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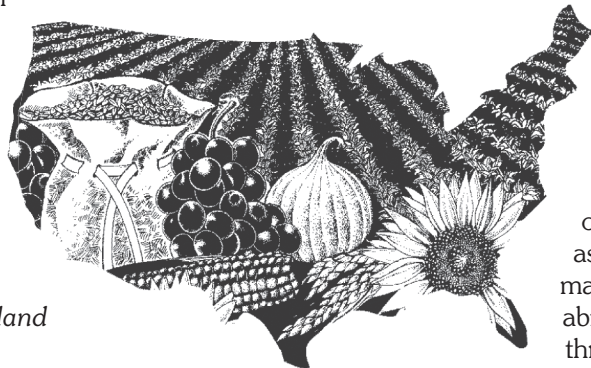
From Sea to Shining Sea

LEVEL: Grades 4-9
SUBJECTS: Social Studies (Geography),
Mathematics

SKILLS: Analyzing, brainstorming, classifying, collaborating, communicating, concluding, creating graphs, developing vocabulary, discussing, drawing, following directions, identifying, listing, locating, mapping, public speaking, reasoning, recognizing relationships, sequencing, writing

MATERIALS

Overhead or opaque projector; two sheets of butcher paper 3'x 5' or larger; United States map with states and capitals; scissors; highlighters; drawing materials; rubber cement or glue; transparency of the attached **United States** map; photocopies of the attached **Top Five Commodities Produced in Each State**, **Summary Questions**, and **Top Five Commodities in the United States** sheets; and copies of commodity pictures (see the FLP lessons "Chewsy Choices," "Fruits and Veggies," and/or "Tomatoes to Ketchup, Chickens to Omelettes"); and Internet access to *America's Heartland* Episodes.



were well understood by the public. Most people had seen wheat, oats, barley, or other grains growing, harvested, threshed, and processed into a foodstuff, beverage or flour. Agriculture *still* means survival, and that will not change. From sea to shining sea, what has changed is that, most people have lost close contact with farming – the food and land connection.

Today, less than 2 percent of Americans work in production agriculture, or what we call "farming." This small group produces the food and fiber needs of the nation, as well as of many people abroad. People throughout the world look to the United

States as both the world's largest agricultural exporter and greatest donor of foreign food aid. Because of our country's climate, soil, water, technology, and free enterprise system, American farmers are among the best producers the world has ever known.

At the time of the American Revolution, one farmer could feed three people. By 1900, that number had grown to seven. Today, one American farmer can feed an average of 143 people. Of course they do not produce that bounty alone. The food and fiber industry, along with its related occupations of processing, packaging, transporting, wholesaling, each of these natural fibers from animals, see *Fibers and Fabrics*.)

BRIEF

DESCRIPTION

Students complete a United States map showing the locations of the states, their capitals, and the top five agricultural commodities in each state. They then identify and graph the top five commodities nationally after compiling the information.

OBJECTIVES

The student will:

- label a United States map with each state's name, capital and region;
- draw and/or place symbols on a U.S. map of the top five agricultural commodities of each state in a specific region;
- identify major agricultural regions of the United States;
- list the top five commodities for each agricultural region;
- create graphs depicting the top five commodities nationally; and
- compute the commodity cash receipts for the top five and bottom five states.

ESTIMATED

TEACHING TIME

Four sessions; 45 minutes each.

VOCABULARY

aquaculture, agricultural, commodity, geographical region, total cash receipts

RELATED LESSONS

In Harmony
Amazing Grazing

SUPPORTING INFORMATION

The astonishing bounty of fruits, grains, meats, vegetables, cereals, and beverages that Americans enjoy is easily taken for granted. Most never give it a second thought. As recently as 100 years ago, most people were aware of the role that agriculture played in their lives. It meant survival. Nearly everyone – men, women and children – worked the land. When the song "America the Beautiful" was written, the references to "amber waves of grain" and "above the fruited plain"

and retailing generates billions of dollars each year. In the United States, one out of every six jobs and 22 million total jobs depend on agriculture in some way. It's the nation's largest industry, as well as the leading industry for many states.

A chart titled **The Top Five Commodities Produced in Each State** is provided with this lesson. The rankings use 2007 cash receipts to determine the top commodities in each state. The most current listings are found at the United States Department of Agriculture's (USDA) Economic Research Service Web site and the link for Data Sets. That Web site address is: <http://www.ers.usda.gov/StateFacts/> It provides listings for all 50 states and the United States as a composite. It does not provide an aggregate tally of all 50 states, but that has been compiled in the chart. As distinguished from services, a commodity is an economic product of agriculture, mining, and sometimes manufacturing. Following are general descriptions of some of the commodities listed in the chart. Plan to share this information with students.

