

Lesson 1 | Where Do Our Groceries Come From?

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Lesson Plan Objective : Get students engaged by connecting concepts of the Banana Wars to their current lives. The goal of this starting lesson is to ground students into the world of trade and power by having them acknowledge its impact on their day-to-day lives. In this lesson, students will engage with an interactive activity with their peers to get a sense of where our groceries come from and connect them to the larger world of trade.

Map Activity Overview

Directions: Project a map of the United States on the board and hand out to students a paper copy of the map. Individually or collaboratively, students will have 5-10 minutes to draw or write which state they think different produce and materials come from. On the back or on a sheet of paper, students will write any produce or material they think the United States HAVE to trade for.

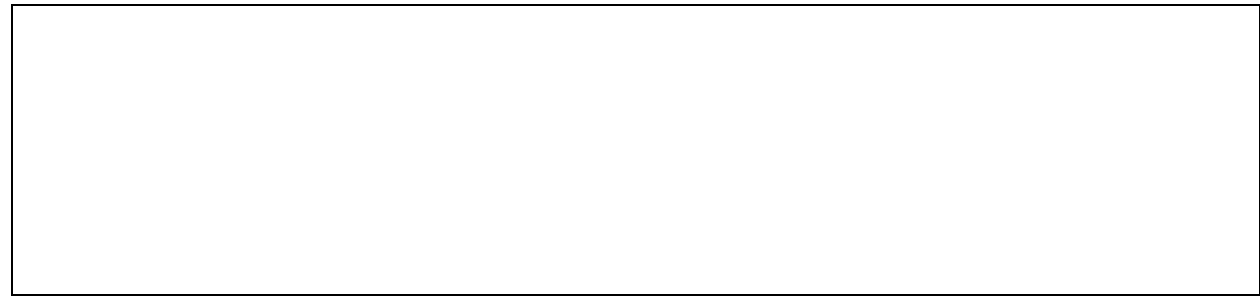
Accommodation: Students can have a produce/material key they can use to map out which states

Map Activity Worksheet (20 min)

Produce and Material Key				
Olives	Gold	Silver	Bananas	Oil
Pineapple	Cotton	Steel	Silk	Tea
Coffee	Diamonds	Grapes	Potatoes	Mango



Which products/produce are imported from foreign countries? Which are home grown?



Map Activity Discussion Questions Prompts

- How many food products in the United States are “home grown”?
- How many food products are “foreign”?
- Does trade always benefit both countries involved in the process?
- What are some of the negative/positive impacts of trading for our financial economy and our food economy?

Mini Lesson (25-30 min)

Ask students to take out notebooks or journals. Use multi-colored paper to help students keep track of their notes or a class folder.

Introduction:

Depending on where you are in your unit, or which grade of students you have. You might begin by helping them refresh/understand the **transatlantic trade system** and **manifest destiny**. You can use activities and lessons from U.S. History that talk about the transatlantic trade. **You should only spend a few minutes using the transatlantic trade routes as a jumping point.**

If you need lessons, here are two helpful links from outside sources that can get you started.

The Gilder Lehrman Institute of American History

<https://www.gilderlehrman.org/history-resources/lesson-plan/transatlantic-trade-symbiotic-relationship>

My Learning

<https://www.mylearning.org/stories/cotton-slavery-and-the-transatlantic-trade-route/1555?>

Tying it to the Banana Wars: Introducing the Banana Monopoly

Refer to the map activity, and ask students if they have ever seen the Chiquita Banana sticker on their bananas?



The Chiquita Banana company wasn't always known as such. They changed the name in 1984, but this company was formerly known as The United Fruit Company.

The company primarily exported bananas. Although bananas are cheap now, at the time, bananas were costly. The amount of time bananas needed to be harvested, shipped, ripened, and sold; much of the supplies went bad. Making the price of bananas skyrocket and the supply is limited. Minor C. Kieth and Andrew Preston found a way to own the banana market by creating better transportation that made the exportation of the bananas faster, and buying out competition (This can be tied into U.S. History lessons about big business (Rockefeller, Carnige, Vanderbilt)).

Questions to further students thinking/prepare them for lesson 2

- *What do you think will happen if the foreign country that the company uses to supply their goods decides that they don't want to help the company anymore?*
- *Think back to how immigrants were treated at work/how were they paid, do you think these companies paid their workers fairly?*
- *What do you think about the working conditions in the school?*
- *What happens when a company runs a country?*