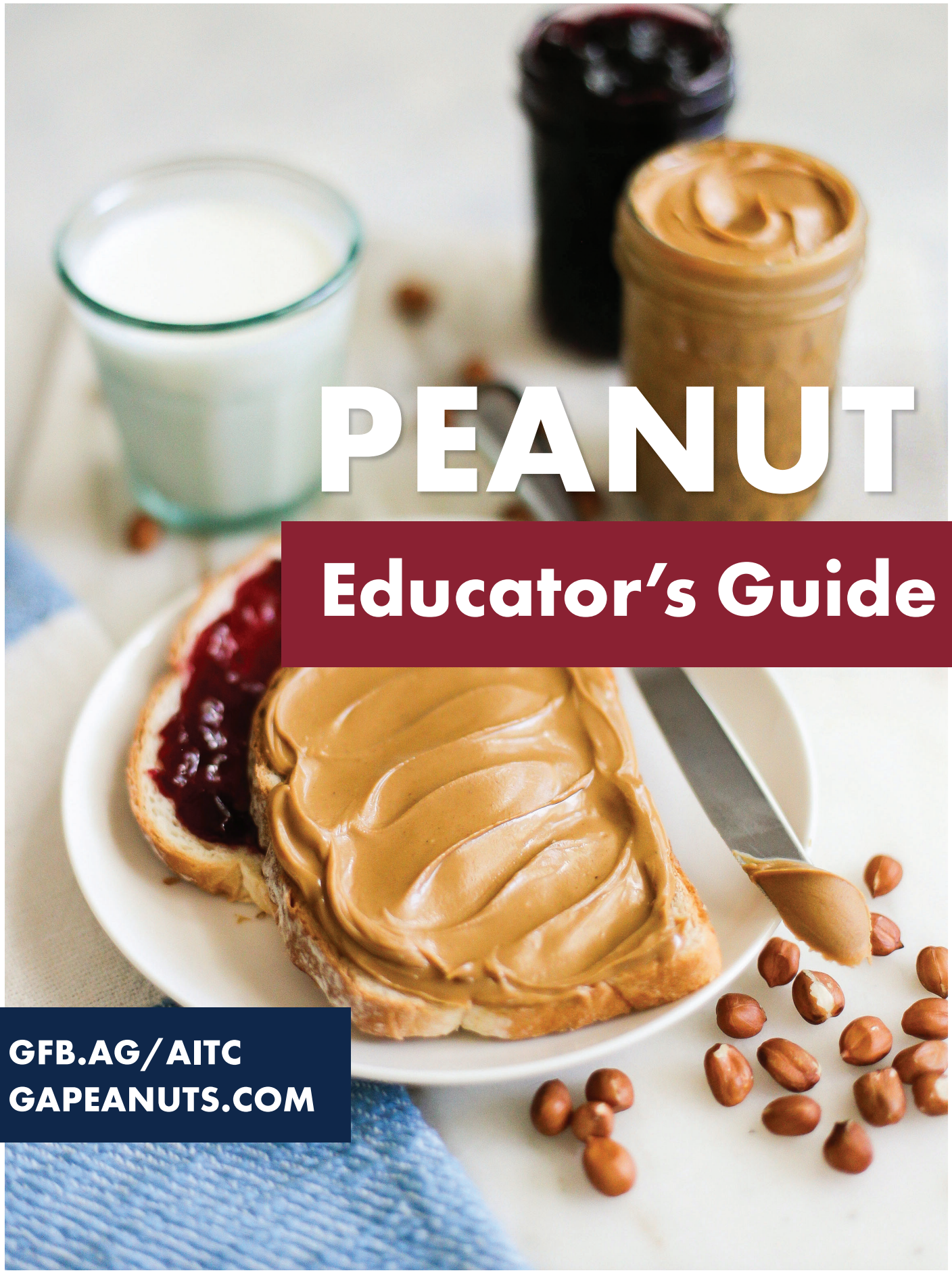


PEANUT

Educator's Guide

GFB.AG/AITC
GAPEANUTS.COM

HIT A HOME RUN WITH OUR "A HOME RUN FOR PEANUTS" BOOK

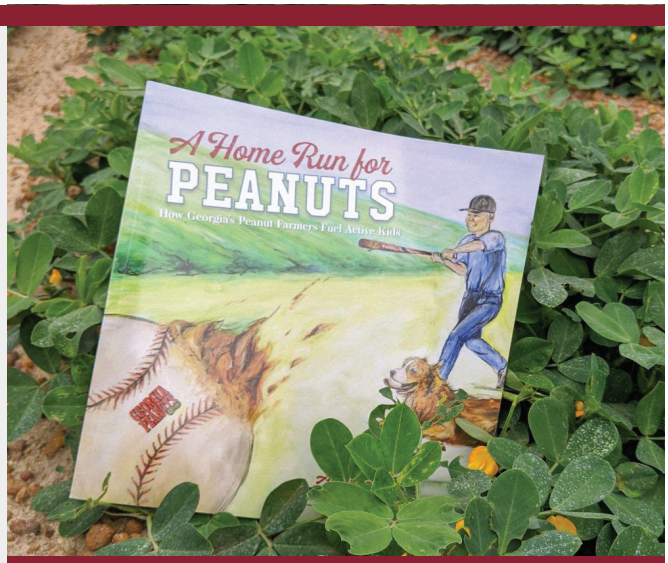
By Amanda Radke

Published by the Georgia Peanut Commission, Tifton, GA. All rights reserved.

Book illustrations by Michelle Weber. All rights reserved.

"We felt the need to create this book so children could understand the amount of work and time it takes to grow and harvest peanuts.

- Ross Kendrick, Chairman of Education and Information Committee at the Georgia Peanut Commission



Read our book, "A Home Run for Peanuts" to your class. Then, jump to pages 10 & 11 to complete some fun lessons related to the book!