- Aquaculture - fish, seafood and aquatic plants raised for food, scientific use, educational use, and aquariums (in tanks, cages and ponds specifically for this purpose)
- Broilers - tender young chickens suitable for broiling
- Cattle/Calves - as produced for beef (cattle) and veal (calves)
- Corn - as used for animal feed, bird seed, meal, and other uses (not sweet corn)
- Dairy Products - fluid milk, cheese, ice cream, cultured products (e.g., sour cream, yogurt)
- Greenhouse - ornamental plants, flowers, tomatoes, cucumbers, and vegetables that are grown hydroponically
- Nursery - deciduous trees, coniferous trees, shrubs, and perennials
- Sheep/Lambs - as produced for meat and wool

Cattle/calves account for the largest amount of cash receipts among agricultural commodities. Nursery and greenhouse production represents the fastest growing agricultural area. The category of nursery and greenhouse products is one of the top five agricultural commodities in 25 states, including Alaska, where it makes up over half of Alaska's agricultural cash receipts. Factors that influence the wide variety of commodities produced in the United States include a variety of terrain, soil types, and climate. Also important are large, flat areas for mechanized

agriculture; water resources for irrigation and transportation of agricultural products; and land that can be used for grazing.

The USDA divides the United States into 10 main farm production regions. Each region differs in soil type, terrain, climate, distance to market, and storage and marketing facilities. The **U.S. Farm Production Regions** chart identifies the states and the primary commodities produced in each region.

As students learn about the United States from sea to shining sea, toss in those amber waves of grain and other agricultural commodities to help students learn about the food, land, and people connections of "America the Beautiful."



GETTING STARTED

Using an overhead or opaque projector, trace onto the butcher paper two 3' x 5' or larger U.S. maps from the pattern included. Save one map as a template. Cut the other map into 10 regions: Northeast, Appalachia, Southeast, Lake States, Corn Belt, Delta States, Northern Plains, Southern Plains, Mountain, and Pacific. (Note: The heavier lines on the map indicate regions and individual states are listed in the **U.S. Farm Production Regions** chart. Cut along the heavy lines inside and outside the map. Or, if you prefer, cut the

map into individual states.) Gather the U.S. maps with states and capitals, scissors, drawing materials, and rubber cement or glue. Make photocopies of the **Top Five Commodities Produced in Each State**, **Summary Questions**, and **Top Five Commodities in the United States** sheets, one for each of the 10 groups of students and commodity illustrations if desired.

PROCEDURE

SESSION ONE

- Show *America's Heartland* episode #109, segment **The Potato State** at http://www.americasheartland.org/episodes/episode_109/index.htm, episode #113, segment **Maine-ly Apples** at http://www.americasheartland.org/episodes/episode_113/index.htm, episode #115, segment **Wild Rice** at <http://www.americasheartland.org/>

episodes/episode_115/index.htm, episode #116, segment **Virginia Peanut Farmer** at http://www.americasheartland.org/episodes/episode_116/index.htm, episode #207 segment **Georgia Sweet Tea** at http://www.americasheartland.org/episodes/episode_207/index.htm, episode #216, segment **Alaska Potatoes and Chips** at http://www.americasheartland.org/episodes/episode_216/index.htm to depict a variety of commodities as they are produced around the country.

2. Ask the students if they know which commodities are produced in various regions of the country. Explain that as they complete this lesson it will provide that information through the activity.

SESSION TWO

1. Divide the class into 10 groups of students. (Because the Northeast and Mountain regions include more states than the other regions, you may want to make these two groups larger than the other eight groups.) Assign one group of students to each region and give them the name of their region. (See the map divided into USDA regions that accompanies this lesson.
2. Give each group a region that you have drawn on butcher paper (or individual states, if you cut the states apart). Have them write the name of their region on the back.
3. Have groups write the name of each state, its abbreviation, and locate and write its capital, using a star to note the location of the capital. Have them label the names of large bodies of water (e.g., lakes, rivers, oceans, gulfs). Have groups use U.S. maps as a reference. Tell students to leave room within their states to place the symbols of their top five commodities (Session Three).
4. Ask:
 - How do you remember the states and placement of states?

Share some additional ways to learn the states and their state capitals. For instance, the state of Vermont is shaped like a “V,” it is very mountainous, and if you take the “mont” off of Vermont, you will be able to remember Montpelier. Pennsylvania is the “hairy pen” state for Harrisburg. Or the main state in New England is Maine, and it is nice to visit in August, thus remember Augusta. The state of Minnesota is shaped like a mini-soda. Those sodas taste so heavenly you would think St. Paul must have made them.

Riddles can provide other fun memory triggers for learning states and capitals. Share these riddles with students and see if they can guess the answers.

- Which state capital has an employer who weighs a lot? (*Boston, MA*)
 - Which capital is a French name for a male? (*Pierre, SD*)
 - Which capital is a type of grape? (*Concord, NH*)
 - Which capital has a car with feelings? (*Hartford, CT*)
 - Which capital is a famous explorer? (*Columbus, OH and Raleigh, NC*)
 - Which capital reminds you of Christmas? (*Santa Fe, NM*)
 - Which capital describes a cleared piece of land at a certain time of year? (*Springfield, IL*)
 - Which capital is named after a president? (*Lincoln, NE and Jackson, MS*)
5. Allow the students time to create clever ideas or riddles for remembering the state and its capital and abbreviation for the states in their region. Have each group share its ideas on learning and remembering the states and capitals.

