

Goldie's HISTORY KITS



Trade: Responsibility on the World Stage

TEACHER MANUAL

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

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Instructions

What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct about global trade. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. [Goldie's Kids Club](#) is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

What's Included

Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

Read Aloud

- 4 books to read aloud to students
- Text-dependent questions

History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the [State Historical Society of Iowa's Primary Source Sets](#). These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

Read Aloud

This Goldie's History Kit provides four books related to trade. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme through the use of photographs and videos.

Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding of trade from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.


Instructions

How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like... cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History – as all four components – has background information, a materials list, easily reproducible worksheets and instructions to prepare your lesson.

 **Goldie's History Kit Connection:** There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like... cards activity.

Read Aloud, History Mystery & Think Like... Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like... cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

Additional Digital Access

Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a [Google Drive folder](#), where materials can be downloaded.

Register for Free Goldie's History Kit [Merchandise](#)

Receive Goldie's History Kit merchandise by submitting your contact information to the [online form](#).

READ IOWA HISTORY

EDUCATOR MATERIALS



Trade: Responsibility on the World Stage

LESSON PLAN FOR SUPPORTING QUESTION

What is fair trade?

5TH GRADE

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.


[Primary sources](#) (from the digital [Primary Source Sets collection](#)) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the [Primary Source Sets toolkit](#) to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list, instructions and Goldie's History Kit Connections (see below). There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create your own.

 **Goldie's History Kit Connection:** A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These student worksheets are available on the USB flash drive and in the [Google Drive folder](#) for easiest reproduction.

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproducible assessment worksheets also are available on the USB flash drive and [Google Drive folder](#).



Courtesy of Ten Thousand Villages, Edna Ruth Byler, 1968

Trade: Responsibility on the World Stage

5th Grade

Overview

Students will evaluate the evidence they collect about “What is fair trade?” to create a brochure for a free trade artisan explaining the unit supporting question. They also will evaluate how it has impacted the artisan so that people who come to the mock cultural fair will consider purchasing from the student’s artisan of choice.



Unit Compelling Question

What is our global responsibility?



Unit Supporting Question

What is fair trade?

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5th Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the [Primary Source Sets](#), which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 [Primary Source Sets](#).



Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

What is our global responsibility?



Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** questions below is the supporting question for this Read Iowa History unit.

1) What is fair trade?

2) How does the U.S. build relationships with other countries?

3) How has Iowa accepted refugees to the state?



Read Iowa History: Trade: Responsibility on the World Stage

This Read Iowa History lesson addresses “What is our global responsibility?” and “What is a fair trade?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards

No.	Standard
SS.5.14.	Explain how various levels of government use taxes to pay for the goods and services they provide.
SS.5.15.	Explain how trade impacts relationships between countries.

Iowa Core Literacy Standards

No.	Standard
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Objectives

- I can analyze and summarize sources to determine the main idea and key details to write a summary.
- I can identify and explain fair trade.
- I can determine similarities and differences of examples of fair trade.
- I can analyze and evaluate sources.
- I can use the close reading strategy to analyze sources.
- I can create a brochure to represent my learning of free trade.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding fair trade. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

Trade between different groups of people develops when each has something the other wants. When Europeans arrived, American Indians traded furs for blankets, iron pots and firearms they could not make themselves. The first Midwestern American settlers moved beyond self-sufficiency quickly, feeding corn to hogs and shipping pork to eastern cities. Iowa farms became a food basket for the world, producing corn, soybeans as well as meat and shipping it around the world.

Iowa & Global Trade

Agricultural products and farm equipment are Iowa's top exports. In 2019, Iowa was the second largest exporter of U.S. farm goods. Corn, pork and soybeans top the list of farm products. With the insatiable demand for energy, fuels produced from plant corn and soybeans (ethanol, bio-diesel etc.) have moved toward the top of the list of Iowa's most valuable exports in dollars. Iowa ranks in the middle of states for manufactured goods. Tractors, combines and other farm machines are also major Iowa exports.

In 2019, Canada purchased \$4.2 billion in Iowa products, followed by Mexico at \$2.3 billion. Japan and China were third and fourth. Tensions and trade barriers between nations can greatly impact a country's ability to buy and sell goods. Crop harvests in far-away countries like Brazil and Australia can impact prices for Iowa farmers. Automobiles account for a huge share of the dollars Iowans spend on foreign products. China, Mexico, Germany and Japan sell cars and car parts that end up on Iowa highways, but Canada is the overall top exporter to Iowa.

Trade Brings New Iowans

Iowa has also "imported" people. In the mid-19th century, immigrants from Northern Europe countries, like Germany and Ireland, flowed onto the Iowa prairies to establish farms, small towns, and river cities along the Mississippi. Toward the end of the century, there was a shift to southern and eastern Europe with the draw of work in the coal mines and meat packing plants.

Wars of the 20th century displaced families who looked to Iowa for refuge. In 1975, Gov. Robert Ray organized a resettlement program for refugees from Southeast Asia. He encouraged churches and other non-profit groups to sponsor families to find housing and employment and to learn English. Those who were fleeing wars in Bosnia and several African countries also arrived in Iowa. Immigrants from Mexico and a number of Latin and South American countries came to Iowa seeking employment, such as in meatpacking plants. Marshalltown, Sioux City, Perry and other towns came to have sizable populations of Spanish speakers.

Iowa may be in the middle of the country, but it is indeed part of a global world. It both buys and sells products on the world market. Its people reflect diverse ethnicities. Around the world, when people think of Iowa, they think farms, but Iowa is much more.

Vocabulary Word

- Fair Trade
- Free Trade

“What is Fair Trade?”



Unit Compelling Question

What is our global responsibility?



Unit Supporting Question

What is fair trade?

Overview

Students will investigate fair trade while understanding how and why The University of Iowa decided to become a “Fair Trade University.” Students will connect social studies and literacy while writing summaries with main ideas and explaining key ideas of fair trade.

Source Background

Fair trade is a global movement made up of a diverse network of producers, companies, consumers, advocates and organizations putting people and planet first. Products bought and sold every day are connected to the livelihoods of others, fair trade is a way to make a conscious choice for a better world.

This part includes a definition of fair trade, as well as an excerpt from the fair trade constitution that was passed at The University of Iowa (UI) in Iowa City. The university was named an official “Fair Trade University” upon the passing of a student-led resolution that calls for a university commitment to obtain and sell fair trade items. UI President Bruce Harreld signed the resolution, which pledges that university housing and dining will offer fair trade products in residence halls, convenience stores and catered events sponsored by the university. UI was the first university in the Big Ten Conference to receive this designation from Fair Trade Campaigns, a grassroots organization. Fair Trades Campaigns is a powerful grassroots movement that mobilizes advocates at schools, on campuses and in communities across the United States. They are part of a global effort to normalize fair trade as an institutional practice and consumer preference.

Instructions

- 1 Students will use the worksheet and read the definition of fair trade, highlighting key words and phrases to explain the definition in their own words.
- 2 Students will then read “Article 1: Purpose of the Constitution of Fair Trade at the University of Iowa.” They will highlight key words and phrases to determine the mission of the organization, and how The University of Iowa will take action with their fair trade constitution.
- 3 **Formative Assessment:** Students will write a summary with the main idea and explanation of key details as their formative assessment for Part 1.

Materials

- [Worksheet](#)
- Pencil
- **Suggested Book:** *Fair Trade (Explore!)* by Jillian Powell

“What is Fair Trade?”

Section 2: Constitution of Fair Trade at University of Iowa, September 23, 2018

Article I – Purpose:

Fair Trade Campaigns is a powerful grassroots movement mobilizing thousands of conscious consumers and Fair Trade advocates at schools, on campuses and in communities across the United States. We are part of a global effort to normalize Fair Trade as an institutional practice and consumer preference across 24 countries and on six continents. Our mission is to grow a nationwide community of passionate, lifelong Fair Trade advocates. As advocates, their commitment will inspire others to support the Fair Trade movement in its efforts to seek equity in trade and create opportunities for economically and socially marginalized producers. Fair Trade Towns, Colleges, Universities and other communities embed Fair Trade values and purchases into mainstream business and institutional practices.

What is the mission of this organization?

Since The University of Iowa has been named an official “Fair Trade University,” what will they do to comply with this effort?

Formative Assessment continued on the next page

Supporting Global Artisans



Unit Compelling Question

What is our global responsibility?



Unit Supporting Question

What is fair trade?

Overview

Students will use the close read strategy with the “My Oma and Me – Building Bridges with Art” article, and will evaluate the unit supporting question while using transition words and phrases to find the main idea of paragraphs. They also will analyze an image of fair trade advocate Edna Ruth Byler. As a formative assessment, students will consider what they need to know to answer the unit compelling question: What is our global responsibility?

Source Background

Source 1: After being struck by the overwhelming poverty she saw on a trip to Puerto Rico in 1946, Edna Ruth Byler was moved to take action. She believed that she could provide sustainable economic opportunities for artisans in developing countries by creating a viable marketplace for their products in North America. She began a grassroots campaign among her family and friends in the United States by selling handcrafted embroidery out of the trunk of her car. Byler began selling handmade crafts in Pennsylvania made by Haitian women she met on her mission visits there in the 1940s. Her organization, which is now called Ten Thousand Villages, is believed to be one of the first Fair Trade organizations in the United States.

Source 2: This blog post from the Mennonite Central Committee (MCC), entitled “My Oma and Me — Building Bridges with Art” describes how the MCC got started in its with fair trade. It also focuses on the impact this work has had on both the author, Madeline Kreider Carlson, a granddaughter of one of the founders, and the indigenous people she has worked with.

