From the Source

Identify how workers gather natural materials

7.C.7.3.A "Extraction and harvesting of natural products (Primary Sector);"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one sentence in each paragraph that shows workers taking a natural material from its source. Circle the material they take in each sentence.

Three Worksites, Three Resources

1. At dawn in a coastal town, crews lower traps to catch wild lobsters from the sea. Bringing an animal directly from its natural habitat is harvesting, work in the primary sector of the economy. Workers sell their catch to a buyer at the dock. Some lobsters may later be cooked and packed into cans at a plant, but that processing is a different kind of work. Rules about lobster size and trap openings help young lobsters stay in the water long enough to grow and reproduce.

2. A short drive inland, a crew cuts selected trees in a managed forest. The logs are a natural resource, and cutting and collecting them is primary-sector work. At a sawmill, machines turn the logs into boards for houses. The sawmill changes the wood into a new product, so its work is not harvesting. Foresters may leave young trees standing and plant new ones after a harvest. These steps help the forest keep growing, although new trees need many years before they can be cut.

3. On a rocky hill, workers remove blocks of granite from a quarry. Removing stone from the ground is extraction, another primary-sector activity. A building company might later cut and polish the blocks for kitchen counters. That work changes the stone after it leaves the quarry. The three sites use different methods: traps gather animals, saws harvest trees, and heavy equipment removes rock. In each case, primary-sector workers take a natural material from its source. What happens to the material afterward belongs to another stage of the economy.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is catching wild lobsters primary-sector work, while canning them is not?

2. At the forest and the quarry, what natural material do workers take, and how do they take it?

3. A company sells granite counters. Which step described in the passage is extraction, and which step is not? Explain the difference.

4. How could the lobster rules and the forest workers' choices help those resources remain available?

3 YOUR TURN

Your own words

Imagine a town beside a river with clay banks and wild reeds. Write four sentences naming two primary-sector jobs there, stating what natural material each job takes, explaining one way to protect a resource, and naming one later job that changes a collected material.

ANSWER KEY # From the Source

GRADE 7 · 7.C.7.3.A

PART 1 · READ AND MARK

Underline one sentence in each paragraph that shows workers taking a natural material from its source. Circle the material they take in each sentence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is catching wild lobsters primary-sector work, while canning them is not?	**Catching lobsters takes animals from their natural habitat. Canning changes the catch after it has been harvested.**
2	At the forest and the quarry, what natural material do workers take, and how do they take it?	**Forest workers cut trees to collect logs. Quarry workers remove blocks of granite from the ground.**
3	A company sells granite counters. Which step described in the passage is extraction, and which step is not? Explain the difference.	**Removing granite from the quarry is extraction. Cutting and polishing it for counters is not because that work changes stone already taken from the ground.**
4	How could the lobster rules and the forest workers' choices help those resources remain available?	**Lobster rules help young lobsters grow and reproduce. Leaving young trees standing and planting new ones helps the forest keep growing.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Workers could dig clay from the riverbank to collect a natural material. Other workers could cut wild reeds to gather plants. Reed cutters could leave some plants standing so the reeds can grow back. A potter could shape and fire the clay into bowls, which changes the material rather than extracts it.

Accept other accurate ways to gather clay or reeds and protect either resource. The later job must change a collected material rather than take it from its source.