SESSION THREE

1. Ask the students:
 - What is a commodity? (*A quantity of goods to be bartered, traded or sold. In reference to agricultural commodities, these are generally bulk grains, produce, meats, etc. that cannot be differentiated by producer or manufacturer of origin.*)

Distribute the **Top Five Commodities Produced in Each State** sheet to each group. Have students locate the states in their region, using the highlighters so they can easily locate the states and their commodities on the maps for their region. Have students make a list of every different commodity for their region. Tell students to make tally marks for each commodity. The tally indicates the frequency that each commodity appears. For example:

Broilers – II
 Cotton – I
 Tomatoes – III
 Hogs – I
 Wheat – II

Make sure students understand the meaning of each commodity (see Supporting Information for descriptions of some of the commodities).

2. Give each group a region it will be responsible for working (or individual states, if you cut apart the

states). Have them write the name of their region on the back.

Ask each group to read its list of commodities. Write a list of all the commodities in a visible place, making tally marks for each time the named commodity is mentioned. Once completed, have students total the tally marks for each commodity. (These numbers tell you how many of each commodity should be on the U.S. map. Save them for Session Four.) Ask the students:

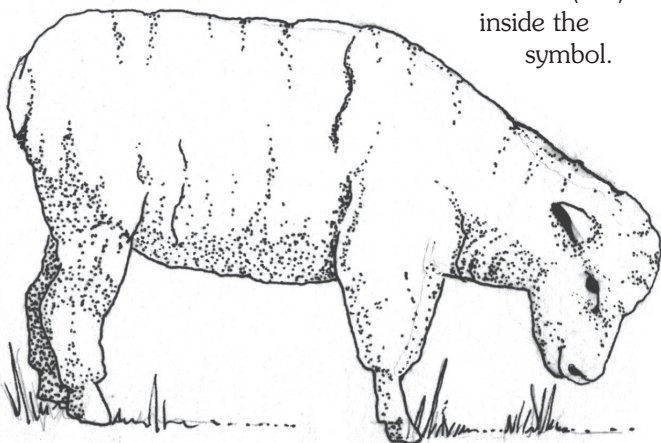
- What commodities top the list for most states?
- What commodities are unique?
- What commodities are the top five for our state?
- What does our state have in common with any other regions or states?
- How is our state different from other states or regions?

Now rank the top five or more commodities nationally. Ask the students:

- Are you surprised about the top five commodities? Why or why not?

Students need to decide if they are going to make and attach symbols or draw symbols directly on the butcher paper, (regional map). Allow students to brainstorm and decide on symbols and their size for each commodity. The whole class needs to reach consensus for the sake of continuity. Explain to students that they will all use the same symbols for their map key. Remind them that the symbols must be sized to fit within the states and must be large enough to include a number (1 to 5).

3. Students draw a symbol on the paper and/or make and place their states' commodities in the boundaries of the state. Have students label the rank of the commodities in each state by placing the number (1-5) inside the symbol.



Refer students to the **Top Five Commodities Produced in Each State**. For the very small states in the Northeast region, students may need to place the commodity symbols outside the states in the border provided, using arrows to connect the commodity symbols to the correct state.

4. After drawing or placing symbols on the map of the top five commodities for each state in their region, the students discuss within their group what they notice about the commodities for their region. Distribute the Summary Questions to each group, asking them to answer the Regional Questions as part of their discussion. Have students save the Summary Questions for Session Four.

SESSION FOUR

1. One at a time, ask each group to name and attach its region (or individual states) onto the other large map (the template) and present to the class the information (e.g., names of states, capitals, commodities, and more) about their regional commodities.
2. Now that the map is complete, have each group:
 - Write the name of the region across the states.
 - Graph the top five commodities nationally (as identified in Session Two, Step 2). Students use the **Top Five Commodities in the United States** sheet.
 - Using the **Top Five Commodities Produced in Each State** chart, calculate the total cash receipts for the top five states and the bottom five states. (Total for the top five states is about \$101.8 billion; bottom five total is about \$1.2 billion.)
3. Summarize the lesson by asking:
 - What are the five states with the top cash receipts? These may be color coded on the large map by outlining each state in green. In what ways are these states similar? Different?
 - What are the five states with the lowest cash receipts? These may be color coded on the large map by outlining each state in blue. In what ways are these states similar? Different?
 - What patterns with the commodities did you identify? (Accept any reasonable answer. For example, Illinois and Indiana are adjacent, and corn is the #1 commodity in those states.)
 - Which commodities are seen the least? Why do you think that is? (Cranberries have only a seasonal demand and require special growing conditions that exist only in a few areas.)

- What do you think would cause certain crops to be a leading commodity in one area and not another? (*Temperature, precipitation, type of terrain, type of soil, length of growing season, transportation systems, and more.*)
- Why do you think livestock is more prevalent in some regions? (*The land is unsuitable for cropland, but suitable for grazing.*)
- What states surprised you about their top commodities?
- What top commodities do you predict will grow in importance in the future? Why?
- What commodities do you predict will become less important in the future? Why? (*Replaced by something else easier to grow, or become less popular for health reasons.*)
- What are some ways the commodities in a state and/or region can help you remember its location, name, and capital?
- How will what you learned help you in the future?
- What will you share with others?

