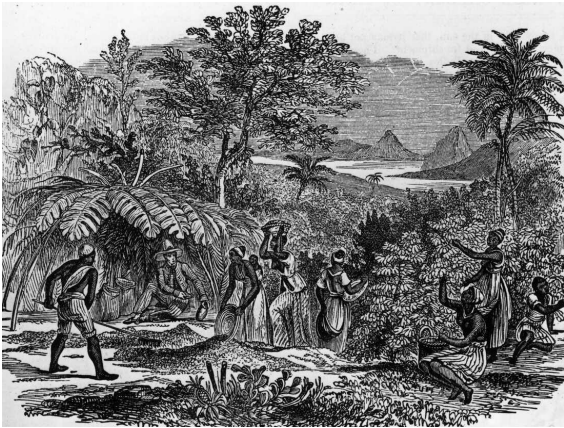


COFFEE, TEA, OR COCOA?

OUR FAVORITE HOT DRINKS AND THE HISTORY OF THE WORLD



An overseer sits in the shade while workers collect coffee beans on a Brazilian plantation, circa 1750.



Paintings from the ancient Maya city of Calakmul depict the preparation and drinking of cacao



Chinese tea plantation with workers watering, picking and firing the tea.
Lithograph by E. Gilks, c. 1850

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COFFEE, TEA, OR HOT CHOCOLATE?

OUR FAVORITE HOT DRINKS AND THE HISTORY OF THE WORLD

LESSON OVERVIEW:

- This lesson is designed for high school World History or Humanities classes, or social studies electives like Sociology. It engages students with historical and cultural case studies of coffee, tea, and chocolate.
- This extended lesson can be integrated into a World History unit on global convergences and connections between 1400 and 1800 (although the content covers time before and after this era), or it can be used as a case study to explore examples of cultural diffusion and exploitation connected to colonialism. Alternatively, the lesson can be adapted for a sociology class and used to explore culture and cultural diffusion. The lesson is estimated to take 4-5 standard class periods, but can be condensed or extended as needed.
- Geographically, this lesson covers much of the world but uses specific examples from South Asia, Southeast Asia, Latin America and the Caribbean, and the Middle East and North Africa.

DRIVING QUESTION:

- How do coffee, tea, and chocolate illustrate important global historical and cultural patterns? What lessons can we learn from their histories?

SUPPORTING QUESTIONS:

- Where did each of these products originate, and how and when did they spread across the world?
- What were important turning points in the history of each product?
- What did colonialism have to do with the spread of these products?
- What is cultural diffusion and how do these products demonstrate it?

ENDURING UNDERSTANDINGS

- Coffee, tea, and chocolate each originated in a different part of the world and had deep cultural significance in these areas.
- Through trade and colonial expansion, all three of these products were introduced to new markets and cultural contexts and became important global products.
- In addition to being products with global patterns of production and consumption, all three of these products continue to play important

<ul style="list-style-type: none"> • What can we learn about cultural practices, both in the past and today, from the ways these products are used? 	<p>and unique roles in regional cultures.</p>
<p>LEARNING OBJECTIVES:</p> <ul style="list-style-type: none"> • Students will be to identify key global regions for both production and consumption of coffee, tea, and chocolate. • Students will be able to identify turning points in the history of one product and compare this history to that of other products. • Students will be able to analyze and explain the connections between colonialism and these products. • Students will be able describe the cultural importance and uses of one of these products and compare it to the others. 	<p>KEY CONCEPTS</p> <ul style="list-style-type: none"> • Culture • Cultural diffusion • Colonialism • Turning points • Globalization

MICHIGAN SOCIAL STUDIES CONTENT EXPECTATIONS

WHG ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 CE

4.1 Global or Cross-Temporal Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some powerful empires.

4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.

4.2 Interregional or Comparative Expectations

Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.

4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.

WHG ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES

5.1 Global or Cross-Temporal Expectations

Analyze the global impact of and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.

5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.

5.2 Interregional or Comparative Expectations

Evaluate the impact of the global convergence on interregional developments and interactions in various contexts.

5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.

WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

6.1 Global or Cross-Temporal Expectations

Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political, and economic structures in an era of increasing global trade and consolidations of power.

6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.

COMMON CORE STANDARDS

Reading Standards for Literacy in History/Social Studies 6–12

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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TEACHER PREPARATION AND INSTRUCTIONAL RESOURCES

- This lesson has an optional sensory learning entry event that requires you to prepare and present coffee, tea, and chocolate samples to students. If you choose to use this activity, follow the instructions in the lesson plan.
- This lesson has numerous handouts that students will need to access, either online or as hard copies. Review the entire lesson and plan how you will provide the materials to students. Some handouts are for groups whereas others are for each student (see lesson instructions).
- The lesson also has hyperlinks to different resources and articles that should be tested ahead of time. If internet access is an issue, teachers can select which hyperlinked articles they want to use and print them, which removes some student choice but might be more feasible in some situations. If an article is no longer available, it may be necessary to search for a substitute resource.
- The lesson also has a slideshow, so you will need to be able to project it, or share it with students in some other way.
- The lesson involves different forms of group work, including the option for a jigsaw group activity. Have a plan for how you will divide students into cooperative groups. See this overview for more info on jigsaw groups:
<https://www.teachervision.com/group-work/jigsaw-groups-for-cooperative-learning>

ASSESSMENT / FINAL PRODUCT:

- Students will work in cooperative groups to synthesize information about each product and develop a comparative analysis of their histories and cultural significance.
 - Individually, students will develop an evidence-based argument in response to the driving question (with different options for this presented in the lesson plan).
 - There is also an optional extension project on the future sustainability and equity with respect to how these products are grown.
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LESSON SEQUENCE

OPENING:

1. Optional Entry Event: If you want to begin this extended lesson with a sensory experience, consider the following activity. Obtain some freshly ground coffee, loose black tea, and some cocoa powder. Place a few teaspoons of each in a container that you can **not** see through with a lid that you can perforate (for example a paper coffee cup with a plastic lid). The idea is to have a sample of each product that students can smell but not see. Depending upon your time, class size, resources, etc. you can just prepare one sample of each that students pass around or have several of each that can be distributed to groups.

