

# History of the Products We Buy

The history of commerce between Latin America and the United States is a story of competing interests and values rooted in vigorous consumer marketing tactics. This unit introduces students to this concept through the following lessons.

## Lesson 1

### History of the Banana Trade

Learn about the rapid growth of the banana export business at the turn of the 20th century. Students create an advertising campaign for bananas. They compare their efforts with the strategies early American fruit companies used to create American demand for bananas.

## Lesson 2

### History of the Coffee Trade

Focus on the history of coffee growing in Guatemala. This case study illustrates the dominance of U.S. corporations, and the vulnerability of developing nations that rely heavily on a single, primary export crop. Students construct timelines showing important events in Guatemala's history and, in doing so, may reveal historical evidence of economic exploitation.

## Lesson 3

### History of the Flower Trade

Discover the U.S. role in the growth of Colombia's flower industry. Students examine the geographic and humanitarian consequences of growing flowers for sale.

## Lesson 4

### Reporters at Work

Students form work groups to gather and analyze historical information about the production of bananas, flowers and coffee.

# History of the Banana Trade



## INTRODUCTION

Bananas were virtually unknown in the United States until the early 1900's when they became a popular and widely available fruit. Technological advances (the advent of the steamship, the expansion of railroads, and the development of methods for keeping products cool) combined with vigorous consumer marketing tactics, made it possible for bananas to become an economically successful export crop. In this lesson, students uncover the factors that shaped the banana industry in the late 19th and early 20th centuries. They develop advertising campaigns to illustrate their knowledge.

## OBJECTIVES

At the end of this lesson, students will be able to:

- Trace the historical movement of goods across the earth's surface (trace the dispersion of bananas from their origins in Asia and ultimately to the U.S.).
- Identify factors that contributed to the development of bananas as an export crop in the Caribbean and Central America.
- Create a series of ads promoting various features of bananas.
- Describe the marketing of bananas throughout the 20th century.

## STANDARDS

### World History

- **Era 6, Standard 1C:** The Consequences of the Worldwide Exchange of Flora, Fauna, and Pathogens
- **Era 7, Standard 4D:** The Political, Economic, and Social Transformations in the Americas in the 19th Century
- **Era 8, Standard 6B:** How Increasing Economic Interdependence Has Transformed Human Society

### Geography

- **Standard 3:** How to Analyze the Spatial Organization of People, Places, and Environments on Earth's Surface (D: Describe the patterns and processes of migration and diffusion)
- **Standard 11:** The Patterns and Networks of Economic Interdependence on Earth's Surface



### Economics

- **Standard 5:** Gain from Trade
- **Standard 14:** Profit and the Entrepreneur

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### MATERIALS AND PREPARATION

- “Mapping the Path of Bananas” handout
- “Early History of the Banana Trade” handout
- “Selling Bananas” handout
- “Journey to Bananaland” handout
- Drawing materials
- Access to the Internet (optional)

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### PROCEDURE

#### 1. Introduce the Mystery of Bananas

Tell students that they are going to be studying the history of bananas. They will begin their study with a mystery. Ask students to consider the following facts:

- Bananas originated in Asia, were brought to Africa, and then to Europe. Spanish priests brought them to Latin America. In 1880, bananas were extremely rare in the U.S. Most Americans had never seen one.
- By 1910, 3 billion bananas were brought to the U.S. annually. Bananas were so popular that the need to properly dispose of banana peels was mentioned in the very first Boy Scout handbook published in 1911.
- By 1999, Americans, on average, ate 27.5 pounds of bananas each year, nine pounds more than any other fruit. Bananas, while still not grown extensively in the U.S., had become an “everyday” food.
- Ecuador is the number one producer of bananas in the world.

**Ask Students:** What do you think accounted for the sudden growth in banana consumption between 1880 and 1910? Allow students to speculate, and share their hypotheses.

#### 2. Map the Path of Bananas

Distribute “Mapping the Path of Bananas.” When students have read the first paragraph, have them trace the dissemination of the banana on the world map, noting the dates at which various “legs” of its journey were completed.

**Ask Students:** What does their map show about the ways in which explorations influenced both the areas explored and the home countries of the explorers? (Explorers carried products from place to place, creating markets for products in the areas they explored and offering new products to their homelands.)

#### 3. Read the History of Bananas

Distribute “Early History of the Banana Trade” and read it with the class, stopping periodically to discuss the information presented.

- When students have read the bulleted list of reasons why bananas were not widely eaten or even known in the U.S.

**Ask Students:** What do you think would need to happen to make bananas a common fruit by 1910? (Answers will vary.)

- Discuss the concept of a “Banana Republic.” In the 1900s there were many so called banana republics in Latin America exporting to the countries in the northern hemisphere.

**Ask Students:** What can you hypothesize about the economic and political relationship between the U.S. and Latin America during this period? Do you think “banana republic” is a positive or negative term?

- When students have completed the reading, compare the information in the handout with the hypotheses they generated in Step 1. List factors that the handout indicates were important—increased demand, increased supply and better transportation.

#### **4. Develop a Marketing Campaign for Bananas**

Tell students that creating demand for bananas was an important element of the early success of the fruit companies. Ask students to imagine that they are working for one of the big fruit companies around 1900. People in the U.S. are not very familiar with the banana. It is their job to create demand for bananas. Brainstorm with students some features of the banana that might be important in marketing the product. These features might include nutrition, price, availability, taste, versatility, and visual appeal.

Organize the students into groups of three or four. Give each group a copy of “Selling Bananas” and go over the directions. Be sure they understand that there was no radio, television, or Internet at the time. Their ads will appear in a ladies magazine or a newspaper.

Post students’ ads around the classroom and allow time for students to examine them. Conduct a class discussion, using questions such as the following to stimulate discussion:

- Which features did most groups choose to promote? Why do you think this is true?
- Can you tell what audience was being addressed by looking at the ads? For example, could you tell whether the ads were addressed to men or women? Rich people or working-class people? Young people or old people?
- Which ads do you like best? Why?
- What do you know about life in the early 1900s that would help you predict whether people of the time would find the ads appealing?

If time permits, have students examine actual ads from the period available through Duke University (<http://scriptorium.lib.duke.edu/eaa/>). These ads could be examined either before or after students create their own ads.



### 5. Read and Discuss Challenges in Selling Bananas in the 20th Century

Distribute the “Journey to Bananaland” handout. Assign students to read and discuss the handout in their small groups.

### 6. Discuss Challenges in Selling Organic Bananas

In today’s supermarket you have many choices of fruit, including organic, fair trade or conventionally grown bananas. Organic bananas are grown by small producers without using chemicals. Fair trade bananas guarantee their growers a fair wage. However, organic and fair trade bananas cost more than mass-produced bananas. Discuss the features you would use in order to market to a wider audience.

### EXTENSION

Have students work in groups to analyze how a contemporary food product is marketed. Students should answer such questions as the following:

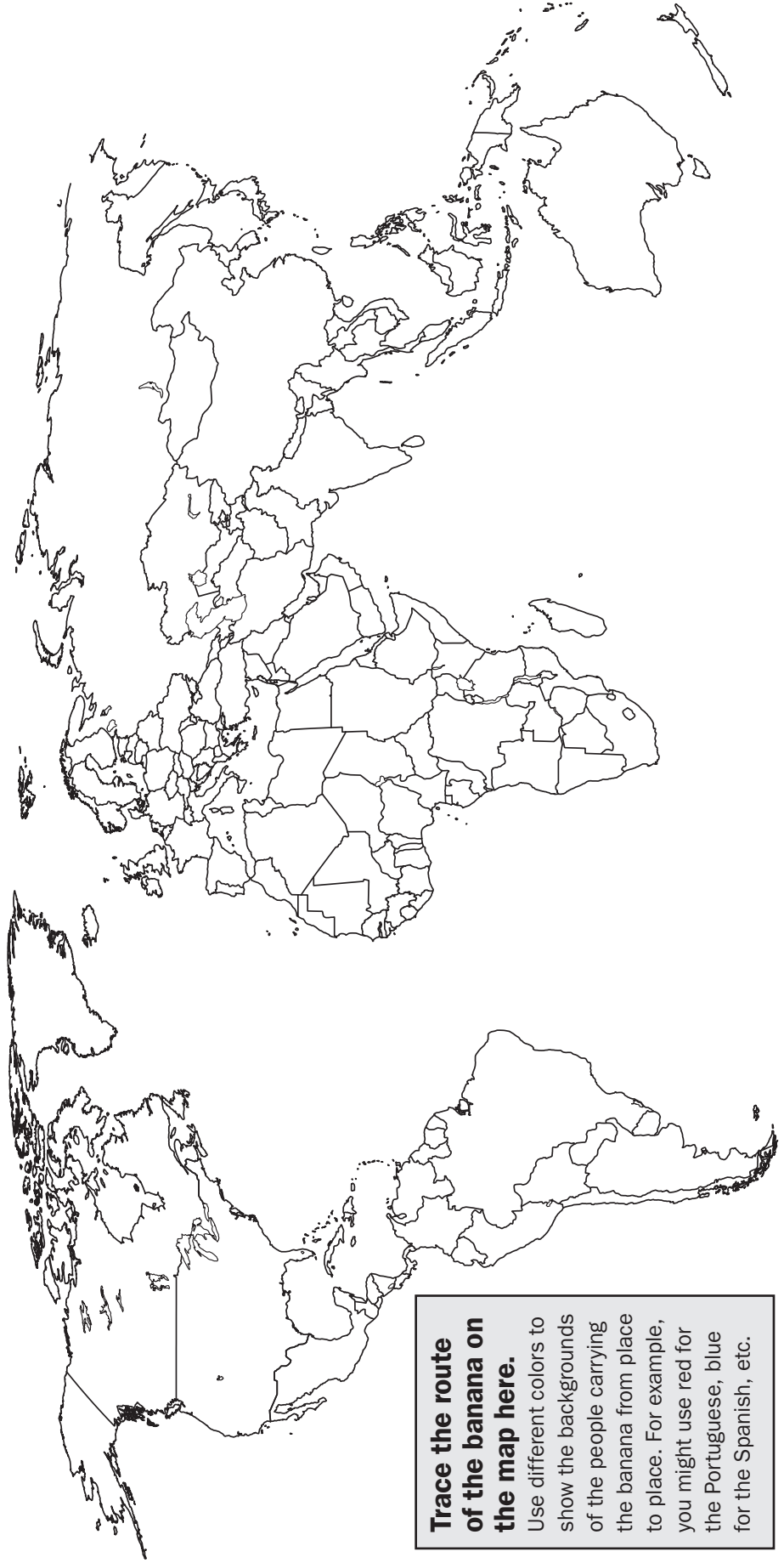
- How does the company create interest in the product?
- Who is the target of the marketing campaign—children, mothers, young adults?
- Why would this group be targeted?
- Which features of the product are highlighted in the marketing? Are different uses of the product mentioned, or is the focus on one use?
- Is this marketing campaign effective? Why or why not?

Students might also design a survey project to determine how much people are influenced by slogans. Does knowing a slogan actually influence the brands or products a person buys?



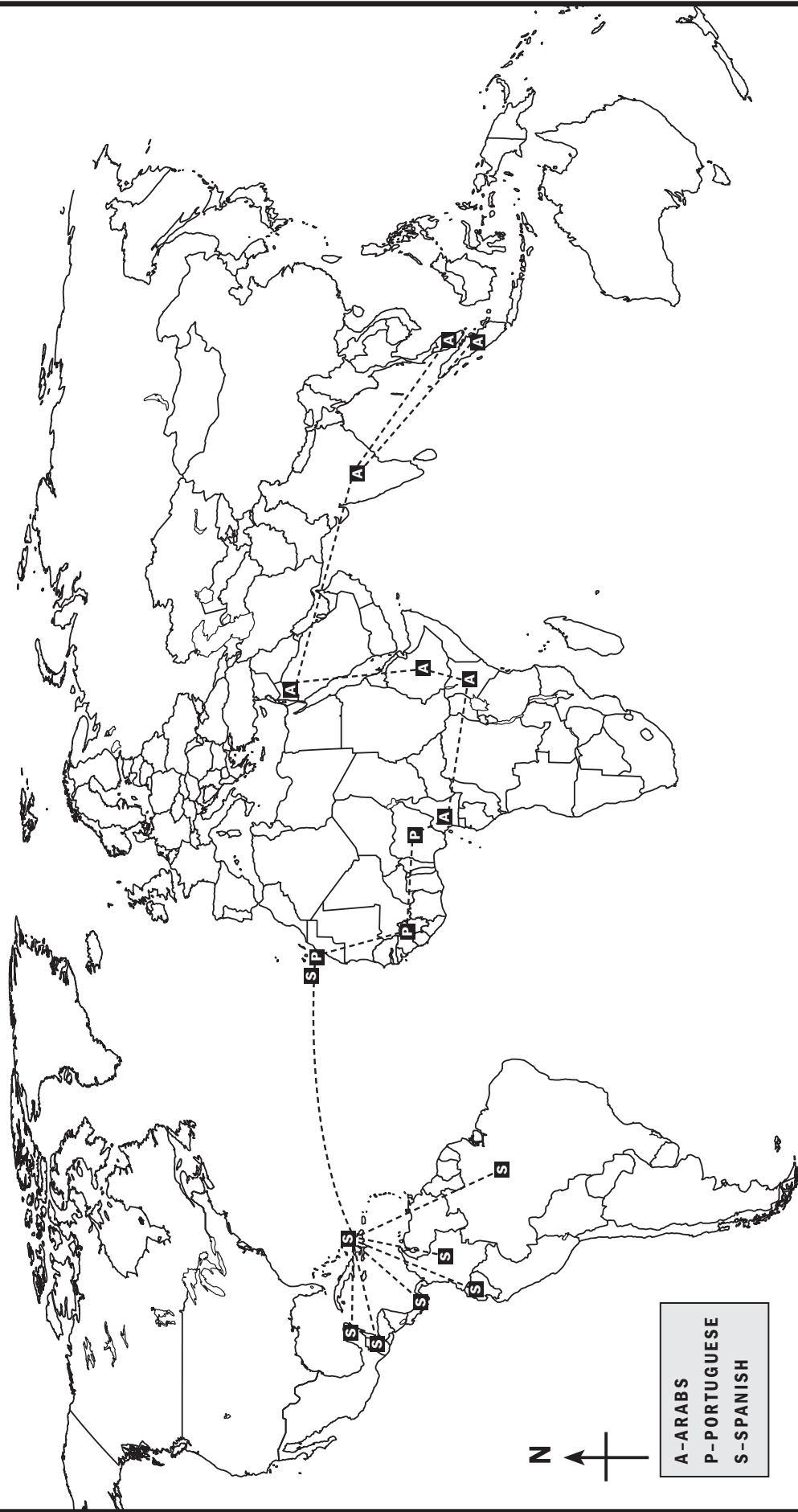
# Mapping the Path of Bananas

The banana was originally grown in Asia. Arabs traveling in Asia brought the banana back to the Middle East and then Africa in the 7th century CE. Europeans first learned of the banana when the Portuguese found it growing in West Africa and transported it to the Canary Islands. From the Canaries, a Spanish priest, Friar Tomas de Berlanga, brought the banana to Hispaniola (now Haiti and the Dominican Republic) in 1516. From there, the banana spread throughout Central American, Mexico, and south Florida. It became a staple food for many people in the Western Hemisphere. Latin America produces more bananas for export than any other region. Of these countries, Ecuador is the largest producer.



**Trace the route of the banana on the map here.** Use different colors to show the backgrounds of the people carrying the banana from place to place. For example, you might use red for the Portuguese, blue for the Spanish, etc.

# Mapping the Path of Bananas (Teacher's copy)



# Early History of the Banana Trade

If the banana reached the Western Hemisphere by the 16th century, why was it still relatively unknown in the U.S. of the late 19th century? There are several reasons:

- Bananas could not be grown commercially in the U.S. because of the climate. Banana plants need 14 to 23 months of frost-free weather to produce fruit. In most of the U.S., frosts occur in the winter months. Enough bananas cannot be produced to be sold commercially.
- The supply of bananas from the Caribbean and Central America was not large enough or steady enough for importing of bananas in the U.S. to be a profitable business.
- The bananas often spoiled on their way to the U.S.. The sailing schooners that brought the fruit to U.S. markets did not get here fast enough to keep the fruit fresh. Who would want to buy a half-rotted banana?

In the late 1800s, the time was ripe for bananas to become a popular import to the U.S.. The U.S. was growing and beginning to assert itself as an international power. It wanted to build its economic power by buying and selling in foreign markets.

Entrepreneurs began bringing bananas to the U.S. Three technological developments also helped the banana entrepreneurs. First was the steamship, which got the bananas to U.S. markets more quickly than sailing ships. Second was the development of the railroad system in the U.S., which gave cities farther inland access to products that had only been available in eastern cities before. Finally, the development of early methods of refrigeration—usually cooling using big blocks of ice—was important in allowing the bananas to be transported without becoming overripe.

The entrepreneurs worked hard to build American desire for bananas (demand). They also had to encourage growers in the Caribbean and Central America to take a risk in producing more bananas (supply). These entrepreneurs eventually formed the companies that would dominate the banana trade for most of the 20th century—United Fruit and Standard Fruit. These companies bought up land; built railroads, ports, storage facilities, and entire towns on the banana plantations; and brought in workers who would work for low pay. The governments of the countries where bananas were grown cooperated with the American fruit companies because the countries' economic growth depended on exporting bananas.

The fruit companies wielded so much power over some of the governments that the countries became known as “Banana Republics.” This term refers to the control of a weak government by foreign corporations. The corporations usually controlled the export of the country's primary (or only) export crop on which the country's economy was wholly dependent. Although banana exports brought economic gain to these countries, the gain was not usually well distributed. Most of the gains went to the foreign fruit corporations and the few political officials in power.

Entrepreneurs, technology, and cooperation of the banana-growing countries combined to create a huge banana trade to the U.S. By 1910, it was said, the bananas imported to the U.S. in a single year would, if placed end to end, circle the equator 13 times!

# Selling Bananas

You work for United Fruit, one of the big U.S. fruit companies in the early 20th century. United Fruit wants to sell bananas in the U.S., but Americans aren't familiar with this odd looking fruit. Your job is to convince Americans to buy bananas.

United Fruit plans to place ads in newspapers and in housekeeping magazines for women. Such magazines have recently become popular. Ladies magazines include articles about cooking, decorating, knitting and sewing, and housekeeping.

Design three ads for bananas. Each ad should focus on a different feature of bananas that you believe will make them attractive to Americans. Think about the audience you are targeting and which features will appeal to them. Create a "tag line" (a phrase summarizing your appeal), for each ad.



# Journey to Bananaland

Have you ever seen a movie about bananas? In 1954, a color film entitled Journey to Bananaland was shown in classrooms around the U.S. This film educated students about the benefits of eating bananas. Providing educational materials is just one of the strategies fruit companies used to sell bananas. What are some of the other ways?

- Salesmen gave stores advice about how to display bananas to create interest. They suggested hanging the bananas in whole stalks in the store window or another prominent place. The emphasis on presentation continued throughout the century.
- The companies created recipes for all kinds of dishes using bananas, from baked bananas, to banana cakes, pies, breads, and drinks. The recipes appeared in newly popular cookbooks and ladies magazines. Breakfast cereals were a relatively new food at the turn of the century, and the combination of dry cereal and a sliced banana soon was promoted. A Pennsylvania drug store owner invented the banana split in 1904. In 1967 United Fruit sent 90,000 recipe cards to school cafeterias. What was the recipe? Banana and peanut butter sandwiches.
- A market research study in 1929 showed that families with children ate more bananas than those without children. As a result, fruit companies began to focus their advertising on children. The study also showed that people would be more likely to buy bananas if advertising focused on health benefits. In fact, claims were made that bananas were useful in treating or preventing a wide array of diseases, from tuberculosis to diabetes, malnutrition, scurvy, and diarrhea.
- In the 1940s, the United Fruit Company created the cartoon character named Chiquita Banana. The character wore a fruit-covered hat and sang a song about proper eating of bananas. The character also suggested that eating bananas was good for your complexion. In the 1960s, United Fruit decided to label their bananas with a blue sticker showing the Chiquita Banana character. The idea was to suggest that a “brand-name” banana was better than other bananas.

Today, a new challenge in marketing bananas is how to sell organic and fair trade bananas. These bananas are produced by small growers, rather than the huge international food companies. Organic bananas are produced with no chemicals, so the farms that grow them do not pollute the environment. These bananas are somewhat more expensive than the bananas grown on huge plantations using agricultural chemicals. The fair trade banana growers are paid a fair price for their work and investment therefore, the cost to consumers is sometimes higher. How do you think consumer could be convinced to spend more on organic, fair trade bananas? What appeals would you use?

# History of the Coffee Trade



## INTRODUCTION

A study of the coffee industry in Guatemala highlights the economic and political relationship between Northern Hemisphere countries and Latin America. In this lesson, students construct timelines showing important events in Guatemala's history and, in doing so, may reveal historical evidence of socioeconomic vulnerability.

## OBJECTIVES

At the end of this lesson, students will be able to:

- Describe the historical economic and political influence of the U.S. on Latin America.
- Explain how dependence on a small number of exports makes a developing country's economy vulnerable to price fluctuations and natural disasters.
- Construct and interpret a timeline.

## STANDARDS

### Geography

- **Standard 11:** The Patterns and Networks of Economic Interdependence on Earth's Surface.
- **Standard 13:** How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth's Surface.

### Economics

- **Standard 6:** Specialization and Trade
- **Standard 10:** Role of Economic Institutions
- **Standard 16:** Role of Government

### World History

- **Era 9, Standard 1:** Global and Economic Trends in the High Period of Western Dominance
- **Era 9, Standard 6:** Promises and Paradoxes of the Second Half of the 20th Century



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## MATERIALS AND PREPARATION

- “The Story of Coffee” handout
- Set of Event Cards cut apart and paper-clipped into four lettered groups (A, B, C, and D)
- “Timeline Instructions” handout
- “The Guatemalan Economy” handout
- Long piece of butcher paper (optional)
- Tape
- 5 blue and orange highlighters
- Reference materials useful for dating certain events (e.g., Internet, a timelines of history reference, World Almanac)

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## PROCEDURE

### 1. Construct a Timeline of the Coffee Industry

Inform students that they will be learning about the history of the coffee industry, focusing on the country of Guatemala as a case study. Explain that a case study will allow the students to look closely at one example. If the students tried to look closely at all the countries where coffee is grown, the amount of information needed would be overwhelming. Thus, a case study helps control the data while still looking at the topic in depth.

Distribute the “The Story of Coffee” handout and read through it with students, identifying in particular how Northern countries (in this case European countries) brought coffee to Latin America and served as the first market for Latin American coffee exports. Tell students that they are going to construct a timeline of the coffee industry.

**Ask students:** When did the history of coffee as an export crop begin for Guatemala (around 1860). Write this date on the left side of the board or on a long piece of butcher paper taped to the wall; then draw a line starting at the date and extending about 15 feet. Tell students that this line represents the history of the coffee industry in Guatemala. What date should go at the other end of the line? (The present date). Write the current year at the other end of the line. Help students to determine a scale for the timeline. (If the line is 15 feet long and represents about 150 years, the scale would be 1 foot = 10 years.) Mark off the decades on the timeline.

Divide the class into four groups, designating them as groups A, B, C, and D. Give each group one-fourth of the Event Cards, a blue highlighter and an orange highlighter, and the “Timeline Instructions” handout. Point out that the letters on the event cards indicate their group so if there are questions later, the class will know whom to ask. Go over Part 1 of the instructions with students. Allow time for groups to complete their work, circulating among the groups and providing assistance as needed.



## 2. Analyze the Timeline

When students have completed construction of the timeline, go over Part 2 of the “Timeline Instructions” handout. Allow time for students to study the timeline and report to their groups.

Conduct a class discussion of how the timeline illustrates the two points below:

- Economically developed countries in the Northern Hemisphere had a major effect on the history of the coffee industry in Guatemala. (*Evidence is provided by the cards with information about German emigrants in Guatemala, prohibition in the U.S., the Great Depression, World War II, U.S. training of rebels who overthrew the Guatemalan government in 1954, U.S. support for the military dictators, Guatemala participation in the International Coffee Agreement, loans to Vietnam from the World Bank.*)
- The economy of Guatemala was vulnerable when coffee prices dropped or the crop was damaged by a natural disaster. (*Evidence is provided by the cards with information about the volcanic eruption in 1902 and the price drop in 2002, among others.*)



## 3. Analyze Guatemalan Economic Data

**Ask students:** Identify actions the Guatemalan government might take to counteract the economy’s vulnerability. (*One possibility would be diversifying the country’s exports so it is not so dependent on coffee.*)

Distribute the “The Guatemalan Economy” handout and assign students to answer the questions on the handout. (*Evidence of problems can be seen in the low GDP per capita, the population below the poverty line, the difference between the value of imports and exports, and the debt. All of these might change, along with the unemployment rate and list of top exports, if new products were developed.*) The handout can be completed in class or as homework.

## EXTENSION

Research the coffee industry in another Latin American country (or in another region of the world) to see how the industry’s history in that country is similar to/different from its history in Guatemala. One similarity is the vulnerability of economies that depend on just a few agricultural export crops.

