

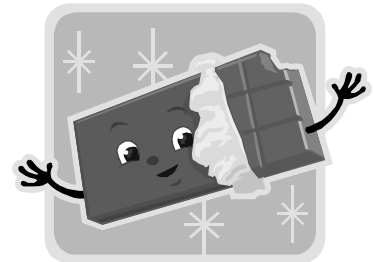


# The World in a Candy Bar

The study of a common item like a chocolate bar can reveal a wealth of information about how people are connected across the globe. The activities in this lesson will broaden students' understanding of the geographic theme "movement" – the mobility and interaction of people, goods, and ideas. The activities have been designed for use with a fourth-grade class, but they can be adapted easily for the secondary level.

## Objectives

- To define the geographic theme "movement."
- To understand the definition of "system."
- To identify and locate examples of systems on a world map.
- To understand the interconnectedness of systems throughout the world.
- To recognize how events in one part of the global system have potential consequences on the workings of the system as a whole.



## Background Discussion

Discuss: What is a system? Ask students to list as many systems as they can (telephone systems, school system, digestive system, etc.). List on the board some of the systems students suggest. Why are they systems? What are their parts? What happens if one part is not functioning? Help students apply the concept of systems to geography (for example, river systems, transportation systems, import-export systems).

## Materials

"Chocolate: Food of the Gods," National Geographic, November 1984; "The World in a Chocolate Bar," a poster produced by the U.S. Committee for UNICEF (Poster #5425); "Symbaritic to Some, Sinful to Others, But How Sweet It Is!" Smithsonian, February 1986.

# Schedule of Activities

## *Days 1 & 2*

- Divide students into groups of four or five and give each group a different kind of candy bar. Ask students to list the main ingredients in their candy bar and to use maps, charts, and magazine articles to locate where the ingredients come from. (Refer students to resource materials available in the classroom or the school library.)
- List ingredients and their origins on the board.
- Have students locate and label on a world map each of the ingredients – for example, cacao beans from Ghana, Nigeria, and the Ivory Coats; coconut from parts of Asia and the South Pacific; and paper from Canada and the United States.
- Discuss what modes of transportation might be used to move the ingredients from place of origin to place of production.

## *Day 3*

- Remind students that they are learning about a system – what might be called the candy-bar system. The candy-bar system is just one part of a gigantic system called the world food-supply system, which sometimes has problems and breaks down. Ask students to think about such problems and about solutions to breakdowns in the world food-supply system.
  - What might cause problems in the world food-supply system? (Examples may include crop failure, poor transportation, lack of rain or a deficiency in energy sources, floods, strikes, revolutions, wars, or even changes in the demand for a product.)
  - What happens when the world's food-supply system breaks down? (People go hungry, find other sources of food, etc.)
  - How can we help people in other countries when there are food shortages?
- Have students create a map poster by drawing colored lines between the places of origin of the ingredients of a candy bar or other food and their hometown.

*This lesson is from the National Geographic Society Geography Education Program, 1987*