Open up the slide deck and show students slide 2 (slide 3 is the actual title slide, but it gives away important information so don't show it yet!). Review the instructions and then have students smell each sample, one at a time. As with any sense, some students will have a more acute sense of smell than others. Direct students to close their eyes and close one nostril with a finger to have a more powerful sensory experience.

Ask them to not talk yet but to quickly Stop and Jot after smelling each sample as directed on the slide. What do they think it is? What does it make them think and feel? What experiences, if any, do these smells call to mind?

After everyone has had a chance to smell each sample and Stop and Jot, ask several students to share their responses. Show them slide 3 and reveal what they probably already figured out, that they were smelling coffee, tea, and chocolate (or cocoa). Explain that this lesson will explore world history and culture through these three important products.

Slide 4 provides an alternative to the sensory experience if you want to save time, or are unable to gather the scent samples. It can also be used after the sensory experience or just skipped. If you choose to keep it, have students either Stop and Jot or Turn and Talk in response to the images and the question on the slide. Have students share their ideas and discuss. Explain that these three products are used and valued all across the world, but have long and complex histories that can help us understand past events and cultural practices around the world.

2. Next, explain to the class that you want to find out what they already know about each of these products. Advance to slide 5 and organize students into groups of 3 to 4. Randomly assign each group one of the three products so that there are
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roughly the same amount of groups working on each product. Tell them that this is a brainstorming activity called List Group Label in which they list facts and ideas about a topic, group them in some way that makes sense to them, and give each group a label. To explain more, tell them that if the topic were fruits, they might list as many fruits and fruit products as they could, and then group them. They might choose to group fruits by color, by how and where they grow, or even by shape.

Direct them to work as a team to list as many facts and ideas as they can about their assigned product. If you have sticky notes, give each group a stack and have them write one idea per note. If not, just have them list them out on paper. When they start slowing down, tell them to divide their ideas into groups and then give each group a label. Invite different groups to share, and encourage other students to add things they think are missing. Take notes on your board and screen, scribble any particularly important facts and ideas shared by the groups. Congratulate them and tell them that they already know a lot about each product, but that they will learn even more and be able to add to these lists.

3. Quickly work through slides 6-11. Slides 6, 7, and 8 show images of the products as they grow without naming the product. Show each and ask students to identify or guess which one it is, then proceed to slides 9, 10, and 11 which shows and labels each product. Finally, move to slide 12 and introduce the driving questions for the lesson.

GUIDED INQUIRY:

4. Advance to slide 13 and have a student read the definitions of culture on the slide, then ask students to volunteer examples of aspects of their own culture that are important to them. Advance to slide 14 and have a different student read the definitions of cultural diffusion. Ask them if they can name any contemporary examples of cultural diffusion, then explain that they will learn about coffee, tea, and chocolate consumption as examples of cultural diffusion.
 5. Next, if helpful, review slides 15-17 with students and provide a very brief overview of trade expansion in Afroeurasia over time. Clarify that these images don't show the whole world and that there were trade networks developing in the Americas as well. Explain that the purple lines show trade routes at different times. Move through the maps pointing out the time period for each one and ask students what they notice about change over time. Help them discuss and understand that as time progressed, trade routes increased and different regions of the world became more connected. Once connected by trade (and conquest), people in these regions exchanged new products and cultures learned from each other. Explain that these images show the early story of globalization, or how trade and technology have
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made the world into a more connected and interdependent place. Tell the students that they should keep this trend in mind as they engage in the next activities.

COLLABORATIVE AND/OR INDEPENDENT INQUIRY

6. If the students are not already in groups, organize them into cooperative groups of 3 to 4 students and pass out Handout 1 (3 pages long), one set to each group (printed single side and not stapled). You might also choose to project these handouts so that you can review them with the whole class. Explain that one data table shows the top 10 producing nations of each product while the other table shows the top 10 consuming nations.

Explain to the students that they are going to create a world map showing producers and consumers in order to look for any global patterns. Review the data tables and key terms like per capita. Provide them access to world maps either in a textbook, atlas, or online resource and have them work in groups to find each of the countries on the table. Each group should divide up tasks (finding producer and consumer countries, labeling or shading map, etc.). Using their blank world map, or an online mapping tool, they should shade or highlight all top producers with one color or pattern, and then use a different color or pattern to identify the consumers.

Feel free to adapt this activity, add a technology component, have them separate out producers, develop a key, etc. You can choose to develop this activity further by having them label the countries if you want, do more specific color coding by product, develop a map key, etc.

When they have a color coded map showing producers and consumers, ask them to study the map and look for patterns. Help them think about things like region, climate, latitude, economic development, etc. that might help explain the patterns they see. Ask different groups to share their ideas and surface possible patterns (e.g. all products are produced in tropical or subtropical nations, but consumer nations tend to be in different regions; many top consumers are in Europe where there is no production; Brazil and Iran are the only countries that show up on both lists; etc.)

