GEORGIA AG EXPERIENCE

A MOBILE CLASSROOM POWERED BY

GEORGIA FOUNDATION FOR AGRICULTURE

# LESSON TITLE: PEANUTS

| Subject: PEANUT | Grade Level: 3-5 | Estimated Time: 1 hour |
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Resources & Materials:

- Fresh peanuts or peanuts in the shell
- Pictures of peanut plants and peanut fields
- Peanut plant diagram
- Georgia map
- Peanut observation worksheet
- Pencils/crayons
- Optional: peanut butter and crackers for tasting
- Optional: magnifying glasses

**3rd Grade**

- **S3L1** – Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions of Georgia. **I** Inspire
- **S3L1a** – Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.
- **S3L1c** – Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.

**4th Grade**

- **S4L1** – Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.
- **S4L1a** – Develop models to explain the roles of producers, consumers, and decomposers in a community.
- **S4L1b** – Develop models to illustrate the flow of energy through a food web.

**5th Grade**

- **S5L1** – Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.
- **S5L1a** – Develop a model to illustrate how plants are classified.
- **S5L1b** – Develop an understanding of how organisms are classified based on similarities and differences.

Learning Objectives:

By the end of the lesson, students will be able to:

1. Identify a peanut as an agricultural crop.
2. Explain that peanuts are legumes and grow underground.
3. Identify basic parts of a peanut plant.

4. Describe the basic process of growing and harvesting peanuts.
5. Explain why peanuts are important to Georgia agriculture.
6. Identify at least two products made from peanuts.

Guiding Background Knowledge & Fun Facts:

Peanuts are a unique crop because the peanut pods develop underground. The peanut plant produces yellow flowers above the soil. After flowering, special structures called pegs grow downward into the soil, where the peanut pods develop.

Peanuts are legumes, which means they are related to plants such as beans and peas.

Georgia is one of the leading peanut-producing states in the United States, making peanuts an important part of Georgia agriculture.

INTEREST APPROACH:

Estimated Time: 10 minutes

Hold up a peanut in the shell and ask students:

- "What do you think this is?"
- "Where do you think peanuts grow?"
- "Do peanuts grow on trees?"
- "Do peanuts grow underground?"
- "How do you think a farmer gets peanuts out of the ground?"
- "What foods can be made from peanuts?"

Show students a picture of a peanut plant and ask them to compare it with their original ideas.

Tell students:

"Today we are going to become Peanut Scientists and discover how a peanut gets from a plant in a Georgia field to the foods we eat."

LEARNING ACTVITY #1:

Estimated Time: 20 minutes

Resources & Materials:

- Peanut plant diagram
- Fresh peanuts in the shell
- Peanut observation worksheet
- Pencils
- Magnifying glasses, if available

Vocabulary:

Peanut, legume, seed, pod, peg, root, stem, flower, harvest, crop

Give students a peanut in the shell or a picture of a peanut plant.

Have students observe the peanut and make predictions about where it came from.

Show students a diagram of the entire peanut plant. Point out:

- Roots
- Stem
- Leaves
- Yellow flowers
- Pegs
- Peanut pods

Explain that peanuts begin developing after the plant flowers. The peg grows downward into the soil, and the peanut pod develops underground.

Content/Procedure:

Teach students the basic peanut growth cycle:

Seed planted → Plant grows → Yellow flowers appear → Peg grows into soil → Peanut pod develops underground → Peanuts mature → Farmer harvests peanuts

Have students draw the peanut plant and label at least four parts.

Ask:

"Which part of the peanut plant grows underground?"

"Which part of the plant produces the peanut pods?"

LEARNING ACTVITY #2:

Estimated Time: 20 minutes

Resources & Materials:

- Pictures/cards showing the peanut production process
- Georgia map
- Peanut products or pictures
- Optional peanut butter for tasting

Vocabulary:

Agriculture, producer, harvest, commodity, processing, consumer

Instructor Directions:

Give students cards showing different stages of peanut production.

Have students work in groups to put the cards in the correct order:

1. Farmer plants peanut seeds.
2. Peanut plants grow.
3. Plants produce yellow flowers.
4. Pegs grow into the soil.
5. Peanut pods develop underground.
6. Farmer harvests the peanuts.
7. Peanuts are cleaned and processed.

8. Peanuts become products for consumers.

Discuss the sequence with the class.

Content/Procedure:

Explain that peanuts are an important Georgia agricultural commodity. Farmers grow peanuts, harvest them, and send them through processing before they become foods and other products.

Show students examples of peanut products:

- Peanut butter
- Peanut oil
- Peanut candy
- Roasted peanuts
- Peanut flour

Ask students:

"How many different peanut products can you think of?"

Then ask:

"What would happen if farmers stopped growing peanuts?"

Discuss how farmers, processors, truck drivers, grocery stores, and consumers are all connected through agriculture.

SUMMARY:

Estimated Time: 5 minutes

Review the lesson by asking students:

1. What is a peanut?
2. Is a peanut a legume or a tree nut?
3. Where do peanuts grow?
4. What happens after a peanut plant produces flowers?
5. How are peanuts harvested?
6. Name one product made from peanuts.
7. Why are peanuts important to Georgia agriculture?

Conclude by telling students:

"The next time you eat peanut butter or a peanut product, remember that it started with a farmer planting a tiny seed in the soil."

EVALUATION:

Estimated Time: 5 minutes

Give each student a Peanut Farmer Exit Ticket.

Students must:

1. Draw a peanut plant.
2. Label the flower.
3. Label the peanut pod.

4. Show where the peanut grows.
5. Write one thing a farmer does to grow peanuts.
6. Name one product made from peanuts.
7. Explain in one sentence why peanuts are important to Georgia.

Assessment Criteria:

4–5 correct: Exceeds expectations

3 correct: Meets expectations

1–2 correct: Needs additional support

0 correct: Requires reteaching

Optional Extension:

Have students create a “Peanut Farm to Table” comic strip with 5–6 panels showing the journey of a peanut: