READ IOWA HISTORY

EDUCATOR MATERIALS



Trade: Responsibility on the World Stage

LESSON PLAN FOR SUPPORTING QUESTION

What is fair trade?

5TH GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES

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 they see fit for their 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 list or cards, a materials list and instructions. 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 their own with the primary sources.

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 reproduceable student worksheets are available in the **Student Materials PDF** (on website, below "Educator Materials) for this topic.



Courtesy of Ten Thousand Villages, Edna Ruth Byler, 1968

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. Reproduceable assessment worksheet(s) also are available in this topic's Student Materials PDF.

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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Compelling and Supporting Questions

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?"

This is an example worksheet that corresponds with the instructions in Part 1. 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.

What is Fair Trade?
Section 1: Definition of Fair Trade
"Fair trade, defined simply, is when producers in developing countries are paid a fair price for their work, by companies in developed countries. It's when the price we pay for products gives enough to producers for them to afford life's essentials - like food, education and healthcare." - ***Courtesy of Traidecraft, "What is Fair Trade?"***
What does fair trade mean in your own words?

Section 2 continued on the next page

"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

"What is Fair Trade?"

Formative Assessment

Section 3: Check for Understanding

Write a summary of the two texts. What is the main idea? Explain what key details support the main idea.

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.

Instructions continued on the next page

Materials
- "Edna Ruth Byler" image
- "My Oma and Me — Building Bridges with Art"
- "Be an Image Detective!" worksheet
- Close Read worksheet
- Pencil

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. Students will need to formulate research questions in order to evaluate the unit compelling question: What is our global responsibility?

Edna Ruth Byler, 1968



Courtesy of Ten Thousand Villages, Edna Ruth Byler, 1968

"My Oma and Me — Building Bridges with Art"

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



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



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.

"My Oma and Me — Building Bridges with Art"

For a craftsperson 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.



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

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.

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.

Be an Image Detective!

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.

<table>
<tr><td colspan="2">Title:
Who made the image?
What year?</td><td>What kind of image is it?
___ photo ___ drawing/cartoon
___ painting ___ advertisement
___ something else</td></tr>
<tr><td>Start with the Basics
In one sentence, what is happening in this image?

Is the image ...
____ black & white ____ color

What does this tell us about when the image was made?

Is there a caption?
____ yes ____ no

If so, what does the caption tell you?</td><td>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?</td><td>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?</td></tr>
<tr><td colspan="3">What questions does this image lead you to ask?</td></tr>
</table>

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

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.

- **1st reading**: *Teacher reads aloud text.*
- **2nd reading**: *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.*
- **3rd reading**: *You will re-read as needed in order to find answers these questions that help answer the unit supporting question.*

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.

2. Write a summary sentence(s) for each part of the article:

   a. Introduction

   _____

   _____

   _____

   _____

   b. From Bluffton to around the World

   _____

   _____

   _____

   _____

   c. Walking in Oma's Footsteps

   _____

   _____

   _____

   _____

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
1. 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.
2. As a class, discuss how and why these are examples of fair trade.
3. **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 and the other explaining the differences - of the three examples of fair trade.

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!

Courtesy of Fair Trade Coffee House, 2004

"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.

My Fair Trade, September 3, 2019



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

- **1st reading**: *Teacher reads aloud text.*
- **2nd reading**: *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.*
- **3rd reading**: *You will re-read as needed in order to find answers these questions that help answer the unit supporting question.*

Fair Trade Coffee House, 2004

How is Fair Trade Coffee House an example of how we support people globally?

_____

_____

_____

_____

How does fair trade help coffee farmers?

_____

_____

_____

_____

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

- _____
- _____
- _____
- _____

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?

-
-
-
-

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?