# The Story of Coffee

## Where Coffee Originated

People began drinking coffee long before Starbucks and Folgers became popular. There are many colorful stories about the birth of coffee. One such story claims that in 850 CE, an Ethiopian goat herder (from the region of Kaffa—where the name coffee originated) noticed that his goats acted friskier after eating the little red berries on local shrubs. Later it was determined that these shrubs were coffee shrubs.

Even if this story is fabricated, we do know that slaves from present-day Sudan ate these red berries as they were taken into Yemen and Arabia. By 1475, the world's first coffee shop opened in Constantinople, Turkey. Since then, coffee has been the source of conflict, cooperation, and conversation around the world.



## Coffee in Arabia

The first coffee houses in Arabia were called keveh kanes. They became popular places to play chess and talk politics. These coffee houses were banned many times because national leaders became concerned about the political discussions that surrounded the chess games. But the coffee houses always returned. As Islam spread, so did coffee. Eventually, coffee houses began appearing in the Western world.

Much of the popularity of coffee within the Arab/Islamic world was due to the fact that adherence to the tenets of Islam forbade the consumption of alcoholic beverages. In Islamic society, coffee houses served as socially and culturally acceptable gathering places, where ideas and information could be freely exchanged—much in the way bars and taverns serve as places to meet and exchange ideas in Europe and North America.

## Coffee in Europe

Dutch traders brought back coffee shrubs in 1616. Coffee shrubs were grown in greenhouses in Holland. These plants were grown purely as “specimens” in botanical collections—and not for agricultural purposes, the climate in Europe being too harsh for coffee cultivation. However, the taste for coffee was established. In 1652, the first coffee house opened in England, where such establishments became known as “penny universities.” Admission and a cup of coffee cost a penny. The first mainland European coffee house opened in Venice, Italy, in 1683. One of the most famous coffee houses, Caffe Florian, opened in 1720 and is still serving coffee today.

# The Story of Coffee

## Coffee in North America

The first references to coffee in North America date to 1668. The Boston Tea Party was planned in a coffee house called The Green Dragon. In defiance of the tax on tea, drinking coffee was considered an act of revolutionary patriotism. The New York Stock Exchange building began as a coffee house. It wasn't until 1720 that coffee was actually cultivated in North America. Gabriel Mathieu de Clieu, a French naval officer, was serving his country in Martinique (an island in the Caribbean). On leave in Paris, he decided to take a coffee shrub with him when he returned to duty. The king refused to let anyone take a coffee shrub out of the country, so Mathieu de Clieu ended up stealing one. According to his journal, he kept the shrub in a glass box on the ship to keep it warm and protect it from the salt water. The shrub survived pirates, violent storms, jealous fights (in which one branch was torn off), and even a bout of water rationing. All through these traumatic events, Mathieu de Clieu kept the shrub alive—even giving the shrub half of his own rationed water. In Martinique, he planted the shrub and surrounded it with thorny bushes and slaves to guard it. His efforts paid off—he began selling coffee, became very wealthy, and by 1777 there were 18 to 19 million coffee shrubs thriving in Martinique.

## Coffee in Latin America

The Dutch helped to spread coffee into Central and South America. It first arrived in the Dutch colony of Suriname in 1718, and then headed to French Guyana and Brazil. The British introduced the shrub to Jamaica in 1730. Some of the most famous and expensive coffee in the world is grown in Jamaica.

In 1760, Spanish priests brought coffee to Guatemala while trying to spread Catholicism. However, coffee did not become an important crop right away. Indigo plants, used to make indigo dye, were originally a much more important export crop. But locusts wiped out the indigo plantations. After that, other exports became important, especially after Guatemala became independent in 1821. By 1835, the government was offering prizes to farmers who could produce a lot of coffee. The dye industry took another hit in 1950, when new artificial dyes wiped out the market for natural dyes. By 1860, Guatemala's economy relied heavily on coffee exports. In the early years of growing coffee, almost all of Guatemala's coffee exports were sold in Europe. Over time, this shifted and now most of Guatemalan coffee is exported to the U.S.

# Event Cards

## **A** Late 1980s-Early 1990s

Vietnam receives large loans from the World Bank. The nation triples its output of beans from 1995-2000. The supply of coffee rises, and the worldwide price for coffee falls.



## **A** 1920s

Prohibition—outlawing of alcoholic drinks—in the U.S. increases the demand for coffee. The U.S.'s position as a major importer grows.



## **A** 1944-1954

Known as Ten Years of Spring, during this period the government of Guatemala pays more attention to poor working people and gives less favor to wealthy land owners and foreign companies.



## **A** 1880-1900

German emigrants become important coffee growers in Guatemala. They seek German investment to help build a railroad from their farms to ports.



## **B** 1880s

Coffee has become Guatemala's number 1 export crop. Coffee accounts for 80 percent of all Guatemalan exports.



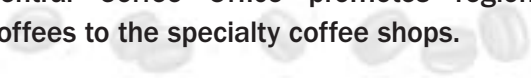
## **B** 1929-1939

The Great Depression cuts the market for coffee. Guatemalan coffee exports decrease for the first time.



## **B** 1970s-80s

Specialty coffee roasters (Peet's Coffee, Starbucks) start selling high quality roasted coffee in the U.S. and over the years gain public loyalty to high quality coffee. Interest in specialty coffees in the U.S. and Europe opens new possibilities for exporters. Guatemala's Central Coffee Office promotes regional coffees to the specialty coffee shops.



## **B** 1954

A group of Guatemalans trained by the U.S. government overthrows the Guatemalan government. The U.S. company, United Fruit, had been important in convincing the U.S. government to take action.



# Event Cards

## **C 1988**

Guatemalan coffee wins first prize at the Paris World's Fair.

## **C 1939-1945**

European markets are cut off by World War II. Due to transportation difficulties during wartime, coffee imports decrease and coffee is rationed in the U.S. Guatemalan exports of coffee fall.

## **C 2002**

The price for coffee drops drastically. Coffee drops out of its long-time place as Guatemala's number 1 export. More than 250,000 workers in the coffee industry are put out of work.

## **C 1954-1985**

Military dictators rule Guatemala. The U.S. supports these dictatorships, but also tries to nudge these governments toward allowing more human rights and democracy.

## **D 1902**

A volcano erupts in western Guatemala. Ash buries many farms, and coffee exports drop by 75 percent. Affected farms do not recover for 20 years. Drifting ash fertilizes the soil in other countries, resulting in production increases there.