To request a copy of the book for your classroom please email: info@gapeanuts.com

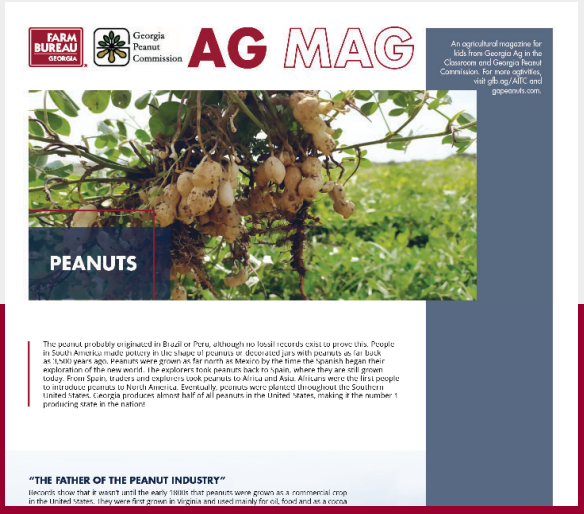
PEANUT TRAVELING TRUNK

A free interactive STEAM experience for elementary students that comes to you!

If you're interested in using the trunk please contact your county Farm Bureau office manager. (Visit **gfb.org** for contact information.) The office manager will coordinate the delivery of the trunk to your school.

PEANUT AG MAG

This ag mag will teach students in grades 3-5 all about peanuts. You can order a class set or view the ag mag online at **https://gfb.ag/peanutagmag.**



Acknowledgments: This publication is produced in partnership by the Georgia Peanut Commission and Georgia Farm Bureau. For more information and resources visit gapeanuts.com.

WELCOME, EDUCATORS!

Our goal for this guide is to provide you with the tools and resources you need to conduct successful and informational peanut lessons. Included you'll find a selection geared towards K-2nd grade as well as a selection geared towards 3rd-5th grades. All lessons can be tailored to the grade you are teaching.

CONTENTS

NO BAKE PEANUT BUTTER COOKIES

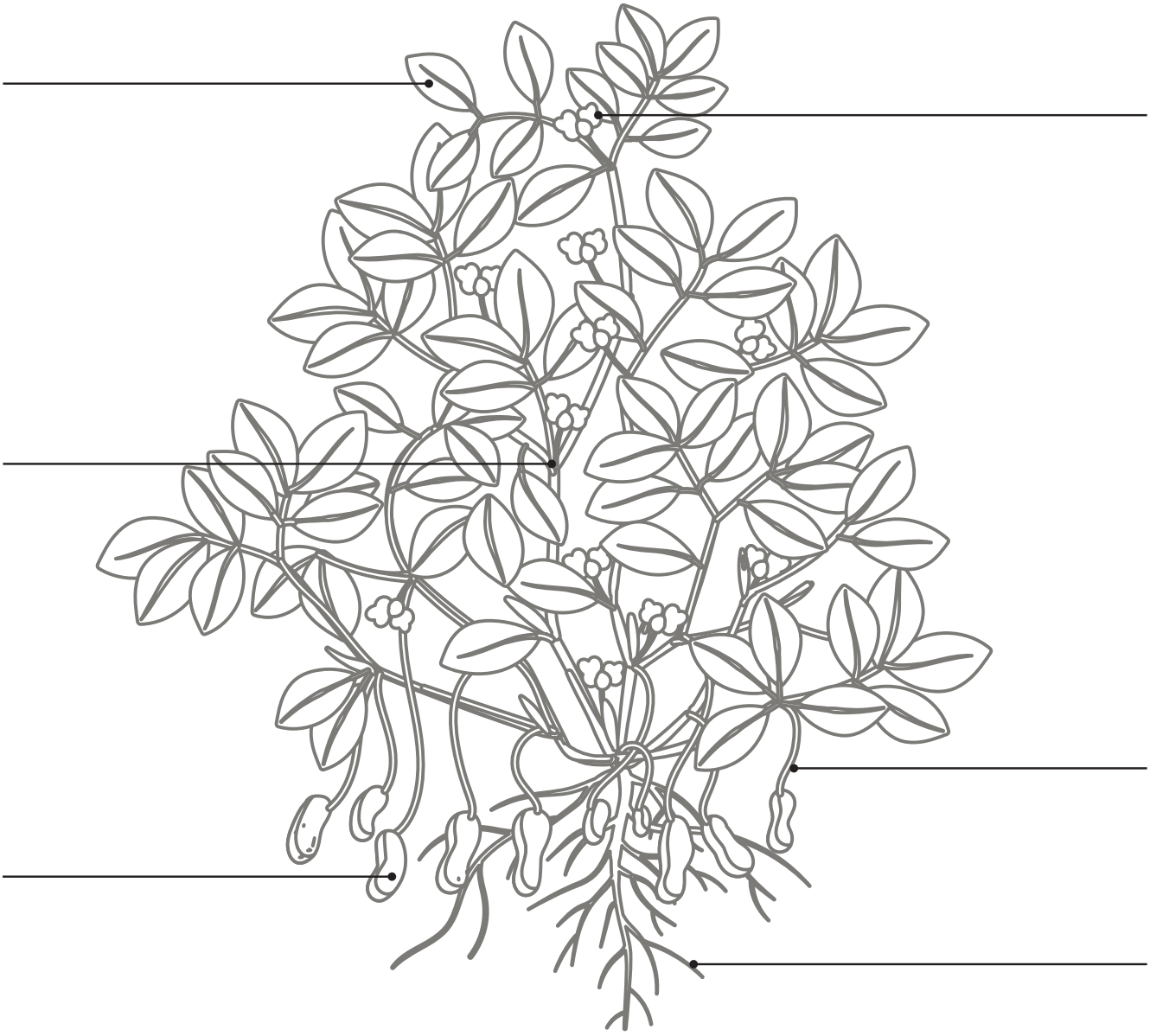
INGREDIENTS

1 1/2 cups large oat flakes
1/2 cup peanut butter
1/3 cup honey
1/4 cup mini M&Ms
1/4 cup mini chocolate chips
1/2 teaspoon vanilla

1. Add all the ingredients to a medium sized bowl and stir well until everything is combined.
2. Roll into 1-1/2" balls and set them on a silicone baking mat or parchment paper. Wash your hands every 4 balls to help keep the ingredients from sticking to your hands.
3. Refrigerate for 20 minutes to help them harden. (Optional).
4. Store the leftovers in a zip lock bag in the fridge.

