

Where in the World Do Those Cookies Come From?

Grade Level: 4-6

Approximate Length of Activity: 20-25 minutes

Objectives:

Teacher:

1. Help students reinforce geography skills through continent and country identification.
2. Teach students the definition of “import” and “export” and to identify products we import to the United States.

Students:

1. Identify and label continents on a blank world map.
2. Identify and label specific countries on a blank world map.
3. Come to understand that many products we use are grown in other countries and imported to the United States.
4. Learn that the ingredients of one item, such as a chocolate chip cookie, can come from many different countries.

Illinois Learning Standards: 15.B.2c; 15.D.2a; 15.D.2b; 17.A.2b

Introduction:

To import is to bring products into a country from another country. Our country imports many products including: cocoa, cinnamon, vanilla, olive oil, wool, coffee, various fruits, rubber, sugar, tea, machinery, cars, and clothing. Products grown in the U.S. during a certain season, but not all year, are often imported during the off-season. This primarily includes certain fresh fruits and vegetables. Occasionally, an agricultural product, such as sugar, will be imported to the U.S. in its raw form, then processed and packaged in America. In 1998 the United States imported \$37 billion of agricultural products.

To export is to sell products to another country. The U.S. exports, or sells to other countries, wheat, soybeans, soy products, beef, pork, and other feed grains. These are just a few of the products we export. We are able to export these products because they can be grown, raised, or produced in the United States, and we grow more than we need. In 1998, \$53.7 billion worth of American agricultural products were exported. The countries we export the most to are: Japan, Canada, South Korea, Mexico, China, Taiwan, and the Netherlands. Importing provides the United States with the goods we need and want that are not produced here. Exporting provides other countries with American goods.



Trade and marketing are very important to American agriculture. U.S. farmers grow much of the food that feeds the world. Sales of U.S. commodities to Japan, the European countries, Canada, and Mexico help to make America the largest exporter of agricultural commodities in the world. Sales of value-added products, such as processed or packaged foods to other countries from the U.S., are increasing each year. Frozen vegetables and boxed cereal, processed and packaged in the U.S., can now be found in supermarkets around the world.

Materials Needed:

- “Where in the World Do Those Cookies Come From?” worksheet
- Colored pencils

Activity Outline:

1. Initiate a discussion about imports and exports. Help the students understand the words “import” and “export.” Discuss what types of items the U.S. imports and exports. Explain to the students that they are going to learn about the ingredients in chocolate chip cookies and where they come from.
2. Ask students to list as many ingredients in chocolate chip cookies as they can. (Use the back of a chocolate chips package for a complete list of cookie ingredients.) Tell them some of the ingredients are grown and processed in Illinois such as flour and butter. However, other ingredients are imported from other countries, then processed in the United States.
3. Pass out the worksheet “Where in the World Do Those Cookies Come From?”
 - a. Label the following continents on the map: Africa, Asia, Australia, Europe, North America, and South America. (Some students may need a world map to help with identifying countries.)
 - b. Use clues to identify countries from which we import the ingredients on the worksheet. Have students draw a line from the clue to the country.

Discussion Questions:

1. What is the difference between import and export?
2. From which country do we import the most products for chocolate chip cookies?
3. Why would the U.S. import a product?
4. Why would the U.S. export a product?

Related Activities:

1. Allow students to eat chocolate chip cookies while completing the activity.
2. Follow the recipe on the back of the chocolate chips package and make cookies. Ask students to volunteer to bring in the ingredients.
3. Take a survey of your students’ favorite cookies. Have students create bar graphs displaying that survey information.



4. A cup of food a day may be all someone has to eat in a starving country. To really get the picture, put one cup of rice or another grain in a plastic sandwich bag. Hold the bag, feel the grain, and imagine it is all you have to eat for an entire day.
5. Ask students to list five foods they ate yesterday. Where might each of these been grown? Which foods would you miss the most if no foods were imported?

Lesson adapted from Minnesota Agriculture in the Classroom Ag Mag Volume 10, Issue 2.



To be used with:

Where in the World Do Those Cookies Come From?

Name: _____

Where in the World Do Those Cookies Come From?

When you're hungry for chocolate chip cookies, it's a lucky thing that we can buy and sell food all over the world. That's the only way to get everything you need for the recipe! Hard to believe? Some of the ingredients are only grown in other countries. Here's the scoop on where those ingredients may have come from.

1. Read the clues below. Use a world map to locate and label each country named in the clues.
2. Draw a line from the buttons by each ingredient to the country it came from. You'll see how agriculture and world trade help make your cookies!



CLUES



Cacao
for
chocolate
chips from
Ivory Coast



Vanilla
from
Mexico



Nuts
from
Greece



Butter
from the
United
States



Cinnamon
from
India



Eggs
from the
United
States



Flour
from the
United
States

Adapted from *Minnesota Agriculture in the Classroom Ag Mag Volume 10, Issue 2.*

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CLUES

Cacao for chocolate chips from Ivory Coast

Vanilla from Mexico

Nuts from Greece

Butter from the United States

Cinnamon from India

Eggs from the United States

Flour from the United States

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