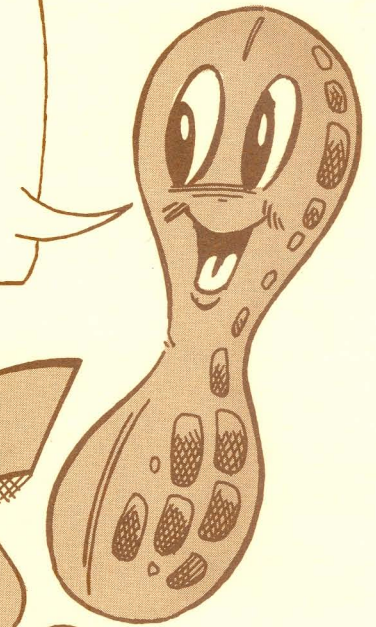


# Introducing. . . the No-Nut Peanut

A Teacher's Kit for Grades 3 - 5



# PEANUTS!



# CELEBRATE PEANUTS & PEANUT BUTTER ALL YEAR LONG!

## New Year's Day

New Year's Day is celebrated on the first day of January and is believed to have begun around 3000 B.C. Originally, the celebration was begun by the ancient Babylonians and was called Zakmuk. It lasted for twelve days. Later, Julius Caesar changed the celebration to a single day which was January 1. The English custom of New Year's Day has been celebrated on January 1 since 1752. Generally, New Year's Day is observed as a public holiday throughout the United States.

### Make a New Year's Noise Maker!

#### Materials:

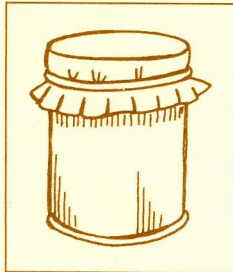
Cardboard Circle  
Pattern  
Brightly Colored Fabric  
Tin Can  
In-shell Peanuts  
Rubber Band

- Prepare a cardboard circle for students to trace.

- Have students trace the pattern onto the fabric and cut it out.

- Have students fill can half full with peanuts.

- Assist students with placing fabric on top of can and sealing it with a rubber band.



## Valentine's Day

Valentine's Day is celebrated on February 14 and was begun in honor of Saint Valentine, a Roman priest, after he was killed on February 14, 271 A.D. Saint Valentine was regarded as the patron saint of lovers, thus it began as a lover's feast. Invitations to the feast or "valentines" were sent by those hosting it, thus began the custom of sending valentines, and its association with affection and love.

### Make an "I'm Nuts About You" Card!

#### Materials:

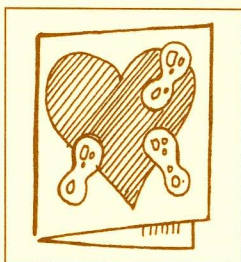
Paper  
Crayons and Markers  
Glue  
In-shell Peanuts

- Make a nutty card pattern and copy it.

- Have students fold paper in half to make the card.

- Have students decorate the card as they choose in a "nutty" theme.

- Have students glue in-shell peanuts on card.



## National Peanut Month

March has been designated as National Peanut Month to pay tribute to America's great peanut industry. It's a time for people across America to celebrate one of the most nutritional commodities in American agriculture. So enjoy it by helping us spread the word about peanut butter, peanuts, and peanut products.

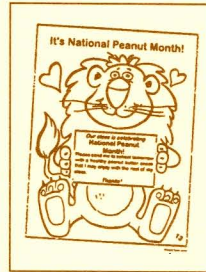
#### Materials:

Activity Sheet Available  
at [www.gapeanuts.com](http://www.gapeanuts.com)  
Crayons and Markers

- Download activity sheet and distribute it to your students.

- Send decorated activity sheet home to parents announcing the celebration.

- Have students enjoy their peanut treat at snack time.



## Mother's Day

Mother's Day is celebrated on the second Sunday in May and was begun in honor of motherhood and the home. Miss Anna Jarvis of Philadelphia, Pennsylvania, is given credit for originating the idea in 1910. Several cities in Pennsylvania celebrated the holiday to begin with. In 1914 Congress authorized President Woodrow Wilson to designate by annual proclamation the second Sunday in May as Mother's Day.

### Make a Peanut Gift Bag!

#### Materials:

Heart-shaped Gift Tag Pattern  
Hole Punch  
Scissors  
Ribbon  
Cardboard  
Circle Pattern  
Brightly Colored  
Fabric  
Peanut Butter  
Marshmallow Creme  
Graham Crackers

- Prepare a heart-shaped gift tag pattern and have students sign, color, hole punch, and cut it out.

- Thread gift tag on ribbon until tag is in the middle. Set aside.

- Have students make "mini sandwiches" out of peanut butter, marshmallow creme, and graham crackers.

- Have students stack their treats in the center of the fabric.

- Assist students in gathering the fabric and tying it with the ribbon.



## Father's Day

Father's Day is celebrated on the third Sunday in June and was begun in honor of fatherhood and the home. Mrs. John Bruce Dodd of Spokane, Washington, is given credit for originating the idea in 1910. In 1914 Congress authorized President Woodrow Wilson to designate by annual proclamation the third Sunday in June as Father's Day.

### Make a Tasty Treat!

#### Materials:

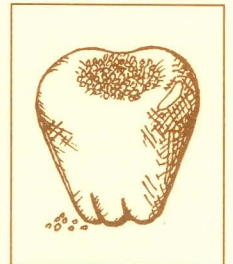
Paper Bags  
Crayons and Markers  
Apples, Cored  
Plastic Spoons  
Peanut Butter  
Peanut Granules  
Plastic Wrap  
Spoon

- Have students decorate paper bags with a Father's Day theme.

- Assist students with filling the cored apple with peanut butter.

- Assist students with "dipping" each end of the cored apple in peanut granules to "seal."

- Have students cover their apple with plastic wrap and place in decorated bag.



## Independence Day

Independence Day is celebrated on the fourth day of July and was begun to honor America's independence from England. It commemorates the adoption of the Declaration of Independence by the Continental Congress on July 4, 1776. The Fourth of July is a legal holiday throughout the United States.

### Make the U.S. Flag!

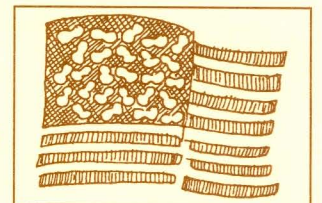
#### Materials:

Flag Pattern  
Scissors  
Crayons and  
Markers  
In-shell Peanuts  
White Paint  
Brushes  
Glue

- Prepare a flag pattern and have children color it and cut it out.

- Have students paint in-shell peanuts white.

- Have students glue peanuts on flag in place of stars.



Continued on Inside Back Cover...



### Introducing the No-Nut Peanut

The peanut probably has more aliases than any other food. It has been called a goober, guinea seed, pinda, pistache de terre, groundnut, monkey nut, earthnut, manilla nut and more. But make no mistake, the peanut is not a nut, even though it has been tagged with a number of "nutty" names. The peanut is a legume that grows underground. It can rightly be called a ground pea because it belongs to the pea family.

This well-traveled legume, originally from South America, has made its way to countries around the world. It has even traveled into outer space in the form of space sticks made from peanut butter.



### The Origins of the Peanut

The peanut probably originated in Brazil or Peru, although no fossil records exist to prove this. But for as long as people have been making pottery in South America (3,500 years or so) they have been making jars shaped like peanuts and decorated with peanuts. Graves of ancient Inca Indians found along the dry western coast of South America often contain jars filled with peanuts and left with the dead to provide food in the afterlife.

Peanuts were grown as far north as Mexico by the time the Spanish began their exploration of the New World. The explorers took peanuts to Africa and Asia. In Africa, the plant became common in the western tropical region. The peanut was regarded by many Africans as one of several plants possessing a soul.

Africans were the first people to introduce peanuts to North America. Eventually, they were planted throughout the southern United States. The word "goober" comes from the Congo name for peanuts - "nguba." In the 1700's, peanuts, then called groundnuts or ground peas, were studied by

botanists and regarded as an excellent food for pigs. Records show that peanuts were grown commercially in South Carolina around 1800 and used for oil, food, and as a substitute for cocoa. However, until 1900, peanuts were not extensively grown because they were regarded as food for the poor and because growing and harvesting were slow and difficult until labor-saving equipment was invented around the turn of the century.



### Peanuts Sweep the Country

The first notable increase in U.S. peanut consumption came in 1860 with the outbreak of the Civil War. Troops of the Southern Confederacy were often without food and the easily-grown peanut became an important staple. Union soldiers came to appreciate peanuts, too, and carried home with them a taste for the Confederate's Goober Peas. At least one Civil War song, "Eatin' Goober Peas," was inspired by peanuts being roasted over the campfire.

Peanuts were introduced in the New York City area around 1870. They were sold roasted in the shell by street vendors. As the famous Barnum Circus made its way across the country, it was accompanied not only by its animal and highwire acts but also by peanut vendors.

Baseball stadiums began to sell peanuts by the bagful in the late 1800's. Once, a baseball clubowner threatened to bar peanuts from his park because it cost too much to sweep out the hulls. The fans protested so much that the owner not only reversed his decision but gave peanuts away free at the opening game of the next season!

While peanut production rose during the last half of the century, peanuts were still harvested by hand which left stems and trash in the peanuts. Thus, poor quality and lack of uniformity kept the demand for peanuts down.

Around 1900, equipment was invented for planting, cultivating, harvesting and picking peanuts from the

plants, and for shelling and cleaning the kernels. With these mechanical aids, peanuts rapidly came into demand for oil, roasted and salted nuts, peanut butter and candy.

Peanut production rose rapidly during and after World Wars I and II as a result of its popularity with Allied Forces and the post-war baby boom. By the mid 1990's, Americans were consuming about nine pounds of peanuts per person each year and peanuts contributed over \$4 billion to the U.S. economy each year.



### Dr. George Washington Carver, Father of the Peanut Industry

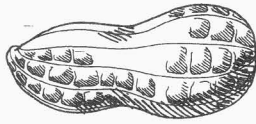
Dr. George Washington Carver began his research into peanuts in 1903 at Tuskegee Institute in Alabama. The talented botanist recognized the value of the peanut as a cash crop. He proposed that peanuts be planted as a rotation crop in the southeastern cotton growing regions where the boll weevil insect threatened the agricultural base. Farmers listened and the face of southern farming was changed forever.

Dr. Carver's research led to improvements in horticulture and the development of more than 300 uses for peanuts (including shoe polish and shaving cream). For his work in promoting its cultivation and consumption, Carver is considered the father of the peanut industry.



### Introduction of Peanut Butter

In 1890, it's believed that a St. Louis physician encouraged a food products company owner to package a ground peanut paste as a nutritious protein substitute for his patients with poor teeth who couldn't chew meat. In 1895, Dr. John Harvey Kellogg applied for the first patent for peanut butter. The world was first introduced to peanut butter at the Universal Exposition of 1904 in St. Louis, Missouri, where the treat sold for about six cents per pound.



## Types of Peanuts

Although peanuts come in many varieties, there are four basic market types: **Runner**, **Virginia-type**, **Spanish-type** and **Valencia**. Each of the peanut types is distinctive in size, flavor and nutritional composition.

Runner peanuts are known for their consistent, medium kernel size. Half the Runners grown are used to make peanut butter. The rest are used in candy and snacks. Runners are grown mainly in Alabama, Florida, Georgia, Mississippi, Texas and Oklahoma, and account for 75% of the total U.S. peanut production.

Virginia-type peanuts are known for their extra large kernel size. They account for most of the peanuts roasted and processed in-the-shell. When shelled, the larger kernels are sold as snack peanuts. Virginia-type peanuts are grown mainly in southeastern Virginia and North Carolina and account for 20% of the total U.S. peanut production.

Spanish-type peanuts are known for their smaller kernels and reddish-brown skins. They are used in peanut butter, snack peanuts, and peanut candies. Spanish-type peanuts also have a high oil content which is good when crushing for oil. They are grown mainly in Oklahoma and Texas and account for 4% of the total U.S. peanut production.

Valencia peanuts are known for having three or more small kernels to a pod and for their bright red skins. They are very sweet and are usually roasted and sold in-the-shell. Valencias are also good boiled. They are grown mainly in New Mexico and account for 1% of the total U.S. peanut production.



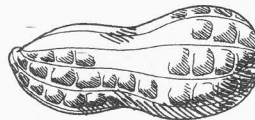
## How the Peanut Plant Grows

The peanut is unusual because it flowers above the ground but fruits below the ground. Typical misconceptions of how peanuts grow place

them on trees (like walnuts or pecans) or growing as a part of a root (like potatoes).

Peanut seeds (kernels) grow into a green oval-leaved plant about 18 inches tall which develop delicate yellow flowers around the lower portion of the plant. The flowers pollinate themselves, then lose their petals as the fertilized ovary begins to enlarge. The budding ovary or "peg" grows down away from the plant, forming a small stem which extends to the soil. The peanut embryo is in the top of the peg, which penetrates two to three inches into the soil. The embryo turns horizontal to the soil surface and begins to mature, taking the form of the peanut.

Peanut farmers usually plant their crop after the last frost in April or May when the ground temperature is about 65 to 70 degrees Fahrenheit. They cultivate the crop one to three times a season to control weeds and grasses. The peanut farmer needs 120 to 160 frost-free days with adequate moisture for a good peanut crop. After peanuts mature and the soil conditions are neither too wet nor too dry, the peanuts are dug from the ground. They are left in the sun to dry for two or three days. Then, a combine is used to separate the peanuts from the vines.



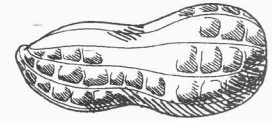
## Where Peanuts Grow

Peanuts are grown in the warm climates of Asia, Africa, Australia, North America and South America. India and China together account for more than half of the world's peanut production. The United States has about 3% of the world acreage of peanuts, but grows nearly 10% of the world's crop because of higher yields per acre. Other major peanut growing countries include: Senegal, Sudan, Brazil, Argentina, South Africa, Malawi and Nigeria.

Ten states grow the U.S. peanut crop: Georgia (which grows about 50% of all U.S. peanuts), followed by Texas, Alabama, Florida, North Carolina, South Carolina, Oklahoma, New Mexico, Virginia and Mississippi. These states are grouped into three regions.

The Southeast region (Georgia,

Florida, Alabama and Mississippi) grows mostly Runner peanuts. The Southwest (Texas and Oklahoma) grows Spanish-type and Runner peanuts. The Virginia/Carolina area grows mostly Virginia-type peanuts. Nearly 65% of all U.S. peanuts are grown in the Southeast, with Virginia-Carolina accounting for 17% and the Southwest accounting for 18%.



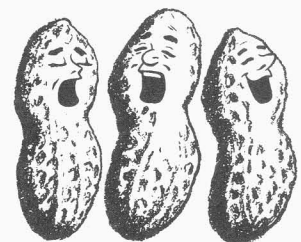
## Nutrition in a Nutshell

Peanuts and peanut butter are protein powerhouses providing 12% of the Recommended Daily Allowance per serving. One ounce of peanuts or two tablespoons of peanut butter make up one serving. A peanut butter sandwich, a glass of milk and an orange make a balanced meal.

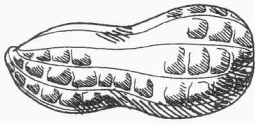
Peanuts and peanut butter do not contain any cholesterol. They are good sources of fiber. Fiber reduces the risk of some types of cancer, helps the digestive system, helps control blood sugar levels and may help reduce cholesterol levels.

Peanuts contain 6 essential vitamins including folate, vitamin E, niacin, thiamin, B6 and riboflavin. Peanuts also contain 7 essential minerals including copper, phosphorus, magnesium, iron, potassium, zinc and calcium.

Peanuts and peanut products are low in saturated fat – the type that health authorities recommend we cut down on. In fact, 80% of the fat in peanut butter is unsaturated – the "good fat." Peanuts and peanut products are rich in mono-unsaturated fatty acids, which may lower "bad" LDL-cholesterol levels. Peanuts actually have less saturated fat than most other nuts and peanut butter has about the same as many other lunch foods.



## Resource List – Ideas for Teaching



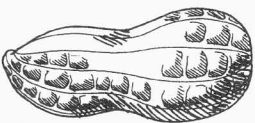
### Geography

- Have students use encyclopedias to find out the name of the capital of each of the peanut-producing states and name one interesting characteristic of each city.
- Have students print the ten major peanut-producing states in alphabetical order.
- Have students find each of the ten peanut-producing states on a map and color them according to a key.
- Have the students use a road atlas and estimate the distance from their hometown city to the capital city of each of the ten peanut-producing states.
- The 39th President of the United States was from one of the ten main peanut producing states. Have students research him and find out why peanuts were important to him. Then, have them locate his hometown on a road atlas.
- Display a map of the United States on the bulletin board. Have students put a pin on the states that grow peanuts.



### Language

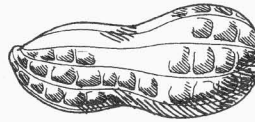
- Provide a list of famous nicknames for the peanut (African Nut, Goober, Jar Nut, Chinese Nut, Hawk Nut, Manila Nut, Monkey Nut, Grass Nut, Kipper Nut, Ground Nut, Guinea Seed, Pinda and Pistache de Terre). Tell the story of how the peanut got the nickname "Goober" from the African word "nguba." Have students write a creative story about how they think the peanut received one of its other nicknames.
- Have the students write a short story or poem about peanuts, peanut butter or peanut farming.



### Creative Dramatics

- Have students write and perform a short play about the path of the peanut

through history, the life of a peanut farmer or the journey of a peanut from farm to peanut butter.



### Science

- Have students break the kernels of the peanut in half and crush them between two pieces of paper to see the oil that comes out.
- Give students several roasted peanuts in the shell and several raw peanuts in the shell. Have them shell the peanuts and remove the skins. Note that it is difficult to remove skins from raw peanuts. Compare the taste and texture of raw and roasted peanuts.
- Have students research other members of the legume family.



### Health/Nutrition

- Have students write down everything they eat for one day. Put a picture of the USDA MyPyramid with the correct number of servings each day on the bulletin board. Have students divide what they ate into the groups of the pyramid to see if they had a balanced diet that day.
- Classroom cooking is fun and may teach good snacking habits while incorporating nutrition, math, new words and teamwork. See pages 5-6 for recipes.
- Have students write a 30-second "commercial" on the importance of eating a healthy breakfast. Have them include peanut butter breakfast ideas and why peanut butter is a healthy start to the day.



### Social Studies/History

- Tell the story of Dr. George Washington Carver and how he came to be known as the father of the peanut industry. Include the following vocabulary words in the story and allow students to share their interpretations

and definitions of these words: botanist, century, boll weevil, crop rotation and cultivation.

- Use a peanut puppet (made from a paper bag or sock) named "Goober" to describe how peanuts came to be called "goobers." Teach students the Civil War song, "Eatin' Goober Peas." Provide materials for students to make their own peanut puppets.
- Have students divide into research groups in the library and investigate and then write a one page report on one of the following topics. Students should emphasize what importance peanuts have for each topic.

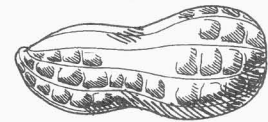
George Washington Carver

The Civil War

Former President Jimmy Carter

Inca Indians

- On a world map, have your students trace peanuts as they traveled from South America to Spain, Africa, Asia, and North America. Mark countries with flags or pushpins.
- Have students write a short story about a day in the life of a peanut farmer. Begin with getting up early to do chores around the farm. Have students draw pictures to accompany their story.



### Bulletin Board and Classroom Displays

- Have students make a peanut plant out of construction paper by cutting out stems, leaves, pegs and peanuts or have students draw and color a picture of a peanut plant.
- Have students draw peanut characters doing various activities such as dancing, jumping, hopping, riding a bike or running to show that peanuts are good energy food.
- Display students' work, using the following titles or some of your own on the bulletin board:

Peanut Pride

Nuts About Peanuts

Peanut Productions

Look What We Shelled Out

Nutty News

Peanut Power

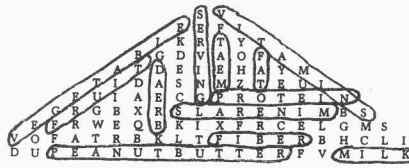
Crunching Numbers with Peanuts

# Answer Sheet

## Activity Sheet 1

1. True
2. b
3. False
4. True
5. True
6. b
7. b
8. c

## Activity Sheet 4



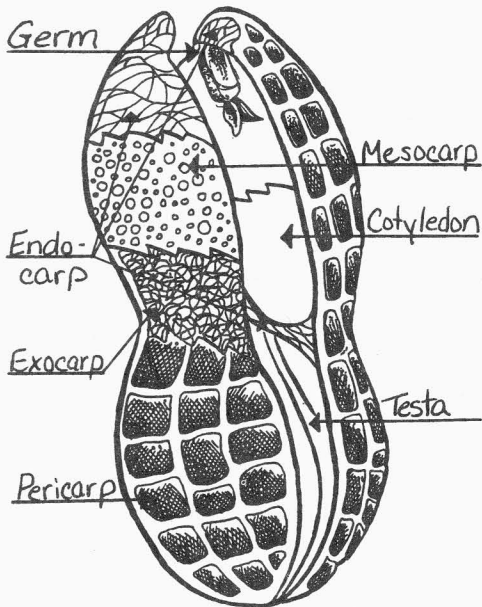
## Activity Sheet 5

1. United States
2. Brazil
3. Argentina
4. Senegal
5. Nigeria
6. Sudan
7. Zaire
8. South Africa
9. India
10. China
11. Thailand
12. Indonesia

## Activity Sheet 8

1. 1
2. 75
3. 2,400
4. 1
5. 49
6. 1,600,000
7. 15
8. 540

## Activity Sheet 2



## Activity Sheet 10

Make Peanut Butter!

- A: 563
- B: 1472
- E: 1356
- K: 1039
- M: 1685
- N: 741
- P: 1552
- R: 1048
- T: 755
- U: 1529

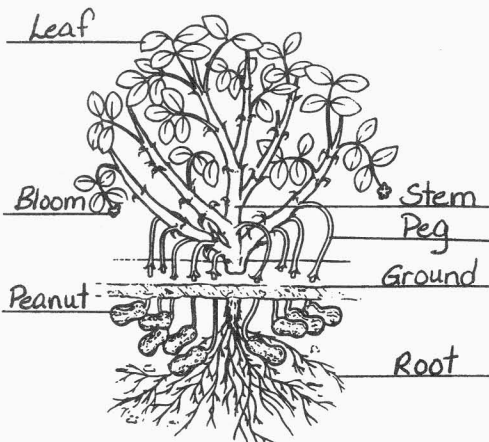
## Activity Sheet 6

1. 16
2. 8 g
3. 0 g
4. 3 g
5. 150 mg
6. 190
7. 2 g

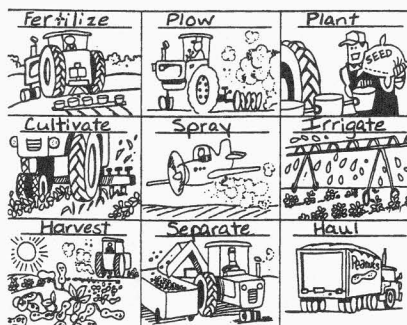
## Activity Sheet 11

1,500

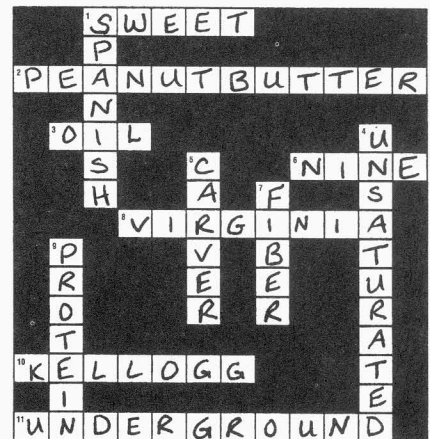
## Activity Sheet 3



## Activity Sheet 7



## Activity Sheet 12



## Peanut Music

### A PEANUT SAT ON A RAILROAD TRACK

(Tune: Polly Wolly Doodle)

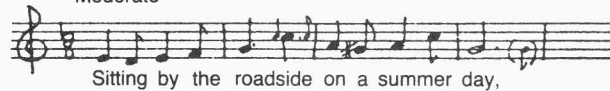
A peanut sat on a railroad track,  
his heart was all a flutter  
(Pat chest rapidly.)

'Round the bend came number ten.  
TOOT! TOOT!  
(Pull imaginary cord.)  
Peanut butter! Squish!  
(Palms together.)



### "EATING GOOBER PEAS"

Moderate



Sitting by the roadside on a summer day,



Chatting with my messmates, passing time a - way,



Lying in the shadow — underneath the trees,



Goodness how de - licious — eating goober peas!

Chorus:



Peas! Peas! Peas! Peas! Eating goober peas!



Goodness, how de - licious — eating goober peas!

From "Sound Off!" Soldier songs from the Revolution to World War II, by Edward Author Dolph; music arranged by Philip Egner. Copyright 1929, 1942, Farrar & Rinehart, Inc., N.Y. & Toronto; reprinted in B.A. Botkin, A TREASURY OF SOUTHERN FOLKLORE.

