



Coconut to Candy Bar

Social Studies and Language Arts

Brief Description:

In *Coconut to Candy Bar* students will trace the production of a candy bar that includes coconut as its flavoring ingredient, from the first ingredient, to the final product.

Objectives: Students will be able to:

1. Identify the steps of candy bar production from start to the store.
2. Identify the careers involved in producing a candy bar made with coconut.
3. Construct a flow chart.
4. Use the Internet to obtain information about coconut and chocolate production

Life Skills:

1. Understanding Systems
2. Acquiring and Evaluating Information

Vocabulary:

- Agricultural inspector
- Buyer
- Consumer
- Copra
- Customs agent
- Food merchandiser
- Processors
- Selling agent
- Trader

Materials:

- Copies of *Coconut To Candy Bar* activity sheets for each student.
- Computers with Internet access. If not available, copies of *Making Chocolate* information sheets for each student.
- Chalk/chalkboard or whiteboard
- World Map
- Yarn or string (about 45 feet long)
- Tape
- Scissors
- Markers/crayons
- Paper
- Clothespins or paper clips
- Hat or box

Preparation:

- Make a world map available to pinpoint the exact location of Guam and its distance from Florida.
- Copy and cut out the *Coconut to Candy Bar* cards.
- Arrange for computers with Internet access. If not available, make copies of *Making Chocolate* handouts, one per student.

Time:

two, 45 minute class periods, plus time for Internet research

Introduction:

1. Ask the students:

*Do you know where Guam is? (*It is in the Pacific Ocean, west of the Philippines and north of Indonesia and Australia, lying between 10°S and 20° S, and between 140°W and 150°W.*) Have a student find it on a map or globe.

2. Explain that a grower in Guam owns a coconut grove and has a contract with a candy company here in Florida. Explain this is not the only place they are grown, they grow in subtropical and tropical conditions. Palm trees like sandy soils and can tolerate salt making it possible to grow on Island habitats.

3. We are going to trace the steps it will take to get the coconuts from those trees in Guam to the candy company in Florida, then to the shelf in a grocery store so you can buy the candy bar.



Activity One:

1. Have the students make a "**Coconut To Candy Bar**" flow chart using themselves as the boxes of the chart.

A. Place cut-up cards in a hat or box.

B. Give each student a piece of paper and some markers or crayons.

C. Allow each student to choose a **Coconut To Candy Bar** flow chart card from the hat or box.

D. Instruct students to draw a picture illustrating the career or step indicated on the card chosen. Also, have students re-write this step, in their own words, on their illustrated picture.

E. After each student has drawn their picture, have them decide where on the time line it should be placed.

F. Either the students become the flow chart or make a flow chart by attaching yarn or string to two walls with tape or tying it to two chairs. Be sure it is attached securely.

G. Once the correct order is found, have the students place themselves in that order and have each describe what is happening at their station or attach the pictures to the yarn or string with clothespins, paper clips or tape, in the correct order.

H. Hang the flow chart on the wall.

2. Discuss the order of the items to see if they are correct.

Activity Two:

1. Have the students research the production of chocolate on the Internet and create a flow chart similar to the one just produced. If Internet access is not available, use the ***Making Chocolate*** handout.
2. Discuss the chocolate-making process with students. Include an identification of careers, which may result from each step.

Extensions or Alternatives:

1. Instruct students to research the costs of producing a candy bar. They should include the costs of growing, harvesting, transporting and processing all the ingredients into a candy bar.
2. Have the students research and graph the economic impact of chocolate production around the world.
3. Have the students identify and research the other products that may be used to produce a candy bar.

Evaluation Options:

1. Use the pre-test/post-test to assess basic understanding.
2. Assess the students' completion of both activities in a successful manner.
3. Have each student develop a flow chart and write a report using the information they find in activity two.