7. Explain that their maps show the current status of production and consumption of these products, and that they are now going to work in their groups to read an historical article - one product per group- and then jigsaw into new groups to compare. Assign one third of the groups to each product and then pass out the Handout 2 articles, but only giving groups the article about their assigned product (coffee, tea, or chocolate). If possible, each student should have their own copy of their article (hard copy or online). Again... students do not need every article, only the article for their assigned product!
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Pass out Handout 3 - Reading Guide, one to each student (this is the reading guide for their product article). Tell them they can work together but that they each need their own notes on Handout 3. Review the questions on the handout. Explain that question #7 will require them to choose and access an online article and that they will complete 1-6 using the article in the handout. For the online article and #7, consider ways you can provide students with the hyperlinks so that they don't have to type in the URLs. Alternatively, you can select an article or a portion of an article for each product and have them printed and ready to pass out to each group.

Students should decide on how they want to approach the articles and the questions and then begin. They need to read their article and work together to answer questions 1-6. Consider having a whole class check in, or checking in with each group, periodically to make sure they are moving forward.

You might also decide to engage with one article as a whole class and work together and then just split the groups between the two remaining products. Do what works for you and your students!

When groups have completed their historical overview and identified turning points in items 1-6, pull the class together and have each group share something that they found particularly interesting or surprising. Have them also quickly review major turning points for each product and discuss any commonalities.

8. To transition into the next part of this activity, considering the cultural value of these products, return to the slide deck with slide 18. Explain that they have been considering coffee, tea, and chocolate through the lens of history, and now they will think more specifically about the cultural aspect of each product. Work through slides 19-23 by having different students read the text excerpts on the slide.

Advance to slide 24 and engage the class in a discussion around the questions on the slide. After several minutes, tell them they will dig deeper into these ideas as they tackle question 7 on Handout 3.

Have them open up and skim the linked articles and choose one to read. Have them work as a group to complete all the items in number 7 (a-f). Remind them that they will be forming into new groups soon and will have to teach each other about the different products, so they will need good notes on their handout. Explain that their goal now is to consider how their product is used as part of the culture in a particular region. They should skim their article and then do closer reads of important sections about the role that coffee, tea, or chocolate plays in the particular region they are reading about. Monitor the groups to help troubleshoot access to online articles, clarify instruction, and check for understanding.

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9. When groups have completed #7 on Handout 3, it is time for the jigsaw. Have students form into new groups of 3 (or 2 or 4 as needed) that have each product represented. In other words, each new group should have someone who read about coffee, someone who read about tea, and someone who read about chocolate. Pass out Handout 4 (2 pages, can be printed front and back), one to each student. Direct the students to take turns presenting to their group mates about the history and culture of their product, focusing on the turning points and cultural importance of each product. As each student presents, the other students in the group should take notes on important ideas using the table on the first page of Handout 4.

When each team member has presented, have groups discuss the historical and cultural commonalities of these products. Alternatively, you can discuss this as a whole class. Students should take notes on these ideas using the second page of Handout 4. Let them know that they will need these notes for a final written reflection.

As needed, pull the class together and use open ended questions to help guide their thinking. Through the lens of history, for example, students should be noting that religious missionaries/travelers were often involved in spreading these products. They should also note that European colonial powers, especially the Dutch and the British, worked to gain control of these products and that the widespread cultivation of these products for global markets generally involved enslavement and unfair labor relationships.

Culturally, they should note that all of the products played important ceremonial roles in their cultural regions of origin, and that they all play important roles in the cultural identity of different regions today. In addition, they might note that in different ways they help bring people together to interact and connect over a hot drink.

ASSESSMENT:

10. To conclude the lesson and assess student understanding of the big ideas, have students develop a written response to the driving question: How do coffee, tea, and chocolate illustrate important global historical and cultural patterns? What lessons can we learn from their histories? Allow students to use their notes from the jigsaw. This can be structured as a low-risk writing assignment as an exit pass, or as a more formal evidence-based argumentative essay.

If students need support in writing an evidence-based argument, consult the helpful resources provided by Read Write Think:

<http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html>)

Engage NY has an evidence based writing rubric that may be useful if you choose to go this route:

<https://www.engageny.org/file/89821/download/evidence-based-writing-rubric.pdf>

EXTENSION PROJECT:

If you want to extend student learning, consider having them conduct problem/solution research into how we can develop sustainable futures for these products. There are two primary problem foci that stand out, labor practices and climate change. All three products are associated with patterns of unfair labor practices around the world; all three products are also at risk from climate change, and the ways they are produced can contribute to climate change or help mitigate it. Below you will find a broad selection of resources for each product related to both labor and climate, and then a selection of resources on fair trade and sustainable production (a potential approach for solutions). Students can conduct quick research and develop problem/solution graphic organizers or infographics, or go deeper and develop multimedia presentations about a specific product and problem and a recommended solution.