Instructions

- 1 Students will analyze the image of Edna Ruth Byler using the “Be an Image Detective!” worksheet. Discuss the image and student-generated questions.
- 2 Do a close reading of “My Oma and Me — Building Bridges with Art.”
 - **First reading:** You will read the story aloud without stopping to the class.
 - **Second reading:** Students will read aloud and mark the text by underlining important keywords, drawing a question mark next to parts that need clarification and drawing a box around parts that help us answer the unit supporting question.
 - **Third reading:** Students will re-read a third time as needed while answering questions that help answer the unit supporting question.

Materials

- [“Edna Ruth Byler” image](#)
- [“My Oma and Me — Building Bridges with Art”](#)
- [“Be an Image Detective!” worksheet](#)
- [Close Read worksheet](#)
- Pencil

Instructions continued on the next page

Supporting Global Artisans

Instructions continued

- 3 Refer to the Close Read worksheet. Authors often signal readers that important ideas (main ideas) are coming by starting sentences with transition words and introductory phrases. Look for transitions, underline them, and in your own words write the main idea in the margin. Then write a summary sentence(s) for each part of the article.
- 4 Write a summary for the document “My Oma and Me — Building Bridges with Art.”
- 5 **Formative Assessment:** Refer to the last question on the Close Read worksheet. Student will need to think questions they will need to know the answers to in order to evaluate the unit compelling question: What is our global responsibility?



Courtesy of Ten Thousand Villages, Edna Ruth Byler, 1968

Madeline Kreider Carlson intertwines her journey as MCC staff working with artisans in Haiti with that of her Oma, the late Lois Kreider, who was involved with MCC's early fair-trade project that would become Ten Thousand Villages.

PORT-AU-PRINCE, Haiti—On my first visit to Ramon St. Hilaire’s workshop, in a narrow alley in downtown Port-au-Prince, Haiti, I remember it smelled of fragrant, fresh-cut wood. Sawdust sparkled in the tropical air. Outside, stacks of wood from the obeche tree cured in the sun, waiting to be shaped into elegant bowls. During this visit, St. Hilaire showed me a newly sanded platter. I took it and turned it over in my hands, feeling something familiar in the smoothness of its form.

I had held a nearly identical platter, mahogany with a time-worn patina, just before departing for my MCC service in Haiti in 2016. My Oma, Lois Kreider, had shown it to me, explaining that my Opa, Robert Kreider, had visited MCC’s first projects in Haiti in 1962 and had made a stop in Portau-Prince to visit a cottage industry of woodworkers. Corn is a giant grass plant and, therefore, easily adapted to the fertile plains of the Iowa prairies. It is incredibly productive as one kernel planted will produce one or two ears with 700+ kernels each.

Impressed with the quality of their work, he packed a suitcase of the mahogany pieces to show both my Oma and Edna Ruth Byler. They were involved with a fledgling MCC project that became today’s independent fair-trade organization, Ten Thousand Villages, which sells crafts from all over the world.

Holding St. Hilaire’s platter in my hands, I thought of Oma, who traveled the world working with artisans. Through her work, Oma was a bridge between those artisans and customers in Canada and the U.S. Her legacy is thousands of connections, linking people and



Madeline Kreider Carlson (center) and members of a learning tour composed of Ten Thousand Villages volunteers talk with metal artisan Jonas Soulouque in Noailles, Haiti. Courtesy of MCC/Annalee Giesbrecht

cultures through the exchange of handmade goods. This same desire to support these meaningful global connections motivated me to work with artisans in Haiti.



Celia Hilty and Lois Kreider stand behind the counter at SELFHELP Crafts while college students examine the wares. Courtesy of MCC

From Bluffton to around the World

Oma’s history with fair trade started when she saw a beautiful piece of Palestinian needlework Edna Ruth Byler had hung on her wash line in Akron, Pennsylvania while Oma and Opa were living there in 1961. As I’ve heard Oma tell it, she offered to lend a hand—and her entrepreneurial spirit—to Mrs. Byler’s initiative: The Overseas Needlepoint and Crafts Project (eventually SELFHELP Crafts and now Ten Thousand Villages).

Oma and Opa moved back to Bluffton, Ohio the next year, where Oma promoted the sale of fair-trade products in churches and the community. By 1970, Oma and the Fellowship Guild of the First Mennonite Church of Bluffton began hosting two-day pre-Christmas sales in the church basement.

As the popularity of the sales increased, Oma and the Fellowship Guild began to dream of having a shop selling fair-trade goods year-round. Oma eagerly encouraged the Fellowship Guild to add a thrift shop to the new store after she visited the first MCC Thrift shop in Manitoba.

In 1974, the Bluffton Et Cetera Shop opened as the first store in the U.S. to sell SELFHELP Crafts and secondhand clothing and housewares. The combined store generated revenue for MCC’s programs and provided a steady sales outlet for artisans. Oma volunteered to manage the innovative new shop.

That year, Oma and Opa took several months to travel around the world visiting MCC projects. Opa described

the trip as taking them “from the border of Somalia to the Kalahari Desert of Botswana to a then-peaceful Kabul in Afghanistan to the slums of Calcutta to tropical villages in Java to the mine-infested paddies of Vietnam.”

In each place, Oma met and talked with craftspeople, especially women, making connections that would blossom into long-term trading partnerships with what is now Ten Thousand Villages.

Walking in Oma’s Footsteps

Holding St. Hilaire’s platter was not the first moment I realized that I was walking in Oma’s footsteps. As a child, I loved accompanying Oma and my mother to volunteer at Ten Thousand Villages. I learned about the lives and traditions of artisans as I wandered among Bangladeshi baskets and Indian necklaces.



Jonas Loulouque displays his unique tree of life design. Courtesy of MCC/ Annalee Giesbrecht

I followed my passion for handmade traditions and fair trade all the way to Port-au-Prince, Haiti, to serve with MCC partner Comité Artisanal Haïtien (CAH; Haitian Artisan Committee). This Haitian fair-trade organization represents more than 125 artisan workshops and has been a Ten Thousand Villages partner for decades.

Haiti has a rich creative tradition in which the island’s artisans make inventive use of materials, transforming cement bags into papier-mâché masks and discarded steel oil barrels into intricate metal art. St. Hilaire’s bowls and platters show ingenuity, too, because artisans have replaced the now-scarce mahogany with fast growing obeche trees as a sustainable resource.

At CAH, I used my experience with Canadian and U.S. businesses and consumers to help artisans translate their creativity into designs marketable to a foreign audience. I played many roles: designer, curator, trainer, coach, storyteller.

As a curator, I selected pieces with unique appeal from artisans’ galleries, like Jonas Soulouque’s cut metal tree of life, which stood out for its intricately hammered, twisted trunk. As a designer, I imagined new ways to adapt specific skills, for example, inviting papier-mâché artists to create Christmas decorations like the dinosaur ornament. And as a trainer, I created workshops where I taught design ideas like seasonal color trends, helping artisans create new products in color schemes unfamiliar in Haiti’s bright tropical environment.

Over the course of my time with MCC in Haiti, I often imagined Oma interacting with craftspeople on her trips. As an accomplished craftswoman and curious traveler, she became a bridge, linking these artisan communities for the first time to customers in Canada and the U.S.

Access to Markets

In early January, I led an MCC Haiti learning tour to Cormier, a village a few hours south of Port-au-Prince renowned for its stone carving. There, we met master carver Heston Romulus, who leads a team of four artisans in creating innovative pieces like a leaf-shaped stone incense holder developed for Ten Thousand Villages.

This learning tour group, made up almost entirely of Ten Thousand Villages volunteers, gathered in a circle, admiring the stone pieces that the carvers exhibited on a table, as Romulus talked about his creative process.

“Sometimes, even from far away,” he told us, “I can see the piece that lies within the stone.”

Fair trade advocates like my Oma and Mrs. Byler understood that craftspeople around the world have no lack of talent. Instead, they suffer from unjust global systems: wealth inequality, lack of access to education and infrastructure and unbalanced trade policies. Fair trade recognizes the skill, creativity and resourcefulness of artisans and provides the missing link: access to a market.

For a craftsman like Romulus, access to a market like Ten Thousand Villages means months of income for him and his team—and even more if the orders continue. Given this, Romulus was delighted to hear from our group that his leaf incense holders had been popular purchases during the holiday season.

Being a Bridge

In the years between Oma’s travels and my service in Haiti, fair trade has grown and evolved. Locally-run organizations like CAH coordinate their own production and logistics. Opa’s suitcase has been replaced by shipping containers.

In Ten Thousand Villages stores, paid staff now work alongside volunteers. Similarly, MCC’s approach to relief, development and peacebuilding evolved over time to focus on supporting visionary local partners, valuing community-rooted expertise and wisdom—a philosophy very similar to that of Ten Thousand Villages, which values the beauty of community craft traditions and dignity of craftspeople.



Lois Kreider, second from left, visits a SELFHELP Crafts warehouse in 1980 with her children and grandchildren. Courtesy of MCC/Robert Kreider

Yet through these changes, as Oma said in a 2014 speech honoring the Bluffton Et Cetera Shop’s 40th anniversary: “There are some things we do not want to see changed: the commitment of so many dedicated persons; the consistent vision of shops to care about local and global communities; the satisfaction of working together with those of other churches; the meaningful program of MCC and the awareness it brings of needs and challenges from around the world.”

