Explorers, Traders & Immigrants
Tracking the Cultural and Social Impacts of the Global Commodity Trade

A Curriculum Unit for Grades 9 – 12
EXPLORERS, TRADERS & IMMIGRANTS

TRACKING THE CULTURAL AND SOCIAL IMPACTS OF THE GLOBAL COMMODITY TRADE

Primary Researchers:

Natalie Arsenault, Outreach Director
Teresa Lozano Long Institute of Latin American Studies

Christopher Rose, Assistant Director
Center for Middle Eastern Studies

Allegra Azulay, Outreach Coordinator
Center for Russian, East European & Eurasian Studies

Rachel Meyer, Outreach Coordinator
South Asia Institute

Hemispheres
The International Outreach Consortium
at the University of Texas at Austin

http://www.utexas.edu/cola/orgs/hemispheres/
hemispheres@austin.utexas.edu
Explorers, Traders & Immigrants: Tracking the Cultural and Social Impacts of the Global Commodity Trade

Publication Date: October 2008

This unit contains copyrighted material, which remains the property of the individual copyright holders. Permission is granted to reproduce this unit for classroom use only. Please do not redistribute this unit without prior permission.

For more information, please see: http://www.utexas.edu/cola/orgs/hemispheres/
# Table of Contents

**Caviar: From Elite Treat to Marketing Magic** ........................................ 1
   *Introduction* .......................................................... 2
   *Section 1: A Common Russian Delicacy* ........................................ 3
   *Section 2: Crisis in the Caspian* ........................................... 7
   *Section 3: The Rise and Fall of the Atlantic Sturgeon Trade* ............... 14
   *Section 4: The Marketing and Politics of a Banned Luxury* .................. 20
   *Graphic Organizer 1* ..................................................... 25
   *Graphic Organizer 2* ..................................................... 26

**Chocolate: From New World Currency to Global Addiction** ................. 27
   *Introduction: Chocolate Is Introduced to the Europeans* ...................... 28
   *Section 1: Chocolate in Mesoamerica: Food of the Gods* ...................... 29
   *Section 2: Chocolate across the Atlantic: Europe* ................................ 33
   *Section 3: Large-Scale Cacao Production* .................................... 37
   *Section 4: Cacao Today: Chocolate, Chocolate Everywhere* ................... 40
   *Graphic Organizer 1* ..................................................... 42
   *Graphic Organizer 2* ..................................................... 43

**Fur: From Mark of Nobility to Synthetic Chic** .................................. 45
   *Introduction* .......................................................... 46
   *Section 1: The Prestige of Fur* .......................................... 47
   *Section 2: The Siberian “Soft Gold” Rush* ................................... 50
   *Section 3: Russian Alaska* ................................................ 58
   *Section 4: Necessity or Luxury?* ............................................ 61
   *Graphic Organizer 1* ..................................................... 66
   *Graphic Organizer 2* ..................................................... 67

**Indigo: From the Devil’s Dye to Denim** ....................................... 69
   *Introduction* .......................................................... 70
   *Section 1: Indigo Arrives in Europe by Sea Trade* .............................. 71
   *Section 2: Indigo Plantations in the New World* ................................ 75
   *Section 3: Back to India* .................................................. 81
   *Section 4: Denim and the Invention of Synthetic Indigo* ...................... 88
   *Graphic Organizer 1* ..................................................... 93
   *Graphic Organizer 2* ..................................................... 94
# Table of Contents

Rice: From the Gift of the Gods to the San Francisco Treat .......................... 95
  
  *Introduction* .......................................................... 96
  *Section 1: The Origins of Rice.* .................................................. 97
  *Section 2: From Staple Food to High Cuisine* ......................................... 100
  *Section 3: Rice Comes to the New World* .............................................. 107
  *Section 4: Feeding a Hungry Planet* .................................................. 110
  Graphic Organizer 1 ........................................................... 113
  Graphic Organizer 2 ........................................................... 114

Rubber: From First Ball Game to Modern Transportation ................................. 115
  
  *Introduction* .......................................................... 116
  *Section 1: Early Rubber: Mesoamerican Ball Game* .................................... 117
  *Section 2: Rubber Takes Off* ..................................................... 120
  *Section 3: Rubber and the Development of the Amazon* ................................ 122
  *Section 4: Stolen!: Rubber Leaves Brazil Behind* ...................................... 125
  Graphic Organizer 1 ........................................................... 128
  Graphic Organizer 2 ........................................................... 129

Salt: From Edible Rock to Worth its Weight in Gold .................................... 131
  
  *Introduction: The War Between the Salts.* ........................................ 132
  *Section 1: The Incredible Edible Rock* ............................................... 133
  *Section 2: Mummies and Herring and Ham (Oh My!)* .................................. 137
  *Section 3: Worth its Weight in Gold* ................................................. 140
  *Section 4: Good Salt, Bad Salt* ....................................................... 144
  Graphic Organizer 1 ........................................................... 148
  Graphic Organizer 2 ........................................................... 149

Tea: From Medicinal Magic to Economic Powerhouse ...................................... 151
  
  *Introduction* .......................................................... 152
  *Section 1: The Origins of Tea* ...................................................... 154
  *Section 2: Tea in Tibet and the Himalayas* .......................................... 156
  *Section 3: “Boston Harbor a Teapot Tonight”* .......................................... 159
  *Section 4: Tea Production and Trade* .................................................. 163
  Graphic Organizer 1 ........................................................... 167
  Graphic Organizer 2 ........................................................... 168
Introduction

Explorers, Traders & Immigrants: Tracking the Cultural and Social Impacts of the Global Commodity Trade is based in part on the 2003 Hemispheres Summer Teachers’ Institute “Explorers, Traders & Immigrants: Tracking Cultural Contact through Food.” That four-day workshop examined aspects of cultural contact that have left trace evidence on the food that we eat. In seeking to expand the workshop’s scope as we developed this unit, we have moved beyond looking only at foodstuffs and incorporated a number of other commodities that have had significant global impact.

This unit examines eight global commodities from their points of origin and the social, cultural, political, and economic changes they have wrought along their way. Each case study encompasses four “stops” along the commodity’s journey: its initial discovery and/or access; its progress from local good to international trade; the ramifications of large-scale production; and the drama of its boom-and-bust cycles through the years.

We have sought to address the Texas Essential Knowledge and Skills (TEKS) and National Geography Standards that cover spatial and cultural diffusion. This unit draws on primary source readings, images, and maps so that students can both track and assess commodities as they have traveled the world. Each case study is laid out in a Document-Based Question (DBQ) format so that students can cite, interpret, and evaluate sources; consider point of view; and use historical evidence to develop and support a thesis.

In addition to responding to specific questions about each commodity, students can compare commodities by placing the following set of questions and their answers into a graphic organizer:

1. What role did _____ play in people’s lives?
2. How were people’s lives affected by _____?
3. To what extent has _____ been harmful or beneficial to society?

Each case study may also be used as a mapping activity in which students can trace on a world map each commodity’s journey from origin to global impact. Toward that end, a blank world map is included on page xiii for you and your students to use.

We have also sought to include images among the primary source documents included in the DBQs. To help your students analyze these images as documents, we have included an image analysis worksheet, which can be found on page xv.

It is our hope that with Explorers, Traders & Immigrants students will be able to better appreciate the long-term effects of intercultural contact and population movements by relating them to the presence of various commodities that they see and use every day.

We welcome feedback and comments on the unit and your experience using it in the classroom. Please do not hesitate to contact us at hemispheres@austin.utexas.edu.
STANDARDS ALIGNMENT

This unit is designed to address the following standards in the Texas Essential Knowledge and Skills (TEKS):

CULTURE
18) The student understands the ways in which cultures change and maintain continuity.
   The student is expected to:
   A) describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change.
   (113.34 World Geography Studies)

ECONOMICS
12) The student understands the economic importance of, and issues related to, the location and management of key natural resources.
   The student is expected to:
   A) compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes;
   B) analyze how the creation and distribution of resources affects the location and patterns of movement of products, capital, and people.
   (113.34 World Geography Studies)

GEOGRAPHY
6) The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time.
   The student is expected to:
   B) explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.
   (113.34 World Geography Studies)