Labor Conditions

Coffee:

- <https://www.conservation.org/blog/coffees-bitter-side-addressing-labor-conditions>
- <https://borgenproject.org/labor-exploitation-in-coffee-production/>
- <https://www.rainforest-alliance.org/everyday-actions/collective-action-a-call-for-the-coffee-industry-to-address-labor-issues-in-producing-countries/>
- https://www.washingtonpost.com/world/the_americas/the-hidden-suffering-behind-the-brazilian-coffee-that-jump-starts-american-mornings/2018/08/30/
- <https://fairworldproject.org/starbucks-has-a-slave-labor-problem/>

Tea:

- <https://www.bbc.com/news/world-asia-india-37936349>
- <https://humantraffickingsearch.org/whats-behind-your-cup-of-tea/>
- <https://www.reuters.com/article/us-india-forcedlabour-tea/exclusive-expose-of-labor-abuse-brews-trouble-for-slave-free-indian-tea-idUSKCN1IW00H>
- <https://modernfarmer.com/2018/06/labor-conditions-on-tea-and-cocoa-farms-are-extremely-not-good/>
- <https://www.nationalgeographic.com/culture/article/tea-plantation-india-workers-poverty-danger>

Chocolate:

- <https://www.washingtonpost.com/graphics/2019/business/hershey-nestle-mars-chocolate-child-labor-west-africa/>
- <https://fortune.com/2020/10/19/chocolate-child-labor-west-africa-cocoa-farms/>
- <https://www.greenamerica.org/end-child-labor-cocoa/chocolate-scorecard>
- <https://www.theguardian.com/global-development/2021/feb/12/mars-nestle-and-hershey-to-face-landmark-child-slavery-lawsuit-in-us>
- <https://politicsofpoverty.oxfamamerica.org/chocolate-slave-labor-and-corporate-greed/>

Climate Change Impacts

Coffee:

- <https://www.iadb.org/en/improvinglives/most-unexpected-effect-climate-change>
- <https://www.nytimes.com/2021/10/31/business/coffee-climate-change.html>
- <https://time.com/5318245/coffee-industry-climate-change/>
- <https://now.tufts.edu/articles/coffee-and-effects-climate-change>
- <https://www.nationalgeographic.com/environment/article/what-climate-change-means-for-future-of-coffee-cashew-avocado>

Tea:

- <https://www.theguardian.com/environment/2021/may/10/tea-growing-areas-to-be-badly-hit-if-global-heating-intensifies>
- <https://www.nature.com/articles/d41586-019-00399-0>
- <https://www.independent.co.uk/climate-change/news/tea-climate-crisis-global-warming-b1844773.html>
- <https://www.scientificamerican.com/article/global-warming-changes-the-future-for-tea-leaves/>
- <https://www.eater.com/drinks/2016/7/8/12111038/climate-change-tea-leaves-flavor>

Chocolate:

- <https://daily.jstor.org/will-chocolate-survive-climate-change-actually-maybe/>
- <https://www.climateaction.org/news/scientists-urge-action-to-save-chocolate-from-climate-change>
- <https://www.npr.org/sections/thesalt/2017/12/19/571966327/sorry-folks-climate-change-wont-make-chocolate-taste-better>
- <https://matadornetwork.com/read/climate-change-impact-chocolate/>
- <https://www.climate.gov/news-features/climate-and/climate-chocolate>

Solutions (focused on fair trade):

- <https://shop.equalexchange.coop/pages/about-us>
- <https://www.forbes.com/sites/amyschoenberger/2018/12/14/what-exactly-is-fair-trade-and-why-should-we-care/?sh=267d542a7894>
- <https://www.fairtradecertified.org/why-fair-trade>
- <https://www.fairtrade.net/about/how-fairtrade-works>
- <https://www.fairtrade.org.uk/farmers-and-workers/coffee/>

Videos on solutions:

- <https://www.fairtradeamerica.org/why-fairtrade/global-impact/impact-stories/dah-ono-cocoa-farmer-at-the-ecakog-cooperative/> (52 minutes, fair trade and UN sustainable development goals)
- <https://www.youtube.com/watch?v=qXHS4iBxPqg> (5.5 minutes, fair trade coffee production by a co-op in Ethiopia)

Handout 1: Mapping Producers and Consumers

Global Production			
Country ranking	Coffee (# of 60 kg bags produced in 2020)	Tea (metric tons produced in 2019)	Cacao (chocolate) (metric tons produced in 2020)
1	Brazil 63.4 million	China 2,269,534	Ivory Coast 2,034,000
2	Vietnam 29 million	India 1,369,146	Ghana 883,652
3	Colombia 14.3 million	Kenya 493,177	Indonesia 659,776
4	Indonesia 12 million	Sri Lanka 303,683	Nigeria 328,263
5	Ethiopia 7.3 million	Vietnam 276,553	Cameroon 295,028
6	Honduras 6.1 million	Turkey 266,417	Brazil 235,809
7	India 5.7 million	Indonesia 139,816	Ecuador 205,955
8	Uganda 5.6 million	Myanmar 110,116	Peru 121,825
9	Mexico 4 million	Iran 106,525	Dominican Republic 86,599
10	Peru 3.8 million	Argentina 82,769	Colombia 56,808
Source:	https://www.weforum.org/agenda/2021/10/which-country-produced-the-most-coffee-in-2020/	https://www.nationmaster.com/nmx/ranking/tea-production	https://www.worldatlas.com/articles/top-10-cocoa-producing-countries.html

Global Consumption			
Country ranking	Coffee 2020 per capita coffee consumption (in kg)	Tea 2016 per capita tea consumption (in kg)	Chocolate 2017 per capita chocolate consumption (in kg)
1	Netherlands 8.3	Turkey 3.16	Switzerland 8.8
2	Finland 7.8	Ireland 2.19	Austria 8.1
3	Sweden 7.6	United Kingdom 1.94	Germany 7.9
4	Norway 6.6	Iran 1.5	United Kingdom 7.6
5	Canada 5.5	Russia 1.38	Sweden 6.6
6	Lebanon 5.3	Morocco 1.22	Belgium 5.6
7	Germany 5.2	New Zealand 1.19	Russia 4.8
8	Brazil 5.1	Egypt 1.01	United States 4.4
9	Qatar 5	Poland 1	France 4.3
10	Switzerland 4.8	Japan 0.97	Brazil 1.2
Source:	https://www.statista.com/chart/8602/top-coffee-drinking-nations/	https://www.worldatlas.com/articles/top-10-tea-loving-countries-in-the-world.html	https://www.statista.com/chart/3668/the-worlds-biggest-chocolate-consumers/