This is what I learned from Oma: that we each have an opportunity to be a bridge. Oma saw that a handmade platter is not just a beautiful, functional object but is also a source of dignity, a spark of global curiosity and a vessel for human connection.

Madeline Kreider Carlson worked with MCC in Haiti, serving with Comité Artisanal Haïtien from 2016 to early 2019. Lois Kreider passed away on January 31, 2019. She was 94 years old.

This is an example “Be an Image Detective” worksheet to help guide students in their analysis of the image. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic’s Student Materials PDF.

Title: Who made the image? What year?		What kind of image is it? <input type="checkbox"/> photo <input type="checkbox"/> drawing/cartoon <input type="checkbox"/> painting <input type="checkbox"/> advertisement <input type="checkbox"/> something else
Start with the Basics In one sentence, what is happening in this image? Is the image ... <input type="checkbox"/> black & white <input type="checkbox"/> color What does this tell us about when the image was made? Is there a caption? <input type="checkbox"/> yes <input type="checkbox"/> no If so, what does the caption tell you?	Observe ... Look for the Details Describe what you see in the image. What are the people doing in the image? What are the objects used for in the image?	Put the Pieces Together Where do you think this image takes place? What is its location? What evidence tells you that? What time period? What evidence tells you that? Why do you think this image was made? How does this image compare to modern times?
What questions does this image lead you to ask?		

Close Read: “My Oma and Me — Building Bridges with Art”

This is an example worksheet that corresponds with the instructions in Part 2. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic’s Student Materials PDF.

Introduction
<p>This document has five parts: Introduction, From Bluffton to around the World, Walking in Oma’s Footsteps, Access to Markets and Being a Bridge. Use the following close reading strategy for each of the document’s parts.</p> <ul style="list-style-type: none"> • 1st reading: <i>Teacher reads aloud text.</i> • 2nd reading: <i>You, the student, will read aloud and mark the text. During the reading, <u>underline</u> vocabulary words and put a question mark (?) next to parts that need clarification. After reading, circle parts that help answer the lesson supporting question.</i> • 3rd reading: <i>You will re-read as needed in order to find answers these questions that help answer the unit supporting question.</i> <p>1. Authors often signal readers that important ideas (main ideas) are coming by starting sentences with transition words and introductory phrases. Look for transitions, underline them, and in your own words write the main idea in the margin.</p> <p>2. Write a summary sentence(s) for each part of the article:</p> <p>a. Introduction</p> <hr/> <hr/> <hr/> <hr/> <p>b. From Bluffton to around the World</p> <hr/> <hr/> <hr/> <hr/> <p>c. Walking in Oma’s Footsteps</p> <hr/> <hr/> <hr/> <hr/>

Close Read: "My Oma and Me — Building Bridges with Art"

d. Access to Markets

e. Being a Bridge

Write a Summary of the Reading

3. What questions will you need to know the answers to in order to answer: What is our global responsibility?

Investigating Examples of Fair Trade



Unit Compelling Question

What is our global responsibility?



Unit Supporting Question

What is fair trade?

Overview

Students will analyze and use the close reading strategy from Part 2 to investigate three examples of fair trade to determine similarities and differences and their impact.

Source Background

Source 1: This document describes a business that is directly related to fair trade practices in the United States. Fair Trade Coffee House, which is located in Madison, Wisconsin, is an independently-owned business that serves fair trade certified coffee and espresso.

Source 2: This is an *Iowa State Daily* article about the store Worldly Goods, which is a nonprofit, fair-trade store that offers a variety of products from more than 40 different countries, including coffees, chocolates, clothing and jewelry. It also offers other unique items, such as Kisii stone sculptures from Kenya and recycled paper tableware from Vietnam and the Philippines.

Source 3: This is an image from My Fair Trade, a Mason City, Iowa, store which carries a variety of ethically-produced clothing, jewelry, shoes and home accessories.

Instructions

- Using the sources and the worksheet, students will do a close read to answer questions related to each text and generate questions they have about each text.
 - First reading:** You will read the story aloud without stopping to the class.
 - Second reading:** Students will read aloud and mark the text by underlining important keywords, drawing a question mark next to parts that need clarification and drawing a box around parts that help us answer the unit supporting question.
 - Third reading:** Students will re-read a third time as needed while answering questions that help answer the unit supporting question.
- As a class, discuss how and why these are examples of fair trade.
- Formative Assessment:** Label the triple Venn diagram with “Fair Trade Coffee House,” “Worldly Goods” and “My Fair Trade.” Refer to the text to consider similarities and differences of the three examples of fair trade and record this on the Venn diagram. Students will then write two paragraphs, one explaining the similarities, the other the differences, of the three examples of fair trade. Then students will answer the question: “When considering fair trade, what is our global responsibility?”

Materials

- [Fair Trade Coffee House document](#)
- [“Worldly Goods” article](#)
- [“My Fair Trade” image and caption](#)
- [Close Read worksheet](#)
- [Triple Venn diagram](#)
- Pencil

Fair Trade Coffee House



Fair Trade Coffee House is independently owned and serves up *fair trade certified coffee* and espresso along with panini sandwiches, soups and house-made pastries and desserts. Established in 2004, Fair Trade Coffee house is conveniently located at 418 State Street in downtown Madison. Just a couple of blocks down from the Capital Square and Overture Center and only two blocks up from UW-Madison we are at the heart of State Street and cater to a fun-loving, fast-paced, and ever-changing downtown crowd.

Mission

100% of coffee beans, including all espresso is fair trade certified. What does that mean to you? Maybe a little, maybe a lot. For farmers it means a partner in the coffee business that has their back. Will support them when prices are up or prices are down. Brings agricultural expertise to the field when sudden challenges arise, like leaf rust that is currently devastating crops all over Mexico and Central America. We don't just buy our beans, we are a full-on committed partner to our roaster, Equal Exchange, and small farmers to insure that everyone wins in this crazy system called capitalism. And that includes you... who can so effortlessly support small coffee farmers and their families by simply enjoying a delicious cup of coffee or a creamy, caramelly double espresso at Fair Trade Coffee House. Think before you drink!

“Worldly Goods Brings unique, fair trade products to Ames,” September 26, 2010

Upon walking into Worldly Goods, 223 Main Street, one is immediately overwhelmed with smells and colors.

The mission of Worldly Goods is to provide “a marketplace for artisans of the world to receive fair income and support for their families. Volunteers operate this not-for-profit organization and share the stories of the artisans.”

Worldly Goods offers a variety of products from more than 40 different countries, including coffees, chocolates, clothing and jewelry. It also offers other unique items, such as Kisii stone sculptures from Kenya and recycled paper tableware from Vietnam and the Philippines.



Courtesy of Iowa State Daily

“Every item in this store has a unique human story behind it,” said Melanie Christian, manager of the store.

The concept started in the 1980s by merely going abroad, buying some products and bringing them back to the states to be sold. The concept evolved into the fair trade business.

It started as a small room over on Hayward Avenue, moved into the basement of Roy’s TV and has been at the Main Street location for the past 10 years.

Today, the store works with more than 45 vendors — including two in the United States — that are fair trade certified.

Christian has only worked for Worldly Goods since June, but has been a dedicated shopper for a long time. She still owns the first item she bought from the business — a silk multi-colored scarf. She has been in favor of the store’s mission since she first learned about it.

“I liked the concept,” Christian said. “I liked the products. I liked the uniqueness of everything.”

The products at the store are made from things that are readily available to those who make them. There is a necklace that is made from coconut and various nuts.

This jewelry is what is called vegetable ivory, to promote not using the ivory tusks of an elephant.

Greg Bruna, assistant manager of the store, has been at Worldly Goods for five years. With previous involvement in a store with an environmental angle, he felt right at home with Worldly Goods.

“I really am glad I got the chance to be here,” Bruna said. “What I love most about being here is being surrounded by the smells, textures and colors, rather than being in a cubicle.”

Bruna also likes being able to help customers find exactly what they are looking for, no matter how specific. Being able to close that gap with the particular gift from the particular country is something he cherishes.

Worldly Goods only has four paid employees, while the rest work on a completely volunteer basis.

“The people that come in here really want to be here,” Christian said. “Everybody works together, and everybody wants to see the store succeed, so it’s a very welcoming and warm environment to be in.”

One volunteer, 90-year-old Ardis Fincham, has been with the store since it opened. Although she is not as active as she used to be, she is still seeing the benefits from working at the store.

“Worldly Goods Brings unique, fair trade products to Ames,” September 26, 2010

“I feel I gain more than I give,” Fincham said. “It’s the best thing I’ve ever done. I’ve met so many people from so many walks of life.”

Working with Third World countries is something that Fincham has described as an eye-opener, but she also has valued her time with her co-workers as well. She looks back fondly on all the get-togethers and potlucks the employees and volunteers have had.

“It really kept us in touch,” Fincham said. “It kept us involved, and it really kept us unified.”

Fincham, Bruna and Christian all feel that Worldly Goods puts forward a message that they can all believe in and feel good about.

“It’s great to be a piece of that change,” Bruna said. “It’s not a charity, it’s a business model.”

Worldly Goods has done several events to help promote its mission. The store offers shopping benefit events, fair trade house parties and educational sessions.

In October, Worldly Goods is celebrating Fair Trade Month. Every Thursday night, it will be highlighting a different country and offering a discount on products from those countries. From 5 to 8 p.m., it will be offering foods from those countries.