HISTORY
1) The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.
   The student is expected to:
   B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang.
   (113.34 World Geography Studies)

5) The student understands causes and effects of European expansion beginning in the 16th century.
   The student is expected to:
   A) identify causes of European expansion beginning in the 16th century; and
   B) explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans, beginning in the 16th century.
   (113.33 World History Studies)
Standards Alignment

National Geography Standards Alignment

This unit addresses the following standards in the National Geography Standards:

Standard 5: Places and Regions: That People Create Regions to Interpret Earth’s Complexity
   By the end of the eighth grade, the student knows and understands:
   3. The connections among regions

   By the end of the eighth grade, the student knows and understands:
   3. The types and historical patterns of human migration
   4. The effects of migration on the characteristics of places

Standard 11: Human Systems: The Patterns and Networks of Economic Interdependence on Earth’s Surface
   By the end of the eighth grade, the student knows and understands:
   2. The basis for global interdependence
   3. Reasons for the spatial patterns of economic activities
   4. How changes in technology, transportation, and communication affect the location of economic activities

Standard 16: Environment and Society: The Changes that Occur in the Meaning, Use, Distribution, and Importance of Resources
   By the end of the eighth grade, the student knows and understands:
   1. The worldwide distribution and use of resources
   2. Why people have different viewpoints regarding resource use
IMAGE ANALYSIS WORKSHEET

Select and analyze an image from this case study using the Image Analysis Worksheet. Compare your findings with those of your classmates.

A. Observations

Study the image for 2 minutes. First, consider any written information that accompanies the image (including title, date, source, comments). Next, form an overall impression of the image and then examine individual items in the image. Divide the image into four sections and study each to see what new details become visible. Use the chart below to write down your observations. List people, objects, and activities in the image.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Deductions

Based on your observations above, list three things you might deduce from this image.

1.

2.

3.

C. Questions

What questions does this image raise in your mind? List two.

1.

2.

How might you go about finding answers to your questions?
CHOCOLATE
FROM NEW WORLD CURRENCY
TO GLOBAL ADDICTION
Source: Italian traveler Girolamo Benzoni describes chocolate, mid-1500s

Benzoni is one of the first Europeans to describe the cold, bitter-tasting drink, which at the time was made with flavorings that included chilies, vanilla, honey, and flowers and whipped up into a foamy concoction.

They drink it [chocolate], though it seems more suited for pigs than for men. I was upwards of a year in that country without ever being induced to taste this beverage; and when I passed through a tribe, if an Indian wished occasionally to give me some, he was very much surprised to see me refuse it, and went away laughing. But subsequently, wine failing, and unwilling to drink nothing but water, I did as others did. The flavour is somewhat bitter, but it satisfies and refreshes the body without intoxicating: the Indians esteem it above everything…


Comprehension Exercises:
1. What was the attitude of the Indians towards chocolate? Explain your answer by citing text from the passage.
2. What was Benzoni’s attitude towards the drink? Explain your answer citing text from the passage.
3. Benzoni’s reaction to chocolate was fairly typical for Europeans who visited the New World. Based on this passage, do you think chocolate would have a future with Europeans? Why or why not?
**SECTION 1: CHOCOLATE IN MESOAMERICA: FOOD OF THE GODS**

The word “cacao” can be traced as far back as the Olmec civilization, which dates to 1000 B.C.E., in Mexico. The Olmecs were probably the first to grow cacao (the large pods whose seeds are used to make chocolate), and to process it for consumption. Their process was passed down to the Maya, whose ancestors were in the region around the same time as the Olmecs. The Maya used cacao to make a drink served on special occasions. Once the Aztecs entered the area, around 1300 C.E., they also began to use cacao. The following two sets of documents describe the Mayan and Aztec relationships to chocolate.

---

**Source 1: From the *Popul Vuh*, creation myth of the Maya**

We will now return to the story of man’s creation by the Creators and Makers Tepew and Q’uk’umatz.

“The time for the first dawn has arrived, and we must complete our creation. Let man and all of humanity appear on the earth’s surface. Humankind will give us our sustenance,” they said.

