Why Do Countries Need Each Other?

Supporting Questions

1. What do countries export?
2. Why do countries import goods?
3. What factors influence trade?

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# Why Do Countries Need Each Other?

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<th><strong>3.10:</strong> Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?</th>
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| **Staging the Question** | **Gathering, Using, and Interpreting Evidence**
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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| **Understand** | **Understand** | **Assess** |
| **What do countries export?** | **Why do countries import goods?** | **What factors influence trade?** |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| **Choose three products and list the countries that produce and export them.** | **List three reasons why countries import goods.** | **Make a claim supported with evidence about a factor that has influenced trade in the 21st century.** |
| **Featured Sources** | **Featured Sources** | **Featured Sources** |
| **Source A:** Image bank: Highest valued export by country | **Source A:** “On Valentine’s Day, Many of the Flowers Come from Colombia”
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### Argument

**ARGUMENT** Why do countries need each other? Construct an argument supported with evidence that addresses the question of how world communities trade with one another in order to meet their needs and wants.

### Taking Informed Action

**ACT** Select one or more of the goods mentioned in the featured sources as items that the US imports from other countries and invite local restaurant and/or grocery store managers to class to talk about how and why they are involved in that form of trade.
Overview

Inquiry Description

This inquiry leads students through an investigation of economic systems by focusing on the context of trade among world communities. Trading is one of the oldest forms of economic interaction among humans, yet it is also among the most complex. In examining the reasons for international trade and the exports of world communities, students should be able to develop an argument supported by evidence to answer the compelling question “Why do countries need each other?”

As an example of an inquiry in which the Taking Informed Action sequence is embedded, students complete the understand and assess elements through Supporting Questions 1 and 2 and can do the act activity in addition to or in place of the Summative Performance Task.

In addition to the Key Idea listed earlier, this inquiry highlights the following Conceptual Understanding:

- (3.10b) World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.

NOTE: This inquiry is expected to take five to seven 30-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Teachers are encouraged to adapt the inquiries to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Why do countries need each other?” students work through a series of supporting questions, formative performance tasks, and sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

In staging the compelling question “Why do countries need each other?” teachers might begin by showing the YouTube video “Global Ship Traffic Seen from Space” (https://www.youtube.com/watch?v=xV0iRkAATCY) and asking students what they think they are seeing. Students may have several hunches, but one or more will likely guess that the video represents shipping routes. Following up on that suggestion, teachers should ask what students think might be on those ships. From the hunches offered, teachers can follow up by introducing and unpacking the word “trade” and what it means to trade goods.
Supporting Question 1

The first supporting question—“What do countries export?”—helps students explore some of the products countries export, ranging from natural resources to capital goods. The formative performance task calls on students to choose three products and to list the countries that produce and export them. Featured Source A is an image bank of maps of North American, South American, and African exports. (Additional export maps of other continents can be accessed from the same GlobalPost website.) Featured Source B is an image bank of world maps that is intended to enable students to identify the names of the countries on the export maps.

Supporting Question 2

For the second supporting question—“Why do countries import goods?”—students build on their understandings of the products countries export in order to understand why countries need to import goods. The formative performance task for this supporting question asks students to identify the reasons why countries choose to import certain goods. The reasons might include, but are not limited to, needs and wants, cost, supply, and demand. The featured sources—articles on flowers and cocoa—should help students understand why countries import goods.

Supporting Question 3

In answering the third supporting question—“What factors influence trade?”—students further their exploration of global trade by focusing on the complexity of trade conditions (e.g., consumer demand). The formative performance task asks students to make a claim about one of these factors and how it affects trade in the 21st century. As students work on this task they are supported by the two featured source articles (i.e., coffee bean growing in India and avocado growing in Colombia) that demonstrate some of the conditions that determine trade.

Summative Performance Task

At this point in the inquiry, students have examined reasons why countries trade, examples of goods countries trade, and examples of factors that influence trade. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their distinct claims. In this task, students use the construct of global trade to build an evidence-based argument responding to the compelling question “Why do countries need each other?” It is important to note that students’ arguments could take a variety of forms, including a discussion or a combination of drawing and writing.

Student arguments will likely vary but could include any of the following:

- Countries need each other because they sell what they have a lot of to get the things they do not have.
- Countries count on other countries to get the goods they cannot produce on their own.
• Countries need to trade to meet their needs and wants.
• Countries need each other because sometimes it’s cheaper to import something than to make it yourself.
• Countries need each other because no country can produce everything it needs or wants

Students have the opportunity to Take Informed Action by selecting one or more of the goods mentioned in the featured sources as items that the United States imports from other countries and inviting local restaurant and/or grocery store managers to class to talk about how and why they are involved in that form of trade.
Supporting Question 1

**Featured Source**

**Source A:** Image bank: Highest valued export by country

**NOTE:** These maps show which exports make the most money.

Image 1: Exports from North American countries.

Image 2: Exports from South American countries.

Image 3: Exports from African countries.

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NOTE: The MapMaker Interactive on the National Geographic website at http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000 offers country facts and allows students to interact and customize content.

Image 1: Interactive map.

On Valentine’s Day, Many of the Flowers Come from Colombia

By Miami Herald, adapted by Newsela staff
02.12.15

Workers cut roses to be shipped to the U.S. for Valentine’s Day, the biggest holiday of the year for fresh-cut flower sales, at the Mongibello flower company in Chia, north of Bogota, Colombia, Jan. 30, 2012. Photo: ©AP Photo/Fernando Vergara. Used with permission.

BOGOTA, Colombia — On Valentine’s Day, millions of Americans buy red roses. Many of those beautiful flowers come from one place. They are from flower fields in Colombia, a country in South America.