## Peanut Recipes

### Blender Peanut Butter

- 1 cup roasted peanuts
- 1/4 teaspoon salt (optional)
- 1 teaspoon peanut oil

Place roasted peanuts, salt, and peanut oil in a blender. Blend briefly. Turn blender off and use a rubber spatula to push down whole peanuts which rise to the top. Blend 3 to 4 minutes more, scraping sides as necessary until desired consistency is reached. Store in a tightly closed container in the refrigerator. Stir before serving as oil may rise to the top when standing. Yields 1/2 cup.

### Food Processor Peanut Butter

Use same ingredients as above.

Use metal blade in food processor. Place ingredients in container and close. Process for 3 to 5 minutes. The ground peanuts will form a ball which will slowly disappear. Stop machine. Scrape sides of container with rubber spatula. Start machine. Process until it looks like paste or is easy to spread. Store as above. Yields 1/2 cup.

### Trail Mix

- 1 cup roasted peanuts
- 1 cup raisins
- 1 6-oz. package chocolate chips
- 1 cup dry fruit

Combine. Store in tightly closed container. Yields 4 cups.

### Knots on a Log

- peanut butter
- 1 cup shredded carrot
- celery sticks cut in 3" pieces
- raisins

Mix peanut butter and shredded carrot. Spread on celery sticks. Sprinkle with raisins.

### GoGo Shake

- 1 small banana
- 1/4 cup smooth peanut butter
- 1/2 pint vanilla ice cream
- 1 cup milk

In a blender, blend banana until smooth. Blend in peanut butter and then ice cream. Add milk and blend until smooth. Yields two 1-cup servings.

### Peanutty Orange Faces

- 2 tablespoons peanut butter
- 1/4 cup orange juice
- 2 oranges
- 4 lettuce leaves
- raisins

Measure peanut butter and orange juice into a bowl and use a spoon or fork to blend together. Peel oranges. Insert fork into side of orange and place on cutting board. Cut orange into 1/4-inch slices. Spread orange slices with peanut butter mixture. Arrange of lettuce leaves. Place raisins on top of each slice to make a face. Serve immediately or chilled. Yields 4 salads.

### Honey Peanut Butter Balls

- 1 cup chopped roasted peanuts
- 1/2 cup creamy peanut butter
- 1/2 cup honey
- 1 cup dry milk

Pour peanuts into a plate or shallow bowl; set aside. In a medium sized bowl, combine peanut butter and honey. Stir in dry milk, mixing well. Form dough into quarter sized balls. Roll each in the peanuts until coated. Yields 4 dozen.

### **Peanut Butter Fruit Dip**

1 cup peanut butter  
1 cup honey  
1/2 teaspoon ground cinnamon  
Cream peanut butter, honey and cinnamon until smooth. Use as a dip for fresh fruit, dried fruit, fresh vegetables or pretzels. Can also be used as a spread for toast, bread or crackers. Yields 2 cups.

### **Apple Wedges**

apple  
peanut butter  
raisins  
Core apple and slice into eight wedges. Spread peanut butter on each wedge and top with raisins.

### **Peanut Gondolas**

2 lettuce leaves  
1 banana  
mayonnaise  
1/4 cup chopped roasted peanuts  
2 cherries  
Place lettuce on salad plate. Peel banana and cut in half lengthwise. Place banana halves on lettuce leaves. Spread banana halves with mayonnaise, sprinkle chopped peanuts over mayonnaise and top with cherries. Yields 2 servings.

### **Peanut Butter Pudding**

2 cups cold milk  
1 package instant pudding  
(any flavor)  
1/2 cup crunchy peanut butter  
Pour milk into mixing bowl. Add peanut butter and pudding mix. Beat slowly until well mixed, about 1 minute. Pour into serving dishes. Let stand to set, about 5 minutes. Yields 6 servings.

### **Mexican Peanut Log**

2 1/2 cups shredded cheddar cheese,  
at room temperature  
1/4 cup creamy peanut butter  
2 tablespoons taco sauce  
snipped parsley  
snack crackers  
Combine cheese, peanut butter and taco sauce in small bowl. Beat until smooth with an electric mixer. Shape into a log 1 1/2 inches in diameter. Wrap in waxed paper and chill. To serve, roll log in snipped parsley to coat. Serve with crackers. Yields 1 log.

### **Apple-Orange Salad**

1/3 cup mayonnaise  
1/4 cup crunchy peanut butter  
1/2 cup frozen whipped dessert  
topping (thawed)  
1 medium orange  
4 apples, sliced  
In a small bowl, gradually blend mayonnaise into peanut butter. Fold in thawed whipped topping. Section orange, reserving 1 tablespoon juice. In another bowl, sprinkle apples with orange juice; stir to coat. Mix in orange sections. Top with peanut butter mixture. Serve at once. Yields 6 servings.

### **Peanut Butter Swirl**

2 squares graham crackers  
2 tablespoons peanut butter  
1 tablespoon vanilla or fruit yogurt  
nutmeg  
Spread crackers with peanut butter. Top with a swirl of yogurt. Sprinkle with nutmeg. Yields 2 servings.

### **Easiest Yet Peanut Butter Fudge**

1 bag (12-oz.) milk chocolate morsels  
1 jar (12-oz.) crunchy peanut butter  
1 can (14-oz.) sweetened condensed  
milk (not evaporated milk)  
Melt chocolate and peanut butter in top of double boiler. Remove from heat and stir in milk. Pour in an 8 x 8 inch pan lined with waxed paper. Refrigerate to chill. Cut into 1 inch pieces. Yields 1 1/2 pounds.

### **Soft Peanut Butter Cookies**

1 cup granulated sugar  
1 cup peanut butter, creamy  
1 egg, slightly beaten  
1 teaspoon vanilla extract  
Mix all ingredients thoroughly. Drop by teaspoonful onto baking sheet and press with fork. Bake in a 325 degree oven for approximately 10 minutes. Cool before removing from baking sheet. Yields 3 dozen cookies.

### **Peanut Butter S'mores**

graham cracker  
peanut butter  
large marshmallow  
Spread cracker with peanut butter. Top with marshmallow. Place under broiler until marshmallow starts to brown. Yields 1 serving.

### **Crispy Peanut Butter Treats**

3 tablespoons butter or margarine  
1/2 cup peanut butter  
5 cups miniature marshmallows  
5 cups crispy rice cereal  
Melt butter, peanut butter and marshmallows over low heat. Stir in rice cereal. Mix until cereal is coated. Press out onto waxed paper or into buttered 9-inch square pan. Let cool. Cut into squares. Yields 18 squares.

### **Peanut Butter Haystacks**

1 package (6-oz.) butterscotch morsels  
1/3 cup creamy peanut butter  
1 cup roasted peanuts  
1 can (3-oz.) chow mein noodles  
Melt butterscotch morsels and peanut butter in top of double boiler over hot (not boiling) water. Stir to blend. (Or microwave butterscotch morsels in a 2 quart microwave safe container for 1 minute on HIGH; stir. Microwave on HIGH 1 minute longer. Stir until smooth. Add in peanut butter; stir to blend.) Add peanuts and noodles, stir until well covered. Form little clusters on waxed paper. Let harden. Yields 36 haystacks.

### **Microwave Peanut Brittle**

1 1/2 cups raw shelled peanuts, skins on  
1 cup granulated sugar  
1/2 cup light corn syrup  
1/8 teaspoon salt (optional)  
1 teaspoon butter  
1 teaspoon vanilla extract  
1 teaspoon baking soda  
Stir together peanuts, sugar, syrup and salt in a 1 1/2 quart microwave safe container. Microwave 4 minutes on HIGH; stir. Microwave 4 minutes longer. Stir in butter and vanilla. Microwave 2 minutes longer on HIGH. Add baking soda and quickly stir until light and foamy. Immediately pour onto lightly greased baking sheet and spread to 1/4-inch thickness. When cool, break into pieces. Store in air-tight container. Yields 1 pound.





## Day One, Lesson #1

Time Estimate: 20-30 minutes  
Content Area: Language/Social Studies  
Grouping: Large Group

### Objectives

- The students will demonstrate basic knowledge of peanuts.
- The student will share ideas in a brainstorming session.

### Materials

- Activity Sheet #1 for each student
- Chart or whiteboard
- Marker
- Bag of in-shell peanuts

### Procedure

1. Pass out Activity Sheet #1 and state, "I want to know how much you know about peanuts." Give students about five minutes to complete the activity sheet.
2. Go over correct answers on sheet as a class.
3. Ask the students what they would like to learn about peanuts. Write ideas on chart/blackboard.
4. Hold up a bag of peanuts to stimulate brainstorming about what event might have in-shell peanuts for sale. Write these ideas on the chart/blackboard.
5. Tell students there are several kinds of peanuts. Have students think of all the foods and products which might contain peanuts or peanut oil. Write these on chart/blackboard.
6. Point out how many things you have written about peanuts, giving the class lots to talk about in the next few days!

### Assessment Questions

Do students have some knowledge of peanuts?  
Did each student participate in brainstorming?

## Day Two, Lesson #2

Time Estimate: 45-60 minutes  
Content Area: Science/Language  
Grouping: Partners

### Objectives

- The students will use vocabulary skills to label parts of peanut.
- The students will work together as partners to label the peanut and peanut plant.
- The students will demonstrate ability to label parts of their picture.

### Materials

- Whiteboard and marker
- In-shell peanuts for each student
- Activity Sheets #2 and #3 for each student

### Procedure

1. Have students choose a partner with whom to work. Have a helper pass out a peanut and Activity Sheet #2 to each student.
2. List the parts of the peanut on the board: germ, endocarp, mesocarp, exocarp, pericarp, cotyledon and testa. Discuss the meanings of the prefixes such as Endo-, Meso- and Exo-.
3. Have students work together to figure out which part of the peanut matches each label (5-10 minutes). Allow students to share their guesses before revealing the correct answers.
4. Have students name the different ways food grows (on trees, on vines, underground, on bushes).
5. Pass out Activity Sheet #3. Have students label the peanut plant.

### Assessment Questions

Were students able to correctly label some parts of the peanut and peanut plant? Did students work together as partners?

## Day Three, Lesson #3

Time Estimate: 20-30 minutes

Content Area: Science

Grouping: Individual

### Objectives

- The student will follow step-by-step instructions to plant a peanut.
- The student will create a chart or journal to record the growth of their peanut plan.
- The students will demonstrate ability to label parts of their picture.

### Materials

- Large, clear cup
- Sand or sandy loam soil
- 3-5 peanuts for each student
- Plastic spoons
- Permanent markers
- Paper towels

### Procedure

1. Use raw peanuts (usually found in the produce department or farmer's market). Soak them overnight.
2. Give each student the following list of instructions.
  - A. Get a cup. Write your name on it with a permanent marker.
  - B. Make a small drainage hole in the bottom of your cup.
  - C. Place sand to within one inch of the top of your cup.
  - D. Plant 3-5 peanuts about 2 inches deep in the soil. Press the soil firmly, but do not pack.
  - E. Hold a paper towel under your cup. Moisten soil with water, but do not soak.
  - F. Place cup in a warm spot on windowsill with a paper towel under it.
  - G. Create your own chart or journal to keep a record of your peanuts' growth. (You may provide an example if necessary.) Make your first entry today.

3. Review directions together. Provide two or three stations in the room where children can carry out the task independently.

4. Keep plant in warm room and exposed to direct sunlight as much as possible.

5. In two to three weeks the plants should sprout. About two weeks after sprouting the plants should be transplanted into a larger pot (about 12 inches in diameter) or a ten gallon aquarium. The aquarium allows students to see the peanuts growing underground. If you cannot drill a drainage hole in the aquarium, put a layer of rocks at the bottom to allow some drainage and be careful not to over-water. Considering classroom space, you may want to send the plants home with students and only replant a few in the classroom for everyone to watch.

6. Blooms should appear on the plant approximately 45 days after the plant has emerged. Mark these days on the calendar for follow-up:

14 days	Sprouts
45 days	Blooms
90 days	Peanuts

### Assessment Questions

- Can student follow step-by-step instructions?
- Does student provide adequate care for plant?
- Does student make entries in chart or journal?

## Day Four, Lesson #4

Time Estimate: 20-30 minutes  
Content Area: Health  
Grouping: Cooperative Groups to Individual

### Objectives

- The student will demonstrate knowledge of at least one group from the USDA MyPyramid.
- The student will name the members of at least one group from the pyramid.
- The student will participate in a cooperative group.

### Materials

- Butcher paper
- Markers (6)
- Activity Sheet #4

### Procedure

1. Divide the class into five groups. Give each group a big piece of butcher paper.
2. Draw the USDA MyPyramid on the board. Decide as a class the names of the five food groups on the pyramid. Give each group of students one of the five food groups as their label.
3. Give each group time (10 minutes) to brainstorm about foods which are members of their food group and list them on the butcher paper.
4. Discuss each group's list as a class. Discuss any characteristics peanuts have in common with members of each food group. Discuss why they are members of the meat and beans group.
5. Distribute Activity Sheet #4 and have students complete.