They came together in the darkness to think and reflect. This is how they came to decide on the right material for the creation of man. They had to hurry because there was little time left before the sun, the moon and the stars would appear in the sky.

The corn used to create the first men was found in the place called Paxil and K’ayala’. Yak the wildcat, Utiv the coyote, K’el the parrot, and Joj the crow were the creatures who discovered this food. They were the ones who showed the way to Paxil so that the corn could be brought back.

And that is how the beautiful place where abundant white and yellow corn grew was discovered. All kinds of fruits and seeds, including beans, cacao, zapote, anona, wild plums, nance, white zapote and honey were also to be found in Paxil and K’ayala’.


---

**Source 2: Excerpt from a Spanish manuscript letter about the Maya, 1595**

The form of the marriage is: the bride gives the bridegroom a small stool painted in colors, and also gives him five grains of cacao, and says to him, “These I give thee as a sign that I accept thee as my husband.” And he also gives her some new skirts and another five grains of cacao, saying the same thing.

Source 3: Clay sculpture depicting the Mayan cacao god, from the Late Classic Period (600–900 C.E.).

Source 4: Engraving from a bowl, Mayan Classic Period (300–900 C.E.).

The name of the god, not yet readable by scholars, appears in the vertical panel.

Comprehension Exercises:
1. What role did cacao play in the lives of the Maya? Explain your answer citing the documents.
2. Did cacao have a role in the religious beliefs of the Maya? Explain your answer citing the documents.
**Source 5: Excerpt from an Aztec creation myth**

When the gods created humans, they knew that they had to feed them so that they would grow and multiply. Quetzalcoatl, the Plumed Serpent, was the first to see a grain of maize (what we now know as corn) being carried by an ant, and so he disguised himself as an ant to find the source of the food.

He followed his disgruntled guide where she led him, through a tiny crevice into the dark belly of a mountain called Tonacatepetl, the Mountain of Sustenance. It was well-named for, deep in its stone heart, a cavernous chamber opened out, which was filled with seeds and grains of every kind. There were kernels of maize and the flat seeds of squash; there were cacao pods whose seeds yielded chocolate; there were beans and the fiery seeds of the pepper and the pips of the tomato. The place was a treasure trove of the seeds of plant life. …

With lightning bolts and other divine devices, the gods split Tonacatepetl open … and out poured the contents of the rock, so long stored up inside. At once the Tlaloque [rain gods of the four directions] gathered them up—all the seeds and the kernels and the pips and the beans—and carried them away to the four corners of the earth. There they scattered them and fed them with life-giving rain to make them germinate and shoot and in their turn bear seed, so that people would for ever be able to grow their own crops.

That is how the gods gave food to humankind. And when you yourself next eat—fiery chilli, perhaps, or some rich, dark chocolate or a tasty tomato or a cob of butter-glazed corn—remember who first blessed you with these things … and be thankful.


**Source 6: Ruling establishing market prices by Spanish Judge Gómez de Santillán, Tlaxcala, New Spain (Mexico), 1545**

- One good turkey hen is worth 100 full cacao beans, or 120 shrunken cacao beans.
- A hare or forest rabbit is worth 100 cacao beans each.
- A small rabbit is worth 30.
- A chicken egg is worth 2 cacao beans.
- An avocado newly picked is worth 3 cacao beans; when an avocado is fully ripe it will be the equivalent to one cacao bean.
- One large tomato will be equivalent to a cacao bean.
- A newly picked prickly pear cactus fruit is equivalent to one cacao bean, when fully ripe two cactus fruit (for a cacao bean).
- Chopped firewood is equivalent to 1 cacao bean.
- A tamale is exchanged for a cacao bean.

While he was at his meal the men of his guard who were in the rooms near to that of Montezuma never dreamed of making any noise or speaking aloud. They brought him fruit of all different kinds that the land produced, but he ate very little of it. From time to time they brought him, in cup-shaped vessels of pure gold, a certain drink made of cacao, and the women served this drink to him with great reverence. …

As soon as the great Montezuma had dined, all the men of the Guard had their meal … and it seems to me that they brought out over a thousand dishes of food … and then over two thousand jugs of cacao all frothed up, as they make it in Mexico, and a limitless quantity of fruit, so that with his women and female servants and bread makers and cacao makers his expenses must have been very great.


