



LESSON: IS MAPLE SYRUP A NEED OR A WANT?

(To follow Amplify CKLA K, Knowledge 4, Lesson 10)

At a Glance

In this lesson, students extend their understanding of how plants help people by studying an important New Hampshire product: maple syrup. Through a variety of activities, students learn about the process of making maple syrup and determine whether it is a product that falls into the category of want or need.

Primary Focus Objectives

- Students will sort items into the categories of need or want.
- Students will put steps of making maple syrup in order.
- Students will explain why maple syrup is something we want but not something we need.

Formative Assessment

- Category sort and process sort

Standards

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Materials

- Vocabulary Cards: Need, Want
- Focus Text: [Mason's Fun Fact: Maple Syrup](#) (forward to page 5)
- Video: [Maple Sugaring](#) (VisitNH.gov)
- Focus Text: [Gluskabe Changes Maple Syrup \(audio recording\)](#)
- Focus Text Facts: Abenaki Culture and Gluskabe
- Images: [Sap Bucket Long Ago](#) and [Sap Bucket Today](#)
- Images: [Abenaki Making Maple Syrup](#), [Making Maple Syrup in 1900s](#), [Making Maple Syrup Today](#)

Learning Activity

1. **Need or want?** Ask students if they've ever asked for something but been told, "No, you don't need that." Discuss why they wanted the thing they asked for and why it wasn't something they really needed. Project or display the vocabulary cards and ask students for more examples of things that are needs and things that are wants. Consider recording student responses on chart paper below each Vocabulary Card. (5 minutes)
2. **Plant produce needs and wants.** Remind students that they have been learning about all the ways that people use plants to make things. Explain that some of those things are needs and some of them are wants. Look at images in Amplify Kindergarten Knowledge 4, Lesson 10 and talk about whether the plant product is a need or a want. (20 minutes)
3. **Making maple syrup.** Remind students that one of the products they learned about that comes from plants is maple syrup. Tell students that maple syrup is an important product in New Hampshire. Do they remember how people make maple syrup? Read Mason's Fun Fact aloud or watch the "Maple Sugaring" video from VisitNH.gov. Distribute "Making Maple Syrup"



and give students time to cut out the images and put them in the right order. Discuss why maple syrup is a want not a need. *(20 minutes)*

4. **Optional: Listen to an Abenaki story.** In New Hampshire, the Abenaki were the first people to figure out how to turn the sap from a maple tree into syrup. For generations, the Abenaki have shared a story about why making maple syrup is so much work. After students listen to the story, talk about how this story explains that maple syrup is a want, not a need. *(10 minutes)*
5. **Optional: Making syrup long ago and today.** Tell students that people have been making maple syrup for thousands of years, but the tools people use to make it have change in some ways. Compare the images from long ago and today. Encourage students to talk about the similarities and differences they notice. *(10 minutes)*



EDUCATOR RATIONALE AND ANSWER GUIDE

Connection to Amplify

In this lesson, students engage with non-fiction text, an audio recording, image sorts, and photographs to extend their understanding of how plants help people. The social studies concept of “needs and wants” is introduced and illustrated through a whole group conversation and an investigation into a plant product that is important to New Hampshire: maple syrup. Students were briefly introduced to maple syrup in Amplify CKLA Kindergarten, Knowledge 4, Lesson 10. This lesson guides students to think about how maple syrup, in addition to other plant products, falls into the categories of needs and wants. This lesson makes use of material from Moose on the Loose, Amplify, VisitNH.gov, and the New Hampshire Maple Producers Association.

Plants produce needs and wants

Rice is a need for billions of people on Earth as a primary source of food. Corn and wheat also produce needed food, though students may realize that corn and wheat are also used to produce food “wants” like tortilla chips and cake. Cotton is used to produce needs like blankets and clothing and home textiles. Again, students may observe that some clothing falls into the “want” category. The image of wood products includes tools (need), musical instruments (want), a baseball bat (want). A bouquet of flowers is a want. Medicine is a need.

Making maple syrup

Two options for reviewing the process of making maple syrup are provided. Mason’s Fun Fact can be read aloud. The video from VisitNH.gov provides a visual guide. The two sources are complementary but may be used separately. The correct order of the steps is: 1. Warmer temperature makes the sap flow; 2. Drill a hole in the trunk; 3. Insert a tap and use a bucket to collect the sap; 4. Boil the sap; 5. Filter the syrup; 6. Bottle the syrup.

Optional: Listen to an Abenaki story

The ancestors of Abenaki people living today developed the process of making maple syrup and shared it with the people who came to New Hampshire from other countries. The Abenaki passed along stories to explain or teach important ideas about their way of life. Listening to this story will teach a lesson about why maple syrup takes a long time to make. The story is not true, but the lesson is important. After listening, discuss with students why Gluskabe made it harder for the people to enjoy maple syrup. Students should understand there were chores that needed to be done but the people were spending all their time on enjoying the easy-to-get “want”: the maple syrup. So, getting the thing they wanted became a chore, too. If students are unfamiliar with the Abenaki or Gluskabe, use “Focus Text Facts: The Abenaki and Gluskabe” to provide a simple introduction. (Note: “Mason’s Challenge” is for a lesson used with Amplify CKLA Kindergarten, Unit 3.)