### Assessment Questions

Does student have some knowledge of the MyPyramid and its groups? Did students participate cooperatively in naming members of a food group?

## Day Five, Lesson #5

Time Estimate: 45 minutes  
Content Area: Geography  
Grouping: Large Group to Individual

### Objectives

- The student will locate and name countries which grow peanuts.
- The student will locate and name countries which import peanuts from the U.S.

### Materials

- Large world map
- Activity Sheet #5 for each student
- Map colors for each student

### Procedure

1. Distribute Activity Sheet #5. Place a large world map in a location where everyone can see it. Have one student come up and locate #1. United States on the large map. Have students write number "1" on the United States on their map.
2. Have another student locate and name another country which is marked on the activity sheet. Point it out to everyone on the large map, so all can repeat the procedure of writing down the country and marking it with the corresponding number on the map.
3. Repeat this procedure until each marked country has been named.
4. Have students complete the bottom part of the activity sheet on their own. Review the meaning of "import" if necessary.

### Assessment Questions

Is student able to locate and name countries on a world map? Does student demonstrate some map skills? Can student name some countries which grow peanuts? Can student name countries which import peanuts. Does student understand the meaning of "import"?

# MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices!

## Be Physically Active Every Day

The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.



## MyPyramid



Eat Right. Exercise. Have Fun.

MyPyramid.gov

**Eat More From Some Food Groups Than Others**

Notice how some of the stripes are wider than others. The different sizes remind you to choose foods from the food groups with the widest stripes.

### Choose Healthier Foods From Each Group

Notice how the stripes are wider at the bottom. Every food group has foods that you should eat more often than others; these foods are the bottom of the pyramid.

**Remember to eat foods from all food groups every day!**

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

<b>Grains</b> 6 oz. every day	<b>Vegetables</b> 2-1/2 cups every day	<b>Fruits</b> 2 cups every day	<b>Milk</b> 3 cups every day	<b>Meat &amp; Beans</b> 5-1/2 oz. every day
Oils, fats, sugars and salt      Check the Nutrition Facts label to keep saturated fats, trans fats and sodium low.				

### Make Choices That Are Right for You

MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

### Take One Step at a Time

You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.

## Take these steps for a Healthier You

- ▶ Make smart choices from every food group
- ▶ Find your balance between food and physical activity
- ▶ Get the most nutrition out of your calories

Peanuts are found in the Meat & Beans Group. For a 2,000-calorie diet, you need 5-1/2 oz. every day from the Meat & Beans food group.

## Day Six, Lesson #6

Time Estimate: 30-40 minutes  
Content Area: Health/Nutrition  
Grouping: Large to Small to Individual

### Objectives

- The student will investigate the type of information listed on food labels.
- The student will write an evaluation of their favorite food based on the nutritional information listed on the label.

### Materials

- Food labels that students bring from home
- Whiteboard and marker
- Activity Sheet #6

### Procedure

1. Have students bring in one or more food labels with nutritional information.
2. Have students take turns naming the different kinds of information listed on their labels while you list the types of information on the board. (For example: serving size, daily values, amount in grams, calories from fat, etc.)
3. Ask the students what the various elements are: What does Daily Value mean? (The amount of each nutrient we should consume daily.) What are calories? (A calorie is a measurement of energy in food.) How many calories do people the age of the students need a day? (About 2,000.)
4. Hand out Activity Sheet #6. Have student complete sheet.
5. Have students divide into their small groups from yesterday's lesson about the food pyramid. Have students share their labels in their small groups and come to a group decision about which foods are most nutritious and which are least nutritious according to the labels.
6. After returning to the large group, allow one person from each group to share their group's information.

### Assessment Questions

Did the student bring in a label? Does the student understand the information on a food label? Did the student properly evaluate the nutritional content of his/her favorite food?

## Day Six, Lesson #7

Time Estimate: 60 minutes  
Content Area: Geography/Social Studies  
Grouping: Large Group to Partners

### Objectives

- The student will brainstorm about crops from the south.
- The student will research products from a southern state with a partner.
- The student will name three crops from a southern state.

### Materials

- Research materials, such as encyclopedias
- 9 pieces of posterboard
- Marker

### Procedure

1. Have students try to name the ten states which grow peanuts. As a hint, tell students that all ten states are in the south. Write each correctly named state on a piece of posterboard and hang it on the wall.
2. Have students brainstorm about other crops which might be grown in the ten states, taking into consideration their climates.
3. Have students choose a partner or two with whom to work (class should be divided into ten parts). Have each pair or threesome work together to find out the top three crops of one of the ten states. As each group finds the correct information, have them list it on their posterboard and draw a picture depicting each crop on the posterboard.
4. Return to large group and have each pair or threesome share the information they found.

### Assessment Questions

Does the student demonstrate some knowledge of southern climate? Does the student work with a partner to conduct research? Is the student able to name three southern crops?

## Day Seven, Lesson #8

Time Estimate: 30 minutes  
Content Area: Social Studies/Math  
Sequencing/Language  
Grouping: Large Group to Individual

### Objectives

- The student will use vocabulary skills to define words which describe a peanut farmer's duties.
- The student will correctly sequence the duties of a peanut farmer.
- The student will construct a timeline depicting the duties of a peanut farmer.

### Materials

- Activity Sheet #7
- Sentence strips
- Tape

### Procedure

1. Make sentence strips with the following phrases (embolden or highlight words as indicated): (1) **Fertilize** the fields. (2) **Plow** the soil. (3) **Plant** the seeds. (4) **Cultivate** to rid the field of weeds. (5) **Spray** to eliminate bugs and diseases. (6) **Irrigate** the peanuts. (7) **Harvest** the peanuts. (8) **Separate** the peanuts from vines. (9) **Haul** peanuts to a peanut buying station.
2. Place sentence strips out of order on whiteboard, where all can see them. Review meanings of difficult words. Discuss the part of speech which describes each of the highlight words (verbs).
3. Have students write down the phrases in the order they believe to be correct.
4. As a class, have students try to guess the correct order of a peanut farmer's duties by sequencing the phrases. Allow students to change someone else's guess if they can explain why they disagree.
5. Hand out Activity Sheet #7. Have students compare the sequence they guessed to the correct sequence in the activity sheet.
6. Have students create a timeline depicting the steps of a peanut farmer's responsibilities.

### Assessment Questions

Is the student able to define unfamiliar words? Can the student sequence correctly? Can the student construct a timeline?

## Day Seven, Lesson #9

Time Estimate: 30-40 minutes  
Content Area: Math  
Grouping: Large Group

### Objectives

- The student will discover numerical information about peanuts in the U.S. by working through word problems.
- The student will practice addition, subtraction, multiplication and division.

### Materials

- Activity Sheet #8
- Whiteboard and marker

### Procedure

1. Hand out Activity Sheet #8.
2. As a class go through the sheet together, allowing students to share their guesses before revealing the correct answers.
3. Work word problems one at a time, allowing students time to try to figure them out individually. Some examples are: How many pounds of peanuts would an average farmer be able to grow on a typical size peanut farm? How many pounds of peanuts are produced in a typical year in the United States using the average yield and total acreage provided? (Convert the total pounds into tons.) How many pounds of peanuts are exported each year?
4. Have a student come to the whiteboard for each problem and write down the calculation involved. Allow class to agree or disagree each time. Guide students with incorrect answers to the correct answers.

### Assessment Questions

Can the student name some numerical facts about the growth of peanuts in the U.S.? Does the student demonstrate ability to synthesize word problems? Is the student able to add, subtract, multiply and divide?

## Day Eight, Lesson #10

Time Estimate: 15-20 minutes  
Content Area: Language  
Grouping: Large Group to Individual

### Objectives

- The student will punctuate correctly using question marks, exclamation points and periods.
- The student will learn new information about peanuts.

### Materials

- Whiteboard or chart
- Marker
- Set of punctuation cards for each student
- Tape

### Procedure

1. Give each student a set of three cards – one with a question mark, one with an exclamation point and one with a period. Discuss the differences between a statement, a question and an exclamation.
2. Write sentences on the board or chart.
3. Let students take turns taping appropriate punctuation to the end of each sentence.

### Sample Sentences

- My grandfather has been a peanut farmer for thirty years.
- Peanut farmers work very hard!
- Peanuts are grown mostly in the south.
- Do peanut farmers usually plant their peanut crops in April or May?
- I think peanuts are great!
- The peanut plant is unusual because it flowers above the ground and fruits below.
- In the old days, peanut farmers used to plant and harvest peanuts by hand.
- I can't believe you thought peanuts grew on trees!
- Did you know that one-fourth of the peanuts grown in the U.S. are used to make candy?
- A combine is used to separate peanuts from their vines.
- What happens to a peanut crop if it doesn't get adequate moisture?
- Peanuts are protein powerhouses!
- Peanut's don't contain cholesterol.

### Assessment Questions

Does student punctuate correctly? Can student name some new information about peanuts?

## Day Eight, Lesson #11

Time Estimate: 45 minutes  
Content Area: Creative Dramatics  
Grouping: Cooperative Groups

### Objectives

- The student will interpret the five stages of making peanut butter through creative dramatics.
- The student will work cooperatively with a small group.

### Materials

- Activity Sheet #9

### Procedure

1. Hand out Activity Sheet #9. Read through the sheet together, reviewing difficult vocabulary.
2. Have the students work together to plan an interpretation of the five steps involved in making peanut butter through creative dramatics. Brainstorm some ideas together if students need to.
3. Have the students break up into groups of about 4-5 people. Allow enough time and space for students to consider ideas and practice presentations.
4. Have each group act out their interpretation of each stage. Compare the different interpretations.

### Assessment Questions

Does the student participate productively in cooperative group? Does the student actively contribute to group presentation? Does the student contribute ideas to the presentation?

## Day Nine, Lesson #12

Time Estimate: 30-45 minutes  
Content Area: History/Social Studies  
Grouping: Large Group

### Objectives

- The student will demonstrate listening skills as the teacher reads factual information (or reading skills).
- The student will verbally reproduce their knowledge of peanuts in a game format.
- The student will participate with self-control in group game.

### Materials

- Teacher's Guide (located on pages 1-3)

### Procedure

1. Ask the students if they have ever seen "Jeopardy" on television. Allow them to explain the way the game is played so that everyone understands.
2. Advise the students that many of the answers in the game will be revealed in the pages which you will read to them or allow them to read on their own. Stress the importance of careful listening or reading. The following sections from the Teacher's Guide should be read: **Introducing the No-Nut Peanut, The Origins of the Peanut, Peanuts Sweep the Country, Dr. George Washington Carver – Father of the Peanut Industry, The Introduction of Peanut Butter and Nutrition in a Nutshell.**
3. Remind students that the way to play the game is to tell you the question which one would ask in order to get the answer you will read. If the student does not make their response in question format, their team will lose points. However, if they state the correct question, their team will receive points. Set up a point system which seems appropriate for your classroom but let each team begin the game with some points on the scoreboard.
4. Read an answer from the following "Sample Answers and Questions." Allow the first student whose hand goes up to answer first. If that student is correct, his/her team scores points. If that student is incorrect, proceed to choose a student on the next team, etc., until someone answers correctly. The teacher should act as referee

deciding who gets to answer on each team's turn, trying not to choose anyone twice until every team member has had an opportunity to answer once.

5. If a student yells out the correct answer when it is not his/her turn, his/her team loses points.
6. Prepare more answers and questions if students are enjoying the game and would like to continue.

### Sample Answers and Questions

- 400 years ago Spaniards went to this place to find gold. They found peanuts too. (Where is South America?)
- Peanuts became a popular U.S. snack at these two events. (What are ball games and circuses?)
- This African-American scientist helped find over 300 uses for the peanut. (Who was Dr. George Washington Carver?)
- Jars shaped like peanuts have been found in the tombs of these Indians. (Who were the Inca Indians?)
- The Spaniards took peanuts to this continent where they traded them for elephant tusks and spices. (Where is Africa?)
- In 1890 a St. Louis doctor made this health food with ground peanuts. (What is peanut butter?)
- Soldiers on both sides ate peanuts during this war. (What is the Civil War?)
- There are many names for peanuts. These are two. (What are ground nuts, earthnuts, goober peas, goobers, monkey nuts, manila nuts, guinea seeds, pinda, etc.?)
- In the 1700's, botanists considered peanuts to be excellent food for these animals. (What are pigs?)
- This Civil War song was inspired by roasting peanuts over an open fire. (What is "Eatin' Goober Peas"?)
- This insect threatened cotton crops in the south and was partly responsible for the increase in peanut farming. (What is the boll weevil?)
- This man applied for the first patent for peanut butter in 1895. (Who is Dr. John Harvey Kellogg?)
- Peanuts and peanut butter are in this food group because of their high protein content. (What is meat?)
- Nearly 80% of the fat in peanuts is this kind. (What is unsaturated – the good kind?)
- Peanuts and peanut butter provide 12% of this nutrient, needed to form bones and body tissues. (What is protein?)