## **D 1945**

Following World War II, the European market reopens, pushing Guatemalan exports up.

## **D 1960**

Guatemala establishes a Central Coffee Office. Three years later, it joins the International Coffee Organization. This organization tries to stabilize the price of coffee by controlling how much coffee can be grown. The International Coffee Agreement falls apart in 1989, resulting in major price swings.

## **D 1868**

Guatemalan government gives away 1 million coffee plants to small farmers. At the same time, it begins modernizing its ports and building roads and a railroad, all to help get coffee to markets in Europe.

# Timeline Instructions

## Part 1: Constructing the Timeline

Your teacher will give you a set of several Event Cards, which will be labeled with your group's letter.

Read the cards aloud and place them in the order in which the events occurred. When you have the cards in order, read them again. This time, look for events that illustrate one of these things:

- The influence of economically developed countries in the Northern Hemisphere. Highlight these cards with the blue highlighter.
- What happened to the economy of Guatemala when prices fell or a natural disaster hit. Highlight these cards with the orange highlighter.

***When you have finished this task, tape each card on the correct place on the timeline.***

## Part 2: Analyzing the Timeline

Divide up the decades shown in the timeline so that each member of your group is responsible for an equal number of years.

Individually study the section of the timeline for which you are responsible. If you have questions, ask the students from the other groups who are responsible for that same section. Take notes on how your section illustrates the two points below so that you can report back to your group.

When you have finished your analysis, return to your group and discuss how the timeline shows that:

- Economically developed countries in the Northern Hemisphere had a major effect on the history of the coffee industry in Guatemala.
- The economy of Guatemala was vulnerable when coffee prices dropped or the crop was damaged by a natural disaster.

***When you have finished this task, tape each card on the correct place on the timeline.***



# History of the Flower Trade



## INTRODUCTION

In the late 1960s, Colombia represented a near-perfect location for the flower trade, providing the right climate, rich soil, cheap labor, and proximity to an international airport from which the blossoms could be shipped. In this lesson, students play the role of agricultural specialists who must choose the most successful crop for the Colombian region.

## OBJECTIVES

At the end of this lesson, students will be able to:

- Explain the physical and human characteristics of a place that make it suitable for growing a particular product.
- Understand that economic interests are an important component of foreign policy.
- Use geographic data to make an economic decision.
- Recognize how their lives are connected to lives of people who grow flowers in Latin America.

## STANDARDS

### World History

- **Standard Era 8, Standard 6B:** How Increasing Economic Interdependence has Transformed Human Society

### Geography

- **Standard 4:** The Physical and Human Characteristics of Places
- **Standard 8:** The Characteristics and Spatial Distribution of Ecosystems on Earth's Surface

### Economics

- **Standard 5:** Gain from Trade

### Civics

- **Standard IVB:** How has the U.S. influenced other nations and how have other nations influenced American politics and society?



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## MATERIALS AND PREPARATION

- Assortment of imported items purchased at a grocery store (e.g., flowers, bananas, kiwis, chocolate, and coffee)
- Wall map of the world included in packet
- “Choose Your Product” handout
- “Product Analysis” handout
- “Colombia: The Perfect Place to Grow Flowers” handout
- “Executive Summary of Report on Andean Trade Preference Act” handout (optional)

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## PROCEDURE

### 1. Identify Geographic Facts about Colombia

Remind students that the U.S. imports products from Colombia, a country in South America. Have a student point out Colombia on a world map.

**Ask students:** Name some key aspects of Colombia’s location, including:

- It is near the equator.
- It has lowlands as well as mountains.
- It has coastlines on the Pacific and Caribbean, with most ports on the Caribbean.
- It is relatively close to Miami.

### 2. Role Play: Recommending an Export Crop for Colombia in the 1960s

Inform students that in the late 1960s, the U.S. government, through the Agency for International Development (USAID), was encouraging Latin American countries to create new products for export (products that are sold outside the country where they are produced). Exports generate income for the people of the country. People in importing countries need the product, so they gain through trade. People in exporting countries need the money paid for the product, so they also gain.

Organize students into groups of three or four students, explaining that each group is going to take on the role of an export development advisor for the USAID (a real position in the agency in the 1960s). Students will choose a product that they think would make a good export crop to be grown in Colombia. Looking specifically at the savanna around the capital city, Bogota, students will make their decisions based on the characteristics of the place and what is required to grow certain products. Distribute “What Export Product Should Colombia Grow?” and “Product Analysis” handouts and go over the instructions with students. Give groups about 20 minutes to make their decision.

When all groups have made their decision, ask each group to tell which crop they chose and why they chose it. Allow other groups to ask questions and discuss the choices as they are presented. (*Flowers are the most likely choice, although some groups might choose lettuce, which has similar needs though would thrive*)

at a slightly higher average temperature. See next page for sample completed “Product Analysis” handout.)

### 3. Read about Growth of the Flower Trade

Distribute “Colombia: The Perfect Place to Grow Flowers” and read and discuss it with the class. Be sure students recognize the influence that U.S. policies have had on the economy of other nations. U.S. policies were important at least twice during the growth of the flower industry:

At its inception, when the U.S. encouraged Colombia to begin an export flower industry and, in the early 1990s, when it passed the Andean Trade Preferences Act, which the U.S. government hoped would encourage farmers in Colombia to grow flowers and other legal products rather than drugs.<sup>1</sup>

### EXTENSION

If time permits, you may want to share with students the “Executive Summary of Report on Andean Trade Preference Act,” submitted by President George W. Bush to Congress in February 2001, when it was beginning to consider reauthorization of the Andean Trade Preferences Act. Discuss with students the arguments made for reauthorizing the act.

**Ask Students:** Who might be opposed to the act? Why?

(U.S. residents who grow or manufacture the products given preferences under the act, whose business could be hurt by the preferences; people who do not think this approach to the “War on Drugs” is effective)



1 Clarify for students what is meant by a trade preference—the U.S. admits certain products without tariffs (taxes) or with minimal tariffs. Products grown where costs, such as labor costs, are lower will be able to compete successfully with U.S. products. Because the market for the trade preference product grows, it is hoped that producers in the country given the preference are more likely to grow that product, rather than drug crops.