NAME _____ **DATE** _____

PARTS OF A PEANUT PLANT



Cut out the labels and glue them where they belong.

Flower	Peg	Roots
Peanut	Leaves	Stem

NAME _____ DATE _____

PEANUT ADJECTIVES

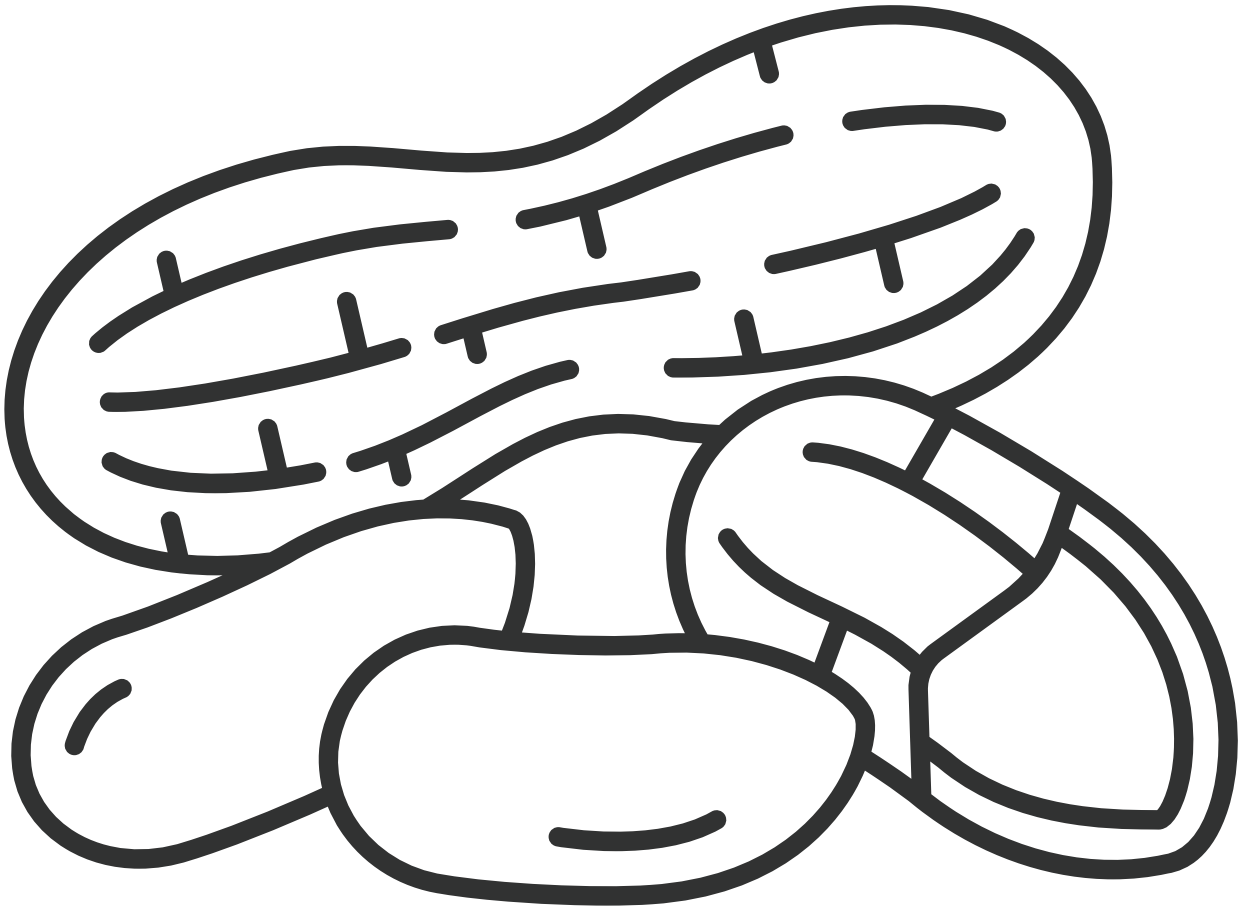
Eat a spoonful of peanut butter. After eating it write one adjective per box about eating the peanut butter.

Write a sentence about peanut butter using an adjective you wrote in the boxes.

NAME _____ DATE _____

USING MY 5 SENSES, I ...

Directions: Place a jar of peanut butter or a few peanuts on the table in front of the students.



TASTE

SMELL

FEEL

HEAR

SEE

NAME _____ DATE _____

FROM PLANTING TO HARVESTING AT A PEANUT FARM.

Directions: Glue the planting, growing and harvesting pictures in order.

1	2
3	4
5	6
7	8

* Teachers: find the answers on page 19.

Cut out each picture and then glue them, in order, on the worksheet.

Some farmers use irrigation to water their peanuts. They can also use irrigation to deliver nutrients to the plants.

A

The peanut plant blooms a yellow flower approximately 35 days after planting.

B

When it is time to plant, the farmer loads the seed into the planter.

C

The peanuts are picked from the vine by the combine.

D

The planter plants the seeds in the ground in many rows. Peanuts are planted six seed per row foot.

E

The peanuts are loaded into trailers and taken to the peanut buying point for inspection and grading.

F

The farmer tills the soil to prepare for planting in the Spring. Planting begins after the last frost in April or early May.

G

When the crop is mature, the peanut plant is dug, shaken, inverted and left in the field to dry.

H

A Home Run For Peanuts

CLASSROOM GUIDE FOR TEACHERS & PARENTS

Reading Comprehension

After reading the story, ask students the following questions:

1. What challenges do farmers face through the seasons in growing a peanut crop?
2. Why do you think Jake was so disappointed when he struck out in his baseball game?
3. What skills did Jake need to improve his swing and be a better baseball player?
4. How did Jake incorporate protein-rich meals to fuel his day at school and while playing sports?
5. What did you learn about growing peanuts through this story?
6. Did anything about the peanut plant surprise you?