EVALUATION OPTIONS

1. Evaluate students' individual participation in their group, have them peer evaluate or self-evaluate.
2. Evaluate regional maps for accuracy, completeness and neatness.
3. Have students write a paragraph addressing their conclusions about the top five agricultural commodities of their region.
4. Give the students a map of a region of the United States. Have them work in pairs to label and study the states and capitals of that region. (Use clever ideas that other students have come up with to remember the state name and capital). Give a quiz when you feel students are ready to label the same regional map with state names and capitals.

EXTENSIONS AND VARIATIONS

1. Have students work individually on one or two states instead of as small groups on regions.
2. Ask the music teacher to teach the students the song by Ray Charles "Fifty Nifty United States" published by Roncom Music Company.
3. Have students design a travel brochure of their state(s) or region. The brochure can include a description of the topography, climate, special places of interest, the top agricultural commodities, and a map that shows the location of the principal

rivers and cities, and transport systems (e.g., highway, rail, air) in the state(s).

4. To have students explore climatic, topographical, and soil influences on the top five commodities, including necessary water sources for irrigation if applicable, use the lessons "In Harmony" and "Amazing Grazing" as a follow up to this lesson.
5. Have students add longitudinal and latitudinal lines – for each 5 degrees – to their map. Have them discuss the commodities growing in relation to the longitude and latitude of the state.
6. Using the **Top Five Commodities Produced in Each State**, have student write the names of state and their capitals in order of ranking from 1-50.
7. Students can explore the economics of consumer food products in the FLP lesson "What Piece of the Pie?" Or decide which brand of a product they will purchase and why in the FLP lesson "Why I Buy."
8. See the FLP lesson "Step by Step" to discover the sequence of steps involved in transferring a product from the field to the consumer (path of production).

CREDIT

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Leading Commodities by State and Leading Producer States by Commodity, Economic Research Service, United States Department of Agriculture. 2007. <http://www.ers.usda.gov/Data/FarmIncome/firkdmuXLS.htm#commod>

State Fact Sheets, Economic Research Service, United States Department of Agriculture. 2007. <http://www.ers.usda.gov/StateFacts>

ADDITIONAL RESOURCES

Agriculture Fact Book 2001-02. United States Department of Agriculture, Office of Communications. U.S. Government Printing Office, 2002. Washington, D.C. 2002. ISBN 001-000-04709-4

Agriculture In the Classroom, United States Department of Agriculture, Cooperative State Research, Education and Extension Service
1400 Independence Avenue, SW Stop 2251,
Washington, DC 20250-2251

Agricultural Statistics 2007. National Agricultural Statistics Service, United States Department of Agriculture, 2007.

Farm Facts booklet, American Farm Bureau Federation, 600 Maryland Ave. SW, Suite 1000W, Washington DC 20024. 2002. (202) 406-3600.

Natural Resources We Use: Food, Fiber, Fuel, Minerals (Poster). 2001. Mineral Information Institute and Project Food, Land & People.
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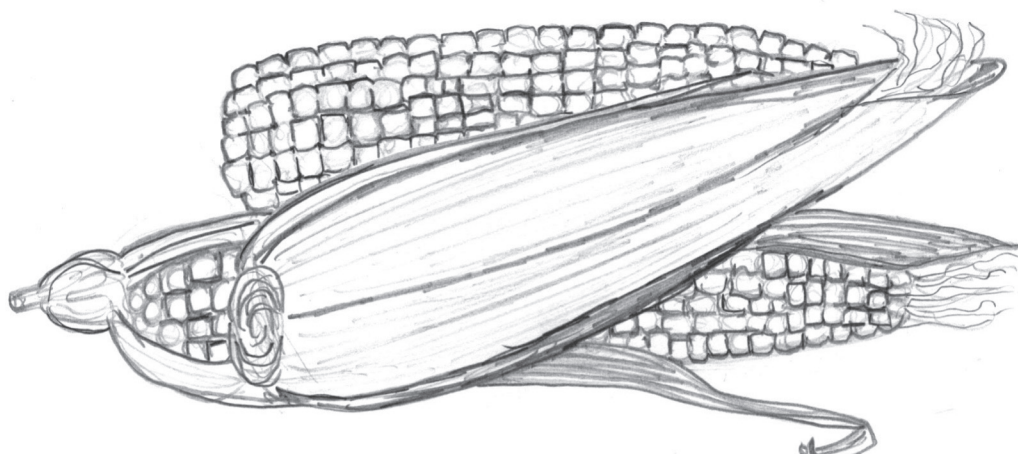
WEB SITES

Agriculture In the Classroom, United States Department of Agriculture, Cooperative State Research, Education and Extension Service Washington, DC 20250-2251
<http://www.agclassroom.org> (accessed October 2008)

Economic Research Service, United States Department of Agriculture. <http://www.ers.usda.gov> (accessed October 2008)

National Agricultural Statistics Service, United States Department of Agriculture. <http://www.nass.usda.gov> (accessed October 2008)