**Comprehension Exercises:**

3. What role did cacao play in the lives of the Aztecs? Explain your answer citing the documents.

4. Did cacao have a role in the religious beliefs of the Aztecs? Explain your answer citing the documents.

5. Compare and contrast the role of cacao in the lives of the Maya and the Aztecs. Use the documents for examples.

6. How did the Maya and Aztecs influence the development of chocolate?
SECTION 2: CHOCOLATE ACROSS THE ATLANTIC: EUROPE

Although Europeans’ first descriptions of chocolate were not positive, the bitter drink eventually won them over. Chocolate traveled to Spain with the returning explorers. In the 1500s, the Spanish were the first to add sugar—a very expensive ingredient—to chocolate; sugar made the drink even more appealing. At first the Spanish controlled the distribution of cacao because they controlled the plantations in Mexico, but chocolate’s popularity had spread to Italy, France, and England by the late 1600s.

Source 1: Excerpt from a letter by Marie de Villars, wife of the French Ambassador to Spain, 1680

I observe my chocolate diet, to which I believe I owe my health. I do not use it crazily or without precaution. My temperament would seem incapable of accepting this nourishment [presumably her temperament was melancholic or phlegmatic]. However it is admirable and delicious. I have made it at home, which can do no harm. I often think that if I should see you again, I would make you take it methodically, and make you confess that there is nothing better for the health. There’s an encomium of chocolate! Remember that I am in Spain, and taking it is almost my only pleasure.


Source 2: Excerpt from writings by Italian Francesco Redi, ca. 1666

Chocolate was first introduced from America by the court of Spain, where it is made in all perfection. And yet, to the Spanish perfection has been added, in our times, in the court of Tuscany, a certain I know not what of more exquisite gentility, owing to the novelty of diverse European ingredients; a way having been found out of introducing into the composition the fresh peel of citrons and lemons, and the very genteel odour of jasmine; which, together with cinnamon, amber, musk, and vanilla, has a prodigious effect upon such as delight themselves in taking chocolate.

Leigh Hunt, Bacchus in Tuscany: A Dithyrambic Poem from the Italian of Francesco Redi, with Notes Original and Select (London: John and H.L. Hunt, 1825), 122–23.
Source 3: Excerpt from a letter by Marie de Rabutin-Chantal, Marquise de Sévigné, 1671

I want to tell you, my dear child, that chocolate is no longer for me what it was, fashion has led me astray, as it always does. Everyone who spoke well of it now tells me bad things about it; it is cursed, and accused of causing one’s ills, it is the source of vapors and palpitations; it flatters you for a while, and then suddenly lights a continuous fever in you that leads to death. … In the name of God, don’t keep it up, and don’t think that it is still the fashion of the fashionable. All the great and the less [great] say as much bad about it as they say good things about you. …


Comprehension Exercises:

1. What were European attitudes towards chocolate? Explain your answer citing the documents.
2. Based on the documents, do you think chocolate was a special drink, or an everyday food, for the Europeans? Support your answer citing the texts.
3. How did the Europeans consume and influence the development of chocolate?
4. How was the use of chocolate in Europe both similar to and different from its use in the Americas?
Monseigneur was about to take his chocolate. Monseigneur could swallow a great many things with ease, and was by some few sullen minds supposed to be rather rapidly swallowing France; but, his morning’s chocolate could not so much as get into the throat of Monseigneur, without the aid of four strong men besides the Cook.

Yes. It took four men, all four a-blaze with gorgeous decoration, and the Chief of them unable to exist with fewer than two gold watches in his pocket, emulative of the noble and chaste fashion set by Monseigneur, to conduct the happy chocolate to Monseigneur’s lips. One lacquey carried the chocolate-pot into the sacred presence; a second, milled and frothed the chocolate with the little instrument he bore for that function; a third, presented the favoured napkin; a fourth (he of the two gold watches) poured the chocolate out. It was impossible for Monseigneur to dispense with one of these attendants on the chocolate and hold his high place under the admiring Heavens. Deep would have been the blot upon his escutcheon if his chocolate had been ignobly waited on by only three men; he must have died of two.