Handout 2: Historical background articles

A History of Coffee

Coffee comes from a flowering plant with the scientific name *coffea*. It grows as a shrub or small tree and likely originated in east Africa. Coffee “beans” are really seeds that grow inside of a fruit that resembles a cherry in some ways. These fruits are picked and the seeds (beans) are taken out and roasted. Coffee grows best in the tropics, between the tropics of Cancer and Capricorn. There are two main commercial varieties of coffee, Arabica and Robusta. Arabica is generally grown at higher altitudes in hilly areas, whereas Robusta can be grown at lower altitudes.



It is likely that people in Ethiopia and other parts of east Africa have been consuming and using coffee for thousands of years, but they most likely did not roast the seeds to create coffee beans. There is a legend from Ethiopia about a goat herder named Kaldi who saw his goats eating the fruit of the coffee tree. They became very energetic and didn't want to go to sleep, so Kaldi tried the berries himself and found that they gave him energy too. He then shared his discovery with a local monk who made a drink from the fruit, and soon other monks began doing the same and teaching others as well.

While that is just a legend, it probably captures the essence of how coffee first was used and spread. Intentional coffee production and trade really developed in the 1400s in the Arabian peninsula, and spread to other parts of the Middle East and North African over the next 100 years or so. Cafes, or public coffee houses, began to develop across the region and soon became important social centers in most cities in this larger region. People met for coffee, listened to music, shared stories and news, and just plain hung out. Some things haven't changed too much in the last 600 years!

Coffee began to spread beyond the region through trade and religious travel. Mecca, a holy city for Muslims in what is now Saudi Arabia, hosted thousands and thousands of religious pilgrims from different parts of the world, and these pilgrims brought coffee back home with them.

As people from other parts of the world traveled to this region, they learned about and consumed coffee. Many of them wanted to bring it back to their own homelands. Coffee growers in the Middle East worked to protect their monopoly over production and wouldn't



let anyone take seeds or trees out of the region, but an Indian Sufi (one who practices a particular, mystical form of Islam) named Baba Budan reportedly took seven seeds from the port of Mocha in Yemen and brought them back to India where he planted them. Then, in 1616, a Dutch trader stole a coffee tree from the port of Mocha in Yemen and brought it back to Holland to be grown in a greenhouse. By the 1650s, the Dutch were growing coffee in their territories in Ceylon (modern day Sri Lanka) and on the Indonesian islands of Java and Sumatra. Overall, as the Dutch established colonies and trading routes around the world, they also worked to gain control over important products like coffee that could make them more money.

As Europeans tried to develop their own production, merchants brought in more and more coffee from the Middle East and a taste for coffee quickly developed in Europe in the 1600s. In Venice, Italy in 1615 the Pope was actually asked by concerned priests to taste this new drink to give it his approval. He liked it very much (of course!), and the word spread.

Before long, coffee houses sprung up across Europe and people began to gather in these cafes, do business, socialize and enjoy this new bitter drink (they weren't adding sugar... not yet!). By 1650 or so, there were hundreds of coffee houses in London, England. These coffee houses were the sites of many business conversations and actually helped to develop the rise of businesses. Lloyd's of London, a very famous insurance company, was actually developed at this time in a coffee house.



Before coffee, it was quite normal for people to drink wine and beer at breakfast, so coffee also helped to reduce the amount of alcohol people consumed in Europe... which was likely a real benefit to the economy! People like Bach and Beethoven hung out in these early cafes and did some of their creative work with the stimulation of coffee.

Coffee continued to be extremely important in North Africa and the Middle East as well, and negotiations from small business owners making a deal to leaders of entire nations signing treaties were often carried out as the participants drank coffee.

In general, as coffee became more popular and the market increased, politicians and merchants saw an opportunity to make more money and began to look for land and labor to increase the production of coffee. Colonial occupations of new lands provided both land and labor as European powers took land by force and enslaved people in different parts of the world. Although coffee originated in the highlands of East Africa, it could be grown in similar climates across the world. Colonial powers began planting coffee in other parts of Africa, in Latin America, South Asia, and Southeast Asia. So while the drinking of coffee was often connected to the free exchange of ideas, the production of coffee had a different

dynamic and was connected to displacement and enslavement of large amounts of people forced to live as colonial subjects of European powers..

Coffee continued to spread across the world in interesting ways as those who had it kept trying to keep it under their control. In 1723, a French officer - who is reported to have stolen a coffee sprout from the court of the French King - brought coffee to the Caribbean island of Martinique. The French then tried to stay in control of coffee production in the western hemisphere, but a Brazilian officer later stole coffee seeds from French Guiana and brought them to Brazil. Some time later, Brazil became a leading producer of coffee.

Meanwhile, in colonial America, tea was the drink of choice for many, but when the colonists rejected British tea because of tax and trade disputes (remember the Boston Tea Party?), many colonists - including well known figures like John Adams - switched over to coffee, and over time coffee became more popular here than tea.



In the late 1800s and early 1900s, coffee marketing really took off in the United States. Folgers developed in the 1860's and 70's and Maxwell House was founded in 1892. With industrialization, new developments changed the way coffee was sold and consumers. In 1900 the Hills brothers began to vacuum pack canned coffee, increasing shelf-life and making it easier to ship.