EDUCATOR'S NOTES



TOP FIVE COMMODITIES PRODUCED IN EACH STATE

STATE	#1 COMMODITY	#2 COMMODITY	#3 COMMODITY
ALABAMA ALASKA ARIZONA ARKANSAS CALIFORNIA COLORADO CONNECTICUT DELAWARE FLORIDA GEORGIA	Broilers Greenhouse/Nursery Dairy Products Broilers Dairy Products Cattle/Calves Greenhouse/Nursery Broilers Greenhouse/Nursery Broilers	Cattle/Calves Hay Cattle/Calves Rice Greenhouse/Nursery Dairy Products Dairy Products Corn Oranges Cotton	Greenhouse/Nursery Potatoes Lettuce Soybeans Grapes Wheat Eggs Soybeans Tomatoes Eggs
HAWAII IDAHO ILLINOIS INDIANA IOWA KANSAS KENTUCKY LOUISIANA MAINE MARYLAND	Greenhouse/Nursery Dairy Products Corn Corn Corn Cattle/Calves Horses/Mules Sugarcane Dairy Products Broilers	Sugarcane Cattle/Calves Soybeans Soybeans Hogs Wheat Broilers Corn Potatoes Greenhouse/Nursery	Coffee Potatoes Hogs Hogs Soybeans Corn Cattle/Calves Cotton Blueberries Dairy Products
MASSACHUSETTS MICHIGAN MINNESOTA MISSISSIPPI MISSOURI MONTANA NEBRASKA NEVADA NEW HAMPSHIRE NEW JERSEY	Greenhouse/Nursery Dairy Products Corn Broilers Soybeans Cattle/Calves Cattle/Calves Cattle/Calves Cattle/Calves Greenhouse/Nursery Greenhouse/Nursery	Cranberries Corn Soybeans Cotton Cattle/Calves Wheat Corn Hay Dairy Products Horses/Mules	Dairy Products Greenhouse/Nursery Hogs Soybeans Corn Barley Soybeans Dairy Products Apples Blueberries
NEW MEXICO NEW YORK NORTH CAROLINA NORTH DAKOTA OHIO OKLAHOMA OREGON PENNSYLVANIA RHODE ISLAND SOUTH CAROLINA	Dairy Products Dairy Products Broilers Wheat Soybeans Cattle/Calves Greenhouse/Nursery Dairy Products Greenhouse/Nursery Broilers	Cattle/Calves Greenhouse/Nursery Hogs Soybeans Corn Hogs Cattle/Calves Cattle/Calves Dairy Products Greenhouse/Nursery	Hay Apples Greenhouse/Nursery Cattle/Calves Dairy Products Broilers Dairy Products Mushrooms Sweet Corn Turkeys
SOUTH DAKOTA TENNESSEE TEXAS UTAH VERMONT VIRGINIA WASHINGTON WEST VIRGINIA WISCONSIN WYOMING	Cattle/Calves Cattle/Calves Cattle/Calves Dairy Products Dairy Products Broilers Apples Broilers Dairy Products Cattle/Calves	Corn Broilers Cotton Cattle/Calves Cattle/Calves Cattle/Calves Dairy Products Cattle/Calves Corn Hay	Soybeans Cotton Greenhouse/Nursery Hay Greenhouse/Nursery Dairy Products Wheat Turkeys Cattle/Calves Hogs

(By cash receipts, w/ total receipts, percent of national total, and national rank shown)

#4 COMMODITY	#5 COMMODITY	CASH RECEIPTS (in millions)	% OF TOTAL	RANK
Eggs	Cotton	\$4,166	1.5	28
Cattle/Calves	Dairy Products	3	< 0.1	50
Hay	Cotton	3,420	1.2	29
Cotton	Cattle/Calves	7,138	2.5	13
Lettuce	Almonds	36,575	12.8	1
Corn	Hay	6,290	2.2	17
Aquaculture	Tobacco	564	0.2	43
Greenhouse/Nursery	Dairy Products	1,004	0.4	39
Dairy Products	Cattle/Calves	7,646	2.7	11
Greenhouse/Nursery	Peanuts	6,814	2.4	16
Cattle/Calves	Macadamia Nuts	533	0.2	45
Hay	Wheat	5,682	2.0	21
Cattle/Calves	Dairy Products	11,679	4.1	7
Dairy Products	Eggs	7,776	2.7	10
Cattle/Calves	Eggs	19,037	6.7	3
Soybeans	Sorghum Grain	11,729	4.1	6
Corn	Soybeans	4,432	1.6	25
Rice	Cattle/Calves	2,710	1.0	33
Eggs	Greenhouse/Nursery	684	0.2	41
Corn	Soybeans	1,972	0.7	36
Sweet Corn	Apples	450	0.2	47
Soybeans	Cattle/Calves	5,741	2.0	19
Dairy Products	Cattle/Calves	12,538	4.4	5
Corn	Aquaculture	4,342	1.5	27
Hogs	Turkeys	6,920	2.4	14
Hay	Dairy Products	2,394	0.8	34
Hogs	Wheat	14,556	5.1	4
Onions	Potatoes	553	0.2	44
Cattle/Calves	Sweet Corn	184	0.1	48
Peaches	Eggs	946	0.3	40
Pecans	Onions	3,058	1.1	30
Corn	Cattle/Calves	4,447	1.6	24
Tobacco	Turkeys	8,691	3.1	8
Corn	Sugar Beets	5,490	1.9	22
Greenhouse/Nursery	Eggs	6,898	2.4	15
Wheat	Dairy Products	5,158	1.8	23
Wheat	Hay	4,365	1.5	26
Corn	Greenhouse/Nursery	5,760	2.0	18
Aquaculture	Potatoes	70	< 0.1	49
Cattle/Calves	Corn	2,028	0.7	35
Wheat	Hogs	5,734	2.0	20
Greenhouse/Nursery	Corn	2,741	1.0	32
Dairy Products	Broilers	19,075	6.7	2
Hogs	Greenhouse/Nursery	1,340	0.5	37
Hay	Maple Products	674	0.2	42
Turkeys	Greenhouse/Nursery	2,950	1.0	31
Cattle/Calves	Potatoes	7,450	2.6	12
Dairy Products	Eggs	480	0.2	46
Soybeans	Potatoes	8,858	3.1	9
Sheep/Lambs	Sugar Beets	1,066	0.4	38

