



World Web

Objective: Students will learn to use an atlas as they become aware of worldwide food and fiber production and imbalances in food distribution.

Summary: Students will map out major products that are traded internationally, noting who the producers and buyers are. Population figures will be related and food distribution discussed as they participate in a United Nations simulation.

Time: 2 hours for introduction and research and 1 hour for world trade simulation and discussion.

Student Grouping: Individuals or two to three students per group. (This activity is for students at 6th Grade level.)

Materials: World atlases and encyclopedias that include demographic data

Background Information: Much of the wheat consumed worldwide is produced in the U.S. Bananas come from Central America and Hawaii; leather comes from Brazil and the U.S.; cocoa is grown and exported by tropical American countries. These are just a few examples of the things we commonly use but do not produce locally. On a world scale there are large discrepancies in how products are distributed. Many people believe inequitable food distribution is the root cause of hunger. The world does produce enough food to feed all its people; however, two-thirds of that food is consumed by the industrialized nations. Helping poorer nations grow their own food is one way to reduce world hunger problems. They need tools, land and education to achieve this goal. Addressing food distribution is another approach to easing world hunger.

Just the Facts: On the national import and export scale, California provides a quarter of the nation's food and 40 percent of its fresh fruits and vegetables. Sonoma County has over 200 of the 700 wineries in the state. Of all the wine consumed in the United States, 70 percent is from California. Twenty percent of the Bay Area's milk comes from the North Bay. Sonoma County has over 135 dairies which put the county in the top ten for overall milk production. Nicholas Turkey Breeding Farm near Sonoma is part of a Sonoma/Marin operation that supplies much of the worldwide demand for hatchable turkey eggs. There are at least 3,000 farms in Sonoma County, some of which sell produce all over the state at farmer's markets and directly to restaurants and retail outlets.

Preparation:

1. Locate atlases, encyclopedias, almanacs and any other sources which contain the type of information called for. If possible at your school, the whole class could go to the library to do their research. Obtain a large world map.
2. Decide how you will divide the class (see procedure #3). There are 11 countries/regions to be assigned, one to a group. Some students will be inspired if they are assigned an area they have relatives in, others will learn more by researching an area they are unfamiliar with.
3. Make copies of the handout for each student group. Make up 100 small squares (cut up scratch paper) of paper for students to make into "Export Commodity Units." (These "units" and tokens representing money will be traded during the activity.) Collect 400 tokens (pennies, chips, slips of paper, bottle caps, \$40,000 in Monopoly money) to be used as money.