### Assessment Questions

Does the student have good listening or reading skills? Does the student participate acceptably in a game with a competitive format?



## Day Nine, Lesson #13

Time Estimate: 30-45 minutes  
Content Area: Math  
Grouping: Individual

### Objectives

- The student will add and subtract multi-digit numbers in order to figure out the answer to a riddle.
- The student will construct an exercise similar to the model, using math concepts which are currently being studied in your classroom.
- The student will learn peanut trivia.

### Materials

- Activity Sheets #10 and #11

### Procedure

1. Review, as necessary, the concepts of addition and subtraction of multi-digit numbers.
2. Hand out the activity sheets for students to work. For an added edge, give students a time limit or let them compete for some type of reward.
3. After students have had a chance to work both sheets, have them create a riddle of their own using current math concepts. For instance, if you are studying addition of fractions, have them use fraction calculations in their exercise.
4. Have each student work another student's riddle to see if it works!

### Assessment Questions

Can student add and subtract multi-digit numbers? Was the student able to complete each riddle? Did the student construct his/her own riddle using current math concepts?

## Day Ten, Lesson #14

Time Estimate: 45 minutes  
Content Area: Culminating Activity

### Materials

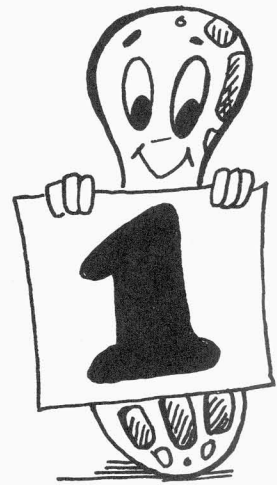
- Peanut snacks
- Party decorations
- Cups, napkins, spoons
- Party hats
- Activity Sheet #12
- Peanuty prizes

### Procedure

1. Invite another class or parents to a Peanut Party. Send peanut-shaped invitations made from grocery sacks or brown construction paper.
2. Have the children make hats decorated with peanut drawings to wear for the party.
3. Decorate room and prepare peanut snacks.
4. Exhibit peanut activities and plants around the room.
5. Have the class act out their interpretations of making peanut butter (Lesson #11).
6. Teach guests peanut songs.
7. Have activity sheet available for party-goers and their guests to work on together for peanuty prizes.



# What Do You Know About Peanuts?

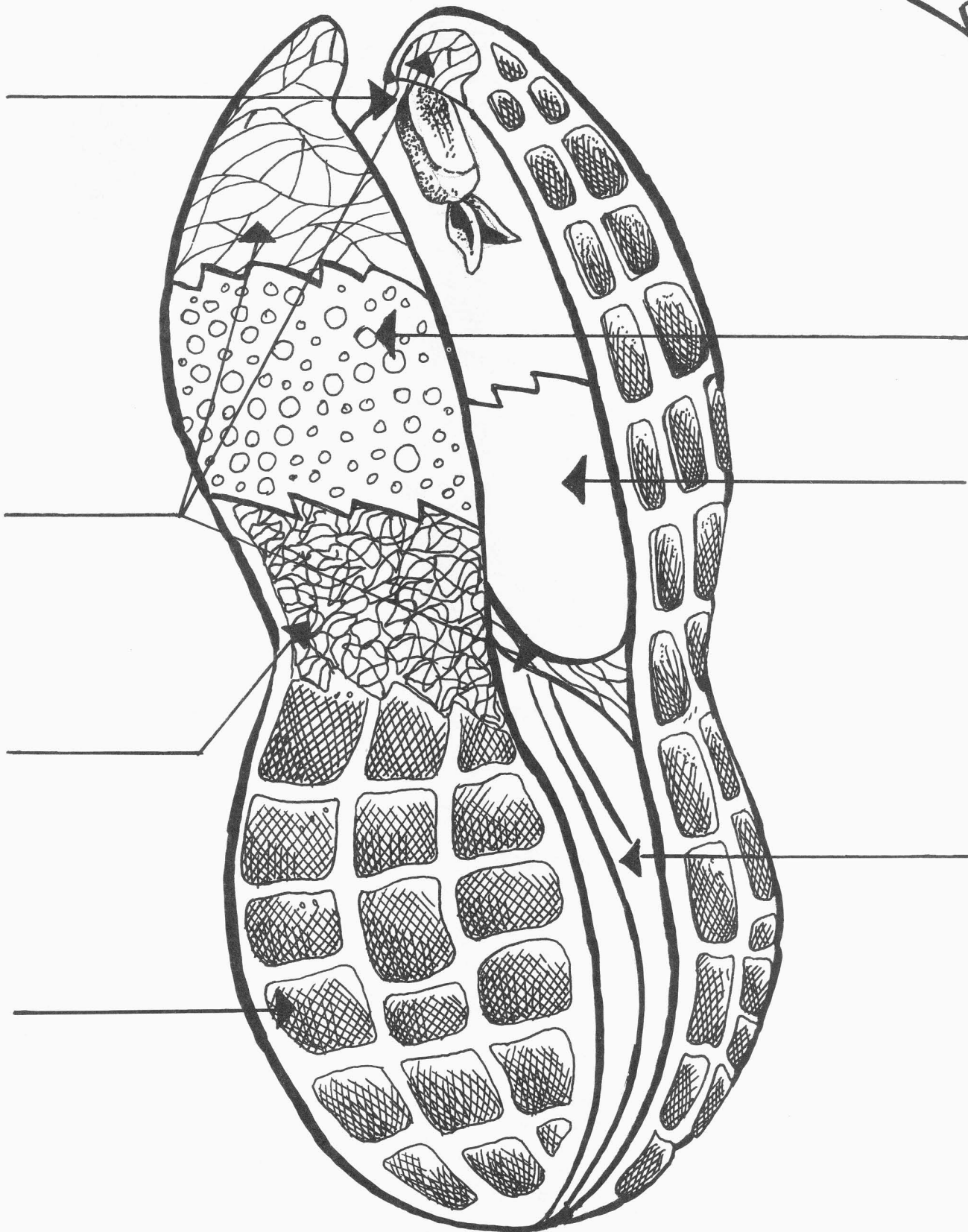


Name \_\_\_\_\_

Circle the correct answer.

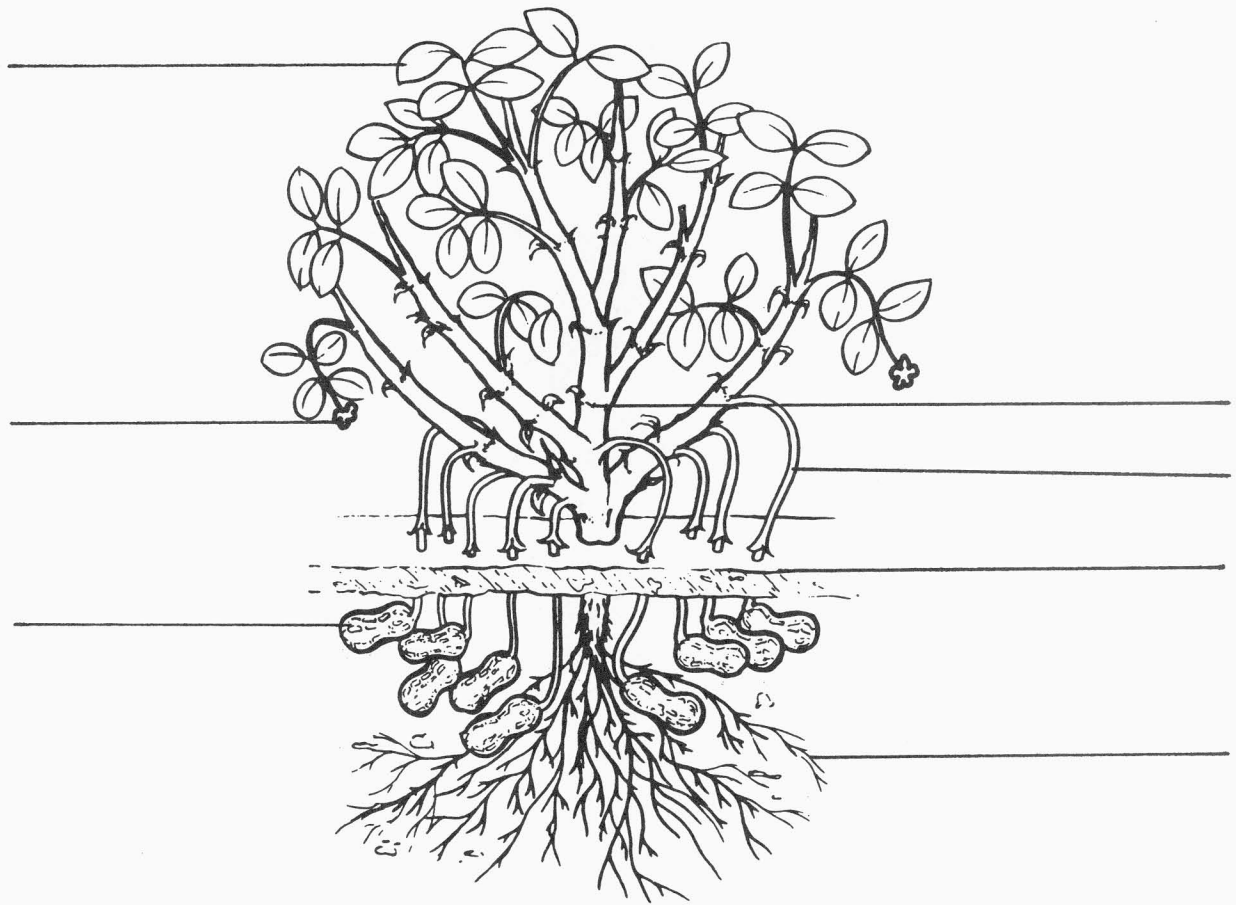
1. Peanuts are not nuts.  
True      False
2. Peanuts grow \_\_\_\_\_ .  
a) on trees      b) below ground      c) on bushes
3. The U.S. is the top peanut producing country in the world.  
True      False
4. Georgia is the top peanut producing state in the country.  
True      False
5. Peanuts were first found in South America.  
True      False
6. Dr. George Washington Carver, an African American scientist, discovered \_\_\_\_\_ uses for peanuts.  
a) 100      b) 300      c) 500
7. Peanut butter is rich in \_\_\_\_\_. This puts it in the meat group.  
a) Vitamin C      b) protein      c) salt      d) Vitamin E
8. Each American eats about \_\_\_\_\_ pounds of peanut products every year.  
a) 2      b) 5      c) 9      d) 12

Label the parts of the peanut below.



Name \_\_\_\_\_

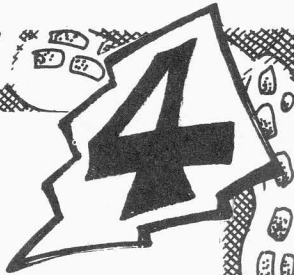
Can you label the parts of the  
peanut plant below?