This year, the store has decided to focus on countries that have been hit by natural disasters. On Oct. 7, it kicks off the month with Pakistan. Other countries to be showcased include Haiti, India and Chile.



Rachel Schreck's business venture in Mason City, Iowa, will try and give back both locally and globally. She wants her business, My Fair Trade, to share the stories of artisans working in Haiti to support their children. Schreck also wants the retail space to be an educational place where people can learn more about where their products come from. *Courtesy of the Globe Gazette, "My Fair Trade First Look," Globe Gazette, 3 September 2019*

Close Read: Fair Trade Examples

This is an example worksheet that corresponds with the instructions in Part 3. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Introduction
<ul style="list-style-type: none"> • 1st reading: <i>Teacher reads aloud text.</i> • 2nd reading: <i>You, the student, will read aloud and mark the text. During the reading, <u>underline</u> vocabulary words and put a question mark (?) next to parts that need clarification. After reading, circle parts that help answer the lesson supporting question.</i> • 3rd reading: <i>You will re-read as needed in order to find answers these questions that help answer the unit supporting question.</i>
Fair Trade Coffee House, 2004
<p>How is Fair Trade Coffee House an example of how we support people globally?</p> <hr/> <hr/> <hr/> <hr/>
<p>How does fair trade help coffee farmers?</p> <hr/> <hr/> <hr/> <hr/>
<p>Questions that I need the answers to help me respond to: What is fair trade? And what is our global responsibility?</p> <ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/>

Close Read: Fair Trade Examples

**“Worldly Goods Brings unique, fair trade products to Ames,”
September 26, 2010**

What is the mission of Worldly Goods?

What events do they organize to support their mission?

How does shopping at stores like Worldly Goods help both our community and global communities?

Questions that I need the answers to help me respond to: What is fair trade? And what is our global responsibility?

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- ---

Close Read: Fair Trade Examples

My Fair Trade, September 3, 2019

What is Rachel's vision for her store, My Fair Trade?

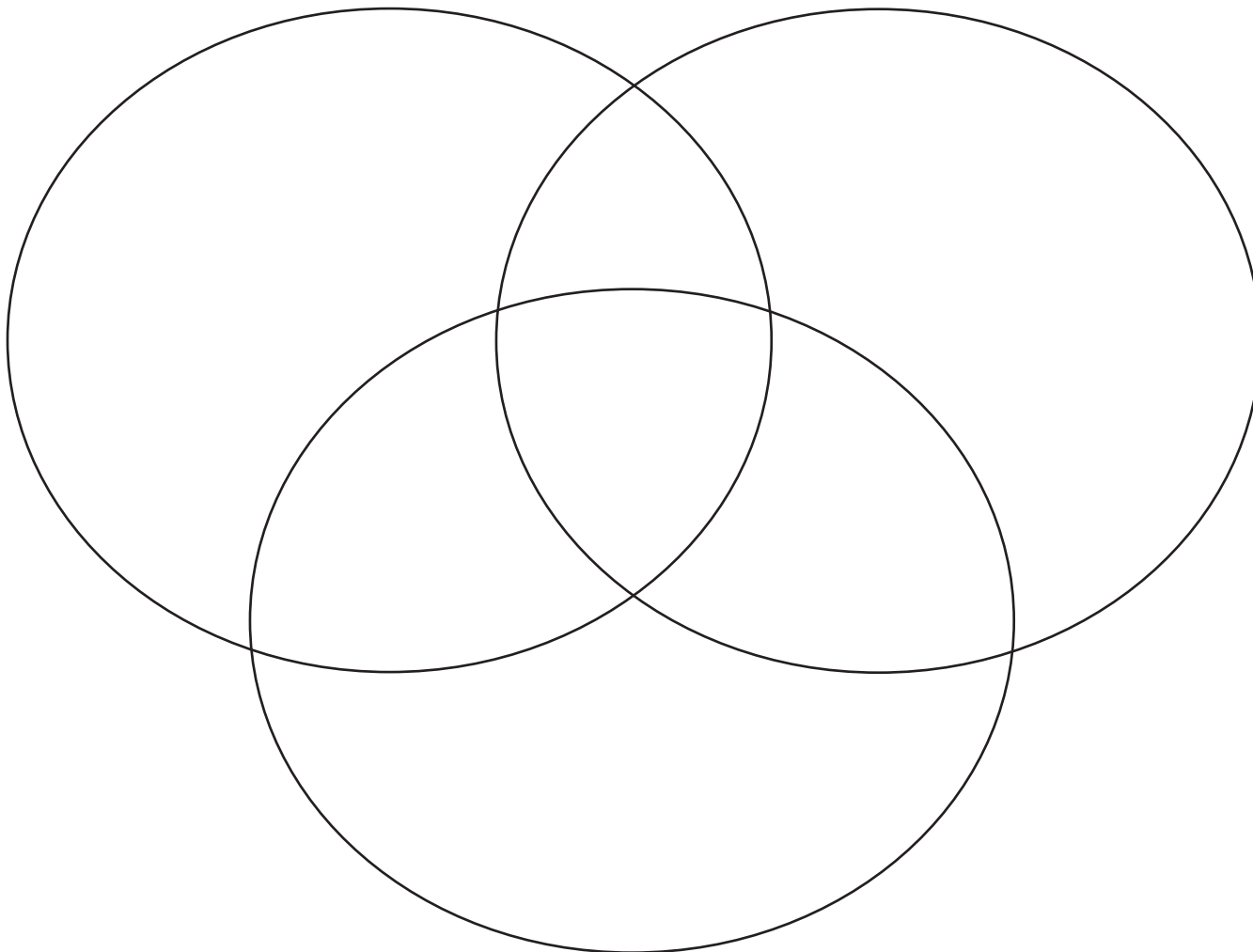
How does Rachel give back locally and globally?

Questions that I need the answers to help me respond to: What is fair trade? And what is our global responsibility?

- ---
- ---
- ---
- ---

Triple Venn Diagram

This is an example worksheet that corresponds with instructions from Part 3 to compare the fair trade examples. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.



Open Letter from a Certified Fair Trade Farm in Amado, Arizona



Unit Compelling Question

What is our global responsibility?



Unit Supporting Question

What is fair trade?

Overview

Students will use the close reading strategy to understand the benefits fair trade has made on the Wholesum Harvest Farm to apply the global responsibility that fair-trade practices offer.

Source Background

This open letter was written to the Fair Trade Certified organization thanking them for their help in becoming Fair Trade Certified. Since becoming a part of the Fair Trade community, this farm (Wholesum Harvest) has been able to re-invest in health insurance for their employees and their family. Additionally, they are working to help address some pressing needs that have been identified by their workers for their community.

Instructions

- 1 Distribute "Open Letter from a Certified Fair Trade Farm in Amado, Arizona." Students will do a close read to answer questions related to the text and generate questions they have about it.
 - **First reading:** You will read the story aloud without stopping to the class.
 - **Second reading:** Students will read aloud and mark the text by underlining important keywords, drawing a question mark next to parts that need clarification and drawing a box around parts that help us answer the unit supporting question.
 - **Third reading:** Students will re-read a third time as needed while answering questions that help answer the unit supporting question or student-generated questions.
- 2 Students will answer questions on the Close Read worksheet, then discuss as a class.
- 3 **Formative Assessment:** On the Close Read worksheet, students will answer the question on the formative assessment section: How is this letter about Fair Trade an example of being globally responsible?

Materials

- [Open Letter from a Certified Fair Trade Farm in Amado, Arizona](#)
- [Close Read worksheet](#)
- Highlighter
- Pencil

Dear Fair Trade Community,

Greetings from Wholesum Harvest's tomato farm in Amado, Arizona! We are thrilled to be a part of the Fair Trade family and to share our story with you.

Since becoming Fair Trade Certified, your purchases have helped send us more than \$80,000 in Community Development Funds. As additional funds roll in, we plan to address some of the most pressing challenges in our community. These include transportation, health insurance fees and home insurance – all identified by the workers through a survey.

Right now we are working on the first project selected by our fellow workers, which is to obtain free health coverage for everyone who is part of our Fair Trade community. Wholesum provides us with health insurance, of which we pay a small portion. Even this small amount is too much for many of the workers here, so we've decided to use our extra funds to offset the cost. This will not only give us the benefit of coverage, but of peace of mind as well. No longer will we have to worry about money when one of our children has a fever or a parent can't get out of bed. We can take them to the doctor, secure in the knowledge that our insurance is fully covered.

Being a part of Fair Trade benefits our community, but it also benefits us personally by allowing us to develop our project management skills. We are learning how to manage complex projects and work together for the good of our community. Seeing how the workers at our sister farms in Mexico have used Fair Trade to improve their communities motivates us to give it our all.

We hope that you will continue to choose Fair Trade whenever possible – and not just for us, but for those who will come after us. We want to be the first of many Fair Trade farms in the United States so that farmers and workers everywhere can reap the benefits. You've already empowered us to start realizing our dreams. Your continued support of Fair Trade will help countless others achieve theirs as well.

