

# From Sea to Shining Sea



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

**SKILLS:** Analyzing, brainstorming, classifying, collaborating, communicating, comparing similarities and differences, computing, 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").  
**Optional:** computers with Internet access.



## 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" 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 129 people – 101 in the United States and 28 abroad. Of course they do not produce that bounty alone. The food and fiber industry, along with its related occupations of processing, packaging, transporting, wholesaling,

## 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

Five sessions: 45 minutes each.

and retailing generates billions of dollars each year. One out of every five jobs in the United States or 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.

Provided with this lesson is a chart, **Top Five Commodities Produced in Each State** as reported by the United States Department of Agriculture (USDA) in 2001 using 1999 data. (Because it takes three years to collect and analyze these data from farmers in the United States, it is not possible to use data for the current year.) The most current listing is found at the USDA Web site listed in the reference section at the end of the lesson. It lists the top five agricultural commodities produced in each of our 50 states. 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

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 Two).

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 TWO

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 Three.) 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).

- 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.
- 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 Three.

### SESSION THREE

- 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.

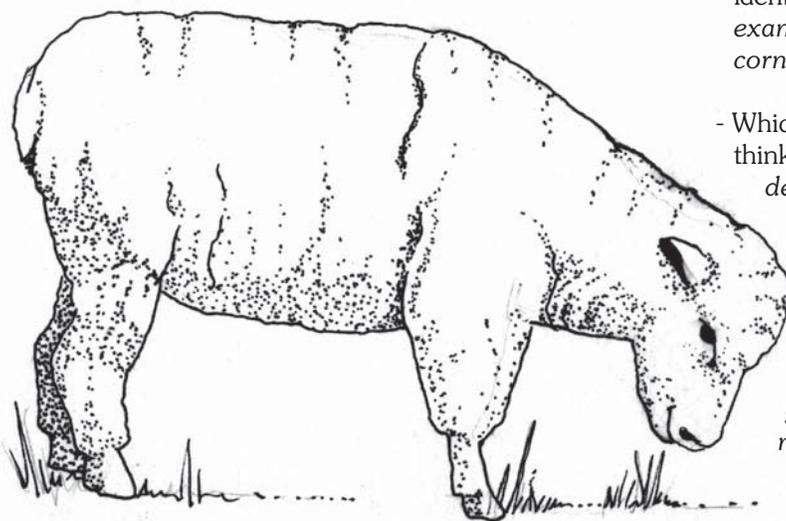
- Now that the map is complete, have each group:

- 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**, calculate the total cash receipts for the top five states and the bottom five states. (Total for the top five states is approximately \$63.74 trillion; bottom five total is approximately \$970 million.)

- 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).

### CREDITS

*Agricultural Statistics 2001*. National Agricultural Statistics Service, United States Department of Agriculture. United States Governmental Printing Office. 2001. ISBN: 0160361583.

*Cash Receipts State Rankings*. National Agricultural Statistics Service, United States Department of Agriculture. 2001. (Select economics\_1htm) <http://www.usda.gov/nass/pubs/stathigh/2001/tables>

*Census Ranking of States and Counties*. National Agricultural Statistics Service, United States Department of Agriculture. 2002. <http://www.nass.usda.gov/census/census97/rankings>

### ADDITIONAL RESOURCES

Agriculture Fact Book 2001. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (202) 512-1800. The most up-to-date information is available in the electronic version found under publications at USDA. <http://www.usda.gov>

Agriculture in the Classroom. USDA South Building, Room 4307, Washington, DC 20250. (202) 720-7925. State contact and publications. <http://www.agclassroom.org>

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*Farm Facts*. American Farm Bureau Federation, 225 Touhy Avenue, Park Ridge, IL 60068. (312) 399-5700. *Voice of Agriculture*. 2002. <http://www.fb.com>

*Natural Resources We Use: Food, Fiber, Fuel, Minerals* (Poster). 2001. Mineral Information Institute and Project Food, Land & People. <http://www.foodlandpeople.org>

Guthrie, Woody. *This Land Is Your Land*. Little, Brown & Company. 1998. ISBN: 0316392154.