Also, reference the vocabulary list to practice spelling the new words you learned in "A Home Run For Peanuts."
Wrap up this lesson with a poem. Write a poem or lyric that describes peanut farming or peanut eating!

Math: Peanut butter & planting season

One 16 ounce jar of peanut butter has about 28 tablespoons. A serving of peanut butter is two tablespoons. How many servings are in a jar?

The farmer has 100 rows of peanuts to plant. He wakes up early to start and gets 65 rows planted before he needs to head to town for his son's baseball game. How many rows still need to be planted?

Science: How do peanuts grow?

Unlike pecans or walnuts that grow on trees, it may surprise you to learn that the peanut plant flowers above the ground, but fruits below ground. Peanut seedlings rise out of the soil about 10 days after planting, and at maturity, the peanut plant stands about 18 inches tall.

Forty days after planting, yellow flowers emerge and pollinate themselves. The petals fall off the plant, and the peanut ovary begins to form.

In a unique feature called "pegging," the plant forms a small stem which extends into the soil. The peanut embryo can be found at the tip of the peg, which grows into the soil and matures into the form of a peanut. The plant continues to grow and flower and will produce 40 or more pods.

Did you know peanut plants are nitrogen-fixing, as well? This means the plant absorbs nitrogen from the air and enriches both the plant and soil as it grows.

Plus, peanut plants are water efficient, needing only 3.2 gallons of water to produce one ounce of peanuts!

Nutrition: Peanuts are nutritious and tasty, too!

Not only do peanuts taste good, they are good for you! Peanuts contain more than 30 essential vitamins and minerals, including Vitamin E, Magnesium, Folate, Copper, Phosphorous and Niacin. They are also an excellent source of fiber and good fats.

What's more, one serving of peanut butter (2 tablespoons) contains 7 grams of satiating protein to fuel your day! Get in the kitchen and prepare the kid-friendly "Game Day Peanut Butter Protein Bites" found in the back of the book.

Art: Let's create with peanuts!

Now that you know how peanuts grow, let's draw, paint or create the plant from top to bottom. Use materials you have on hand to show how the plant grows above and below the ground. Get creative with glitter, pipe cleaners, foam, glue, sand or tissue paper to make your peanut plant!

Or, make a movie describing what you learned about peanut farming. What did you find most interesting? The equipment needed? The plant itself? The many uses of peanuts? Share in a 3-5 minute video that you share with the class!

Gym: Let's move!

Farmers work hard to create a "home run" peanut crop, and it's time to move like they do!

Line up in the gym or outside and pretend you're preparing the seedbed for planting. Walk in a straight line doing lunges as you go.

Next up, it's time to plant. Line up again and this time, sprint to the other end of the gym. Just like the farmer, don't forget to stay in a straight line!

Now it's time to dig up the plants. Line up and do some knee highs across the gym floor.

Finally, it's time to harvest. Just like the combine scoops up the peanuts and separates the pods from the plant, it's time to skip across the gym floor.

GEORGIA PEANUTS
GEORGIA PEANUT COMMISSION

Published by the Georgia Peanut Commission on behalf of Georgia's peanut farmers

Social Science

George Washington Carver

45

Objectives:
Students will be able to:
- describe the discoveries and contributions made by George Washington Carver.
- illustrate the impact of these discoveries within the context of national historical events.

National Learning Standards:
National Social Studies and History Standards from the National Council for Social Studies
- NSS-USH.K-4.4: Understand major discoveries in science and technology, some of their social and economic effects and the major scientists and inventors responsible for them.
- NA-VA.K-4.1: Students use different media, techniques, and processes to communicate ideas, experiences and stories.

Activity Description: Students will review key information about George Washington Carver and use this information to create an artistic representation of Carver's contributions to science and our nation. Students will illustrate an index card they can wear as a story-telling lanyard.

Materials
- 5x7 index card (1 per student)
- In-shell peanuts (1 per student)
- Hot glue gun and glue (for adult use)
- Yarn (approximately 2' per student)
- Hole punch
- Coloring utensils
- Projector or printed copy of "Getting to Know George Washington Carver"

Activity Steps
Activity Prep:
- Prepare copies of "Getting to Know George Washington Carver" or plan to display it using a projector.
- Prepare one lanyard per student. Use a hole punch to put one hole in the top of a 5x7" index card. Cut one 2' section of yarn for each student.
- For more information check out the George Washington Carver video at www.biography.com.

Step 1: Hold up a peanut. Ask students to quickly brainstorm as many uses as they can think of for a peanut. Capture the list on the board.

Step 2: Introduce George Washington Carver as a man most famous for researching more than 300 products using the peanut! Reinforce the importance of Carver's research. He did not invent these just for fun! Carver developed new uses for the peanut crop as a way to help the South after the damage of the Civil War and cotton crop loss from pests.

Step 3: Display key information or distribute copies, and walk students through the key moments in Carver's life.
See "Getting to Know George Washington Carver" at the end of this activity.

Step 4: Distribute one, hole-punched index card to each student. Have students review the key information and select three to five key points about Carver's life to capture on the lined side of the cards.

Step 5: Instruct students to create an illustration on the blank side of the card that represents Carver's significant contributions to science and society.

Step 6: As students finish, glue one in-shell peanut to the blank side of the card. *Note: Observe all recommended safety precautions for hot glue gun.

Step 7: Give each student a piece of yarn. Loop yarn through the hole in the card and tie to create a story-telling lanyard.

Step 8: Have students partner up and retell the story of George Washington Carver, referencing their lanyard as needed.

It's A Fact!

Carver's epitaph reads: "He could have added fortune to fame, but caring for neither, he found happiness and honor in being helpful to the world."