Comprehension Exercises:

5. The excerpt from *A Tale of Two Cities*, written by an Englishman, describes the life of an aristocratic Frenchman. What impression does it give of the life of French nobility? Support your answer citing the text.

6. Based on the documents, how important do you think chocolate was in European society? Explain your answer.
Section 3: Large-Scale Cacao Production

In order to provide an ever-expanding amount of chocolate to consumers, European colonists in the Americas turned to the large-scale production of cacao on plantations. The plantation system attempted to reap maximum benefits for the least expense: productive lands were taken away from native groups, natives and Africans were enslaved to work the plantations, and resources were extracted until the land was drained. But the plantations of the Americas were producing many tons of chocolate for all those who now consumed it on a daily basis. By the twentieth century—after innovations such as the Dutch process (1828), which gave powdered chocolate a milder flavor, and conching (1879), which allowed chocolate to be formed into solid bars—chocolate was food for the masses.

Source 1: From the Harleian Miscellany, a collection of political and historical tracts collected by the Earl of Oxford, about cacao in the British and Spanish colonies, 1690

Cocoa is now a commodity to be regarded in our colonies, though at first it was the principal invitation to the peopling of Jamaica, for those walks the Spaniards left behind them there, when we conquered it, produced such prodigious profit with so little trouble that Sir Thomas Modiford and several others set up their rests to grow wealthy therein, and fell to planting much of it, which the Spanish slaves had always foretold would never thrive, and so it happened: for, though it promised fair and throve finely for five or six years, yet still at that age, when so long hopes and cares had been wasted upon it, withered and died away by some unaccountable cause … Those slaves gave a superstitious reason for its not thriving, many religious rites being performed at its planting by the Spaniards, which their slaves were not permitted to see. But it is probable that, where a nation as they removed the art of making cochineal and curing vanilloes [a kind of vanilla] into their inland provinces, which were the commodities of those islands in the Indians’ time, and forbade the opening of any mines in them for fear some maritime nation might be invited to the conquering of them, so they might, likewise, in their transplanting cocoa from the Caracas and Guatemala, conceal willfully some secret in its planting from their slaves, lest it might teach them to set up for themselves by being able to produce a commodity of such excellent use. ...

Large-Scale Cacao Production

Source 2: Painting of Indian workers on a cacao plantation in Trinidad


Source 3: Robert Louis Stevenson writing about planting cacao in the Samoan Islands (South Pacific), 1891

You should have seen us; the veranda was like an Irish bog, our hands and faces were bedaubed with soil, and Faauma was supposed to have struck the right note when she remarked (à propos of nothing), ‘Too much *eeele* (soil) for me.’ The cacao, you must understand, has to be planted at first in baskets of plaited cocoa-leaf. From four to ten natives were plaiting these in the wood-shed. Four boys were digging up soil and bringing it by the boxful to the veranda. Lloyd and I and Belle … were filling the baskets, removing stones and lumps of clay; Austin and Faauma carried them when full to Fanny, who planted a seed in each, and then set them, packed close, in the corners of the veranda. From 12 on Friday till 5 p.m. on Saturday we planted the first 1,500, and more than 700 of a second lot. You cannot dream how filthy we were, and we were all properly tired.

### Source 4: Cacao production in the chief producing areas of the world, 1916–1918, in metric tons (1 ton=1,000 kilograms)

