



## Social Science



# Where in the World?

### Objectives:

Students will be able to:

- identify peanut-producing regions of the world.
- identify flow of peanut trade from U.S. to other regions in the world.

### National Learning Standards:

National Social Studies and History Standards

- NSS-G.K-12.1: Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

**Activity Description:** Students will glue peanuts on a global map indicating major producing areas in the U.S. and to show the flow of peanuts and peanut products to other regions of the world.

### Materials

- World map (one for each student)
- Peanuts, unshelled (about 20 peanuts per student)
- Glue
- Projector or large world map for reference

### Activity Steps

Activity Prep: None

Step 1: Distribute world maps to students.

Step 2: Have students identify the 15 states in the U.S. where peanuts are commercially grown by lightly shading with a pencil. These states are Georgia, Texas, Alabama, North Carolina, Florida, Virginia, Oklahoma, New Mexico, South Carolina, Louisiana, Arizona, Arkansas, Mississippi, Missouri, and Tennessee.<sup>12</sup>

Step 3: Inform students that, while peanuts are grown in many warm regions around the world, the U.S. is a major exporter of peanuts. This means that the U.S. sends peanuts and peanut products to other countries.

Step 4: Using a large reference map, identify the major regions where the U.S. exports peanuts. Canada, Mexico, and countries in the European Union are locations where the U.S. exports peanuts. Have students note these areas by drawing an arrow from the U.S. and lightly shading with a pencil.

Step 5: Distribute peanuts and glue. Have students complete their maps by gluing peanuts on the shaded regions and along the export paths.

### Processing Questions:

1. What is the difference between an export and import?
  - a. Listen for students to clarify that an export is something a country ships out, while an import is something the country brings in.
2. What factors might cause a country to export or import a commodity like peanuts?
  - a. Listen for students to describe that different regions of the world are suitable for growing different things. The southern U.S. is perfect for growing peanuts, so we are able to produce enough for our own consumption, and enough to sell to other countries who may not be able to grow their own.

## It's A Fact!

Peanuts are grown in the warm areas of Asia, Africa, Australia, and North and South America.<sup>13</sup>