

Name: _____

What Happens to the Soybeans?

Aligned to the following standards:
CS.02; Cs.05; FFA.PL-A; FFA.PL-F; FFA.CS-M; FFA.CS-N;
AG2; AG5; CCAA.ELA.W.9-10.2; CCSS.ELA.SL.9-10.2;
CCSS.ELA.SL.9-10.4; CCSS.ELA-RST.9-10.7;
CCSS.ELA.WHST.9.10.4; CRP.02; CRP.04; CRP.06; CRP.07

Part 1

Directions:

What happens to the soybeans after they are purchased from farmers and transported? Watch the video from Maryland Farm and Harvest (<https://youtu.be/vZfePWrcm7Y?si=dq9Y8CNfheXs4oOY>) to see the process soybeans undergo when they arrive at a processing facility. Use the space below to write down information you learn as you watch. Things to consider: steps of processing, the purpose of each step and what the product created at each step can be used for.

Steps of Processing	Purpose of Each Step	Product Created
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Additional Thoughts/Questions		



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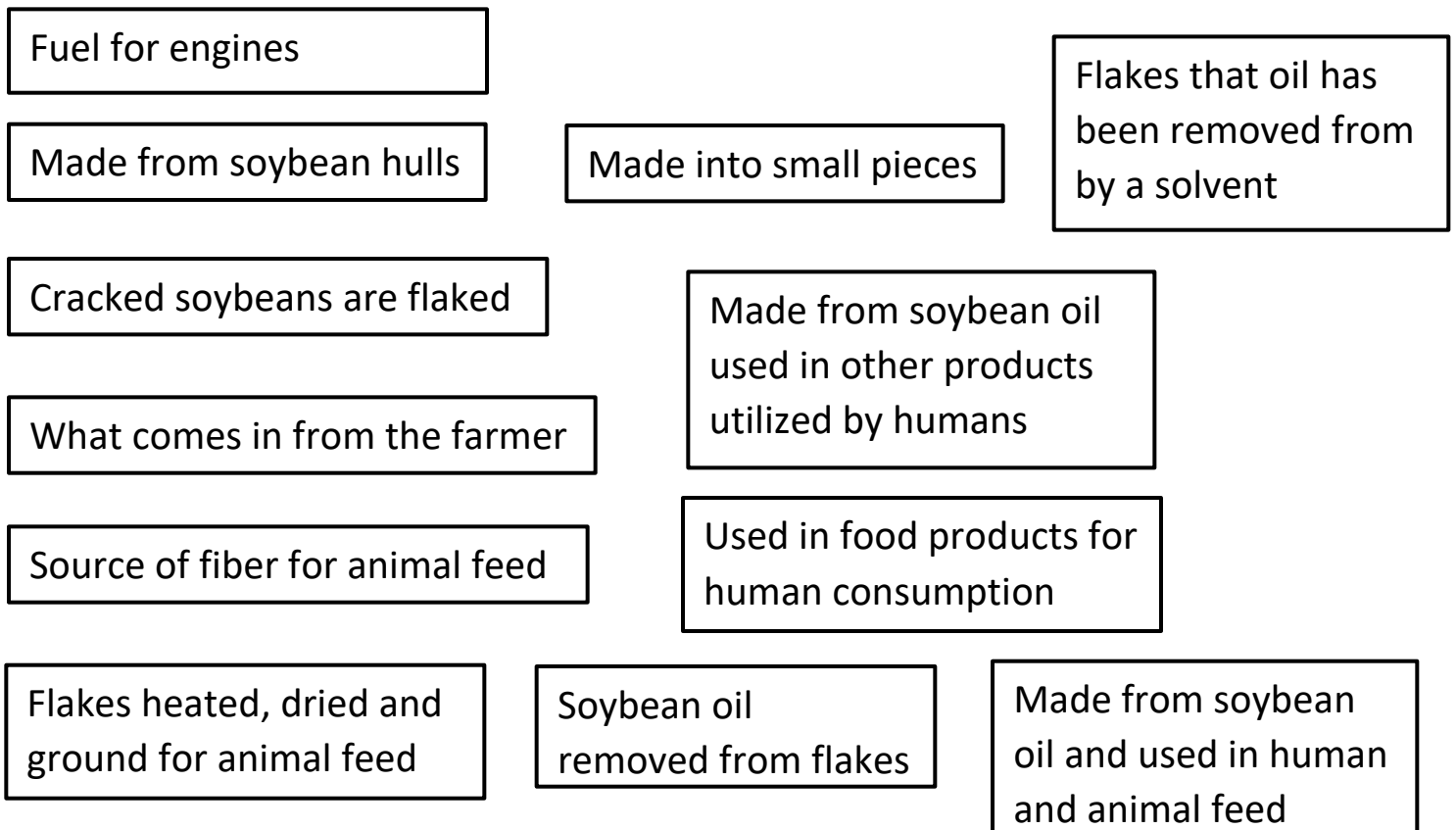
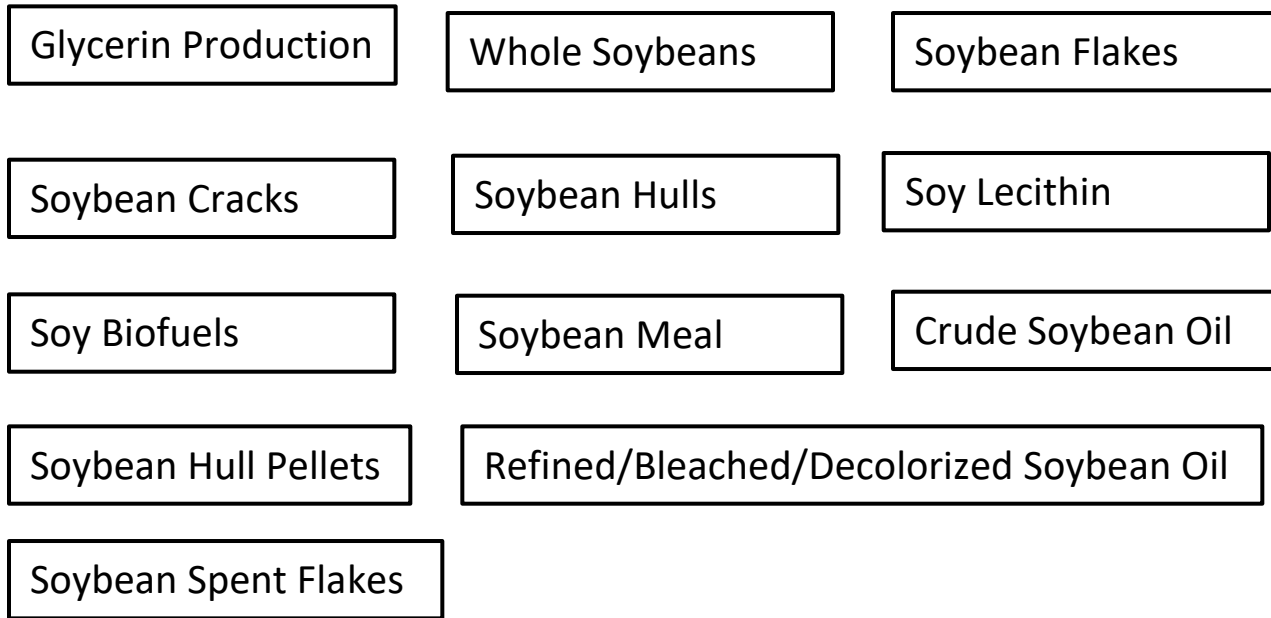
Soybean Processing Steps