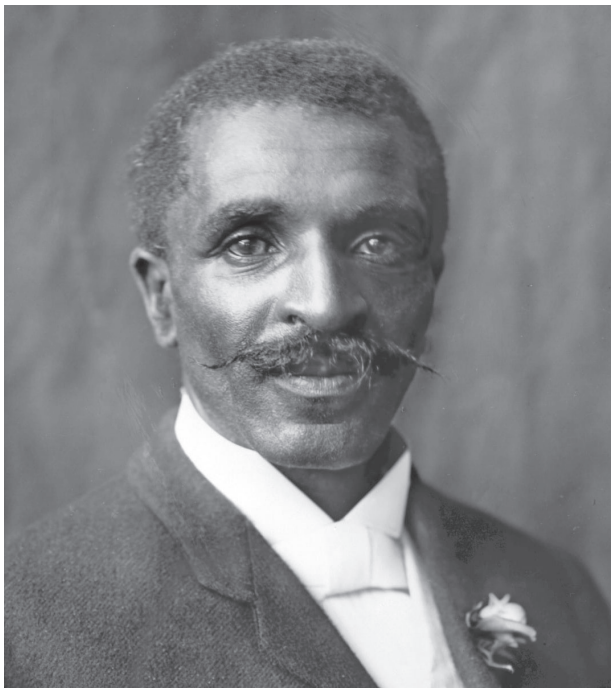
Social Science: George Washington Carver (continued)

Processing Questions:

1. What was George Washington Carver known for?
   a. Listen for students to recall his contributions to science, botany and his research for 300+ uses for the peanut, which transformed the economy of the southern United States.

2. What challenges may have prompted Carver to research uses of the peanut?
   a. Listen for students to recall the destruction of the Civil War, devastation from the boll weevil infestation and racial inequality.

3. What challenges do we face today and how might you help find a solution?
   a. Answers will vary.



Getting to Know George Washington Carver

- Carver was born as a slave in Diamond, Missouri during the Civil War, around 1864.
- He lived with Moses and Susan Carver after slavery ended. Susan taught George and his brother to read and write.
- Carver was sick as a young child so he could not work in the fields. He worked in the gardens and became known as the "Plant Doctor."
- He graduated from Minneapolis High School in Kansas.
- He was rejected from Highland College in Kansas because of his race, so he studied biology and geology at home.
- He was accepted to Simpson College, in Iowa, to study music and art.
- Because of his talent for drawing plants, he was the first African-American accepted to what is now Iowa State University.
- In 1892, a pest called the boll weevil ruined the cotton crop in the South.
- In 1896, he was hired to run the agriculture department at Tuskegee Institute in Alabama.
- Cotton farmers who lost their crop to the boll weevil started growing peanuts. Carver worked to help the farmers, and the southern U.S., recover.
- He became famous for his work in plant biology, developing new ways to use peanuts, sweet potatoes, soybeans and pecans.
- Carver researched more than 300 uses for the peanut, including chili sauce, shampoo, shaving cream and glue.
- Carver died in 1943.

Source: https://www.biography.com/scientists/george-washington-carver

Social Science

Where in the World?

30

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 13 states in the U.S. where peanuts are commercially grown by lightly shading with a pencil. These states are Georgia, North Carolina, Florida, Alabama, Texas, South Carolina, Arkansas, Virginia, Oklahoma, Mississippi, New Mexico, Missouri and Louisiana.

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.

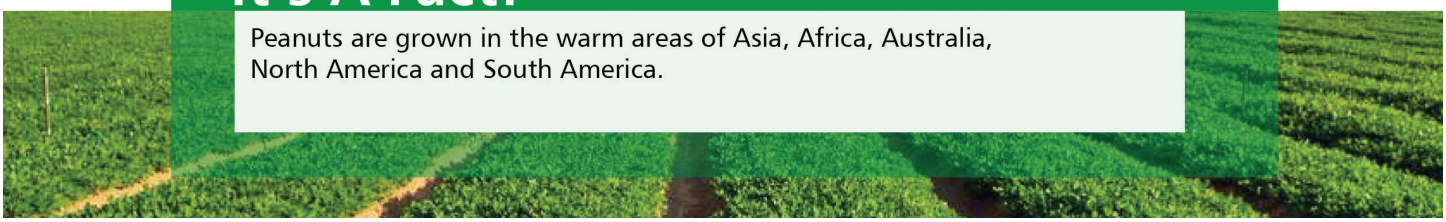
Step 5: Distribute peanuts and glue. Have students complete their maps by gluing peanuts on the shaded regions and along the export paths.

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, North America and South America.



English Language Arts

Peanut Butter Positivity

45

Objectives:
Students will be able to:

- work in collaborative groups to discuss and plan a community service event using peanut butter.

National Learning Standards:
Common Core English Language Arts

- Speaking and Listening Standards K-5; Comprehension and Collaboration, 1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Activity Description: Students will discover the nutritional value of peanut butter and its use as an aid tool for malnutrition. Students will work in collaborative groups to build on one another's ideas and create a community service plan to connect food pantries and others in need, with peanut-based products.

Materials

- Jar of peanut butter
- Paper (1 sheet per group)
- Colored pencils/markers (1 set per group)
- List of local food pantries and/or community service organizations

Activity Steps
Activity Prep: Research local food pantries and community service organizations in your area.

Step 1: Hold up a jar of peanut butter. Ask students what is in the jar. As students answer, push them to explain more. Listen for students to identify nutrients, including protein, necessary for healthy growth and development. Peanut butter also has long shelf-life, which allows it to be stored until needed by food service organizations.

Step 2: Using a projector, white board, or simple explanation, share the key nutrients found in peanuts and peanut butter.

- Proteins are necessary for structure, function and regulation of the body's cells, tissues and organs.
- Good fats help you feel full and store energy.
- Antioxidants help reduce the damage of oxygen in tissues.
- Fiber keeps your digestive tract healthy.
- Calories provide nutrient-rich energy for your body.

Step 3: Inform students that peanut butter is used to help people who are malnourished and hungry all around the world. In fact, peanut butter is one of the most sought-after foods at food pantries! Peanut butter is an excellent source of niacin and a good source of vitamin E and magnesium.