<table>
<thead>
<tr>
<th>Country</th>
<th>1916</th>
<th>1917</th>
<th>1918</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold Coast*</td>
<td>72,200</td>
<td>91,000</td>
<td>66,300</td>
</tr>
<tr>
<td>Brazil</td>
<td>43,700</td>
<td>55,600</td>
<td>41,900</td>
</tr>
<tr>
<td>Ecuador</td>
<td>42,700</td>
<td>47,200</td>
<td>38,000</td>
</tr>
<tr>
<td>San Thomé*</td>
<td>33,200</td>
<td>31,900</td>
<td>26,600</td>
</tr>
<tr>
<td>Trinidad</td>
<td>24,000</td>
<td>31,800</td>
<td>26,200</td>
</tr>
<tr>
<td>San Domingo</td>
<td>21,000</td>
<td>23,700</td>
<td>18,800</td>
</tr>
<tr>
<td>Venezuela</td>
<td>15,200</td>
<td>13,100</td>
<td>13,000</td>
</tr>
<tr>
<td>Lagos*</td>
<td>9,000</td>
<td>15,400</td>
<td>10,200</td>
</tr>
<tr>
<td>Grenada</td>
<td>5,500</td>
<td>5,500</td>
<td>6,700</td>
</tr>
<tr>
<td>Fernando Po</td>
<td>3,800</td>
<td>3,700</td>
<td>4,200</td>
</tr>
<tr>
<td>Ceylon*</td>
<td>3,500</td>
<td>3,700</td>
<td>4,000</td>
</tr>
<tr>
<td>Jamaica*</td>
<td>3,400</td>
<td>2,800</td>
<td>3,000</td>
</tr>
<tr>
<td>Surinam</td>
<td>2,000</td>
<td>1,900</td>
<td>2,500</td>
</tr>
<tr>
<td>Cameroons</td>
<td>3,000</td>
<td>2,800</td>
<td>1,300</td>
</tr>
<tr>
<td>Haiti</td>
<td>1,900</td>
<td>1,500</td>
<td>2,300</td>
</tr>
<tr>
<td><strong>Total (including countries not listed here)</strong></td>
<td><strong>295,400</strong></td>
<td><strong>344,000</strong></td>
<td><strong>275,600</strong></td>
</tr>
</tbody>
</table>

*British Possessions.

---

**Comprehension Exercises:**

1. What kind of picture do the documents give of life on the cacao plantations? (For example: Who are the workers? What happened to the land?)

2. Do you think that Source 2 gives an accurate impression of life on the plantation? Explain your answer using evidence from the other documents.

3. Write out the series of steps it takes to plant cacao, as described in Source 3. Is it a labor-intensive process?

4. On a world map (p. xiii), (a) shade in the countries listed in the table (Source 4) and (b) write in the number of tons of cacao produced by each country in 1918.

5. Based on the map, answer the following questions: In 1918, who were the top 5 cacao producers? In which world region are most of them located? Why do you think this is? [Hint: use your knowledge from all of the previous documents in this case study.]
Section 4: Cacao Today: Chocolate, Chocolate Everywhere

Source 1: World Cocoa Foundation, “Fast Facts”

- Number of cocoa farmers, worldwide: 5–6 million
- Number of people who depend upon cocoa for their livelihood, worldwide: 40–50 million
- Annual cocoa production, worldwide: 3 million tons
- Annual increase in demand for cocoa: 3 percent per year, for the past 100 years
- Current global market value of annual cocoa crop: $5.1 billion
- Cocoa growing regions: Africa, Asia, Central America, South America (all within 20 degrees of the equator)
- Percentage of cocoa that comes from West Africa: 70 percent
- Length of time required for a cocoa tree to produce its first beans (pods): five years
- Duration of “peak growing period” for the average cocoa tree: 10 years


Source 2: Major cacao producing nations, 2005–2006

These countries represent 90% of the chocolate production in the world.

Due to an overwhelming outcry from the public, the US Food and Drug Administration (FDA) has extended its public comment period for proposed changes to the ingredients in chocolate … If the change in the ingredients listing passes, the FDA will allow chocolate companies to begin substituting artificial fats and vegetable oils for cocoa butter, but will still allow those companies to label the product ‘chocolate.’ Why? Because big chocolate companies want to reduce their costs, use cheaper vegetable oils, and then be able to pass the final product off on the public as ‘chocolate,’ despite the fact that our understanding of what chocolate is, and what it is made from, has been virtually unchanged for hundreds of years. Changing it now would not be a way of making it taste better, or making it healthier—it is to keep the costs down.

Allowing the move to go ahead could also harm the industry in the long term. Replacing cocoa butter with cheaper ingredients will depress cocoa prices, and could have serious ramifications for cocoa farmers, who, incidentally, the cocoa and chocolate industries in the US have made great play about helping in recent years. Cocoa farmers are, after all, supposed to be key players in plans to create what the ICCO [International Cocoa Organization] calls “a sustainable cocoa economy.” Or is that concept just words?