Sincerely,

"First Fair USA" Fair Trade Committee

Wholesum Harvest

Amado, Arizona, USA

Close Read: Open Letter from a Certified Fair Trade Farm

This is an example worksheet that corresponds with the instructions in Part 4. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Introduction
<ul style="list-style-type: none"> • 1st reading: <i>Teacher reads aloud text.</i> • 2nd reading: <i>You, the student, will read aloud and mark the text. During the reading, underline vocabulary words and put a question mark (?) next to parts that need clarification. After reading, circle parts that help answer the lesson supporting question.</i> • 3rd reading: <i>You will re-read as needed in order to find answers these questions that help answer the unit supporting question.</i>
Open Letter from a Certified Fair Trade Farm in Amado, Arizona
<p>What are the benefits of becoming fair trade certified to this farm?</p> <hr/> <hr/> <hr/> <hr/>
<p>In the letter, it states, "We hope that you will continue to choose Fair Trade whenever possible," what examples are given in the text for this statement?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Questions that I need the answers to help me respond to: What is fair trade? And what is our global responsibility?</p> <ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/>

Close Read: Open Letter from a Certified Fair Trade Farm

Formative Assessment

Write a paragraph(s) to explain: How is this letter about fair trade an example of being globally responsible?

Lesson Summative Assessment



Unit Compelling Question

What is our global responsibility?



Unit Supporting Question

What is fair trade?

Assessment Instructions

- 1 Students will be given the following scenario to complete the summative assessment.

“Your school is having a cultural fair. Choose either artisan Daniel Doku or Herlinda Artola. Create a brochure for one of these artisans explaining ‘What is fair trade?’ and how it has impacted the artisan so that people who come to the cultural fair will consider purchasing from your artisan of choice.”

- 2 Students will research the Doku or Artola’s stories, how they became part of the fair trade movement and how free trade has impacted them using the links provided. Students can refer to the [Fair Trade Artisans handout](#).
- 3 After completing the research, students will create a brochure for one of these artisans explaining free trade, how it has impacted the artisan and their personal story. There is a [brochure template](#) available to download.
- 4 The educator can use the rubric criteria on the next page to evaluate the brochures. Rubric categories include: organization, ideas, conventions, graphics, citing sources, conventions and amount of graphics.

Lesson Summative Assessment

Assessment Scoring Options

Designing a Brochure Rubric			
Name: Artisan:	Proficient	Developing	Beginning
Organization	Each section in the brochure has a clear beginning, middle and end	Each section has an attempt of a clear beginning, middle or end, but missing one aspect	Sections are written as a sentence or two, but confusing to the reader
Ideas	<ul style="list-style-type: none"> All facts/information in the brochure are accurate and match the cited resources Includes "What is Fair Trade?" Includes benefits of fair trade related to the artisan chosen 	<ul style="list-style-type: none"> Facts/information are accurate, and doesn't cite resources Includes "What is Fair Trade?" Includes some benefits of fair trade related to the artisan chosen 	<ul style="list-style-type: none"> Communicates irrelevant information or doesn't cite resources Communicates inappropriately to the intended audience Does not include enough information for "What is Fair Trade?" Does not include enough benefits of fair trade related to the artisan chosen
Conventions	<ul style="list-style-type: none"> No spelling or grammar errors Attractive formatting Well-organized information 	<ul style="list-style-type: none"> No more than three spelling and/or writing errors Has well-organized information OR format but not both 	<ul style="list-style-type: none"> More than three spelling/writing errors Formatting and/or organization of material is confusing to the reader Graphics do not go with the accompanying text or appear to be randomly chosen
Graphics	<ul style="list-style-type: none"> Graphics match the topic and text in the section where it is placed Each section has no more than one graphic and there are at least two graphics used on brochure 	<ul style="list-style-type: none"> Graphics go well with the text Too many graphics that distract from the text 	<ul style="list-style-type: none"> Graphics don't go well with the text There are too few on the brochure graphics The brochure seems "text-heavy"



Photos Courtesy of Ten Thousand Villages

Daniel Doku

Artisan Daniel Teye Doku of Dan Beaded Handicraft in Ghana creates unique wind chimes from metal rods and recycled glass beads for Ten Thousand Villages.

Ten Thousand Villages is a fair trade partner group. In the image above, Doku is making a wind chime from recycled glass.

- **Watch** Daniel Doku's process of making his wind chime
- **Learn** more about the work of Ten Thousand Villages to encourage a global maker-to-market movement.
- **Read** this article from Ten Thousand Villages about "How Our Trade Model Is Breaking the Cycle of Poverty"



Herlinda Artola

Artisan Herlinda Artola is making a wall hanging by "painting with wool," a technique where vibrant colors of wool are woven to make a piece of art.

Artola works with Ten Thousand Villages, a fair trade partner group of Intercrafts Peru outside of Lima, Peru.

- **Read** this article about Herlinda Artola's life as an artisan weaver
- **Read** this article about artisan craftsmanship that features Artola
- **Read** this article from Ten Thousand Villages about "How Our Trade Model Is Breaking the Cycle of Poverty"

Trade: Responsibility on the World Stage

Fair Trade

Fair trade is a global movement made up of a diverse network of producers, companies, consumers, advocates and organizations putting people and planet first. Products bought and sold every day are connected to the livelihoods of others, fair trade is a way to make a conscious choice for a better world. Fair trade is a choice to support responsible companies, empower farmers, workers and fishermen, and protect the environment. It is a world-changing way of doing business.

Free Trade

Free trade emphasizes the need for less borders, restrictions and tariffs on goods and services passing through countries and continents.

Additional Resources for Educators

Trade: Responsibility on the World Stage Primary Source Set

This digital source set offers many trade-related primary sources, source-dependent questions and links to additional resources.

[The Impact of Fair Trade Certification](#)

This webpage from Fair Trade Certified describes the significant impact of fair trade practices for producers in countries around the world.

[Fair Trade Certified Resources](#)

This webpage has helpful resources pertaining to Fair Trade USA and the fair trade movement, including infographics, educational material, impact reports, videos and more.

***Fair Trade (Explore!)* by Jillian Powell**

This book explains the difference fair trade makes to the people producing the goods, what the 10 principles of fair trade are and how fair trade practices affect the environment. Read an interview with a worker from a fair trade project in India, debate the issues surrounding fair trade, make a fair trade ice cream sundae and find out amazing fair trade stats and facts.

READ ALOUD

READ ALOUD

EDUCATOR MATERIALS

Trade: Responsibility on the World Stage



5TH GRADE

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Trade: Responsibility on the World Stage

Introduction

A “**read aloud**” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. This Goldie’s History Kit provides four books related to global trade. This read aloud activity directly combines literacy and Iowa history in an easily reproduceable format.

What’s Included

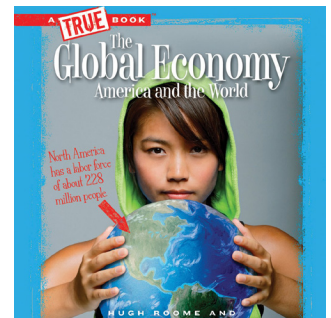
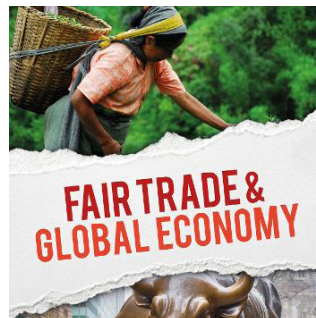
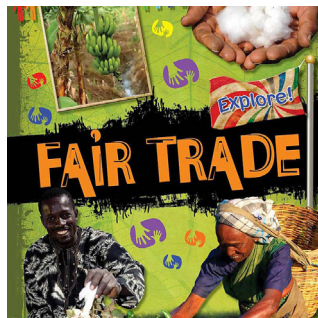
Each Read Aloud Activity Features

- Hard copy of the book (if available, digital recording included)
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

Books

This kit contains the four storybooks listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to the theme, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *Lion, King, and Coin* by Jeong-hee Nam
- *Fair Trade (Explore!)* by Jillian Powell
- *Fair Trade & Global Economy* by Charlie Ogden
- *The Global Economy: America and the World* by Hugh Romme and Anne Ross Roome



Text-Dependent Questions

Each book activity instruction sheet also includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie’s History Kit theme, Iowa history and/or U.S. history.

Trade: Responsibility on the World Stage

5th Grade

Read Aloud Table of Contents

Book: <i>Lion, King, and Coin</i>	47
Book: <i>Fair Trade (Explore!)</i>	48
Book: <i>Fair Trade & Global Economy</i>	49
Book: <i>The Global Economy: America and the World</i>	50

Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie’s History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book’s content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic with a brief explanation. You can use the [background essay](#) and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students’ attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the [Read Iowa History lesson plan](#) and the topic.
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: “What do you think will happen next?” or “Why would (X) do this? What would you have done if you were (X)?”
- Don’t be afraid to follow participants’ lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.

Trade: Responsibility on the World Stage

5th Grade

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
 - **Example:** As students analyze fair trade examples in Part 3 of the Read Iowa History section, the book *Fair Trade (Explore!)* interacts with a variety of additional topics surrounding fair trade. Students can learn more about specific fair trade industries and the different obstacles they face.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the Primary Source Sets) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.

Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Goldie's History Kit about global trade. If a book title is listed after the description, this signifies that this standard only applies to this book.

Iowa Core Literacy Standards

No.	Description
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Iowa Core Social Studies Standards

No.	Description
SS.5.8.	Analyze how rights and laws influence interactions between groups in society.
SS.5.9.	Analyze the strategies that a variety of demographic groups have used to ensure their rights.
SS.5.13.	Describe how goods and services are produced and distributed domestically and globally.
SS.5.15.	Explain how trade impacts relationships between countries.
SS.5.21.	Describe the connections between historical developments that occurred within the same time period.

