

## **Lesson Three**

### ***Georgia Peach Meets the World!***

#### **Activity 1**

Students will examine recipes using crops grown in Georgia for ingredients imported from other places in the world.

#### **Objective**

Students will understand how trade with other parts of the United States and other nations allows families the goods needed to make Georgia recipes.

#### **Resources**

- Priceman, Marjorie. *How to Make an Apple Pie and See the World*. New York: Alfred A. Knopf, 1994.
- Optional: Ancona, George. *Bananas – From Manolo to Margie*. New York: Houghton Mifflin, 1990.
- Fort Valley Peach Cobbler Recipe (transparency)
- 11" x 14" paper
- Scissors
- Old magazines, newspapers, catalogs, etc.
- Glue
- Markers, crayons, or colored pencils

#### **Introduction**

The Georgia Peach Commission reports that the well-known Georgia peach originated in ancient China and over the centuries was grown in ancient Greece and spread across Europe. The original English settlers to the Georgia colony planted peach trees in Trustees Garden in Savannah in the 1700s. Georgians cultivated new varieties of peaches in the mid-19<sup>th</sup> century. Today, Georgia farms produce more than 160 million pounds of peaches making it the third largest peach-producing state in the United States.

However, it takes more than peaches to make peach cobbler, and other great Georgia peach recipes. Where do these other ingredients come from? Students benefit directly from the availability of imported goods, yet they are often unaware of where the goods they consume originate. In this lesson, students will identify sources for the ingredients in a peach recipe.

#### **Task**

Students will listen to a story about a young baker who travels the world for ingredients after learning the local market was closed. Students will examine a Georgia peach cobbler recipe and identify the sources of its ingredients.

#### **Process**

Before the class, you may want to ask a parent to prepare the recipe for the peach cobbler to serve after reading the book.

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Read the picture book *How to Make an Apple Pie and See the World* by Marjorie Priceman. Discuss how the making of the apple pie used ingredients from around the world. Discuss the different natural resources needed and the different people involved in the production of the pie. Write this information on the board for reference.

Explain that the state hosting the G8 Summit is the third largest producer of peaches in the United States with more than 160 million pounds produced annually. Tell students that they will imagine how the story of the apple pie might be different if the story were about a *peach cobbler!* Share the peach cobbler, if possible.

Show the recipe for the cobbler on an overhead projector. Examine the list of ingredients and discuss them. Have students pretend that they are making a peach cobbler, but like the baker in the story, they will have to travel the world to find ingredients. Share with students the countries where the ingredients might be found (note: ingredients may be found in more than one country).

Peaches: Georgia, United States  
Sugar: Brazil  
Flour: Canada  
Nutmeg: Indonesia  
Vanilla extract: Madagascar  
Butter or margarine: New Zealand

Use a globe or world map to show students the location of each source. Explain to students that natural resources, or gifts from nature were used to make the peach cobbler. Human resources, or labor, were also needed. Have students brainstorm all of the people that might have been needed to create the cobbler and write these on the board. Tell students they will create a collage showing both natural and human resources.

Pairs of students will need the following materials:

- 11" x 14" paper
- Scissors
- Old magazines, newspapers, catalogs, etc.
- Glue
- Markers, crayons, or colored pencils

Have each group of students divide their posters in half to make two collages. The left half should be labeled "Natural Resources" and remind students that this half of the poster will have pictures they cut out showing "gifts of nature". The right half should be labeled "Human Resources" and cut outs should show "laborers – people producing goods and services. The work that the G8 leaders will do helps to make sure that trade can happen between countries. This trade allows us to get goods and services we want but cannot produce. It also provides jobs by allowing Americans to sell goods and services to people in other countries.

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Close the lesson with a discussion of how we get items from the grocery store but often do not think of where those items originated. Challenge students to look for three items at homes that were made in another country. Bring one to class to share.

### **Fort Valley Peach Cobbler**

- 8 cups sliced peaches
- 2 cups sugar
- 3 tablespoons all-purpose flour
- ½ teaspoon ground nutmeg
- 1 teaspoon vanilla extract
- ⅓ cup butter or margarine
- Pastry for double crust pie

Combine peaches, sugar, flour, and nutmeg in a Dutch oven; set aside to allow syrup to form (about 15 minutes). Bring peach mixture to a boil; reduce heat to low and simmer 10 minutes or until peaches are tender. Remove from heat and stir in vanilla and butter.

Preheat oven to 475°. Roll half of pastry to ⅛ -inch thickness; cut into a circle to fit a two-quart baking dish. Spoon half of the peach mixture into a lightly buttered baking dish; top with pastry. Bake for 12 minutes or until lightly browned. Spoon remaining peach mixture over baked pastry. Roll remaining pastry to ⅛ -inch thickness and cut into 1-inch strips; arrange in lattice design over peaches. Bake an additional 15 to 20 minutes until browned. Allow to cool slightly before serving. Yields 8 servings.

*--Georgia Peach Commission*