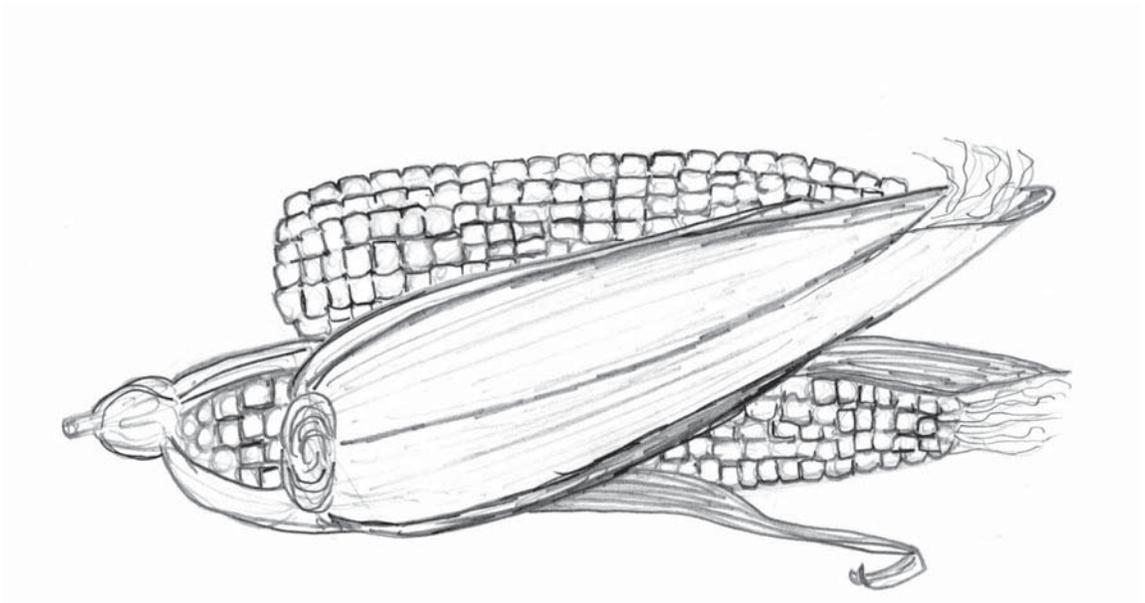
## WEB SITES

National Agricultural Statistics Service. United States Department of Agriculture. 2002. <http://www.nass.usda.gov>

Economic Research Service. United States Department of Agriculture. 2002. <http://www.ers.usda.gov>

Agriculture in the Classroom, USDA South Building, Room 4307, Washington, DC 20250. (202) 720-7925. Call for information about your state contact.