Lion, King, and Coin

Jeong-hee Nam
Author

2017
Year of Publication

Fiction (Storybook)
Book Genre/Type

Book Description

Set in ancient Turkey, a young boy named Laos is from a family of blacksmiths. At the local market, his community is faced with trade difficulties. His uncle devises a solution: coins. The King of Lydia appoints Laos' family to forge the kingdom's new currency. The invention of coins transforms the market place. (36 pages)

Why This Book

This fictional story, loosely based on the history of currency, presents young readers with a personal narrative about the impact the development of coins had on a community and their trade. It also incorporates the local culture and lore of the region through the myth of the golden King Midas and Dionysus. A historical account of the origins of coins follows the narrative along with an overview of the geographical context, a list of key terms and a timeline of events.

Text-Dependent Questions

- 1 What is the problem facing the people in the market who want to trade their goods for other goods?
- 2 How does the invention of coins solve this problem?
- 3 What natural resource did this community in Turkey living near the Pactolus River have access to?
- 4 What is it about a coin that tells you how much it is worth and where it is from?
- 5 The process of making coins is called minting. According to the story, how were the first coins made?

Fair Trade (Explore!)

Jillian Powell

Author

2014

Year of Publication

Informational

Book Genre/Type

Book Description

This book introduces readers to the history of fair trade. A variety of fair trade products are examined, such as bananas, cotton, chocolate and soccer balls (called footballs in the text). Readers are encouraged to consider the pros and cons of fair trade. Lastly, readers are presented with ways to raise awareness about the fair trade industry and additional facts. (32 pages)

Why This Book

This book interacts with a variety of topics surrounding fair trade. The content is made accessible to readers by breaking the topics down into smaller sections divided into text boxes. Readers begin by learning what fair trade entails and why all trade is not fair. Then, readers look at specific fair trade industries and the different obstacles they face. Finally, readers are encouraged to consider the larger debate surrounding the benefits and drawbacks to fair trade.

Text-Dependent Questions

- 1 How does fair trade help the people farming the land the product is produced on?
- 2 How does fair trade play a role in the global market?
- 3 How do fair trade organizations help local farmers compete with large international companies? (*see pg. 11*)
- 4 What are ways in which fair trade companies have helped local communities?

Fair Trade & Global Economy

Charlie Ogden

Author

2018

Year of Publication

Informational

Book Genre/Type

Book Description

Readers are encouraged to become active and informed citizens of the world by examining a variety of approaches to global trade and the impact of such industries upon society. The global economy consists of vast trade networks that impact countries' local economies. One example is found in the 2008 Housing Crisis in the United States. Alternative trading methods include fair trade. While this approach seeks to empower the producer, it too entails trade-offs. (32 pages)

Why This Book

The content of this book builds upon itself. First, readers are introduced to the features of an economy. Then, they are encouraged to apply this information on a global scale. This form of international trade is contrasted with fair trade. The impact of these various approaches to trade upon the world is considered. The text provides examples of various countries that have strong or weak economies. Finally, the role of supply and demand is explained. The book concludes with additional ways to get involved and support fair trade.

Text-Dependent Questions

- 1 What is an economy?
- 2 What is the title for the international buying and selling of goods and services?
- 3 How has technology helped to expand international trade?
- 4 When one country has an economic crash, like the United States did in 2008, how does this affect other countries economies?
- 5 What is an example of a way in which a worker can be taken advantage of in the international trade industry?
- 6 What does fair trade mean?

The Global Economy: America and the World

**Hugh Romme and
Anne Ross Roome**

Author

2013

Year of Publication

Informational

Book Genre/Type

Book Description

This book approaches the global economy through the topic of globalization. Beginning with the ancient Greeks, trade was made possible across large swaths of land. Through the development of roads and the improvement of ships, trade capacities increased. In addition to the trading of goods, a global economy also entails the trading of services through businesses and entertainment. In addition to these more positive forms of international trade, globalization has also resulted in the negative impact of wars and environmental pollution. (48 pages)

Why This Book

Readers are introduced to the concept of globalization. The historic context of trade among ancient empires is described. The various modes of transportation that have facilitated trade over the centuries is explained from the Silk Road to ships and airplanes. Next, readers learn about the role of international businesses and the global impact of various entertainment industries, such as movies, music, books and sports. Finally, the negative side effects of globalization are discussed.

Text-Dependent Questions

- 1 What does globalization allow people to do?
- 2 Why would an international company, like McDonalds, change what they sell in a different country?
- 3 What issues might workers have with outsourcing?
- 4 We benefit from international entertainment industries in movies, music, books and sports. Can you name one artist or athlete that you like who is not from the United States?
- 5 What is the purpose of the United Nations (U.N.)?

HISTORY MYSTERY

EDUCATOR MATERIALS

Trade: Responsibility on the World Stage



HISTORY MYSTERY

5TH GRADE

Goldie's
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Trade: Responsibility on the World Stage

Introduction

The **History Mystery** activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the [Read Iowa History lesson plan](#). Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze clues to deduce the name and use of objects
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme

What's Included

This History Mystery Activity Features

- Photographs of objects
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

Objects

Each object has photos specifically taken for students to analyze. The photos are printed, laminated and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. All images for this History Mystery are available on the USB flash drive included in this kit and also in the [Google Drive folder](#).

Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

Trade: Responsibility on the World Stage

5th Grade

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Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the objects identified with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie's icon within the Read Iowa History lesson plan. Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. If they have not already read it or had it read to them, please read aloud the background essay. 	<ul style="list-style-type: none"> After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object. After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object. Following this time, pose the questions connected to the object to your students. Remember to connect the objects to the kit topic and the lesson currently in progress.

Trade: Responsibility on the World Stage

5th Grade

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to investigate objects</p>	<ul style="list-style-type: none"> • Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group. • If they have not already read it or had it read to them, please read aloud the background essay. 	<ul style="list-style-type: none"> • It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet. • Ask student groups to present on their objects. As they speak, project the object on the classroom screen. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.

Sheepskin Burka



Description

This is a burka made from sheepskin around 1959. It is 63.5 inches long with white wool on the exterior and red satin lining on the interior. Men of various groups of Eastern Europe and Western Asia traditionally wore burkas such as this one as part of their daily clothing. Soviet Union Premier Nikita Khrushchev gifted this burka to Roswell Garst of Coon Rapids, Iowa, when visiting Garst's farm in 1959.

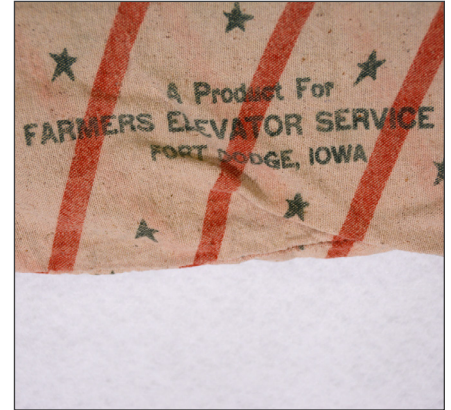
Object Significance

This burka represents an example of members of two influential countries in the world at the time working through their responsibilities as world leaders while ideological enemies. From the time World War II ended in 1945 and going on until the fall of the Soviet Union in 1991, the two superpowers were locked in a cold (indirect) war with each other. One way the United States fought with the Soviet Union was to place a series of bans on trade between the two countries. Even so, Khrushchev took interest in family-owned farms in Iowa and the state's crop of corn. Sending delegates in 1955, Iowa businessman and farmer Garst took the opportunity to introduce himself to the delegates. Garst made a good impression and made his own visit to the Soviet Union later that year where he got to meet Khrushchev. Both men looked forward to a trade partnership in which the Soviets would pay for Garst's hybrid corn seeds; however, economic sanctions put on the Soviet Union by the U.S. government stood in the way. Once back in the states, Garst was granted an export license. The trade between Soviets and Americans would be the first in a decades-long thawing of trade restrictions with one another.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Roswell Garst was a farmer and producer of hybrid corn who visited the Soviet Union and met the Soviet leader. Why would an Iowa farmer in the 1950s be interested in the Soviet Union? What lasting effects do you think Garst's actions have had on Iowa and Russia?
- 3 While in the Soviet Union, Garst also taught new farming techniques to the Soviets, as well as evaluating how their collective farms were doing in managing their crops. How do you think Garst was practicing fair trade with the Soviets?

Feed Sacks from Peet's Feeds and Felco Quality Seed



Description

The first object is a cotton-made feed bag from the 1920s. Printed on the bag is a red and white target design with a logo's circle in the center. The logo shows a hen with two chicks with the word "Peet's" above and "Feeds" below. A small circle is also situated to the left and right of the hen and chicks. Above the logo are the words "100 Lbs. Net" and "Peet's Hatcheries Solon and Ely, Iowa." The reverse side of the bag is plain white with the hen and chicks printed on it.

The second object is a seed bag. Printed on the tan bag is a red band along the top with diagonal, red stripes run across the length of the bag. Green stars are located in between the stripes. In the center, a green rectangle with white text states "The Name FELCO on this Bag of See Guarantees You the Highest Value that Your Own Cooperative Can Have Put Into It." In the text, the word "FELCO" is presented as the business's logo. The reverse side reads "Product for the Farmer's Elevator Service Co., Fort Dodge, Iowa" printed on it.

