

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

Procedure

1. Ask the students if they have ever seen Jeopardy on television. Allow them to explain the way the game is played so the 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 with 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.

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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?