## EDUCATOR'S NOTES



# 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.

# TOP FIVE COMMODITIES PRODUCED IN EACH STATE

By Cash Receipts

STATE	#1 COMMODITY	#2 COMMODITY
ALABAMA	Broilers	Cattle/Calves
ALASKA	Greenhouse/Nursery	Dairy Products
ARIZONA	Cattle/Calves	Dairy Products
ARKANSAS	Broilers	Rice
CALIFORNIA	Dairy Products	Grapes
COLORADO	Cattle/Calves	Corn
CONNECTICUT	Greenhouse/Nursery	Dairy Products
DELAWARE	Broilers	Greenhouse/Nursery
FLORIDA	Oranges	Greenhouse/Nursery
GEORGIA	Broilers	Cotton
HAWAII	Pineapples	Sugarcane
IDAHO	Dairy Products	Cattle/Calves
ILLINOIS	Corn	Soybeans
INDIANA	Corn	Soybeans
IOWA	Corn	Hogs
KANSAS	Cattle/Calves	Wheat
KENTUCKY	Horses/Mules	Tobacco
LOUISIANA	Sugarcane	Broilers
MAINE	Potatoes	Dairy Products
MARYLAND	Broilers	Greenhouse/Nursery
MASSACHUSETTS	Greenhouse/Nursery	Dairy Products
MICHIGAN	Dairy Products	Greenhouse/Nursery
MINNESOTA	Dairy Products	Soybeans
MISSISSIPPI	Broilers	Cotton
MISSOURI	Cattle/Calves	Soybeans
MONTANA	Cattle/Calves	Wheat
NEBRASKA	Cattle/Calves	Corn
NEVADA	Cattle/Calves	Dairy Products
NEW HAMPSHIRE	Greenhouse/Nursery	Dairy Products
NEW JERSEY	Greenhouse/Nursery	Horses/Mules
NEW MEXICO	Cattle/Calves	Dairy Products
NEW YORK	Dairy Products	Greenhouse/Nursery
N. CAROLINA	Broilers	Hogs
N. DAKOTA	Wheat	Cattle/Calves
OHIO	Soybeans	Corn
OKLAHOMA	Cattle/Calves	Broilers
OREGON	Greenhouse/Nursery	Cattle/Calves
PENNSYLVANIA	Dairy Products	Cattle/Calves
RHODE ISLAND	Greenhouse/Nursery	Dairy Products
S. CAROLINA	Broilers	Greenhouse/Nursery
S. DAKOTA	Cattle/Calves	Soybeans
TENNESSEE	Cattle/Calves	Broilers
TEXAS	Cattle/Calves	Cotton
UTAH	Cattle/Calves	Dairy Products
VERMONT	Dairy Products	Cattle/Calves
VIRGINIA	Broilers	Cattle/Calves
WASHINGTON	Dairy Products	Apples
W. VIRGINIA	Broilers	Cattle/Calves
WISCONSIN	Dairy Products	Cattle/Calves
WYOMING	Cattle/Calves	Sugar Beets