Today, coffee is grown in the area known as the Bean Belt, which spans the tropics in Latin American, Africa, South Asia, and Southeast Asia. Brazil, Vietnam, Colombia, Indonesia, and Ethiopia are some of the top producing nations, whereas the Netherlands, Finland, Sweden, Norway, and Canada consume the most coffee per capita. It is estimated that well over 2 billion cups of coffee are consumed everyday across the globe!



Although coffee can be grown in sustainable ways that minimize the harm to local ecosystems, coffee isn't always grown that way and many areas, particularly in Brazil, have been damaged by harmful practices like the deforestation of rainforests to plant coffee. Climate change poses many challenges for products like coffee, and the areas where coffee grows face serious threats. In addition, most workers on modern coffee plantations face grueling labor, unhealthy conditions, and very low pay. What will the future hold for coffee? Co-ops owned by the workers themselves are forming in many places (more on this later). In addition, coffee growers across the world are experimenting with more sustainable

farming practices, new varieties of the crop, and hoping that they are able to continue to produce this important product that so many of us love!

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- **Southeast Asia**
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- **Latin America and the Caribbean**
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A History of Tea



One of the most common and important drinks across the whole world is tea... but what is tea, where did it come from? How did it become so popular? Let's start with a basic definition: tea is a drink that is made by "steeping" or soaking the leaves and leaf buds of the tea plant, *Camellia sinensis*, in very hot water. At least this is the traditional idea of tea! There are also herbal teas (different herbs like peppermint in hot water), iced tea, sun tea, and other "tea" beverages made by soaking plants in water in order to draw out flavors and chemicals from the plant material. But let's get back to *Camellia sinensis*, the original tea, as that will be our focus in this article.

The tea plant, *Camellia sinensis*, is a kind of evergreen shrub or small tree that is native to East Asia and can grow in tropical and subtropical regions. It does not generally grow over 6 feet tall and produces green leaves and yellow and white flowers.

Traditionally, tea leaves were picked by hand one at a time, and then set to sun dry on large woven mats for one to two hours. These sun-dried leaves were then taken indoors and tossed and heated in giant iron pans, stirred constantly so as not to burn. The dried leaves were then placed on tables and rolled out with bamboo rollers to help bring any remaining oils to the surface of the leaves. Then they went through another round of drying. The final product was then sorted to identify and pick out the best quality leaves for the highest grade tea products. This whole process was very labor intensive and required large quantities of leaves. A basket full of fresh tea leaves might be reduced to just a handful of dried leaves. The basic steps in this process are still the same, although less of the work is done by hand today.



There are two types of tea that come from the tea plant, green tea and black tea. The process for producing both is similar overall, but the leaves for black tea are actually cured or ripened for a longer time to gain the black coloring and stronger flavor.

The cultivation and consumption of tea dates back thousands of years and originated in Asia. Legend has it that in 2737 BCE a Chinese Emperor named Shen Nong discovered tea when he was boiling water in his garden. A leaf from a wild growing tea tree blew into his pot, and when he tasted the results, he found that he liked it, and so he began to experiment and over time developed a way to make tea.

There is a different legend in India that says that Prince Bodhi-Dharma, the founder of Zen Buddhism, was involved in the origins of tea. Traveling to preach Buddhism in China, he had taken a vow to meditate without sleeping for nine years. Deep into his meditation, he fell asleep. When he woke up he was angry at himself and so he removed his own eyelids and dashed them on the ground. A tea plant grew in the very spot where he threw his eyelids in honor of his sacrifice.

However the cultivation and consumption of tea actually began, it likely had its roots in the area of southwest China, Tibet, and northern India. There were active trade routes across this zone for thousands of years, so cultural practices that began in one place would have spread quickly.

During the Tang Dynasty in China, 618 to 907 CE, tea consumption became common in China and took on an important role in the culture and was declared the national drink. The Buddhist monk Lu Yu actually wrote a classic guide to the preparation of tea that reflected Buddhist, Taoist, and Confucian beliefs and helped cement tea preparation and drinking into Chinese traditional culture. The excerpt below is often quoted:

The best quality tea must have
The creases like the leather boots of Tartar horsemen,
Curl like the dewlap of a mighty bullock,
Unfold like a mist rising out of a ravine,
Gleam like a lake touched by a zephyr,
And be wet and soft like
Earth newly swept by rain.

Tea began to appear in poetry and art in China, and its cultural importance spread to other parts of Asia through trade and travel. In the 9th century, tea arrived in Japan and became a similarly important part of the culture there. A Japanese Buddhist monk studying in China is reported to have brought tea back to Japan with him. Tea began to be grown and consumed in Buddhist monasteries and spread from there over time, becoming an important component of Japanese culture by the 13th century.

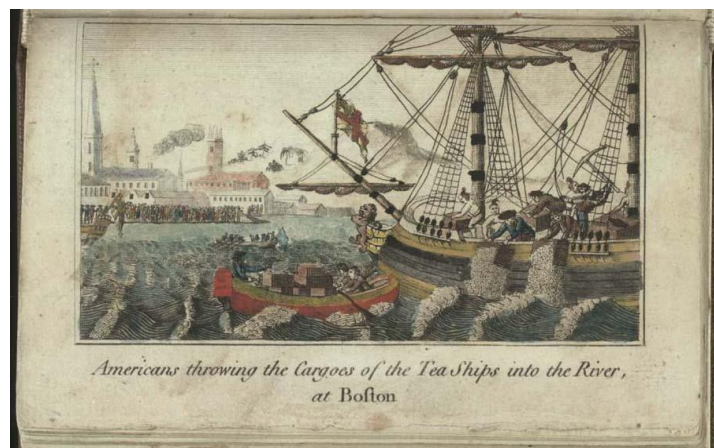
It was during the Ming Dynasty, from 1368 to 1644, that our current method of tea preparation and drinking developed. Before then, tea leaves were formed into blocks or bricks and ground into a powder. The new method instead involved drying tea leaves, rolling them, and then heating them. The dried leaves are then soaked in hot water.