Object Significance

In the past, farm products were shipped in wooden barrels or boxes or even metal tins. None of these were ideal methods for storage or transportation as tin would rust and the hand made wooden boxes and barrels leaked and were easily damaged. Starting in the mid 1800s, cotton sacks gradually replaced barrels as feed containers. Feed sacks (or feedbags) were initially printed on plain white cloth and in sizes that corresponded to barrel sizes. The brand name of the feed was printed on the side of the bag.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Think about the transition between wooden and tin boxes (like the [Crescent Macaroni and Cracker Company](#)) to cotton bags. Why would having containers that are easier to move and purchase (like the [Tone's Spice Bottle](#)) lead to more opportunities for trade?
- 3 Why would companies want to put their logo on the feed sacks? How do logos help you when making purchases?

Boycott Lettuce Button



Description

This object is a political button designed by the United Farm Workers union. The button is 2.25 inches in diameter and painted green. The union's logo of an Aztec eagle is imprinted on with the words "Boycott Lettuce" above it.

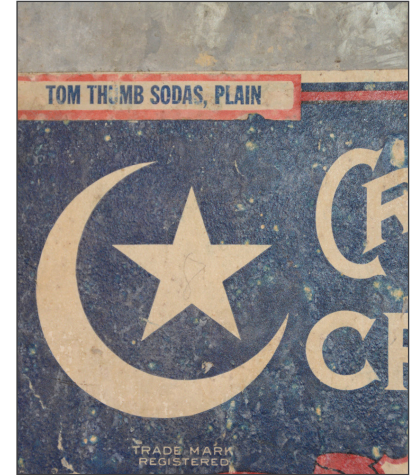
Object Significance

This button was part of a campaign by California farm workers and their supporters against lettuce growers. This group agreed to bargain with the International Brotherhood of Teamster Union over United Farm Worker (UFW). The UFW claimed to have jurisdiction over representing farm workers and organized strikes and a public campaign against the growers who signed with the Teamsters. And on August 12, 1970, over 5,000 farm workers walked out on strike in what would be the largest farm worker strike in United States history. Over the next five years, many following strikes, demonstrations, acts of violence, and arrests would occur between the UFW, the Teamsters and the State of California. Eventually, the UFW and its supporters were able to grow enough support to get the state's congress and governor to pass a new law allowing collective bargaining between farm workers and their employers for the first time in U.S. history. And much of the events leading up to the milestone can be traced back to the lettuce boycott, which this button was a part of from August 1970, until March 1971.

Questions about History Mystery Object

- 1 What do you see when you look at this object?
- 2 Collective bargaining entails negotiating wages and other conditions of employment by an organized body of employees, like a union. How might it be impactful on promoting fair trade?
- 3 Both the Teamsters and UFW wanted higher wages and better conditions for farm workers yet spent years fighting each other for control. What effects do you think this had on fair trade in the agricultural industry?

Crescent Macaroni and Cracker Company Box



Description

This is a gray, rectangular box made from tin with a hinged lid. Two wire handles attached to the side of the box hang over the front and back. A label advertising the “Crescent Macaroni and Cracker Company” is attached to the front of the box. The company’s name is shown on the right in white text while the left-hand side shows the white image of a crescent moon and star, both are set against a blue background. At the bottom is “Davenport Iowa” in white text on a red ribbon. In the top left corner of the label is a text box with “Tom Thumb Sodas, Plain” in blue text on a white background. The box is 10.375 inches by 13.25 inches by 12.5 inches.

Object Significance

This box would have been used to hold the Crescent Macaroni and Cracker Company’s products to sell to customers. Although never convicted, the company’s leaders were accused by the U.S. Federal Trade Commission of intentionally cheapening their products and illegally fixing prices. A Crescent spokesman said that macaroni manufacturers had been forced to combine durum wheat with other hard wheats for macaroni flour because of shortages caused by government crop restrictions and drought in the Dakotas.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Whether or not the accusation by the Federal Trade Commission was true, how would fair trade be affected by such practices?
- 3 Do you think the Federal Trade Commission was trying to promote fair trade? Why or why not?

Eskimo Pie Box



Description

This object is a cardboard box made by H.C. Shrink & Son in Ladington, Michigan, for the Eskimo Pie Company. The box is designed with blue and white coloring and the product's advertisement on top. The advertisement says "Refreshing - Energizing Eskimo Pie, There's Magic in Its Flavor, Eat Ice Cream for Health." The text for "Eskimo Pie" appears as if snow has gathered on the letters. The advertisement includes a gray circle showing an Eskimo Pie in its wrapping. The wrapping includes the product's name on the left and a rainbow on the right. The box is 2.5 inches by 6.5 inches by 4 inches.

Object Significance

The Eskimo Pie Company was started by Christian K. Nelson, an Iowan, and his business partner Russell C. Stover in 1922 after patenting the rights to Nelson's invention of an ice cream bar covered in chocolate. Initially, the company had success, but legal battles presented against their patent became too expensive. In 1923, Stover left and formed his own company while Nelson sold the company and name to the U.S. Foil Corporation, the company behind the products wrapping.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Patents are meant to protect intellectual property and allow creators to have success with their invention. How might Nelson and Stover's patent, which was vaguely written, have caused problems?
- 3 Discuss the relationship between patents and fair trade. How might they go hand-in-hand? How might they be conflicting?

Tone's Spice Bottle



Description

This object is a 1.375 ounce spice bottle made by Tone's Bro Inc. The bottle is made from clear glass with a screw top painted orange and white. On front is a label advertising the product's contents and business. The text reads "Net Weight 1 $\frac{3}{8}$ oz, Tone's, Pure Dehydrated Horse Radish, Really hot!, Product, Tone Bros Des Moines, Iowa." The bottle includes a back label as well stating "Pure, Fresh" in orange text with "Economical and Delicious" and directions of use and storage in black text. The bottle is 3.5 inches by 1.375 inches by 1.375 inches.

Object Significance

Jehiel Tone and his brother Isaac started Tone's in 1873 in Des Moines, Iowa. By 1888, they changed the way people bought spices by inventing the individual, pre-ground spice packaging that is still sold today. The spices were sold in orange and black boxes, which changed over to bottles later, but still with the black and orange labels. Before the individual packaging, people bought spices by scooping a small amount from large barrels at the grocery store (like the bulk section). Today, the company operates one of the largest spice production facilities in the world.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Tone's is one of the largest spice producers in the world. Is Tone's trading in a fair manner? Why or why not?
- 3 Why did putting spices into individual containers help improve purchasing and shipping to stores?

Berkwood Farms Banner



Description

This is a banner for Berkwood Farms of Des Moines, Iowa, used at the Blue Ribbon Bacon Festival in Kofu, Japan. The 69.5 by 23.25 inch banner is made from nylon with hook-and-loop tabs at the tops and left side. The white banner consists of a red rectangle with Japanese script written in black text. In the top left corner is Berkwood Farms' logo, which is their name with a stylized side-view of a pig. From the logo hangs a black ribbon with a trophy on it and the text "3x Winner Best Bacon." In the bottom left corner is a black rectangle stating "#berfoodwork." Above the black rectangle is the phrase "Born, raised, and made in the USA" with the logos for the nonprofit U.S. Meat Export Federation and its logo for its work with pork.

Object Significance

This banner highlights a farmer-owned company reaching out to an international market. Berkwood Farms has been working beyond Iowa to become the only farmer-owned national distributor. Berkwood Farms state that they strive to work hard to ensure their animals are raised in a "healthy, human, and environmentally friendly manner." This banner shows that they are working to spread their philosophy while maintaining the business.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Kofu, Japan, is a sister city to Des Moines, Iowa. How might have that affected Berkwood Farm's decision to first go international in Japan? What do you think being a sister city means for fair trade?
- 3 As mentioned, Berkwood is owned by its farmers rather than an individual or group of business people. How might that be good for fair trade? What could be some drawbacks?

Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's Student Materials packet on the USB flash drive and [Google Drive folder](#).

Analyze an Object

1	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.
2	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.

Continued on next page.

Analyze History Mystery Objects

3	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
4	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
5	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>

THINK LIKE ...

EDUCATOR MATERIALS

Trade: Responsibility on the World Stage



5TH GRADE

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

THINK LIKE ...

Trade: Responsibility on the World Stage

Introduction

The “Think Like...” activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding about global trade from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional cards that specifically highlight individuals connected to the topic (Roswell Garst, Dr. Nyagoy Nyong’o). Each card provides background information about a notable lowan to provide an Iowa history connection to reference as they work on the questions.

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Card: Think Like a Geographer	69
Card: Think Like an Economist.	70
Card: Think Like a Historian	71
Card: Think Like a Political Scientist	72
Card: Think Like a Journalist.	73

What’s Included

Think Like... Cards Feature

- Pack of seven cards
- Each card Includes
 - Definition of card description (ex: the job of a geographer)
 - Questions to guide the connection between the card and the topic
 - Brief biography of a notable lowan in that profession

Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about the impact of fair trade on lowans may be easier through the perspective of an economist rather than a geographer. The lowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the kit topic.

Trade: Responsibility on the World Stage

5th Grade

Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a Think Like... card you would like to use. If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable). Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. If they have not already read it or had it read to them, please read aloud the background essay. 	<ul style="list-style-type: none"> Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate. Provide students with the Think Like... questions and display connected primary source image (if applicable). Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p>	<ul style="list-style-type: none"> Separate your students into groups. Assign each group a different Think Like... card from the kit. Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit. If they have not already read it or had it read to them, please read aloud the background essay. 	<ul style="list-style-type: none"> It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card. Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen. Following their answers, open the discussion to the class for other ideas or answers regarding the questions. Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.

