

# FOLLOW THAT COFFEE CUP

**Kathy Ray**

**Grades 6-8**

SUBJECT- SOCIAL STUDIES/ ECONOMICS

**OVERVIEW:** Students research where their local coffee comes from, background about coffee, free trade coffee, and the relationship between the wages coffee pickers earn and the profits made from coffee.

Suggested Time Frame: 2 weeks

## STATE STANDARDS:

**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

## OBJECTIVES:

1. Students will develop Internet research skills while gaining an understanding of a global economy
2. Students will explore the concept of "free trade coffee", analyzing its importance
3. Students will map out trade connections between various countries, gaining an appreciation of our dependence on a variety of countries for an every day product, coffee
4. Students will develop a learning display of their findings to share with a larger audience

## ACTIVITIES:

1. Students will go to the following websites to do their basic research:

<http://www.globalexchange.org/campaigns/fairtrade/coffee/>

[http://www.usaid.gov/locations/latin\\_america\\_caribbean/coffee.html](http://www.usaid.gov/locations/latin_america_caribbean/coffee.html)

<http://www.ncausa.org/i4a/pages/index.cfm?pageid=1>

2. Students will divide into groups to collect information for presentation.

Group 1- Background & trivia about coffee

Group 2- Fair trade coffee

Group 3- Wages & Profits

Group 4- Mapping out top 10 coffee growers & trade routes

3. Each small group will set up their visual aids and share with the other groups what they learned.

4. Displays will be placed in a location for the larger school population to learn from.