National Agricultural Statistics Service, USDA, 1999

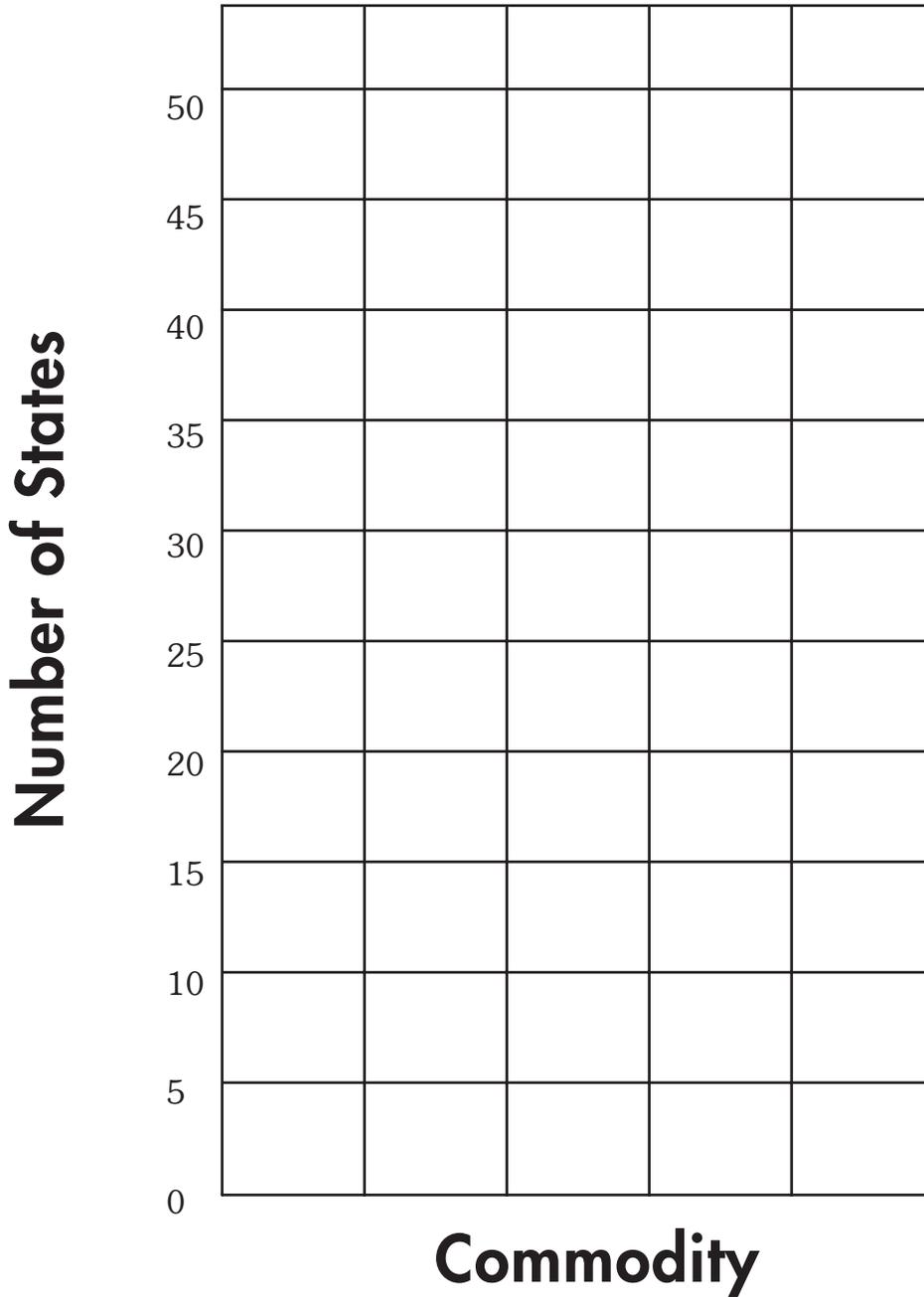
#3 COMMODITY	#4 COMMODITY	#5 COMMODITY	RANK	CASH RECEIPTS (in millions)
Eggs	Greenhouse/Nursery	Cotton	23	\$3,438
Cattle/Calves	Hay	Potatoes	50	\$48
Lettuce	Cotton	Greenhouse/Nursery	30	\$2,178
Soybeans	Cotton	Cattle/Calves	11	\$5,259
Greenhouse/Nursery	Cattle/Calves	Tomatoes	1	\$24,801
Dairy Products	Wheat	Hogs	16	\$4,354
Eggs	Aquaculture	Tobacco	44	\$482
Soybeans	Dairy Products	Eggs	40	\$718
Sugarcane	Dairy Products	Tomatoes	6	\$7,066
Peanuts	Eggs	Cattle/Calves	12	\$5,241
Greenhouse/Nursery	Macadamia Nuts	Dairy Products	42	\$533
Potatoes	Wheat	Hay	24	\$3,347
Hogs	Cattle/Calves	Dairy Products	8	\$6,757
Hogs	Dairy Products	Eggs	15	\$4,373
Soybeans	Cattle/Calves	Dairy Products	3	\$9,716
Corn	Sorghum Grain	Soybeans	5	\$7,616
Cattle/Calves	Broilers	Dairy Products	22	\$3,456
Cotton	Rice	Cattle/Calves	33	\$1,848
Eggs	Aquaculture	Blueberries	43	\$515
Dairy Products	Cattle/Calves	Soybeans	35	\$1,481
Cranberries	Sweet Corn	Apples	45	\$396
Soybeans	Corn	Cattle/Calves	21	\$3,470
Corn	Hogs	Cattle/Calves	7	\$7,061