# Product Analysis (Teacher's copy)

	SAVANNA NEAR BOGOTA	PEANUTS	FLOWERS	COCONUT	LETTUCE
<b>PHYSICAL CHARACTERISTICS</b>	<ul style="list-style-type: none"> <li>■ Flat ground</li> <li>■ High altitude</li> <li>■ Spring-like weather year-round (58 degrees average)</li> <li>■ 44 inches of rain per year</li> <li>■ Cloudy afternoons</li> <li>■ Rich soil</li> </ul>	<ul style="list-style-type: none"> <li>■ Loose, sandy soil</li> <li>■ At least 21 inches of rain, but dry periods after planting and during harvest</li> <li>■ Land to allow for crop rotation every three years</li> <li>■ 86 degrees average temperature</li> </ul>	<ul style="list-style-type: none"> <li>■ Cool to warm temperatures</li> <li>■ Rich soil</li> <li>■ Good water supply</li> <li>■ Protection from sun and wind</li> </ul>	<ul style="list-style-type: none"> <li>■ Tropical lowland climate</li> <li>■ Lots of rain</li> <li>■ Sandy soil</li> </ul>	<ul style="list-style-type: none"> <li>■ Cool temperatures (60 to 65 degrees)</li> <li>■ Rich soil</li> <li>■ Good water supply</li> </ul>
<b>HUMAN CHARACTERISTICS</b>	<ul style="list-style-type: none"> <li>■ International airport nearby</li> <li>■ Many people who need jobs available</li> <li>■ U.S. and Colombian governments willing to provide loans</li> </ul>	<ul style="list-style-type: none"> <li>■ Need money to buy seeds, pesticides and equipment</li> </ul>	<ul style="list-style-type: none"> <li>■ People to work on flower farms</li> <li>■ Access to an airport</li> <li>■ Need money to buy plant stock and chemicals and to pay workers</li> </ul>	<ul style="list-style-type: none"> <li>■ Ways to use the waste generated in growing coconuts</li> <li>■ Need money to buy seeds and pay workers</li> </ul>	<ul style="list-style-type: none"> <li>■ Need money to buy seeds and pesticides, pay workers, and build storage and processing facilities</li> <li>■ People to work</li> <li>■ Good transportation</li> </ul>

# What Export Product Should Colombia Grow?

Imagine that you are an export advisor with the U.S. Agency for International Development (USAID). It is 1963. Your job is to make recommendations about products that countries in Latin America can produce for export. Your specialty is agriculture, so you know a lot about the requirements of various crops. You are looking for a product that could be grown on the savanna near Bogota, Colombia. Starting a new export crop will require know-how and funds. The U.S. and the government of Colombia are both willing to help with these two requirements.

What is the savanna like? Let's find out about its physical and human characteristics.

## Physical Characteristics of the Savanna Near Bogota

A savanna is a flat grassland in the tropics. But this savanna does not have the hot climate you might expect near the equator. Because it is 8,000 feet above sea level, the weather is spring-like all year round. The average annual temperature is about 58 degrees. About 44 inches of rain falls each year. It is often cloudy in the afternoon. The soil in the area is rich. Many small farmers grow potatoes and other staple crops or raise livestock on the land.

## Human Characteristics of the Savanna Near Bogota

The savanna is near the city of Bogota, Colombia. An international airport was built in Bogota in the 1950s. The airport is a three-hour flight from Miami. The population of Bogota grew rapidly after World War II, and many people who moved to the city were unable to find jobs. The country's government is willing to invest in a new industry.

## Directions

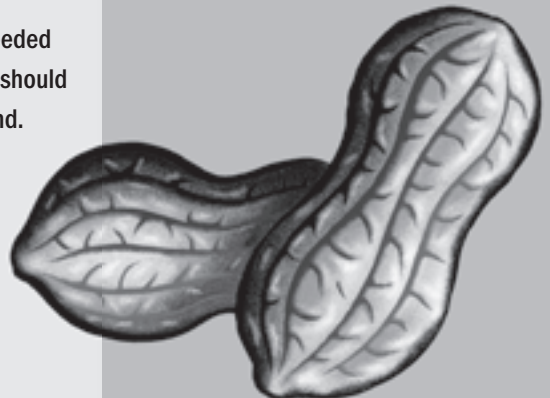
You are looking at four possible products that might be grown on the savanna. Start by noting the characteristics of the savanna near Bogota on the "Product Analysis" handout. Then fill in information about the four crops described below. Which crop is the best match with the savanna?

Peanuts are a staple crop for many people around the world. They also are a snack food and a source of oil. Growing peanuts requires the following:

- Loose, sandy soil that is well drained. The loose soil allows the peanuts to be dug easily.
- At least 21 inches of rain annually. However, dry conditions are needed after planting and when the peanuts are being harvested, as they should be field-dried for several days after being brought out of the ground.
- Funds to buy seeds, pesticides (peanuts can be overgrown by weeds), and equipment. Peanuts must be cleaned and dried after harvesting, which requires special equipment. Harvesting equipment is also needed.
- Sufficient land to allow crops to be rotated on a three-year basis.
- Warm temperatures. Little growth will occur below 56 degrees F. 86 degrees F is reported to be the best growing temperature.

## Product 1

# Peanuts



## Product 2

# Flowers (Carnations)



Carnations are a very popular flower. Establishing a profitable business growing carnations requires that a number of factors be present:

- Cheap labor because so much of the care of carnations must be done by hand.
- A moderate climate. Carnations need cool to warm temperatures. For the longer stems popular with consumers, night temperature should be cooler—but not cold.
- A good supply of water, either through rain or an irrigation system drawing from an adequate aquifer.
- Rich, loamy soil.
- Ready access to an international airport where the flowers can be shipped.
- Protection from too much direct sun and from wind.
- Funds to buy plant stock, hire workers, purchase fertilizer and pesticides, etc.

## Product 3

# Coconut



Coconut palms provide a variety of products, including copra, coconut oil, and whole coconuts. Requirements for growing coconuts for export include:

- Tropical lowland climate with lots of rain.
- Sandy, well-drained soil.
- Average growing temperatures of 75-85 degrees F, with no temperatures below 68 degrees F.
- A way to dispose of the large amount of waste created in processing coconuts. For example, fish-smoking operations may be able to use the coconut husks as a fuel. Coir dust from the husks may be mixed into the soil where flowers are grown.
- Funds to buy seeds and hire workers.

## Product 4

# Lettuce



There are many different types of lettuce that can be grown. With the increasing popularity of salads, lettuce has potential as an export crop in the 1960s. Lettuce requires the following:

- Temperatures that in the 60 to 65 degrees F range. Some types of lettuce can tolerate higher temperatures if the nights are cool.
- Rich soil that holds moisture well.
- A good supply of water, either through rainfall or irrigation supplied through the area's aquifer.
- Funds to buy seeds and pesticides, hire workers, build storage and processing facilities, and transport the product to market or the airport.
- Cheap labor, especially for hand harvesting.
- Access to good transportation networks, such as roads to markets or an international airport.

