

FACES®

CHOCOLATEPALOOZA

Discover how chocolate is produced and the factors that affect how much can be produced. Learn how people are seeking to change how chocolate is produced.

CONVERSATION QUESTION

What factors influence the production of goods?

TEACHING OBJECTIVES

- Students will learn about production and consumption.
- Students will explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- Students will identify types of resources used to produce goods.
- Students will explain the benefits and costs of public policies.
- Students will create a multimedia presentation.
- Students will create a process diagram.
- Students will conduct research.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **A World Without Chocolate?**
Expository Nonfiction, ~1050L
- **From Bean to Bar**
Expository Nonfiction, ~1050L
- **A Taste of Change**
Expository Nonfiction, ~1050L

A World Without Chocolate?

pp. 12–15, Expository Nonfiction

Learn why chocolate production may be threatened in the future unless farmers learn how to change the way they produce its key ingredient: cacao beans.



RESOURCES

- Explain Influence

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about production and consumption.
- Students will explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- Students will create a multimedia presentation.

KEY VOCABULARY

- **production** (p. 12) the process of growing or making a finished good for sale or use
- **modernize** (p. 14) to change how something is done to reflect the most current knowledge and technologies available

ENGAGE

Conversation Question: What factors influence the production of goods?

Discuss with students ways in which farming may affect the environment. Then discuss the factors that may affect how much farmers are able to produce. Finally, ask students to hypothesize what kinds of farming methods might have a long-term positive impact on both the environment and how much farmers produce.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the article.

- By taking steps to _____ farming techniques, farmers are able to increase _____ of their crops.
- The success of future _____ of cacao trees may be dependent on how well farmers _____.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What do scientists believe could negatively impact chocolate production?
2. What problems do climate-smart farming methods help to solve?
3. How can climate-smart methods help prevent future environmental and economic problems from occurring?

SKILL FOCUS: Explain Influence

INSTRUCT: Have students review the article to find information about how farmers in Ghana, Indonesia, and Peru have changed their farming techniques to improve the growth of cacao trees. Next, distribute copies of the *Explain Influence* organizer and have students work in pairs to complete it. Hold a class discussion to go over responses.

ASSESS: Have students work in pairs to use the information they recorded in their organizers to draw a conclusion about the overall ways that cultural patterns and economic decisions can impact environments and the daily lives of people.

EXTEND

Science Remind students that the article describes how farmers in three regions have altered their methods of growing cacao trees. Instruct them to research one of these regions and then create a five-slide multimedia presentation. Explain that presentations should summarize how the use of new farming methods has impacted the production of cacao trees in the region.

Explain Influence The article describes actions taken by cacao farmers in three regions of the world. Use information from the article to describe these actions, why they were taken, and how they have affected the production of cacao trees.

	Actions Taken by Farmers	Reasons for Taking Actions	How Actions Affected Production of Cacao Trees
Ghana			
Indonesia			
Peru			

Draw Conclusions Use details from the chart to draw a conclusion about how cultural patterns and economic decisions impact environments and the daily lives of people. Write your conclusion on the back of this paper.

From Bean to Bar

pp. 22–25, Expository Nonfiction

Explore the process by which farmers and manufacturers produce delicious chocolate!



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about production and consumption.
- Students will identify types of resources used to produce goods.
- Students will create a process diagram.

KEY VOCABULARY

- **harvested** (p. 22) gathered a crop
- **fermentation** (p. 23) the chemical breakdown of a substance by bacteria or other microorganisms
- **chocolatier** (p. 23) a person who specializes in making chocolate

ENGAGE

Conversation Question: What factors influence the production of goods?

Ask students to think about how chocolate is made. What ingredients are necessary? What processes are involved? Have them make predictions and then check their predictions as they read the article.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Next, have students work in pairs to write sentences using the vocabulary words. Invite students to share the sentences they wrote. Remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What factors affect the quantity of cacao beans that can be harvested each year?
2. What must occur before cacao beans can be transported for further processing?
3. How is chocolate liquor made?
4. What is added to chocolate liquor to produce chocolate that can be sold in markets?

SKILL FOCUS: Identify Resources

INSTRUCT: Tell students that the production of any good requires different types of resources: *natural resources*, such as land and plants; *capital resources*, such as machines and tools; and *human resources*, such as workers.

ASSESS: Have students work in pairs to list examples of the different types of resources used in the production of chocolate, from the farming of cacao trees to the production of solid chocolate for sale. Hold a class discussion to prompt students to think about how a change in one of those resources might affect overall chocolate production.

EXTEND

Science Explain that a process diagram is a visual depiction of how something evolves through a series of steps. Ask students to use details from the article to create a process diagram showing how chocolate is produced. Remind them that chocolate production begins with the growing of cacao trees. Instruct students to annotate their diagrams and to be as detailed as possible.

A Taste of Change

pp. 28–31, Expository Nonfiction

While chocolate may be a delicious treat, the process whereby it is created can have negative impacts on people. Learn about what people are doing to lessen those impacts.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about production and consumption.
- Students will explain the benefits and costs of public policies.
- Students will conduct research.

KEY VOCABULARY

- **child labor** (p. 29) the use of children to produce goods and perform work that prevents them from attending school
- **cooperative** (p. 29) a business or organization that is owned and operated by the people who work there

ENGAGE

Conversation Question: What factors influence the production of goods?

Ask students to think about what life would be like in a country where they had to work on a farm instead of going to school. What risks might such a life have? Why might their families rely on them to work instead of sending them to school?

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write a single sentence that uses both vocabulary words correctly. Invite groups to share their sentences. Then remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why do some farmers employ children in the production of cacao?
2. How does competition negatively impact how much farmers can receive for the cacao they produce?
3. What is Fair Trade and how does it affect how cacao is produced?

SKILL FOCUS: Explain Benefits and Costs

INSTRUCT: Tell students that public policies are laws, rules, or other formal agreements that help to define how people and companies behave. Inform them that Fair Trade is a public policy that affects how individuals and businesses involved in the production of cacao behave.

ASSESS: Have students work in pairs to make a list of the benefits and costs of Fair Trade policies for cacao farmers, including children. Then bring the class together to discuss the policy. Encourage students to evaluate whether Fair Trade has more benefits than costs to producers. Also encourage them to evaluate whether these policies are sufficient or more action could be taken.

EXTEND

English Language Arts Ask students to use details from the article to imagine working on a cacao farm as a child laborer. Then instruct them to use both print and digital resources to research child labor in other industries. Finally, invite students to share something they learned about child labor with the rest of the class.