Step 4: Inform students they will work in groups to plan and execute a community service event involving peanut butter.

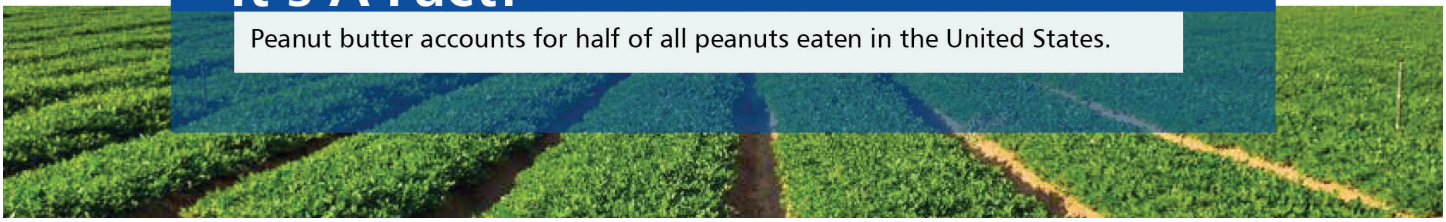
Step 5: Share examples of peanut-based community service events.

- March is National Peanut Month and November is National Peanut Butter Lovers Month. Take some time to prepare PB&J sandwiches for hungry families.
- Peanut Proud, a Georgia-based non-profit organization of the U.S. peanut industry, has donated 4.6 million jars of peanut butter since 2010.
- Peanut butter is the No. 1 requested item by food banks in the U.S. Host your own peanut butter drive in your community. Find the tools for a successful drive at: www.pb4h.org.

Step 6: Share a list of local food pantries and community service organizations as needed. Have groups work to outline a proposed event on the paper provided. After all concepts have been outlined, select a community service concept to pursue as a class!

It's A Fact!

Peanut butter accounts for half of all peanuts eaten in the United States.



Math

Wonderful Water

30

Objectives:
Students will be able to:
- determine how many peanut plants can be supported with a given amount of water available.

National Learning Standards:
Common Core Mathematics
- Operations and Algebraic Thinking 3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

Activity Description: Student groups will each be given a certain amount of water in a container. Students will measure the amount of water they have and create an algebraic equation knowing that two inches of water are needed per plant to determine how many plants could be supported with their amount of water.

Materials
- Bottle of water (1 per group of students)
- Clear plastic cups (2 per group of students)
- Ruler (1 per group of students)
- Permanent marker or pen (1 per group of students)

Activity Steps
Activity Prep: Set out lab supplies in a designated area.

Step 1: Share with students that peanut plants are efficient water users. It only takes two inches of water per week for a peanut plant to develop kernels.

Step 2: Split students into groups of four. Have each group get the lab supplies listed above. Provide the following instructions:

a. Pick up one empty cup. Using the ruler and pen, mark a line two inches up from the bottom of the cup.
b. Determine the amount of water in the bottle by pouring it into the cup with the two-inch line. After filling to the line, students should pour the water into the empty cup.

Remind students to count the amount of times they repeat this process.

c. Ask students to record the number of times they filled to the two-inch line on a piece of paper.
d. Ask students to determine how many weeks they could water their peanut plant with the water they have been given (This number will be equal to the number of two-inch measurements taken.).

Step 4: Have students complete the following math problems. For all problems, maintain the assumption that peanuts need two inches of water per week.
Problem: You have enough to water your peanuts for ____ weeks. How many inches of water do you have?
2 inches x ____ weeks = n total inches

a. 6 weeks (answer: 12 inches)
b. 3 weeks (answer: 6 inches)
c. 8 weeks (answer: 16 inches)

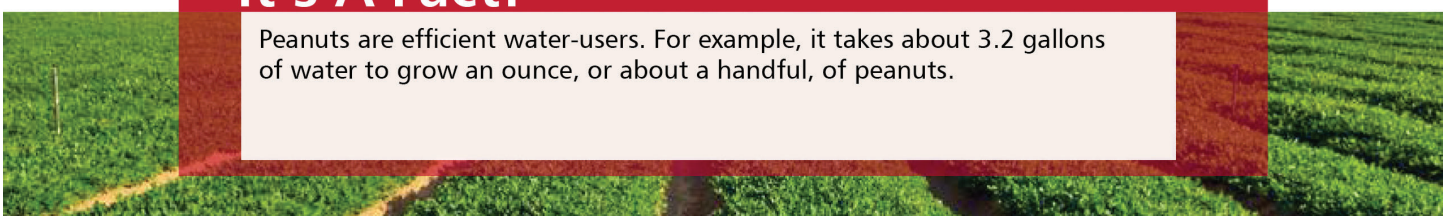
Step 5: Once students have mastered the problems above, ask them to complete the following problems.
Problem: How many weeks could you water your peanuts if you have ___ inches of water?
2 inches x n weeks = _____ inches

a. 14 inches (answer: 7 weeks)
b. 8 inches (answer: 4 weeks)
c. 10 inches (answer 5 weeks)

Processing Questions:
1. Why do plants need water?
   a. Listen for students to identify that water carries important nutrients into the plant.
2. What does a plant look like that does not get enough water?
   a. Listen for students to describe a limp plant. Water fills the cells in the plant and helps the plant stand up. This is called turgor pressure. Without water, plants wilt.
3. Why do farmers work hard to make sure peanut plants get just the right amount of water?
   a. Listen for students to identify that too much or too little water can harm plants. It is expensive to irrigate fields and farmers want to help the environment.

It's A Fact!

Peanuts are efficient water-users. For example, it takes about 3.2 gallons of water to grow an ounce, or about a handful, of peanuts.



Science

Delicious And Nutritious

15

Objectives:
Students will be able to:
- trace the flow of energy from sun to peanut plant to person consuming the peanut.
- identify the nutritional benefits of including peanuts and peanut products in a healthy diet.