Aquaculture	Soybeans	Cattle/Calves	25	\$3,174
Hogs	Corn	Broilers	17	\$4,256
Barley	Hay	Sugar Beets	34	\$1,716
Soybeans	Hogs	Wheat	4	\$8,555
Hay	Greenhouse/Nursery	Onions	47	\$334
Apples	Cattle/Calves	Hay	48	\$153
Dairy Products	Blueberries	Peaches	39	\$740
Hay	Pecans	Greenhouse/Nursery	32	\$1,953
Cattle/Calves	Apples	Hay	26	\$3,097
Greenhouse/Nursery	Tobacco	Turkeys	9	\$6,688
Sunflowers	Soybeans	Sugar Beets	28	\$2,759
Dairy Products	Greenhouse/Nursery	Eggs	14	\$4,429
Wheat	Hogs	Dairy Products	19	\$3,991
Dairy Products	Rye Grass	Hay	27	\$3,052
Mushrooms	Greenhouse/Nursery	Eggs	18	\$4,070
Sweet Corn	Potatoes	Cattle/Calves	49	\$48
Turkeys	Tobacco	Cattle/Calves	36	\$1,406
Corn	Wheat	Dairy Products	20	\$3,539
Dairy Products	Tobacco	Greenhouse/Nursery	31	\$1,974
Greenhouse/Nursery	Broilers	Dairy Products	2	\$13,052
Hay	Greenhouse/Nursery	Hogs	37	\$967
Greenhouse/Nursery	Hay	Maple Products	41	\$541
Dairy Products	Turkeys	Greenhouse/Nursery	29	\$2,283
Cattle/Calves	Potatoes	Wheat	13	\$4,933
Dairy Products	Turkeys	Eggs	46	\$387
Corn	Potatoes	Soybeans	10	\$5,596
Hay	Sheep and Lambs	Hogs	38	\$852