Think Like... Roswell Garst Card

Think Like Roswell Garst

- Corn was traded between the U.S. and the Soviet Union when the two countries had strained relations. Why would corn be a good material to begin trade? What are the drawbacks?
- In what ways would Roswell Garst inviting Nikita Khrushchev to Iowa help the relationship between countries? How could it hurt relations?
- Garst and Khrushchev formed a lifelong friendship that started with discussing agriculture. Discuss how trade impacts relationships between nations.



Roswell Garst (1898-1977)

Roswell Garst was an Iowa farmer and seed company executive. He developed hybrid corn seed in 1930 that allowed greater crop yields. In the mid-1950s, Nikita Khrushchev, then leader of the Soviet Union, wanted to grow corn in his country to help feed people and livestock. The Soviet Union was a large socialist state in Eurasia, which broke up in 1991; it was made up of what is now Russia and now independent surrounding countries. In 1955, Garst traveled to the Soviet Union to help advise the nation on corn production. He met Khrushchev and they developed a friendship as well as a plan for the United States to trade corn with the Soviet Union. However, the U.S. had banned trade with the Soviet Union. Garst worked with the U.S. Department of State and was granted an export license. This helped to open trade relations between the two countries for additional products.

Think Like... Dr. Nyagoy Nyong'o Card

Think Like Dr. Nyagoy Nyong'o

- Dr. Nyagoy Nyong'o was born and raised in Kenya. How do you think her time on the African continent, like her time spent in Iowa, impacted her view for fair trade?
- The company Fairtrade International has seven top traded products: bananas, cocoa, coffee, cotton, flower, sugar and tea. How many of these have you consumed? Why would these products fall into products that are often traded?
- Fairtrade International also focuses on child labor, as well as human and worker's rights. How do these topics fit in with the concept of fair trade?



Dr. Nyagoy Nyong'o

Nyagoy Nyong'o was born and raised in Kenya by a mother who was a farmer and her father was a church minister. They instilled in her a drive for education and after her undergraduate degree from the University of Nairobi she came to Iowa to study Forest Biology at Iowa State University. She received both her master's and doctorate degrees from ISU. In 1991, she was the first woman to graduate with a Ph.D. in Forest Genetics. As a child and young adult, she witnessed the struggles that farmers endured. From that grew a passion to improve livelihoods for small-scale farmers and workers. Nyong'o went on to lead Fairtrade Africa, an organization that seeks to make trade fair. At Fairtrade Africa, she increases representation and visibility of small-scale farmers and workers so that they have more control over their lives and decide how to invest in their future.

Think Like... a Geographer Card

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?



Ira Cook (1821-1902)

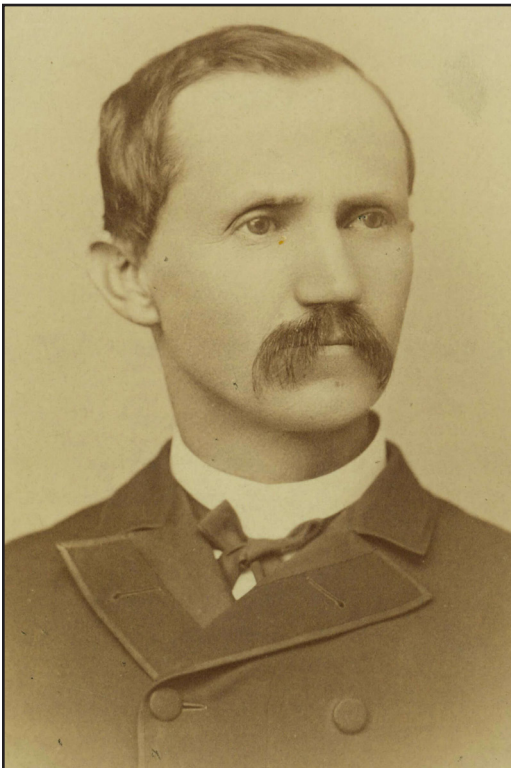
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.



Voltaire Twombly (1842-1918)

Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

Think Like... a Historian Card

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?



Louise Noun (1908-2002)

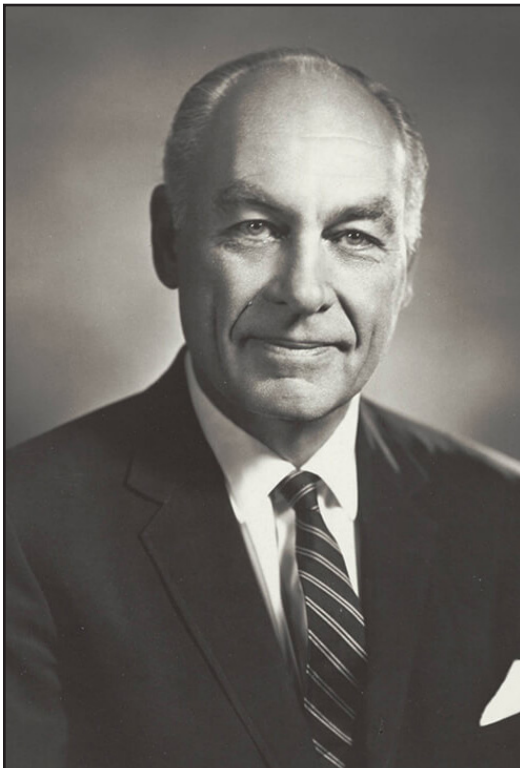
Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

Think Like... a Political Scientist Card

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?



George Gallup (1901-1984)

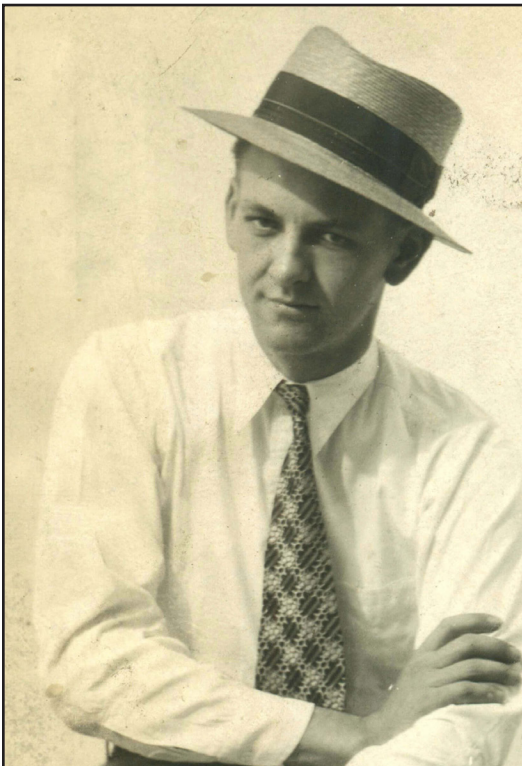
A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



George Mills (1906-2003)

There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

Iowa Core Social Studies Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.5.1.	Identify the disciplinary concepts and ideas associated with a compelling question.				
SS.5.2.	Use supporting questions to help answer the compelling question in an inquiry.				
SS.5.3.	Determine the credibility of multiple sources.				
SS.5.4.	Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.				
SS.5.5.	With teacher direction, construct responses to compelling questions supported by reasoning and evidence.				
SS.5.6.	Identify challenges and opportunities when taking action to address problems, including predicting possible results.				
SS.5.7.	Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.				
SS.5.8.	Analyze how rights and laws influence interactions between groups in society.				
SS.5.9.	Analyze the strategies that a variety of demographic groups have used to ensure their rights.		X		
SS.5.10.	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)				
SS.5.11.	Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)				
SS.5.12.	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)				
SS.5.13.	Describe how goods and services are produced and distributed domestically and globally.		X	X	
SS.5.14.	Explain how various levels of government use taxes to pay for the goods and services they provide.	X		X	
SS.5.15.	Explain how trade impacts relationships between countries.	X	X	X	
SS.5.16.	Demonstrate ways to monitor how money is spent and saved. (21st century skills)				
SS.5.17.	Give examples of financial risks that individuals and households face. (21st century skills)				
SS.5.18.	Investigate ways that personal information is fraudulently obtained. (21st century skills)				
SS.5.19.	Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.		X		
SS.5.20.	Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.				
SS.5.21.	Describe the connections between historical developments that occurred within the same time period.				
SS.5.22.	Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.				X
SS.5.23.	Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.			X	
SS.5.24.	Explain probable causes and effects of historical developments.				
SS.5.25.	Develop a claim about the past and cite evidence to support it.				
SS.5.26.	Analyze Iowa's role in civil rights history.				

Iowa Core Literacy Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		X		
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		X		
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X	X		
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	X	X		
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		X		
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	X			
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	X			

**Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.*

Goldie's History Kit - Trade: Responsibility on the World Stage Manual

Book 1: *Lion, King, and Coin* by Jeong-hee Nam

Book 2: *Fair Trade (Explore!)* by Jillian Powell

Book 3: *Fair Trade & Global Economy* by Charlie Ogden

Book 4: *The Global Economy: America and the World* by Hugh Romme and Anne Ross Roome

History Mystery Object Photos

- Sheepskin Burka
- Feed Sacks from Peet's Feeds and Felco Quality Seed
- Boycott Lettuce Button
- Crescent Macaroni and Cracker Company Box
- Eskimo Pie Box
- Tone's Spice Bottle
- Berkwood Farms Banner

7 Think Like... Cards

- Roswell Garst
- Dr. Nyagoy Nyong'o
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of Trade: Responsibility on the World Stage Educator Manual

Goldie's History Kit Container