National Learning Standards:
Next Generation Science Standards
- 5-PS3-1: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Activity Description: The class works together (as a large group or in collaborative working groups) to move cotton balls (representing energy) from an area identified as the sun, to a peanut plant, and finally to three paper sacks labeled "Protein," "Vitamins and Minerals" and "Good Fats."

Materials
- Image of the sun (1)
- Peanut plant or an image of peanut plant (1)
- Paper grocery sacks (1 per group of 5-6 students)
- Markers (1 marker per group of 5-6 students)
- Plastic spoons
- Cotton balls (1 bag)
- Peanuts in-shell (At least 10 per group of 5-6 students)

Activity Steps
Activity Prep:
- Create an image of the sun and post on one side of the room. Place the bag of cotton balls near the image of the sun.
- Place a peanut plant, or image of a peanut plant in the center of the room. Empty bag of peanuts near peanut plant.

Step 1: Divide students into groups of five to six. Give each group a paper sack and a marker.

Step 2: Inform students that peanuts are a nutritional food choice! Packed with 30 essential nutrients, peanuts can be a "nutrient-rich" part of a healthy diet. Using a projector or white board, display the key nutrients provided by peanuts. Have groups capture these nutrients on their paper sack and draw an icon to represent each.
- Proteins: necessary for structure, function and regulation of the body's cells, tissues and organs.
- Fats: unsaturated fats (mono and poly) are "good" fats to choose more often, while saturated fats should be avoided; fats can be a source of stored energy; even though not all fat is bad, eating too much fat is not healthy. "Good" fats help you feel full and store energy.
- Antioxidants: help reduce the damage of oxygen in tissues.
- Fiber: keeps your digestive tract healthy.
- Calories: provide nutrient-rich energy for your body.

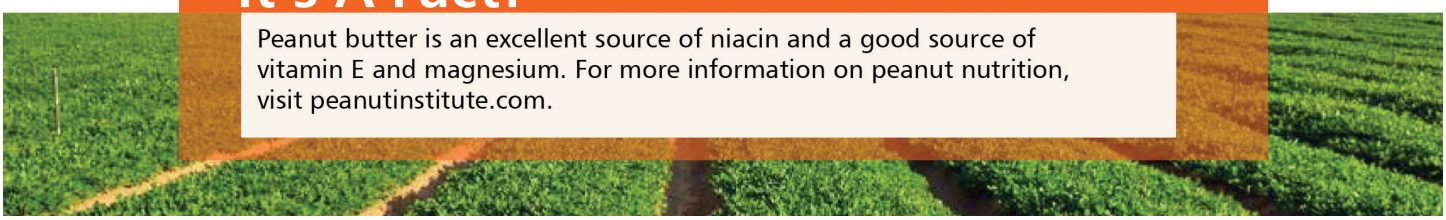
Step 3: Place paper sacks on the side of the room opposite the sun. Have groups line up near the sun.

Step 4: Explain the relay race. Energy from the sun makes peanut plants grow, which then provides energy for humans. Use a plastic spoon to pick up a cotton ball near the sun (unit of energy). Carry the cotton ball to the peanut plant in the center of the room. Drop the cotton ball and pick up one peanut. Use the spoon to carry the peanut to the paper sack. Race to see how quickly your group can get 10 peanuts in your paper sack!)

Processing Questions:
1. Describe the energy cycle in the activity we just completed.
   a. Listen for students to articulate how energy moves from the sun to the plants to humans through consumption.
2. Hypothesize why peanuts and specifically peanut butter are in high demand at food pantries where people need food.
   a. Listen for students to highlight the nutrient density of peanuts and the amount of essential nutrients (30) contained in peanuts.

It's A Fact!

Peanut butter is an excellent source of niacin and a good source of vitamin E and magnesium. For more information on peanut nutrition, visit peanutinstitute.com.



Science

A Nutty Life

30

Objectives:
Students will be able to:
- identify the stages in the peanut lifecycle.
- create a timeline showing peanut growth and development over the course of one year.

National Learning Standards:
Next Generation Science Standards
- 3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have birth, growth, reproduction and death in common.
- 5-LS1-1: Support an argument that plants get the materials they need for growth chiefly from air and water.

Activity Description: Students will plant a peanut and discuss the lifecycle of the plant. As a class, students will create a timeline showing the peanut growth process over time.

Materials
- Egg cartons (1 per group of 3-4 students)
- Soil
- Peanut seeds
- Water
- 11x17 sheet of paper (1 per group of 3-4 students)
- Markers, crayons or colored pencils

Activity Steps
Activity Prep: Set out planting supplies.

Step 1: Split students into groups of three to four.

Step 2: Have each group fill one egg carton with potting soil and get 12 peanut seeds.

Step 3: Instruct students to use their pinky finger to make a hole for the seed in each compartment of the egg carton. Students should push their finger in until the soil is to the top of their fingernail. Have students place one seed in each hole and cover with soil.

Step 4: Completely saturate each compartment with water.

Step 5: Place in a warm area where light will reach the seeds.

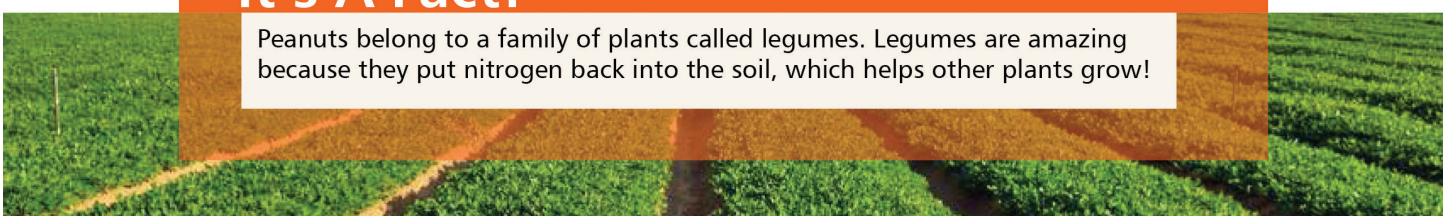
Step 6: Post the following timeline for students to see, using a projector or white board:
1. In the U.S., peanuts are planted after the last frost in April through May.
2. In 10 days, peanut seedlings poke through soil.
3. In 40 days, yellow flowers appear on the plant.
4. Flowers pollinate themselves and the petals fall off. The peanut ovary, called a "peg," begins to form.
5. The peg grows away from the plant and back into the soil. The peg turns into a peanut! The peanut is technically the fruit of the plant.
6. In four to five months, peanuts are harvested.