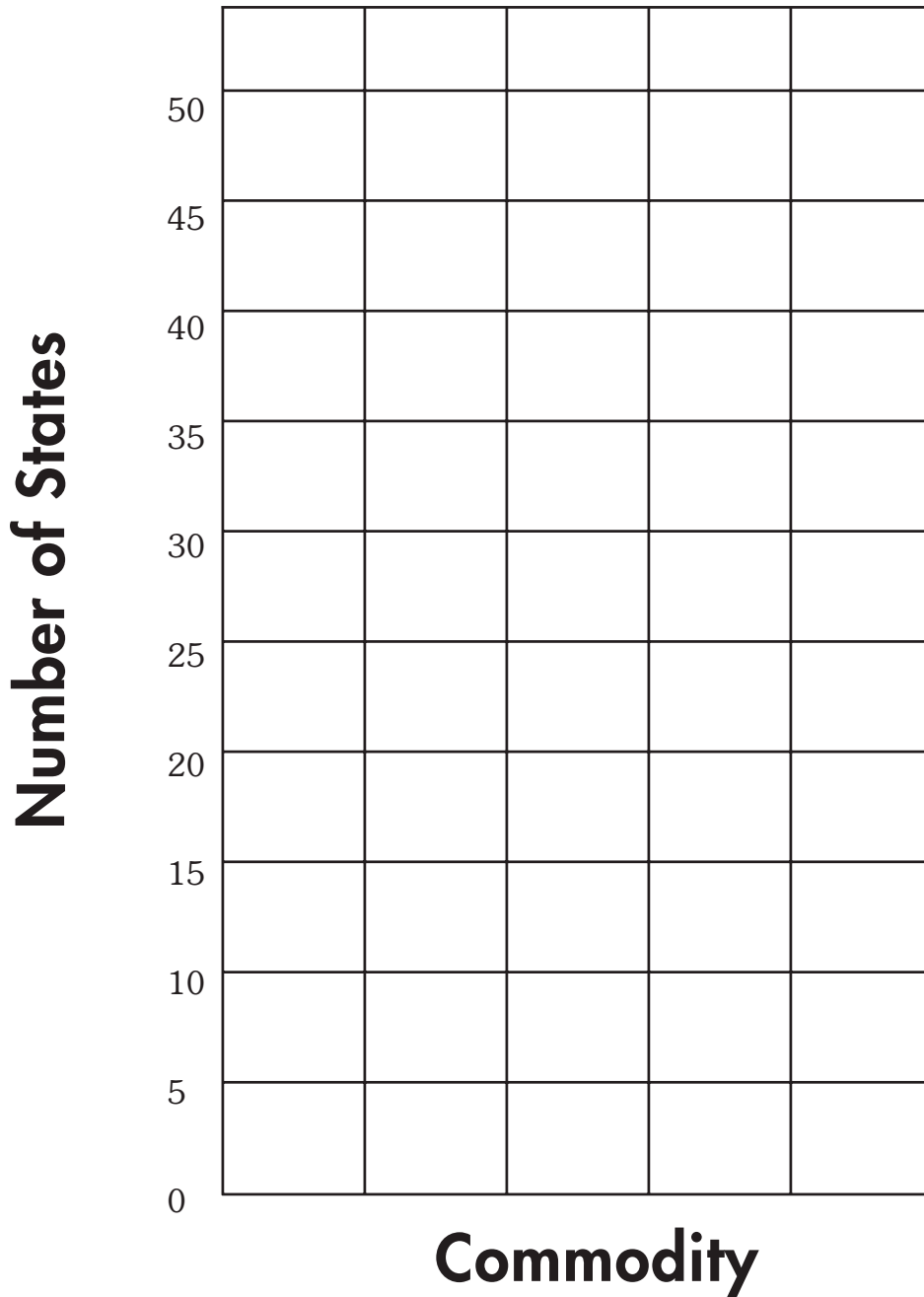
U.S. Farm Production Regions

Region	State Abbreviations	Major Commodities Produced
Northeast	CT, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT	This region encompasses diversified agricultural production; milk-producing area; fruits and vegetables; nursery and greenhouse crops; forage crops for states listed. In addition, broiler farming is found in ME, DE and MD, and maple syrup is produced in CT, MA, ME, NH, NY, and VT.
Appalachia	KY, NC, TN, VA, WV	This region is a major tobacco-producing area. Also produced are peanuts, cattle, dairy products, pork, and horses.
Southeast	AL, FL, GA, SC	This region produces beef, broilers, fruits, eggs, vegetables, peanuts, soybeans, rice, and cotton. In addition, sugarcane, tropical fruits, nursery crops, and citrus are produced in FL.
Lake States	MI, MN, WI	This region is a major milk-producing area. It also produces field and forage crops; fruit along the Great Lakes; and sugar beets.
Corn Belt	IA, IL, IN, MO, OH	Field crops and the livestock fed by those field crops are produced in this region. This includes corn, beef, hogs, dairy products, other feed grains, soybeans, and wheat.
Delta States	AR, LA, MS	These Southeastern states comprise the major broiler-production area of the country. Production also includes soybeans, cotton, rice, and sugarcane.
Northern Plains	KS, NE, ND, SD	Grains dominate the agricultural production of this region. Winter and spring wheat, other small grains, sorghum, hay, forage crops, and cattle are produced here.
Southern Plains	OK, TX	Cattle and grain production dominate this region's agriculture. Winter and spring wheat, other small grains, sorghum, hay, forage crops, cotton, and cattle are the main agricultural commodities produced.
Mountain	AZ, CO, ID, MT, NM, NV, UT, WY	Cattle and sheep dominate the agriculture of this region. There is a diverse assortment of commodities produced that include: hay, sugar beets, potatoes, fruits, and vegetables. Wheat is produced in the region's northern states. The southern states produce citrus, rice, cotton, chili peppers, and onions.
Pacific	AK, CA, HI, OR, WA	This region is one of the most agriculturally productive and diverse in the nation. Wheat, fruit, potatoes, vegetables, cotton, and cattle are produced throughout much of the region. In addition, sugarcane and pineapples are grown in HI; greenhouse/nursery and dairy production occur in AK; nuts, citrus and raisins are produced in CA, along with hundreds of other commodities.

Name: _____

TOP FIVE COMMODITIES IN THE UNITED STATES

Directions: Identify the top five commodities nationally. Graph the number of states for each of these five commodities. Write the name of each commodity on the bottom of the graph.



SUMMARY QUESTIONS

Regional Questions

1. What is the name of your region?
2. What are the names of the states in your region?
3. What are the top five commodities for your region? Are any of these the top five commodities nationally?
If so, which ones?
