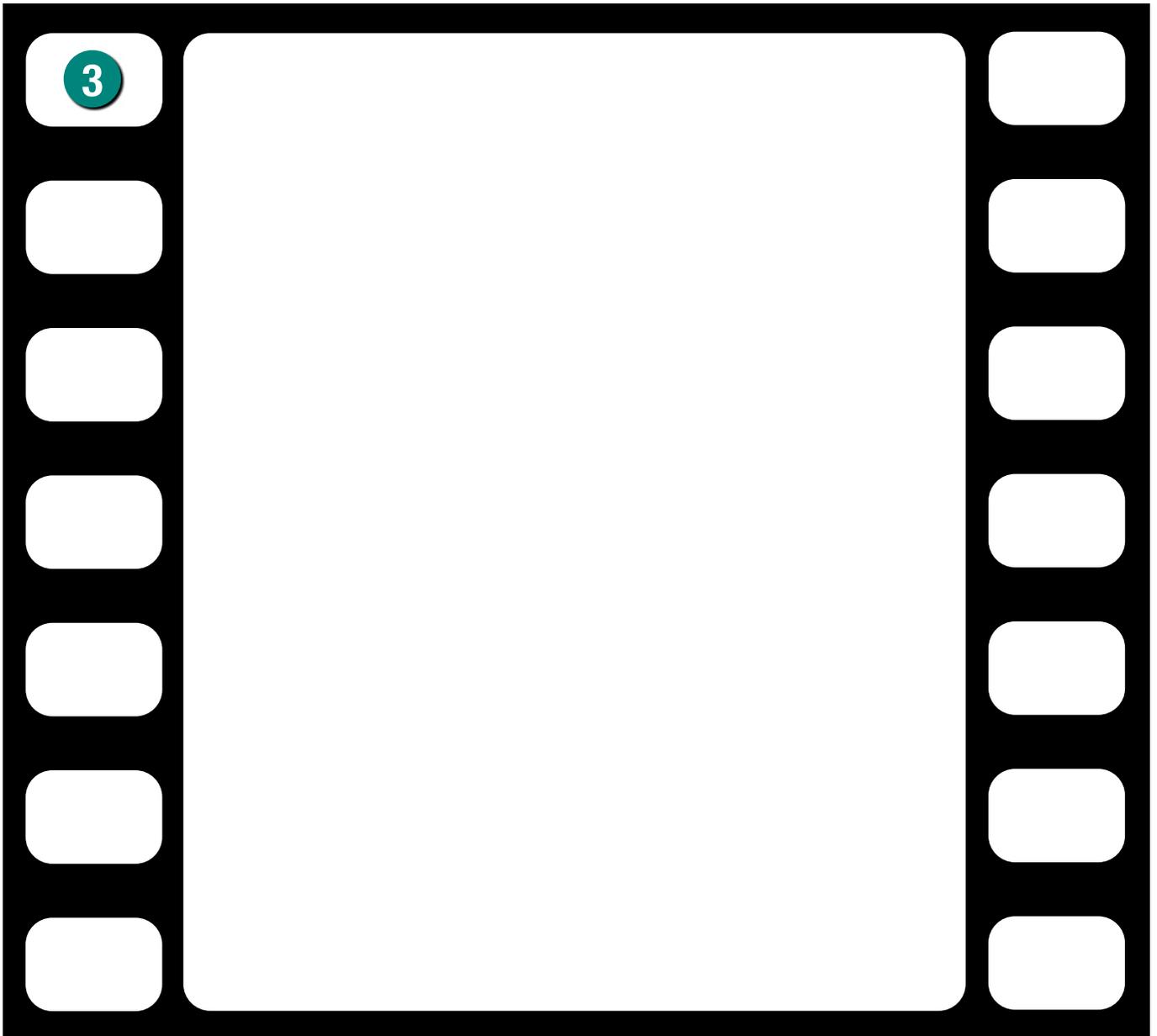
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\_\_\_\_\_

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



What is happening in this scene?