As explorers, traders, and missionaries from other parts of the world began to travel more into China and Japan, they encountered tea and began to bring it back to their own homelands. The Italian explorer Marco Polo wrote about tea in his travel accounts in the late 1200's. However, it wasn't until the 1600's that tea really had a wide cultural impact in Europe. In 1610, Dutch merchants began shipping tea in large volumes from Japan and China into European markets. Tea was also entering Russia over land from China on the Silk Roads. It became popular in capital cities like Paris and London, but was still expensive and only available to the upper class. European elites at this time saw tea drinking as an exotic experience that connected them to travel and exploration, but that dynamic would soon change.

In England in the mid-1600's, coffee was still the king, and coffee houses were popular meeting places. In 1657 though, the first shop selling tea opened and began a cultural transformation for England. Tea caught on in royal circles when King Charles II married a Portuguese royal named Catherine. Catherine loved tea and soon made it popular in court.

The British East India Company, supported by the royals, gained control of a tea factory in Macao and also began to emerge as the leading trading company in the world at that time. This company managed to gain monopoly control over the tea trade with China and worked to develop markets for this valuable product. The tea trade actually became a key factor in the development of the British empire as it provided significant wealth to British merchants.

Tea actually became a factor in the American Revolution as the independence minded colonists resented the high taxes they paid on tea shipped in by British merchants. This resentment led to the famous Boston Tea Party where large amounts of tea were dumped into Boston harbor in protest. In 1774 John Adams wrote in a letter to his wife that he "drank Coffee every



Afternoon since, and have borne it very well." He went on to write that, "Tea must be universally renounced. I must be weaned, and the sooner, the better. "

Tea maintained its foothold in the British Empire nonetheless. In the early 1820s, a British soldier in India came across tea bushes growing wild in northern India, and the British East India Company began experimenting with tea cultivation in different parts of India. They had particular success in the area of Darjeeling, and they began large scale production there and were able to move away from their dependence on China for tea. Even so, they knew that they still had much to learn. In order to gain a foothold in production, the British sent a botanist - a plant scientist - to China on a secret mission in 1848 to learn about the cultivation and production of tea. In disguise, he traveled across China learning all that he could. He also gathered tea leaf samples and sent them back to England and convinced tea experts to share their knowledge as well, and the British advanced in their own knowledge of tea because of this early industrial espionage (spying for business).

Despite the Boston Tea Party, tea also became popular in the United States. American clipper ships began transporting tea directly from China in the 1850s as the British East India Company dissolved and the British Empire began to decline.

In 1904 at the World's Fair in St. Louis, a clever merchant responded to hot weather by putting ice in the tea he was selling, and iced tea became a new version of this ancient drink. Also in the early 1900s, disposable tea bags began to emerge as the most popular way to consume tea in the United States, although loose tea remained the norm in many other places.

During all these years when new regions were learning about tea and trying to copy in many ways the traditions that began in different parts of Asia, tea remained an important part of the culture in places like China, Japan, and India, and this is still true today. In fact, tea remains the most popular drink in the world (at least if we ignore the original drink of choice, water), but still faces many problems as an industry. Tea workers in nations like India face a range of issues from child labor to gender discrimination to outright enslavement. As with coffee and chocolate, there are a number of organizations like unions and co-ops trying to improve working conditions, and some companies that buy tea are trying to only purchase from ethical producers. There are also concerns that climate change will damage the quantity and quality of tea as growing conditions change, but for now tea production seems stable.

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A History of Chocolate

Chocolate. What do you think of when you see this word? You might love chocolate, or you might not, but either way it is a part of our lives and culture. Chocolate plays a huge role in holidays like Valentine's Day and Halloween, and people in the United States eat almost 3 billion pounds of chocolate every year! But where does chocolate come from and what can we learn about the history of the world from the history of chocolate?



Let's start with the basics and figure out what chocolate actually is. Chocolate is a processed food product that comes from the fruit of *Theobroma cacao*, the cacao tree, which is native to Central and South America. Cacao fruits grow as pods on the trees, and the pods contain around 30 to 40 cacao beans. These beans are extracted, dried, and then roasted and processed in different ways into chocolate. Chocolate can be a liquid, a powder, or a solid, and without sugar or other sweeteners, it is quite bitter.

Close to 70% of the world's chocolate is now produced in Africa, and the top five per capita chocolate consuming nations are all in Europe. Looking at total amounts though, United States consumers purchase almost half of the world's chocolate supply every year. So how did this product with its roots in Latin America get to be such a world traveler?

American Origins

The first people to cultivate cacao and use it to produce chocolate lived in Mesoamerica (the region with modern day Mexico and the nations of Central America) and the northern rainforests of South America. The Olmec developed a large civilization in what is now Mexico around 2500 BCE that lasted until around 400 BCE. Archaeologists have unearthed pots and other containers made by the Olmec some time between 1500 and 2000 BCE with chemical traces of cacao in them, suggesting that they produced and consumed some form of chocolate.

Even older traces of cacao use have been found in South America in the upper Amazon rainforest of Ecuador and have been dated to 3500 BCE, more than 5,400 years ago! Archaeologists examining pots and shards of pots found chemical traces of domesticated

cacao. In Mesoamerica, cacao beans were roasted and ground into a paste that was used to make different types of drinks. Researchers don't really know how people in the Amazon used cacao but think they might have used the beans to make fresh and fermented drinks.