Directions:

- (1) Cut out each of the steps and descriptions on the next page.
- (2) On this page, in the space below, assemble the steps in the correct order.
- (3) Have your teacher check your order to ensure it is correct.
- (4) Paste each step and draw arrows in between to depict the process flow.
- (5) In **green**, circle the useable products created. Tip: There are seven.
 - a. Next to each **green** circle, identify one specific use of that product.
- (6) Using AgExplorer (AgExplorer.FFA.org) identify two or three careers that would be involved in the processing of soybeans.
- (7) (1) Career: _____ (2) Career: _____
- (8) (3) Career: _____
 - a. Draw a **red** square. In the square, include the following:
 - i. The title of the careers identified above.
 - ii. A brief description in your own words.
 - iii. Three skills needed.
 - iv. Why this career is important.
- (9) Share your careers with another classmate. Record their careers on your chart using **purple**.
- (10) Next to each step, draw an image to represent it.

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Cut and Paste Processing Steps



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Part 2

Directions:

Create a parody of a school-appropriate song about the process of soybean production and processing. Use the space below to develop your song. See the attached rubric for requirements.

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Parody Rubric

Area	3 points	2 points	1 point	0 points
Time	At least 3 minutes of the original song were used.	2 to 2:30 minutes of the original song were used.	30 second to 1 minute of the song was used.	Less than 30 seconds of the original song were used.
Appropriate	An appropriate song was used.	_____	_____	Song was not appropriate.
Presentation	Students presented the entire parody.	_____	_____	Students refused to present.
Total	_____/9			

Conclusion Questions:

1. What surprised you about the processing of soybeans?
2. How do you think scientists learned how to process soybeans efficiently?
3. How does this process impact you and what you do every day? Give three examples.
4. In a maximum of three sentences, describe the processing of soybeans, its importance and why someone should care. Write in a way that would make sense to someone who does not know anything about soybeans and their processing.