Optional: Making maple syrup long ago and today

The older sap bucket is made from birch bark. Originally, the handle would have been made from an animal tendon. The modern sap bucket is made of metal. Students may observe the outdoor kettles, birch bark buckets, and taps located right near each other in the Abenaki illustration. The photograph from the 1900s shows sap collection using metal buckets, a large wooden collection vat on a sled, and horses. Students may notice there are no fires set up to boil the sap. Explain that the horses would pull the vat to a sugar house closer to the farm house, where large kettles would be set up. The 21st-century photograph shows the modern machinery used instead of open fires to boil and filter the sap and syrup. There are more photographs of different parts of the process available at nhmapleproducers.com.

NEED

Definition: A need is something a person must have to survive.

How to use it: I **need** warm clothing in winter to protect me from cold weather.

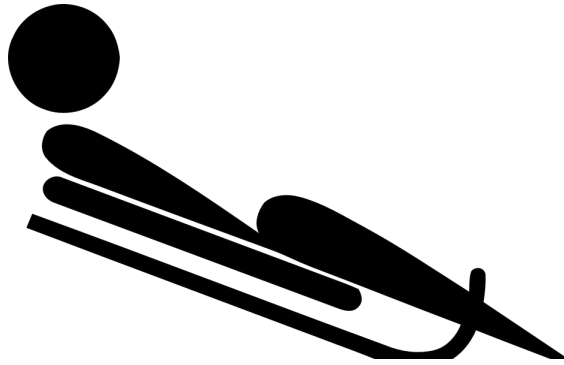




WANT

Definition: A want is something that makes life more fun or enjoyable.

How to use it: I **want** that new sled because it would be fun to use!





MAKING MAPLE SYRUP

1.

2.

3.

4.

5.

6.



MAKING MAPLE SYRUP

Cut out the images. Paste them in the boxes in the correct order to show the process for making maple syrup.



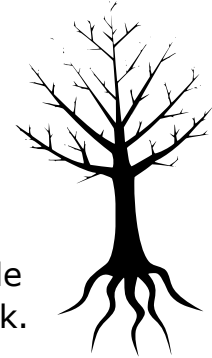
Put a spout in the hole.
Catch the sap in a bucket.



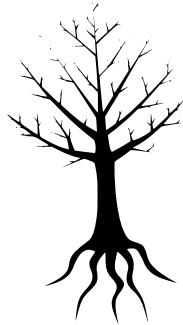
Bottle the clean syrup. Enjoy!



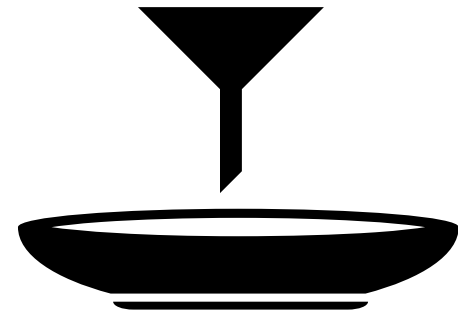
Drill a small hole
in the tree trunk.



Boil the sap for many hours.
It will be thick. It will be light
brown.



It gets a little warmer in late
February. It is time to collect
sap from the maple trees!



Pour the syrup through a
filter to clean it.



ABENAKI CULTURE AND GLUSKABE

The first people to live in the land we call New Hampshire were the **Abenaki**. For thousands of years before the arrival of European people, the Abenaki used the animals and plants that lived around them to meet their needs of **food, clothing, and shelter**.



Look at the drawing.

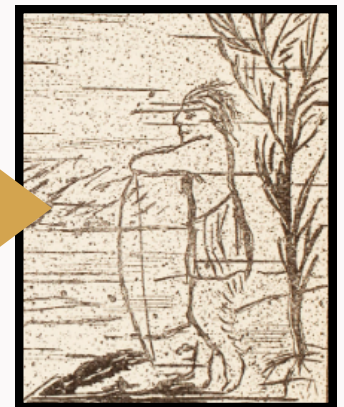
- How are the people meeting their needs?
- Which animal or plant parts are being used?
- What else do you notice?

Abenaki people still live in New England. This drawing was made by a woman named Francine Poitras Jones. She is showing what everyday life was like for her relatives who lived long ago.

How did Abenaki children learn to meet their needs long ago?

Abenaki children learned by helping with chores and playing. They also listened to stories about their culture. Many of these stories had a character named **Gluskabe** (Gloo-skah-bay).

Gluskabe sometimes makes mistakes in the stories and learns a lesson about how to do things the right way. Sometimes Gluskabe teaches a lesson to people or animals in the story.



MASON'S CHALLENGE

After you listen to “Where Gluskabe Camps,” think about which need Gluskabe was trying to meet. Complete the Story Chart to show how the elements of the story are connected.