Root  
Peanut

Peg  
Ground  
Leaf

Bloom  
Stem



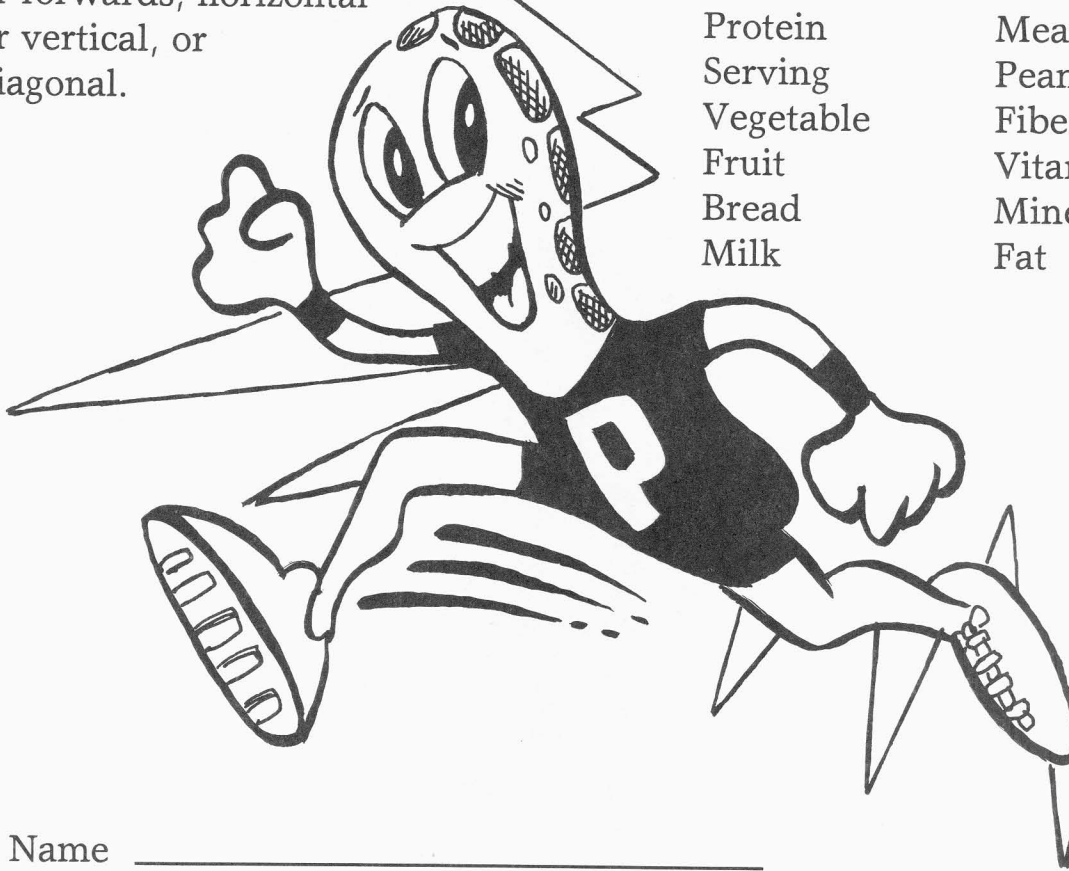
# Pyramid Word Puzzle

See if you can find the "nutritious" words listed below in the pyramid word puzzle.

Remember, the words may be backwards or forwards, horizontal or vertical, or diagonal.

## Word List

- Protein
- Serving
- Vegetable
- Fruit
- Bread
- Milk
- Meat
- Peanut Butter
- Fiber
- Vitamins
- Minerals
- Fat



Name \_\_\_\_\_

S V

E E F I

L K R T Y T

B G D V A O F A

A T D E I E H A Y M

T I D A S N M Z T E U I

E U I A E C G P R O T E I N

G R G B X R S L A R E N I M B S

E F R W E Q B K I X F R C E L G M S

V O F A T R B K L T F I B E R B H C L I

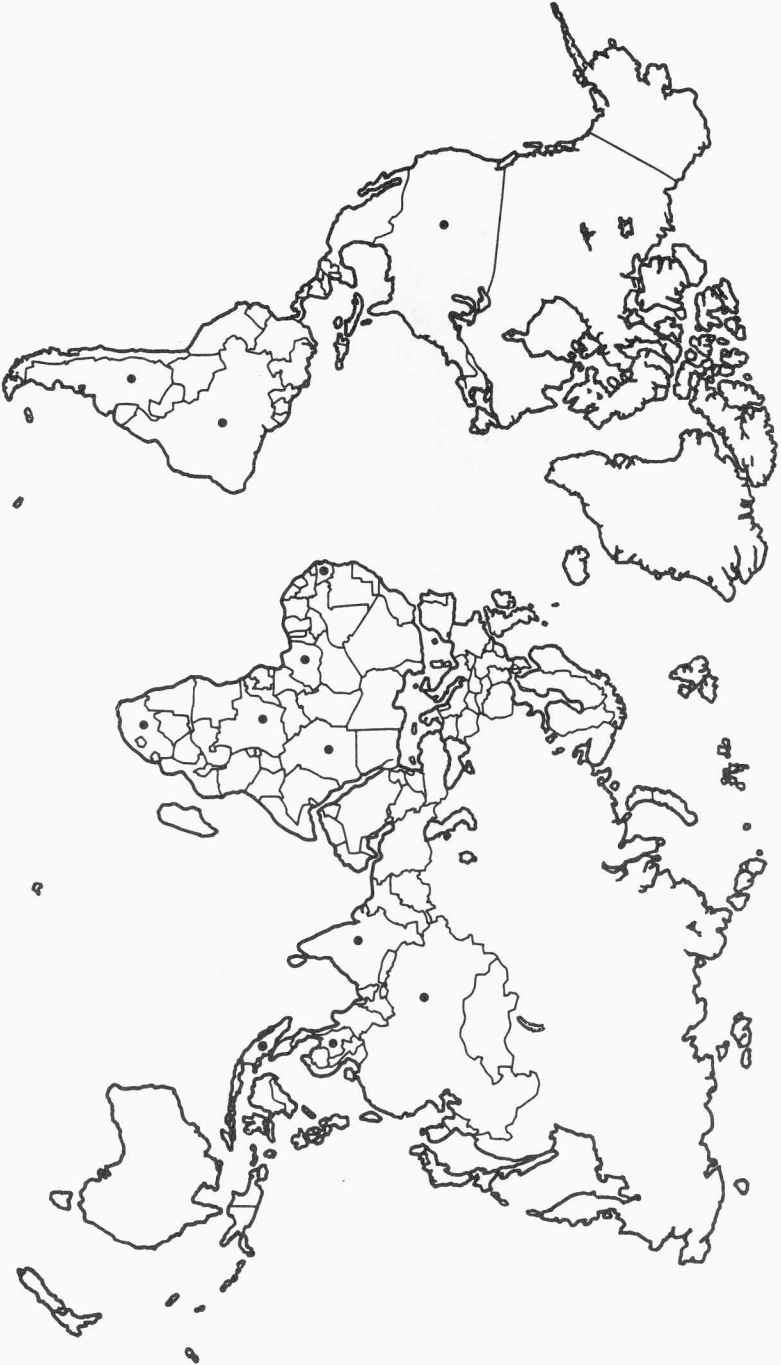
D U P E A N U T B U T T E R F V M I L K



Name \_\_\_\_\_

A. The countries marked on the map below grow peanuts. Can you name them?  
You may use a world map or globe to help you identify them.

1. Example: United States
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_



B. The following countries import peanuts from the United States. Color them in on the map above.

- |         |        |             |             |        |
|---------|--------|-------------|-------------|--------|
| England | Canada | Netherlands | France      | Norway |
| Japan   | Spain  | Germany     | Switzerland | Italy  |

Name \_\_\_\_\_

Refer to the nutrition label for peanut butter below and answer the following questions.



<b>Nutrition Facts</b>	
Serving Size 2 Tablespoons (32g)	
Servings per Container 16	
Amount Per Serving	
<b>Calories</b> 190	Calories from Fat 130
% Daily Value*	
<b>Total Fat</b> 16 g	<b>25%</b>
Saturated Fat 3 g	<b>16%</b>
Trans Fat 0 g	
<b>Cholesterol</b> 0 mg	<b>0%</b>
<b>Sodium</b> 150 mg	<b>6%</b>
<b>Total Carbohydrate</b> 7 g	<b>2%</b>
Dietary Fiber 2 g	<b>9%</b>
Sugars 3 g	
<b>Protein</b> 8 g	
Riboflavin 2%	Vitamin E 15%
Niacin 20%	Iron 4%
Not a significant source of Vitamin A, Vitamin C, and Calcium.	
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

SOURCE: JIF CREAMY PEANUT BUTTER



1. How many servings are in this jar of peanut butter? \_\_\_\_\_
2. How many grams of protein are in each serving? \_\_\_\_\_
3. How many grams of cholesterol are in each serving? \_\_\_\_\_
4. How many grams of saturated fat are in each serving? \_\_\_\_\_
5. How many milligrams of sodium are in each serving? \_\_\_\_\_
6. How many calories are in each serving? \_\_\_\_\_
7. How many grams of fiber are in each serving? \_\_\_\_\_

# Peanut Farming

Name \_\_\_\_\_

Read the story below then label each picture with the **bold** words.

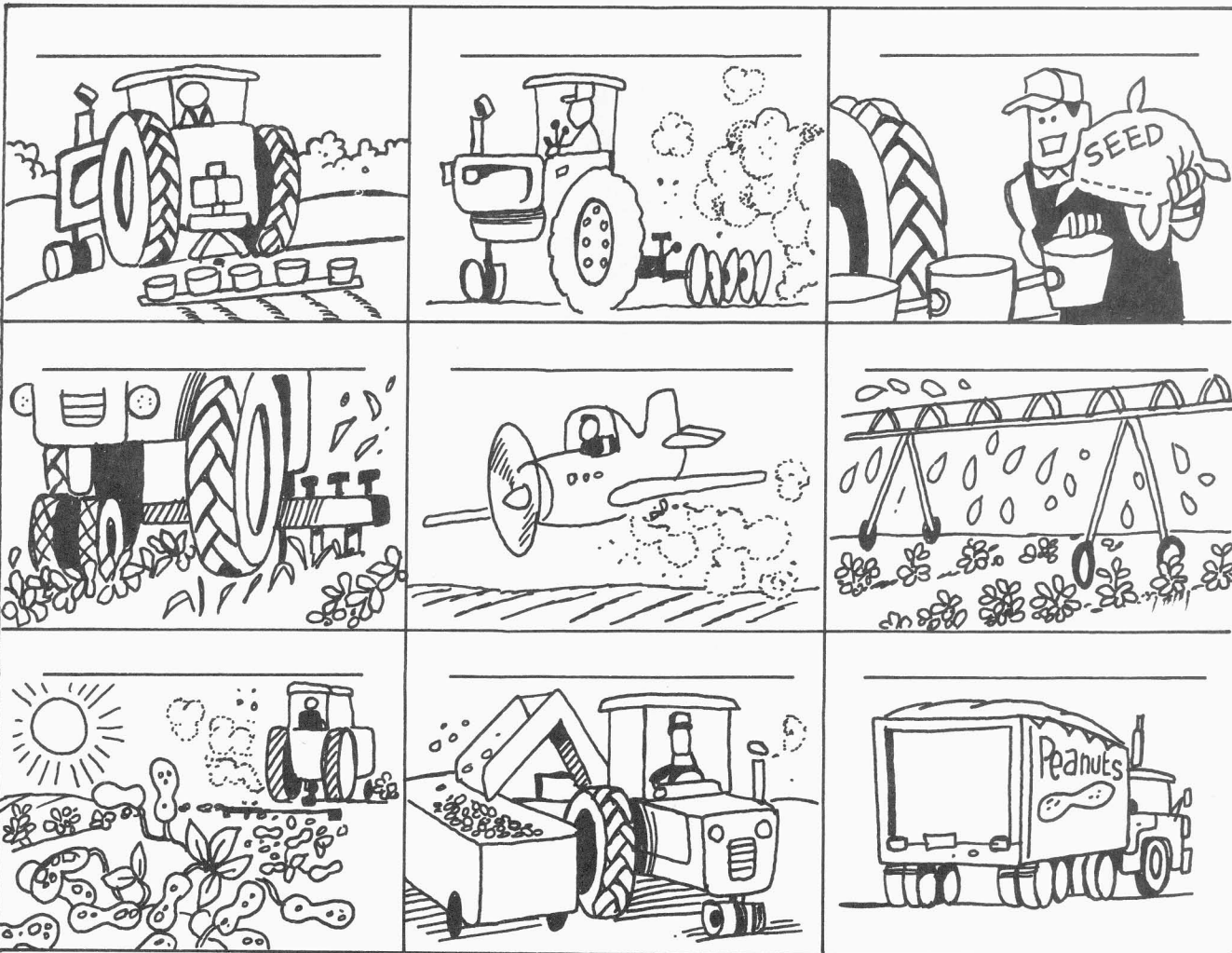


Peanut farmers begin to prepare their fields for planting in March. First, they **fertilize** the fields to help the peanuts grow. Then they **plow** the fields to prepare the soil for planting. Peanut seeds are **planted** in early May. The peanut itself is actually the seed.

Peanut farmers **cultivate** the fields throughout the growing season to get rid of weeds and other plants that have grown in the peanut fields. Farmers must also **spray the fields** to eliminate bugs and diseases and **irrigate**, or water, the peanut crops. Irrigation is especially important during times of drought.

**Harvesting** begins in September. The peanut plants are pulled from the ground and the peanuts are turned up to dry in the sun for several days. A combine **separates** the peanuts from the vines and dumps the peanuts into drying trailers. Finally, the farmer **hauls** the peanuts to a buying station or shelling plant to sell them.

None of the peanut plant is wasted. The vines are baled for hay to feed farm animals or are plowed into the fields to fertilize for the next crop. Even the peanut shell can be used for things like fireplace logs.