Comprehension Exercises:
1. On your world map, label and underline the biggest cacao producers (Source 2).
2. On your world map, label (in a way that differentiates them from the cacao producers; for example, in all capital letters or in a different color) the countries that consume the most chocolate. Are these the same countries that produce cacao? Why do you think chocolate is popular in these countries? Cite evidence from any of the documents in this case study.
3. Based on these documents and those about cacao plantations (see Section 3: Large-Scale Cacao Production), how has the production of cacao changed? (For example: How much is grown? Where is it grown? How is it grown?) Use the documents to compare and contrast then and now.
4. Considering this case study as a whole, as well as your knowledge of chocolate in the United States, how has the consumption of chocolate changed since its earliest uses in Mesoamerica? Chart its progress on a timeline with at least 5 stops.
**Graphic Organizer 1**

*Fill in the following chart for each stop along chocolate’s route from the New World to global trade. How did chocolate move from one stop to the next?*

<table>
<thead>
<tr>
<th>How was it used?</th>
<th>When did it arrive?</th>
<th>With whom did it arrive?</th>
<th>Where is chocolate found?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Chocolate in Mesoamerica</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Chocolate in Europe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Large-Scale Cacao Production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Cacao Today</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Graphic Organizer 2**

*Fill in the following chart for each stop along chocolate’s route from the New World to global trade.*

<table>
<thead>
<tr>
<th>Step</th>
<th>How have people's lives been affected by chocolate?</th>
<th>What role did chocolate play in people's lives?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Chocolate in Mesoamerica</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Chocolate in Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Large-Scale Cacao Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Cacao Today</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
About Hemispheres

Created in 1996, Hemispheres is the international outreach consortium at the University of Texas at Austin. Hemispheres utilizes University resources to promote and assist with world studies education for K–12 and postsecondary schools, businesses, civic and non-profit organizations, the media, governmental agencies, and the general public.

Comprised of UT’s four federally funded National Resource Centers (NRCs) dedicated to the study and teaching of Latin America; the Middle East; Russia, East Europe & Eurasia; and South Asia, Hemispheres offers a variety of free and low-cost services to these groups and more. Each center coordinates its own outreach programming, including management of its lending library, speakers bureau, public lectures, and conferences, all of which are reinforced by collaborative promotion of our resources to an ever-widening audience in the educational community and beyond.

Hemispheres fulfills its mission through: coordination of pre-service and in-service training and resource workshops for educators; promotion of outreach resources and activities via exhibits at appropriate state- and nation-wide educator conferences; participation in public outreach events as organized by the consortium as well as by other organizations; and consultation on appropriate methods for implementing world studies content in school, business, and community initiatives.

For more information, visit the Hemispheres Web site at: http://www.utexas.edu/cola/orgs/hemispheres/ or e-mail: hemispheres@austin.utexas.edu
The International Outreach Consortium at the University of Texas at Austin

Teresa Lozano Long Institute of Latin American Studies
Natalie Arsenault, Outreach Director
(512) 232–2404
(512) 471–3090 FAX
The University of Texas at Austin
SRH 1.310
1 University Station D0800
Austin, TX 78712
E-mail: n.arsenault@mail.utexas.edu

Center for Middle Eastern Studies
Christopher Rose, Assistant Director
(512) 471–3582
(512) 471–7834 FAX
The University of Texas at Austin
WMB 6.102
1 University Station F9400
Austin, TX 78712
E-mail: csrose@austin.utexas.edu

Center for Russian, East European and Eurasian Studies
Allegra Azulay, Outreach Coordinator
(512) 471–7782
(512) 471–3368 FAX
The University of Texas at Austin
GRG 106
1 University Station A1600
Austin, TX 78712
E-mail: aazulay@mail.utexas.edu

South Asia Institute
Rachel Meyer, Outreach Coordinator
(512) 475–6038
(512) 471–1169 FAX
The University of Texas at Austin
WCH 4.134
1 University Station G9300
Austin, TX 78712
E-mail: outreach@uts.cc.utexas.edu

http://www.utexas.edu/cola/orgs/hemispheres/
hemispheres@austin.utexas.edu