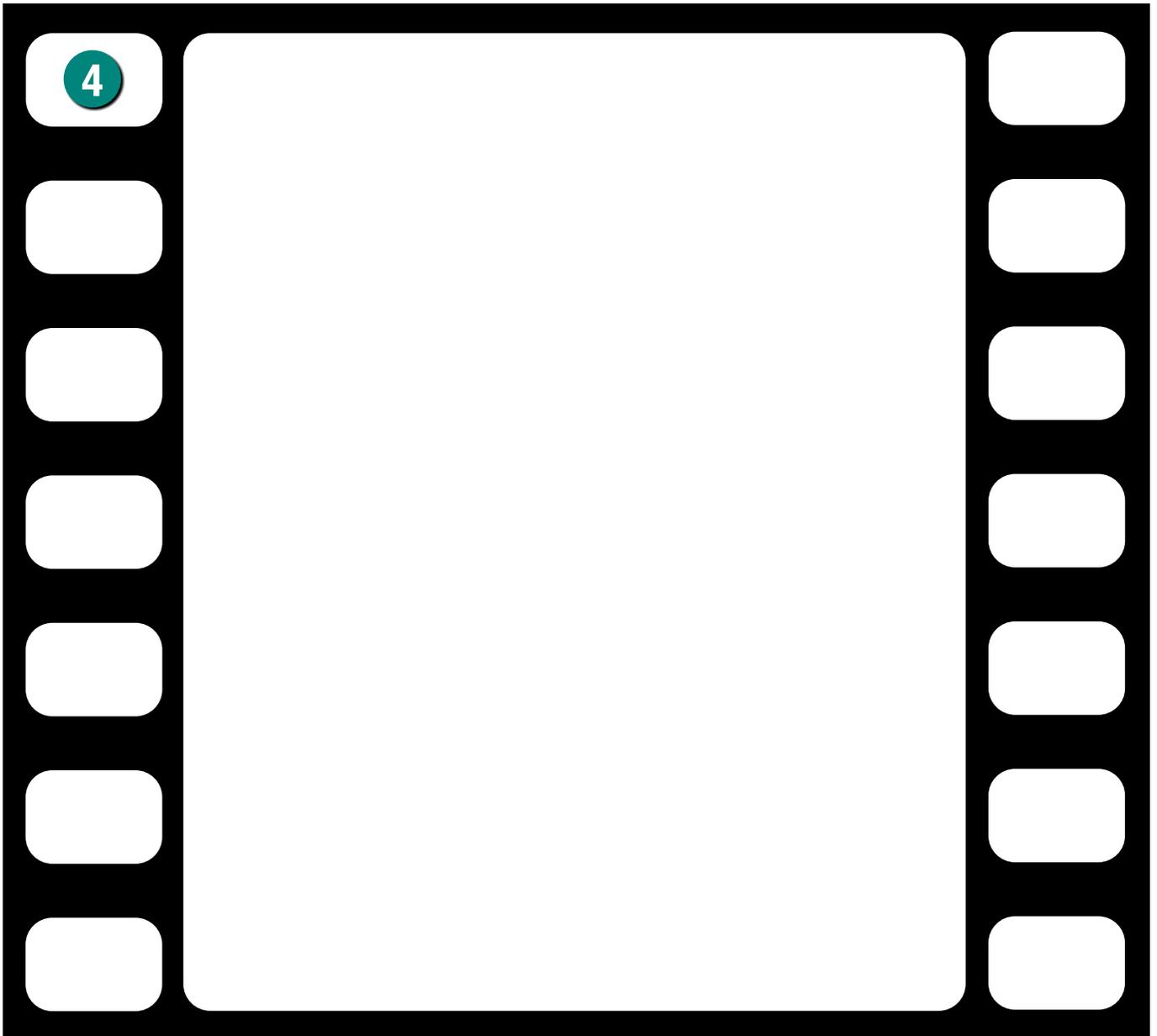
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\_\_\_\_\_

\_\_\_\_\_

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



What is happening in this scene?