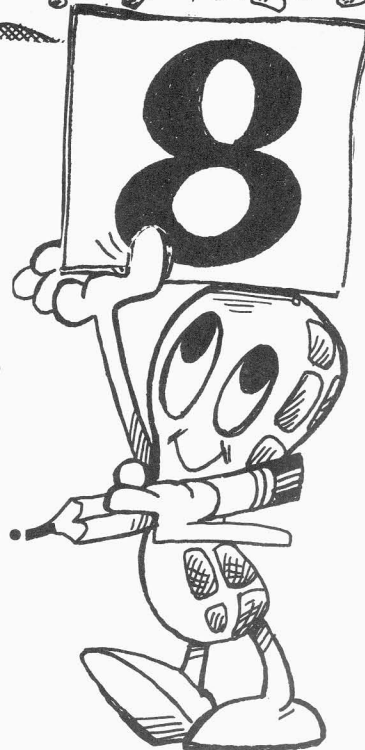




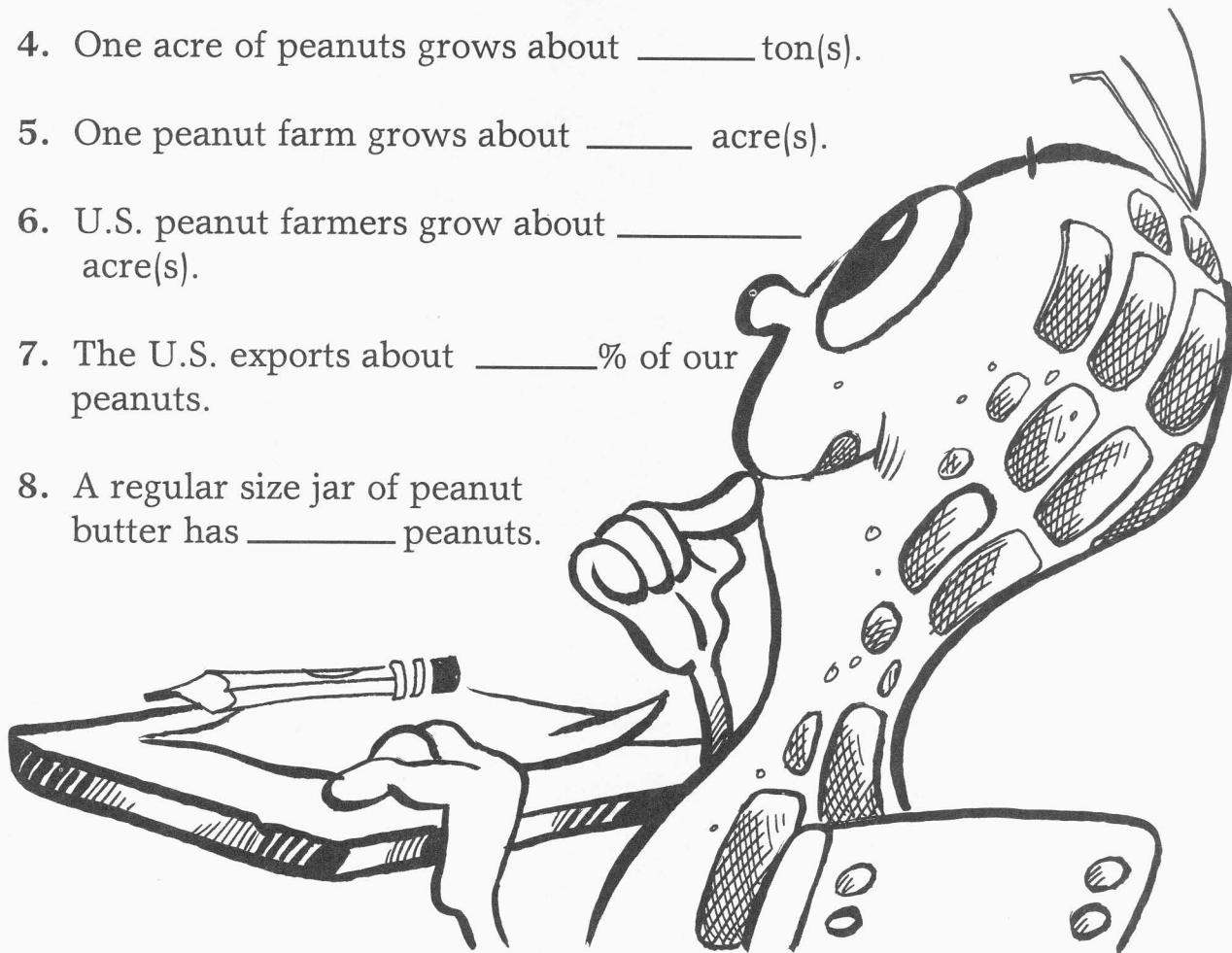
## Peanut Guessing Sheet

Name \_\_\_\_\_

Fill in your best guesses below. The correct answers will be discussed in class and will help you learn more about peanuts.



1. One peanut grows about \_\_\_\_\_ plant(s).
2. One plant grows about \_\_\_\_\_ peanut(s).
3. One acre of peanuts grows about \_\_\_\_\_ pound(s).
4. One acre of peanuts grows about \_\_\_\_\_ ton(s).
5. One peanut farm grows about \_\_\_\_\_ acre(s).
6. U.S. peanut farmers grow about \_\_\_\_\_ acre(s).
7. The U.S. exports about \_\_\_\_\_% of our peanuts.
8. A regular size jar of peanut butter has \_\_\_\_\_ peanuts.

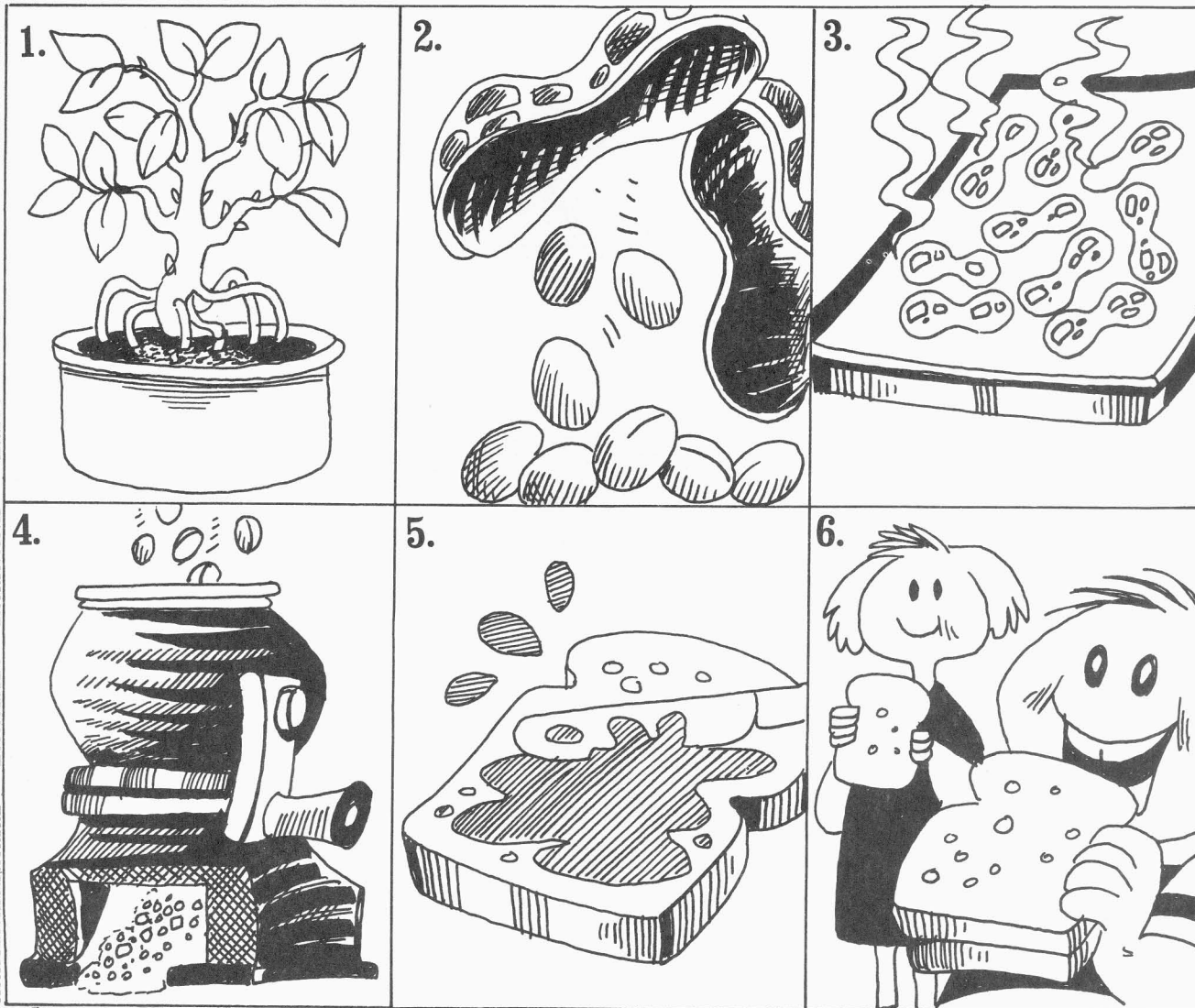


## Making Peanut Butter

Most people buy peanut butter in the store, but it is easy to make. Read this sheet and look at the pictures below. Then decide with your group who will act out each step of making peanut butter.

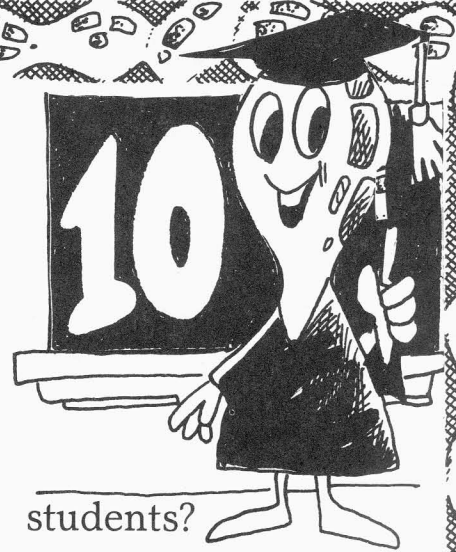


1. Growing a peanut plant.
2. Picking and shelling peanuts.
3. Roasting peanuts in an oven or microwave.
4. Grinding peanuts into peanut butter.
5. Making peanut butter sandwiches.
6. Eating peanut butter sandwiches.



Name \_\_\_\_\_

Work each of the equations below. Match the answer with the letter next to it and fill in the blanks above in order to solve the riddle.



**Riddle:**

How do you divide 9 peanuts between 10 students?

$\overline{1,685}$      $\overline{563}$      $\overline{1,039}$      $\overline{1,356}$

$\overline{1,552}$      $\overline{1,356}$      $\overline{563}$      $\overline{741}$      $\overline{1,529}$      $\overline{755}$

$\overline{1,472}$      $\overline{1,529}$      $\overline{755}$      $\overline{755}$      $\overline{1,356}$      $\overline{1,048!}$



A:  $251 + 312 =$  \_\_\_\_\_

B:  $850 + 622 =$  \_\_\_\_\_

E:  $443 + 913 =$  \_\_\_\_\_

K:  $623 + 416 =$  \_\_\_\_\_

M:  $967 + 718 =$  \_\_\_\_\_

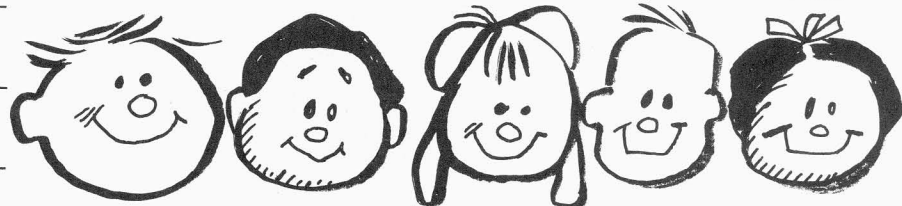
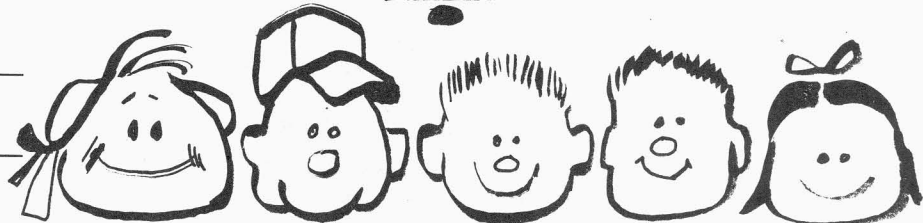
N:  $324 + 417 =$  \_\_\_\_\_

P:  $614 + 938 =$  \_\_\_\_\_

R:  $115 + 933 =$  \_\_\_\_\_

T:  $426 + 329 =$  \_\_\_\_\_

U:  $819 + 710 =$  \_\_\_\_\_



Name \_\_\_\_\_

Write the sum or difference of each of the equations below and cross off each answer in the peanut butter sandwich. The number that remains is the answer to the riddle.