National Agricultural Statistics Service, USDA, 1999

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

FOOD	LOCATION
Apples	Washington, New York, California, Michigan, Pennsylvania, New Zealand, Canada, Chile, China
Cherries: Sweet: Tart:	Washington, California, Oregon, Michigan, Montana Washington, Michigan, New York, Pennsylvania, Wisconsin
Grapes	California, Washington, New York, Oregon, Michigan, Chile, 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: Cheese, Milk, Yogurt, Butter, Ice Cream	California, Wisconsin, New York, Pennsylvania, Minnesota, Italy, France, Denmark, New Zealand
Grains: Corn:  Oats:  Rice:  Wheat:  Soybeans:	Iowa, Illinois, Nebraska, Indiana, Minnesota, Canada, Mexico  Wisconsin, North Dakota, Minnesota, Iowa, South Dakota, Canada, Finland, Sweden  Arkansas, California, Louisiana, Texas, Mississippi, India, Thailand, China, Pakistan  Kansas, North Dakota, Montana, Oklahoma, South Dakota, Canada, Australia  Iowa, Illinois, Minnesota, Indiana, Nebraska, Canada, Argentina, Brazil, China
Potatoes	Idaho, Washington, Wisconsin, Colorado, Oregon, Canada, Central and South America
Meats: Beef:  Pork:  Lamb & Mutton:  Chicken:  Turkey:	Texas, Nebraska, Kansas, California, Colorado, Oklahoma Canada, Australia, New Zealand  Iowa, North Carolina, Minnesota, Illinois, Nebraska, China, Canada, Italy, Poland  Colorado, California, Texas, Wyoming, South Dakota New Zealand, Australia  Georgia, Arkansas, Alabama, North Carolina, Mississippi, Canada, France, Israel, Mexico, Spain  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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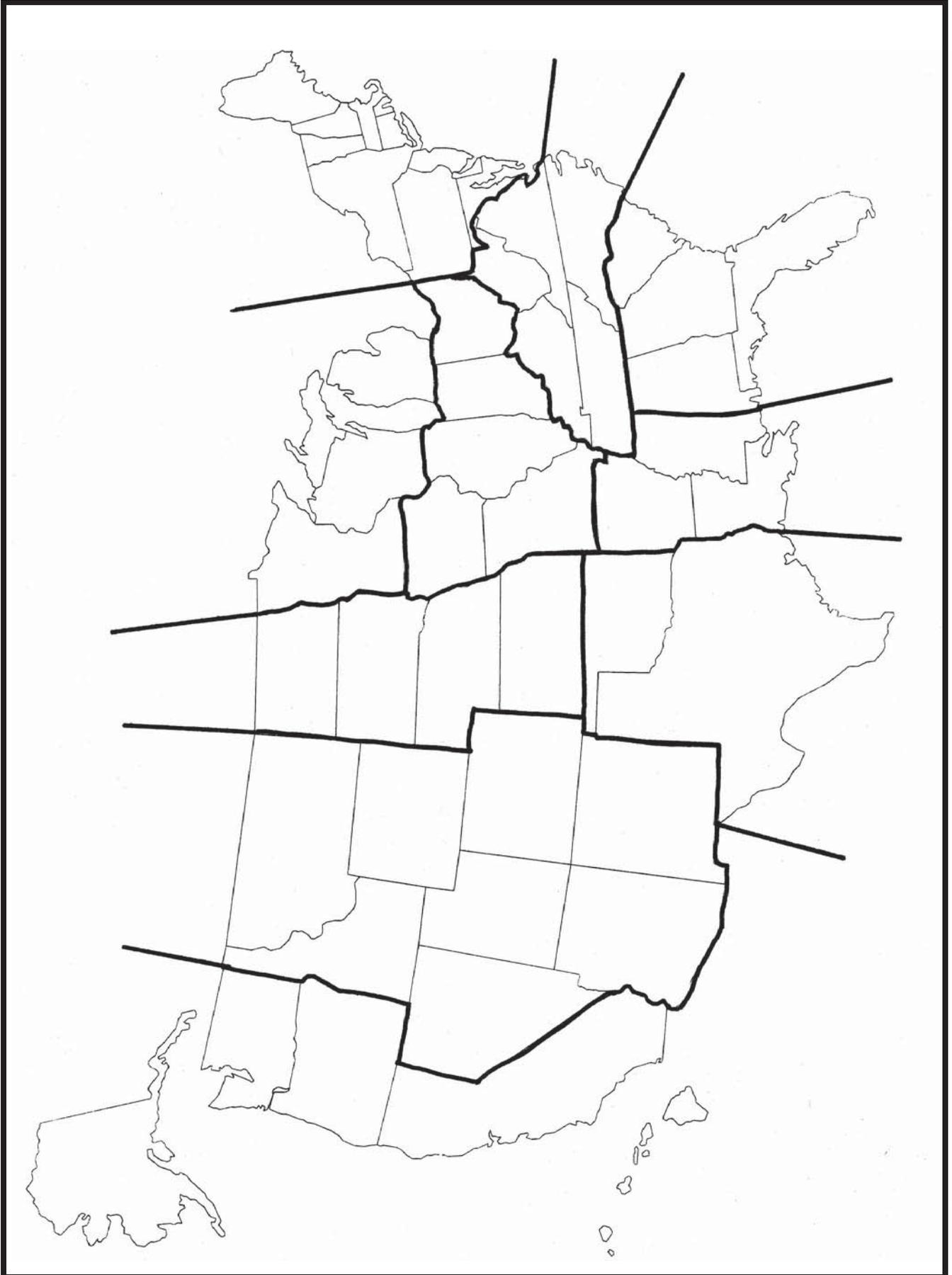
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UNITED STATES



MAP SOURCE: CENSUS OF AGRICULTURE, USDA

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*Since the achievement  
of our independence,  
he is the greatest patriot  
who stops the most gullies.*

Patrick Henry