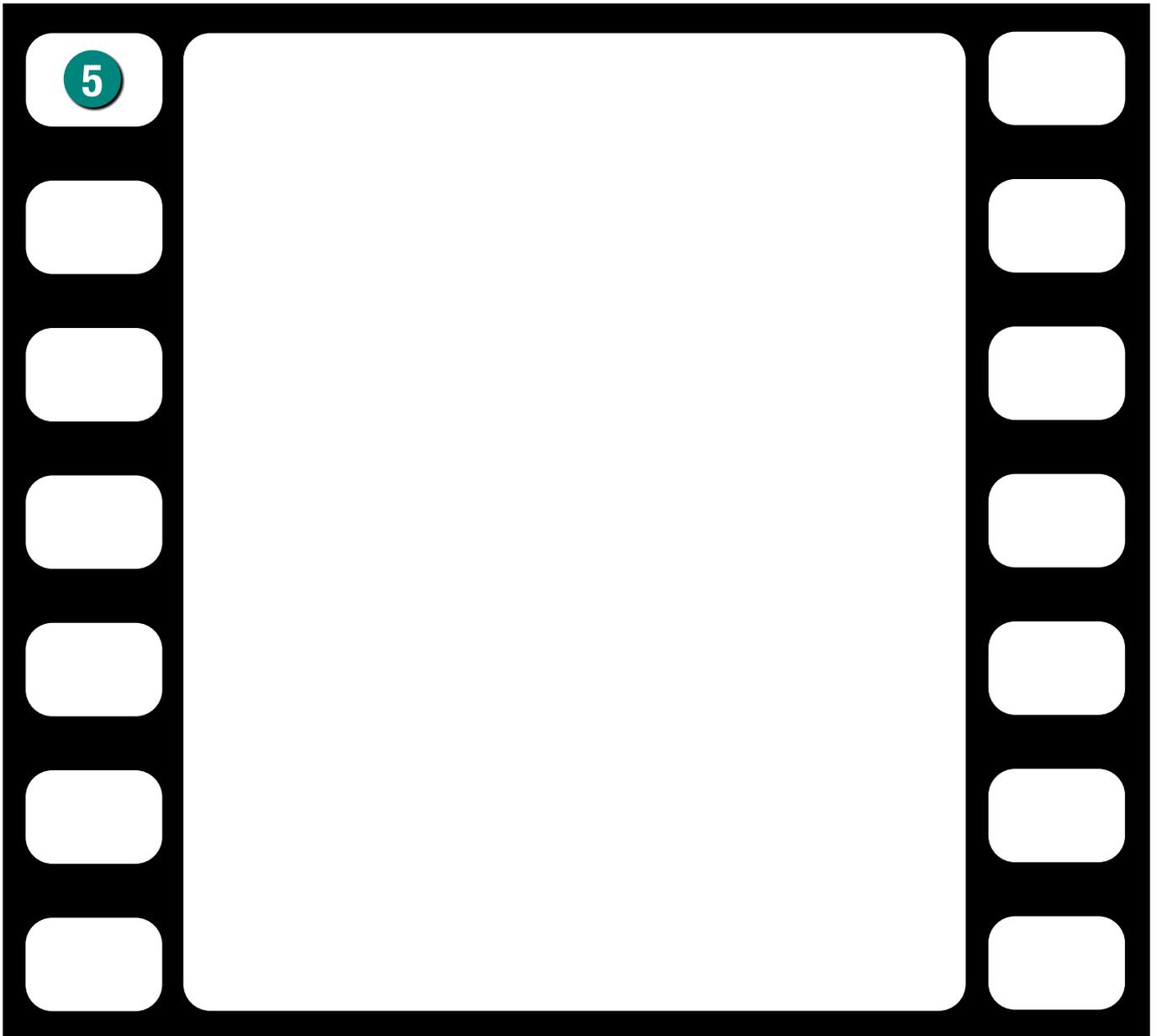
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Name: \_\_\_\_\_



What is happening in this scene?