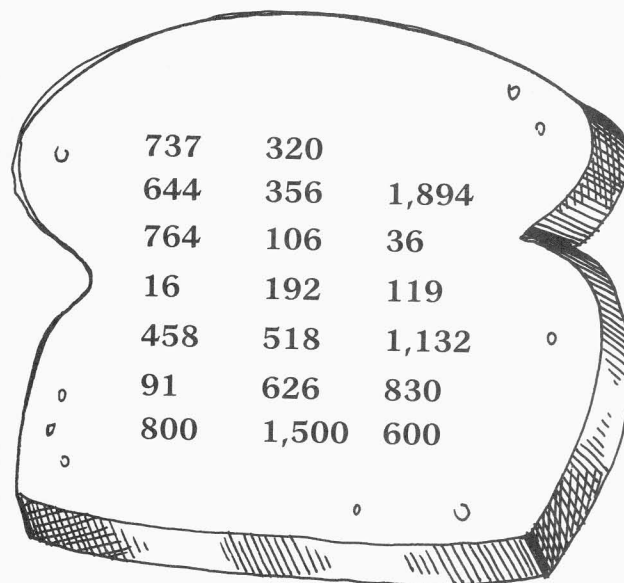
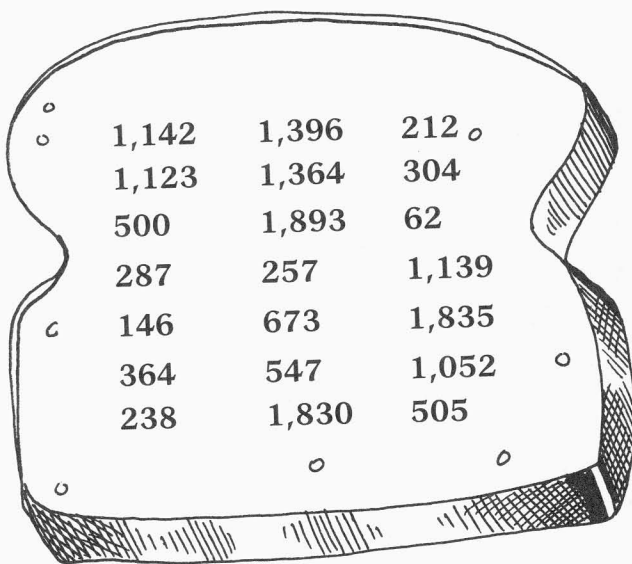


### Riddle

By the time the average student graduates from high school, he or she will have eaten how many peanut butter and jelly sandwiches?

Answer: \_\_\_\_\_

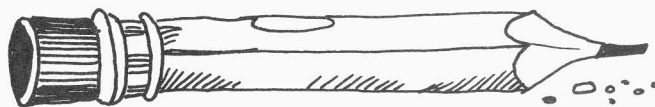
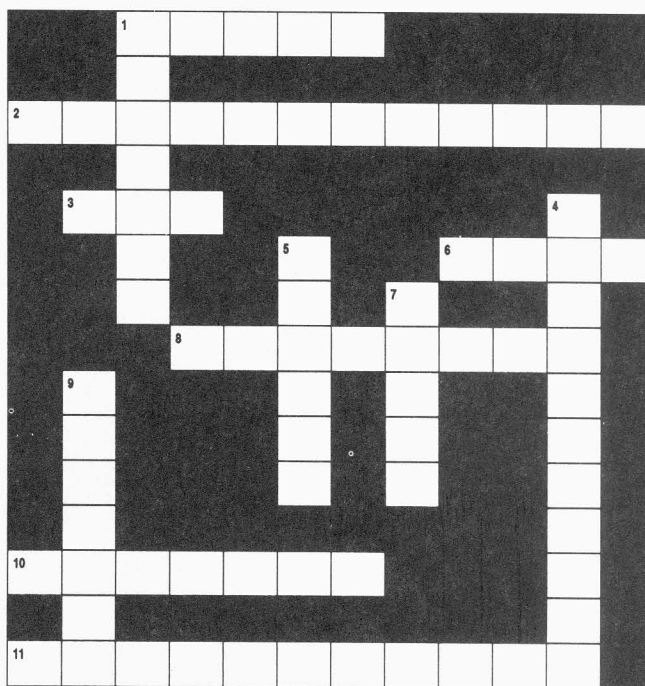
- |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| $123 + 134 =$ _____ | $495 + 269 =$ _____ | $935 + 204 =$ _____ | $843 + 209 =$ _____ |
| $620 + 210 =$ _____ | $849 + 293 =$ _____ | $703 + 693 =$ _____ | $493 + 307 =$ _____ |
| $199 + 306 =$ _____ | $429 + 935 =$ _____ | $103 + 397 =$ _____ | $253 + 420 =$ _____ |
| $294 + 829 =$ _____ | $938 + 194 =$ _____ | $947 + 946 =$ _____ | $120 + 506 =$ _____ |
| $205 + 395 =$ _____ | $894 + 941 =$ _____ | $936 + 894 =$ _____ | $935 + 959 =$ _____ |
| $960 - 854 =$ _____ | $120 - 104 =$ _____ | $704 - 642 =$ _____ | $943 - 206 =$ _____ |
| $492 - 205 =$ _____ | $732 - 641 =$ _____ | $832 - 528 =$ _____ | $830 - 372 =$ _____ |
| $730 - 492 =$ _____ | $820 - 302 =$ _____ | $937 - 293 =$ _____ | $610 - 290 =$ _____ |
| $938 - 391 =$ _____ | $956 - 592 =$ _____ | $647 - 291 =$ _____ | $650 - 458 =$ _____ |
| $739 - 620 =$ _____ | $839 - 693 =$ _____ | $201 - 165 =$ _____ | $932 - 720 =$ _____ |



# Peanut Crossword Puzzle

Name \_\_\_\_\_

Use what you have learned about peanuts to complete the crossword puzzle below.



## Across

1. Valencia peanuts have a \_\_\_\_\_ taste.
2. Runner peanuts are used to make \_\_\_\_\_.
3. Peanuts can be crushed to make \_\_\_\_\_.
6. Americans ate \_\_\_\_\_ pounds of peanuts per person each year as of the mid 1990's.
8. \_\_\_\_\_ peanuts are known for their large kernel size and are often sold in the shell.
10. John Harvey \_\_\_\_\_ applied for the first patent for peanut butter.
11. Peanuts grow \_\_\_\_\_.

## Down

1. \_\_\_\_\_ -type peanuts are known for their smaller kernels and their reddish-brown skins.
4. Peanuts contain mostly \_\_\_\_\_ fat - the "good" kind of fat.
5. Dr. George Washington \_\_\_\_\_ is known as the father of the peanut industry.
7. Peanuts are a good source of \_\_\_\_\_ which helps the body eliminate waste.
9. Peanuts are high in \_\_\_\_\_ which puts them in the meat group.

# CELEBRATE PEANUTS & PEANUT BUTTER ALL YEAR LONG!

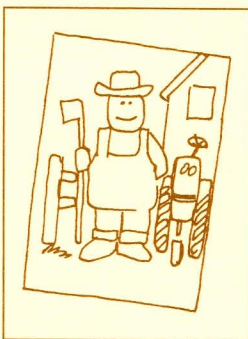
## Labor Day

Labor Day is celebrated on the first Monday of September and was begun to honor all American laborers. Peter J. McGuire, a leader in the Knights of Labor in New York City, is given credit for originating the day. He presented the idea to labor unions in the city of New York and it was quickly embraced. The first official Labor Day celebration was observed on September 5, 1882. Labor Day is a legal holiday throughout the United States.

### Color & Learn About Farming!

Share the "A Day in the Life of a Peanut Farmer" story below with your students.

A farmer's day is long. He wakes up before the sun rises and walks to his peanut fields. First, he must prepare the land for planting, then he plants the peanut seeds. He takes care of them by weeding, fertilizing, and watering his plants, so they will grow. Finally, he digs up his peanuts and lets them dry in the sun.



- Copy activity sheet #5 and distribute it.
- Have students color it.
- Have students glue in-shell or shelled peanuts where appropriate.

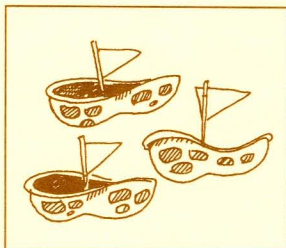
## Columbus Day

Columbus Day is officially celebrated on October 12 and was begun in honor of Christopher Columbus, a great explorer, in recognition of his discovery of America on that date in 1492. Columbus Day is a legal holiday throughout the United States and is celebrated in Puerto Rico, some Latin American countries, parts of Canada and some Italian and Spanish cities as well.

### Make a Sailboat!

#### Materials:

Sail Patterns  
Scissors  
Paper  
Toothpicks  
Glue  
In-shell Peanuts



- Prepare sail patterns and have students cut them out.

- Have students glue toothpick to the back of each sail.
- Assist students with punching a hole in each peanut shell with a toothpick.
- Dip the end of the sail toothpick in glue and push it through hole in peanut.

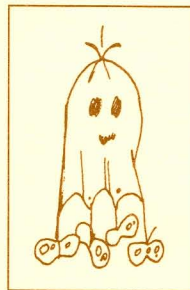
## Halloween

Halloween is celebrated the last day of October. Numerous ancient practices on Halloween have their origin in pagan festivities. Centuries ago, Halloween was considered the time of the year in which both good and evil spirits roamed the earth and witches were believed to fly in the sky. Traditionally, bonfires were built on Halloween evening and futures for the coming year were foretold.

### Make a Ghost Mobile!

#### Materials:

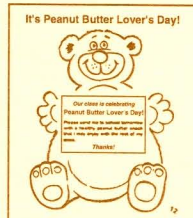
Cardboard Ghost Pattern  
Crayons and Markers  
Scissors  
Hole Punch  
String  
In-shell Peanuts  
Orange and Black Paint  
Paint Brushes



- Prepare a ghost pattern and have students color and cut it out.
- Assist students in punching holes in bottom of ghost.
- Assist students in cutting strings.
- Assist students in tying a string to the top of the ghost.
- Have students paint peanuts with orange and black paint.
- Assist students in tying a knot at the end of remaining strings.
- Assist students in running string through peanuts with a blunt-ended needle.
- Assist students with tying peanuts to ghost.

## Peanut Butter Lovers' Day

Peanut Butter Lovers' Day is celebrated on the fourth day of November. This holiday commemorates the invention of peanut butter by Dr. John Harvey Kellogg, who applied for the first patent in 1895. National Peanut Month is observed in March.



#### Materials:

Activity Sheet Available  
at [www.gapeanuts.com](http://www.gapeanuts.com)  
Crayons and Markers

- Download activity sheet and distribute it to your students.
- Send decorated activity sheet home to parents announcing the celebration.

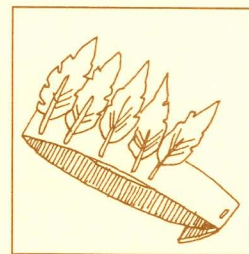
## Thanksgiving Day

Thanksgiving Day is celebrated the fourth Thursday in November and was begun by a Thanksgiving proclamation issued by Governor Bradford of the Plymouth Colony in the autumn of 1621 in gratitude for the first harvest in the New World. The establishment of Thanksgiving Day as a national celebration came over 200 years later due to a life-long campaign by Mrs. Sarah J. Hale of Philadelphia, Pennsylvania. In 1863, she carried her plan to President Lincoln and won his support. On October 3, 1863, President Lincoln issued an annual proclamation declaring the fourth Thursday in November as Thanksgiving Day. Thanksgiving Day is a legal holiday throughout the United States.

### Be Pilgrims & Indians!

#### Materials:

Multi-colored Construction Paper  
Cardboard Feather  
Patterns  
Cardboard  
Headband Pattern  
Scissors  
Glue  
Stapler  
Peanut Butter  
Bread



Trail Mix: Mix even portions of peanuts, popcorn, round oat cereal and chocolate candies.

- Divide your classroom in half.
- Prepare feather and headband patterns and have half the class trace feathers and headband patterns and cut them out.
- Assist students with gluing feathers to headband.
- Size and staple headbands for students.
- Have the other half of the class (Pilgrims) prepare peanut butter sandwiches.
- Have "Pilgrims" share their food with the "Indians" at snack time.
- Reverse the activity the following day and allow the "Indians" to become "Pilgrims" and the "Pilgrims" to become "Indians." Have the new "Pilgrims" prepare a peanut Trail Mix to share with the "Indians."



## Georgia Peanut Commission

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These materials are also available at [www.gapeanuts.com](http://www.gapeanuts.com).