Step 7: Have groups create a visual timeline on a large (11 x17) sheet of paper. As the peanut plants grow in the classroom, have students note observations on their timelines.

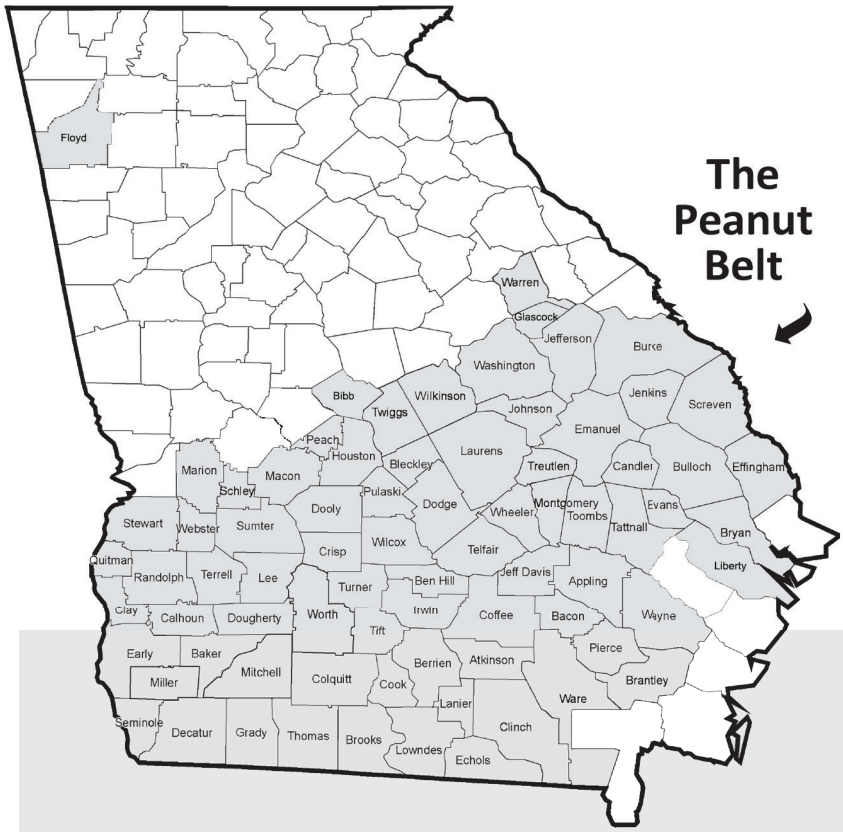
Processing Questions:
1. What is unique about the life cycle of the peanut plant?
   a. Listen for students to observe that the plant flowers above ground, but the fruit (peanut) grows below ground.
2. What is unique about peanuts compared to other common nuts?
   a. Listen for observation that most other nuts, like pecans and walnuts, grow on trees.

It's A Fact!

Peanuts belong to a family of plants called legumes. Legumes are amazing because they put nitrogen back into the soil, which helps other plants grow!



MEET REAL PEANUT FARMERS!



To "visit" a peanut farm and listen to peanut farmers tell their stories visit **gapeanuts.com/meetafarmer.**

If you and/or your students have a peanut related question email **info@gapeanuts.com** for a chance to have a real Georgia peanut farmer answer it!

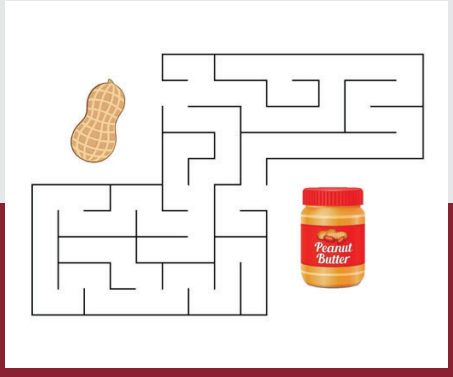
THE PEANUT BELT

Did you know that approximately 75 Georgia counties grow peanuts commercially?

FOR MORE EDUCATIONAL RESOURCES AND FUN ACTIVITIES CHECK OUT OUR WEBSITES!

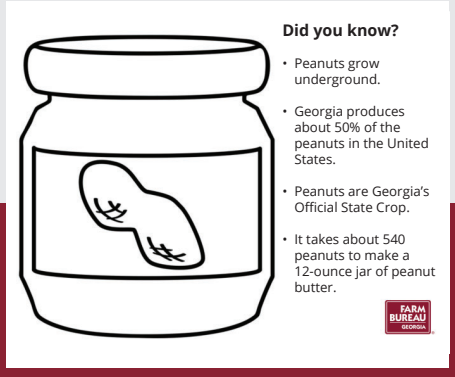
GEORGIA PEANUT COMMISSION

gapeanuts.com/education



GEORGIA FARM BUREAU: AG IN THE CLASSROOM

gfb.ag/aitc



Answers from pg. 9: 1. G, 2. C, 3. E, 4. B, 5. A, 6. H, 7. D, 8. F

Did you know?

Agriculture is our state's largest industry. This is why the Georgia Peanut Commission and Georgia Farm Bureau partnered together to create this educator guide. We hope this resource is useful to you and that you continue to incorporate agriculture into your lessons.

Visit **gapeanuts.com** to view the citations for the lesson plans.

GEORGIA PEANUT COMMISSION

445 Fulwood Blvd.
Tifton, GA 31794
229-386-3470
GaPeanuts.com

GEORGIA FARM BUREAU

1620 Bass Rd.
Macon, GA 31209
800-342-1192
GFB.org