The Mayan civilization in Mesoamerica, which developed around 2000 BCE and was at its height between 250 and 900 CE, likely learned about chocolate from the Olmec. The Maya came to see chocolate as an important product that was used regularly in all sectors of society. The Mayans left written records of how chocolate was used in celebrations as a ceremonial drink and also as a form of currency. Mayan families consumed chocolate on a regular basis in the form of a thick drink that was often mixed with chile peppers, honey, or water.



The Aztecs, who developed their capital city of Tenochtitlan in the early 1300s in central Mexico, were also serious about their chocolate. For them, cacao was seen as a gift from their gods and they drank chocolate in both hot and cold forms with different spices. They also used cacao beans as currency. The famous Aztec emperor Montezuma II was reported to drink large amounts of chocolate on a daily basis and placed more value on chocolate than on gold.

Introduction to Europe

When the Spaniards crossed the Atlantic Ocean looking to colonize new lands, they encountered highly advanced cultures throughout the Americas with a wide range of new plants and products. Chocolate, not surprisingly, quickly caught their attention. Some accounts claim that Christopher Columbus brought cacao beans back to Spain on a trip in 1502. Other accounts credit Hernan Cortez, the conquistador who led the Spanish conquest of the Aztec Empire, with bringing chocolate to Spain. There are additional reports of Spanish friars bringing King Phillip II a gift of cacao beans, along with a group enslaved Mayan people from Guatemala. However cacao first reached Spain, it was an important part of something called the Columbian Exchange, in which animals, plants, and diseases were exchanged across the eastern and western hemispheres. Europeans brought things like horses, cows, and pigs, as well as diseases like smallpox, to the Americas, and took products like cacao, tomatoes, potatoes, and corn back to Europe.



The implications of this unequal exchange were massive. Literally millions of native peoples across the Americas died of diseases brought by the Europeans. At the same time, Europeans wanted more of the products like cacao and tobacco. They began developing plantations in different parts of the Caribbean and the Americas to grow these crops. More production meant a need for more workers, and the European colonizers began enslaving indigenous people, and then quickly transitioned to kidnapping and enslaving people from Africa.

By 1585, Spain was importing cacao from the Americas, and Europeans from other nations were learning about it during their own colonizing expeditions to the Americas or from the Spaniards. Demand across Europe grew quickly, leading to the development of cacao plantations across the globe in colonized lands in the Caribbean, Africa, and SouthEast Asia. These plantations were worked by enslaved people under horrible conditions to meet the European thirst for chocolate. In addition, Europeans in general did not like the bitterness of chocolate and began adding sugar to it, increasing demand and production for sugar, which was also produced through slave labor in colonized regions of the Americas, the Caribbean, and Southeast Asia.

Chocolate became more and more popular across Europe, with some people consuming it as a tonic and medicine (and now we know there are indeed health benefits to quality chocolate - in moderate amounts). The next step in the evolution of this product happened in 1828 when a Dutch chocolate maker figured out how to develop a powdered form of chocolate, what we know today as cocoa. In a powder form, it could be mixed with sugar, milk, and many other possible ingredients and processed into a solid form. Other chocolate makers took up this process and adapted it to create their own versions of chocolate candies. By the 1890's, chocolate was being eaten as well as drunk!

Today, most commercial chocolate is produced in West Africa and then shipped worldwide. Chocolate is produced in other tropical locations as well, and there are efforts to reclaim and reinvigorate chocolate production in Mexico and Guatemala.

In West Africa, there are ongoing efforts to promote fair labor practices on cacao plantations as there are many recent examples of people (including children) being forced into enslavement and made to harvest cacao. Even where people are not enslaved, the pay is very low and the working conditions are harsh. The companies that buy and sell chocolate claim that they have no control over how the cacao is grown and harvested, but this is certainly debatable. Later in this lesson you will learn about the Fair Trade movement and explore how to purchase chocolate that was ethically produced and

harvested. Similar to coffee, the areas of the world where cacao grows are at risk from the effects of climate change, so only time will tell what the future holds for cacao and chocolate!

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- **Latin America and the Caribbean**

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- **West Africa**

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Handout 3: Reading Guide

Hot drink history!




1. Where did your drink originate?
2. Why was it culturally important in the region where it began? How did people use it?
3. How did it spread across the world and who spread it?
4. What role did colonialism play in this product's cultural diffusion?
5. What was most interesting or surprising about this product?

6. Identify and describe 6 key turning points (historical moments when something changed) in the history of your product. Look for key moments and new developments!

Date	Event and why it was important:

7. Research current cultural practices around the world for your product. Review and read one or more of the linked resources at the end of your background article and answer the following questions as best you can:
 - a. What is this article about? Don't just list the drink; think about what the author is communicating about the drink! What is the big idea?
 - b. What country or countries is this article about? What region of the world? (North Africa and the Middle East; South Asia; Southeast Asia; or Latin America and the Caribbean)
 - c. Is this product relatively new in this region, or does it go way back?
 - d. What special customs, traditions, rituals, or routines are described related to how people use this product?
 - e. What role does this product play in this society?
 - f. How is this similar or different from how this product is used where you live?

Handout 4: Jigsaw

Product	Past... broad trend of cultural diffusion and global spread	Present... cultural significance and patterns of use
Coffee 		
Tea 		
Chocolate 		

Historical patterns across all 3 products	Similarities in cultural practices, importance, uses, etc.