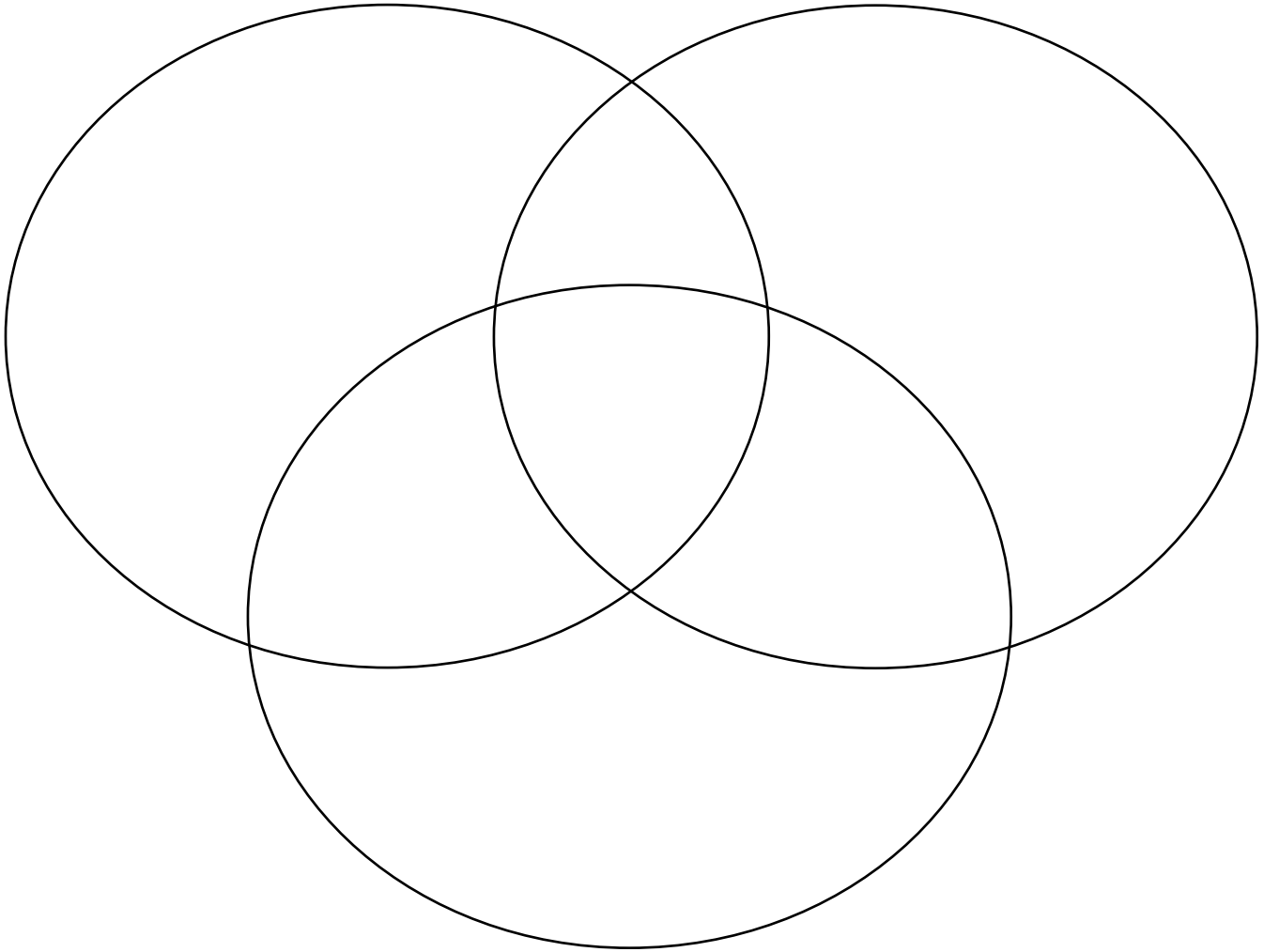
Note and describe at least three items that are sold at My Fair Trade based on the photo. How can these items help customers understand the people and cultures that created them? ??

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.

Materials

- Open Letter from a Certified Fair Trade Farm in Amado, Arizona
- Close Read worksheet
- Highlighter
- Pencil

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?

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

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

Courtesy of Fair Trade USA, "A letter from a certified Fair Trade farm in Amado Arizona. The letter acknowledges the advantage Fair Trade has had on their farm for their employees, their families, and their community," Wholesum Harvest, Date Unknown

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

- **1st reading**: *Teacher reads aloud text.*
- **2nd reading**: *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.*
- **3rd reading**: *You will re-read as needed in order to find answers these questions that help answer the unit supporting question.*

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

What are the benefits of becoming fair trade certified to this farm?

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?

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

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	• 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	• 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	• 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	• No spelling or grammar errors • Attractive formatting • Well-organized information	• No more than three spelling and/or writing errors • Has well-organized information OR format but not both	• 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	• 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	• Graphics go well with the text • Too many graphics that distract from the text	• Graphics don't go well with the text • There are too few on the brochure graphics • The brochure seems "text-heavy"

Fair Trade Artisans Handout





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.