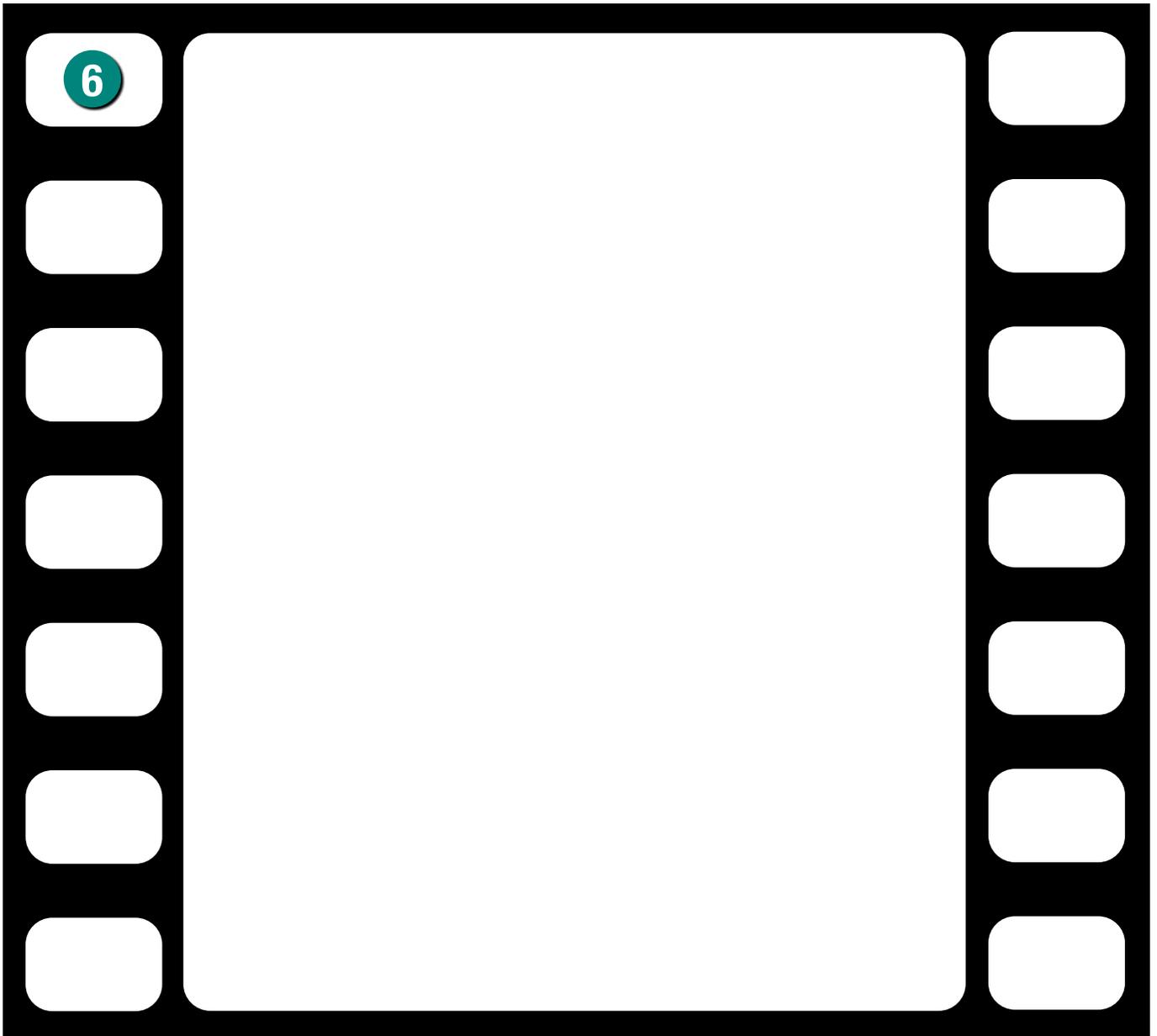
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Name: \_\_\_\_\_



What is happening in this scene?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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## California Education and the Environment Initiative