4. What unique commodities are found in your region? Why is this?
5. What surprised you about what is grown in your region?

National Questions

1. Look at the U.S. map. Why do you think states are arranged into these 10 major farm production regions?
2. How do the commodities in your region compare with the commodities in other regions?
3. What are some of the similarities among the region?
4. What patterns do you see among the commodities across the country?
5. Which commodities are seen least often? Why do you think that is? What are the limiting factors?
6. Which states grow oranges?
Which states grow cotton?
Which states grow corn?
Which states have a lot of cattle?
7. Which have greenhouses as their number one commodity?

Why would Alaska have greenhouses as the #1 commodity?

Alaska produces the least amount of agricultural products. Do you think this will remain so in the future?
8. What surprises you the most about what is grown in Alaska?
What surprises you the most about what is grown in Louisiana?
What surprises you the most about what is grown in other states?

WHERE FOODS ARE GROWN

- Apples**Washington, New York, California, Michigan, Pennsylvania, New Zealand, Canada, Chile, China
- Cherries:**
Sweet:Washington, California, Oregon, Michigan, Montana
Tart:Washington, Michigan, New York, Pennsylvania, Wisconsin
- Grapes**California, Washington, New York, Oregon, Michigan, Chili, South Africa, Argentina
- Bananas**Hawaii, Costa Rica, Ecuador, Guatemala, Columbia, Honduras
- Chocolate**Indonesia, Brazil, Cote D'Ivoire, Ghana, Cameroon
- Citrus**Florida, California, Arizona, Texas, Brazil
- Milk & Dairy Products:**
Cheese, Milk, Yogurt,California, Wisconsin, New York, Pennsylvania, Minnesota, Italy, France,
Butter, Ice cream:Denmark, New Zealand, Texas, Michigan, Washington, Idaho, Ohio
- Grains:**
Corn:Iowa, Illinois, Nebraska, Indiana, Minnesota, Canada, Mexico
Oats:Wisconsin, North Dakota, Minnesota, Iowa, South Dakota, Canada, Finland, Sweden
Rice:Arkansas, California, Louisiana, Texas, Mississippi, India, Thailand, China, Pakistan
Wheat:Kansas, North Dakota, Montana, Oklahoma, South Dakota, Canada, Australia
Soybeans:Iowa, Illinois, Minnesota, Indiana, Nebraska, Canada, Argentina, Brazil, China
- Potatoes**Idaho, Washington, Wisconsin, Colorado, Oregon, Canada, Central and South America
- Meat:**
Beef:Texas, Nebraska, Kansas, California, Colorado, Oklahoma, Canada, Australia, New Zealand
Pork:Iowa, North Carolina, Minnesota, Illinois, Nebraska, China, Canada, Italy, Poland
Lamb/Mutton:Colorado, California, Texas, Wyoming, South Dakota New Zealand, Australia,
Chicken:Georgia, Arkansas, Alabama, North Carolina, Mississippi, Canada, France, Israel, Mexico, Spain
Turkey:North Carolina, Minnesota, California, Virginia, Arkansas
- Eggs**Georgia, Ohio, Pennsylvania, Arkansas, Iowa Canada, China, France, Netherlands, United Kingdom
- Peanuts & Tree Nuts**California, Texas, Alabama, Georgia, Mississippi, Oregon, Washington, Hawaii, India, China, Argentina, Brazil, Philippines, Nicaragua, Mexico, Turkey