# Product Analysis

	SAVANNA NEAR BOGOTA	PEANUTS	FLOWERS	COCONUT	LETTUCE
PHYSICAL CHARACTERISTICS					
HUMAN CHARACTERISTICS					

# Colombia: The Perfect Place to Grow Flowers

In just 30 years, Colombia has developed the world's second-largest flower exporting business. Only the Netherlands exports more flowers than Colombia. Around 70 percent of the flowers purchased in the U.S. come from Colombia. A 35-ton cargo plane needs to leave Colombia every three hours to get all of the flowers it produces to consumers. An estimated 75,000 people work in the flower industry, and another 50,000 people work in jobs that help support the industry (transportation, chemicals, marketing). More than 90 percent of the flowers grown in Colombia are sold for export.

In the 1960s, Colombia was identified as an excellent location for growing several kinds of popular flowers. Its climate and soil were well-suited to growing flowers, there was an ample supply of cheap labor, and an international airport had been built in Bogota in 1959. International aid and loans, as well as internal policies encouraging business development, helped launch the commercial flower business in Colombia.

While the industry experienced ups and downs in the 1970s and 1980s, Colombian flower exports grew rapidly in the 1990s. Much of the reason for the growth was the Andean Trade Preferences Act, which became law in the U.S. in 1991. To encourage people in Colombia, Ecuador, Peru, and Bolivia to raise crops other than those used in illegal drugs, the U.S. stopped charging tariffs on goods from those countries. A tariff is a tax charged on goods imported to a country. Without the tariff, imported flowers were cheaper for Americans to buy. The U.S. Trade Act of 2002 extended the trade preferences for Colombia. The European Union also gave trade advantages to products from these countries. In 2001, Colombia exported approximately \$510 million worth of flowers, compared to \$267 million just ten years before.



# Executive Summary from Report on Andean Trade Preference Act

President George W. Bush submitted the following report to Congress on February 6, 2001. The Andean Trade Preference Act gave benefits to Bolivia, Colombia, Ecuador, and Peru, with the goal of decreasing production and trafficking of drugs in those countries.

As you read the report, look for arguments supporting renewing the Act. Also think about who might be opposed to renewing the Act and why.

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As virtually all cocaine sold in the U.S. originates in the Andean Trade Preference Act (ATPA) countries, the ATPA functions as a U.S. trade policy tool that contributes to our fight against drug production and trafficking. By strengthening the legitimate economies in these Andean countries and creating viable alternatives to the profitable drug trade, the ATPA is proving an important component of efforts to contain the spread of these illicit activities. The ATPA has generated significant job opportunities in a variety of sectors, including cut flowers, non-traditional fruits and vegetables, jewelry and certain electronics inputs.

ATPA countries have been making important gains in the fight against drugs. In 1999, Bolivia, Colombia and Peru achieved record levels of coca eradication and as a result, net coca cultivation continued to decline slightly across the region. Alternative development programs in each of the countries have successfully provided former drug-crop producers with viable income alternatives.

Since the ATPA was enacted in 1991, it has had a positive impact on U.S. trade with the four ATPA beneficiary countries—Bolivia, Colombia, Ecuador and Peru. Between 1991 and 1999, total two-way trade nearly doubled. During this time period, U.S. exports grew 65 percent and U.S. imports increased 98 percent. The U.S. is the leading source of imports and the leading export market for each of the ATPA countries. . . .

The ATPA became fully effective for all beneficiary countries at the end of 1993. During the relatively short time since then, during a period in which ATPA countries also experienced serious economic and political difficulties, the ATPA has begun to show important success in meeting one of its major goals: contributing to export diversification in beneficiary countries.

This has particularly been the case in Colombia and Peru. Although traditional exports (such as raw materials and derivatives, including petroleum, and agricultural products, such as coffee and bananas) remain an important component of each country's overall export mix, exports of non-traditional products have grown. Cut flowers remain the dominant import under the ATPA, but its relative importance in the program has been declining in recent years as imports in other categories have increased, such as copper cathodes, pigments, processed tuna, and zinc plates. Imports of non-traditional agricultural products, such as asparagus, mangoes and wood products, have also grown considerably under the ATPA. . . .

Each of the ATPA countries strongly recommends renewal of the program and its expansion to cover currently excluded products. Public comment on the program was generally supportive, although U.S. producers of certain agricultural products expressed some concerns.

# Reporters at Work



## INTRODUCTION

In this unit-concluding lesson, students form work groups to gather and analyze historical information about the production of bananas, flowers, and coffee.

## OBJECTIVES

At the end of this lesson, students will be able to:

- Identify significant historical facts related to the production of their assigned item—bananas, coffee, or cut flowers.
- Make connections between the history of their product and present issues related to that product.

## STANDARDS

### World History

- **Era 6, Standard 1C:** The Consequences of the Worldwide Exchange of Flora, Fauna, and Pathogens
- **Era 7, Standard 4D:** The Political, Economic and Social Transformations in the Americas in the 19th Century
- **Era 8, Standard 6B:** How Increasing Economic Interdependence Has Transformed Human Society
- **Era 9, Standard 1:** Global and Economic Trends in the High Period of Western Dominance
- **Era 9, Standard 6:** Promises and Paradoxes of the Second Half of the 20th Century

### Language Arts

- **Standard 7:** Students conduct research on issues and interests by generating ideas and questions, and by posing problems.

## MATERIALS AND PREPARATION

- Students' lists of questions about their products generated in the introductory lesson, plus students' notes and handouts from previous lessons
- Note cards
- Internet or library/media center access

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## **PROCEDURE**

### **1. Review Historic Facts**

Review with students major points from the three lessons you have taught about the history of the consumer items they are studying—bananas, coffee, and cut flowers. Tell students that in this lesson they will have an opportunity to work in their product-based groups to make notes about important information concerning the history of the items they are studying.

### **2. Work in Small Groups**

Organize students into their product-based groups. Allow time for groups to examine the list of questions they developed in the introductory lesson. Determine which questions have been answered by information in the just-completed lessons and make notes on important information that students may want to use in their articles. Students should consider how the historical information they gathered might affect current issues related to their products (i.e., the need for countries to diversify their economies, methods of commercial farming). If time and resources permit, you may want to allow time for groups to do additional research on historical issues related to their products.