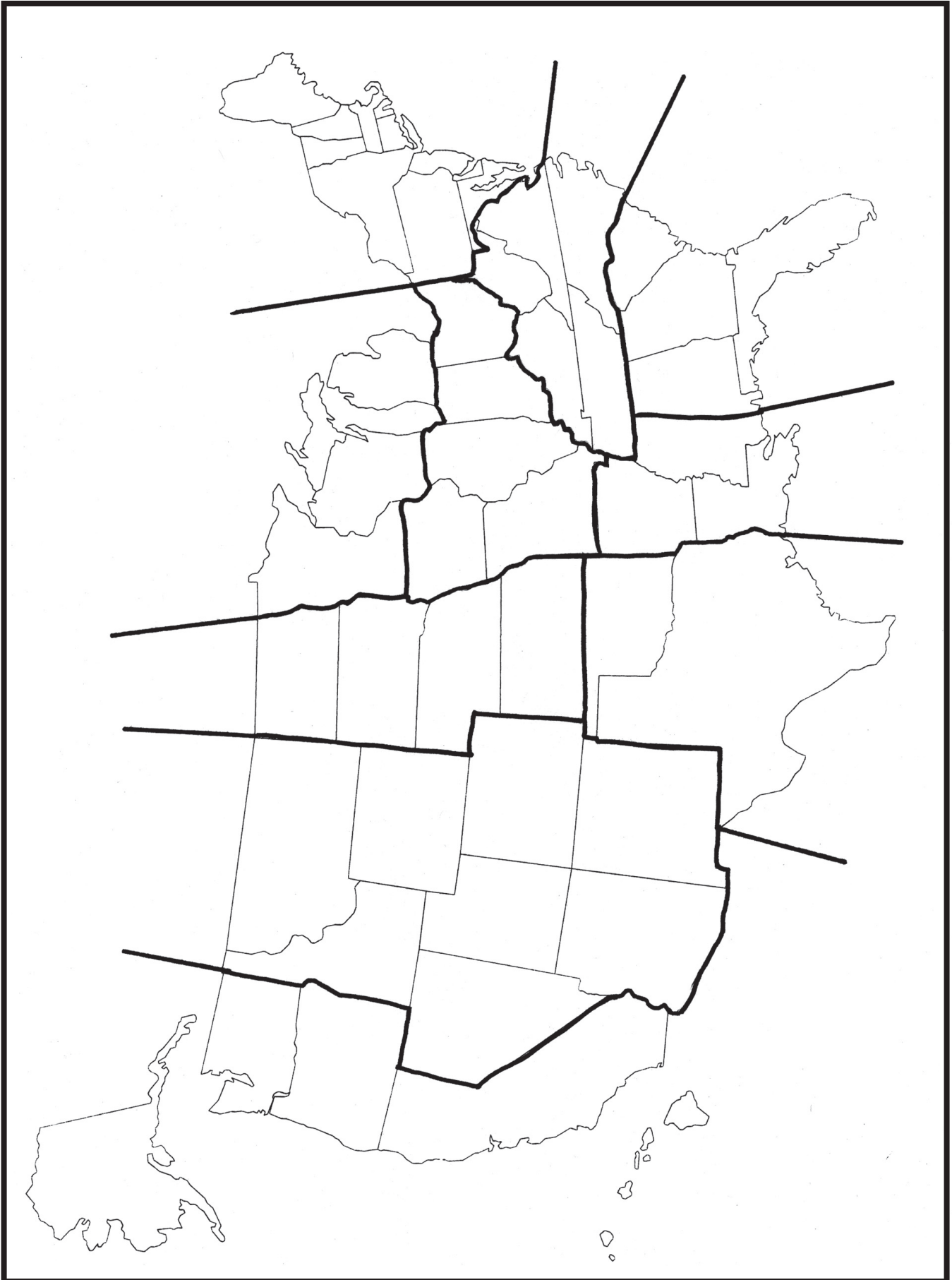
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UNITED STATES



MAP SOURCE: CENSUS OF AGRICULTURE, USDA