Flowers in the United States were once very expensive. They were sold only at special shops. Today, they are much cheaper and are found in many places. They can be bought in grocery stores and in gas stations.

Colombia had a lot to do with the change. It sells more flowers than any other country in the world except for one. Colombia will ship 500 million flowers for Valentine’s Day. Three out of every 4 flowers given on the special day will come from Colombia.

A Perfect Place To Grow

Edgar Wells was the first Colombian to think about selling flowers to the United States. Wells noticed how expensive flowers were in America. He decided he could make them cheaper.

At the time, most of America’s flowers that could be bought in stores came from California and Colorado. They were rare and expensive.
Wells set up a flower company in Colombia. He named it Flores Colombianas. The company made its first shipment to Miami in October 1965.

David Cheever was the next important person in the history of Colombia's flower trade. Cheever was an American college student. In 1967, he wrote a paper which pointed out that Colombia was a perfect place to grow flowers.

Many people read Cheever's paper. One was Colombian John Vaughan. In 1969, Vaughan started growing flowers on a small piece of land.

Cheever soon decided to go into business too. In 1969, he founded his own Colombian flower company. He named it Flor America.

4 Million Pounds Of Flowers

The early years were difficult for Colombian flower sellers. Vaughan remembers having to hand-carry boxes of flowers to Miami.

U.S. buyers were difficult to find at first. However, Vaughan eventually convinced grocery stores that they should sell flowers. Grocery stores soon became big buyers of Colombian flowers.

In the early 1970s Flores Colombianas set up an office in Miami. After that, more people started buying its flowers.

The Colombian flower trade has grown a lot since then. In 2013, around 4 million pounds of flowers were shipped from the country.

It's a Hard Fight to End Child Labor Abuse on West Africa’s Cocoa Farms

By McClatchy-Tribune, adapted by Newsela staff
06.18.13

WASHINGTON — There could be no chocolate without cocoa. And without companies like Cargill Inc., Americans would not be able to get this important ingredient. Cargill is a huge trader and producer of foods like grain, meat and cocoa. It has operations all over the world.

Cocoa makes most kids happy, at least when they eat it as chocolate. But cocoa has a dark side too. Much of the cocoa crop is grown on farms where children work. The work is dangerous and keeps the children from a bright future.

Big cocoa companies like Cargill are trying to stop child labor abuses on cocoa farms. But, they also want to keep production high. Cocoa is a valuable crop. It sells for a high price and there are more and more buyers.

Government and news reports have described abuses in the cocoa industry. Kids have been forced to drop out of school. Some have even been kidnapped and made to work without pay. These reports have been around for more than a decade.

Cargill's "Cocoa Promise"

There have been many attempts to cure child labor issues. But they have not worked. Children continue to work on cocoa farms, some in unsafe conditions.

Cargill says child labor abuses can be fixed. It believes if farmers can learn better ways of growing more cocoa on their land, they will earn more money. They will not depend so much on cheap workers. Then farmers and governments might decide it is better to send children to school.

Cargill wrote a plan called the “Cocoa Promise” in November. It named "protecting children's rights" as one of its top goals.

Senator Tom Harkin of Iowa believes cocoa companies must do more. Archer Daniels Midland, Mars, Nestle and Hershey are also big cocoa players. In 2001, Harkin made an agreement to put pressure on cocoa and chocolate companies. It is called the Harkin-Engel Protocol.

Progress has been made in fighting child labor since the protocol. "But, it has not come quickly enough,” Harkin said.

A Difficult Problem To Fix

In 2010, the cocoa companies offered $10 million to fix the problem.

But the child labor problem is big. More money is needed, Harkin said. He said companies linked to major chocolate brands have helped. But, the companies that process cocoa, such as Cargill and ADM, have been less active, he said.
Archer Daniels Midland is a giant farming company. ADM said it works to stop the worst forms of child labor.

Cargill is leading the child labor fight, said Taco Terheijden. He works for Cargill. Terheijden said the company spent $5 million in the past three years in Ivory Coast and Ghana.

But progress will be slow, Terheijden said. Cargill’s wants to help communities "so they can take control of their own future."

About 70 percent of cocoa comes from West Africa. Ivory Coast and Ghana are big producers. Roughly 1.8 million children work on cocoa farms in those two countries.

**Watching Child Labor in West Africa**

Companies like Cargill buy cocoa from farmers. Then they process it. Cargill trades cocoa and sells some processed cocoa to chocolate makers. But it’s also a major producer itself.

The child labor abuse became known around 2000. News reports about cocoa made people notice the problem.

Some children work on the cocoa farms helping out their parents, just as some American kids do. But some young cocoa workers have been separated from their families. They are taken from nearby countries and sent to Ivory Coast. There, they are then forced to work.

Farm labor can get in the way of a child's schooling. It's also plain dangerous. Kids may have to spray chemicals or use sharp machetes.

Tulane University has been watching child labor in Ivory Coast and Ghana. It published a report about its findings. The report said cocoa companies have failed to meet one major goal: setting rules that would certify if cocoa is free of the worst form of child labor.

That way, kids could enjoy their chocolate bars knowing no other children had to suffer for it.

Original version by the *McClatchy-Tribune*, adapted by Newsela ([newsela.com](https://newsela.com/articles/cocoa-labor/id/350/)).
Supporting Question 3

**Featured Source**

**Source A:** Newsela staff, article about the coffee market in India adapted from the *Los Angeles Times*, "Most People in India Drink Tea, but Locally Grown Coffee Is Catching On," December 18, 2014

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**Most People in India Drink Tea, but Locally Grown Coffee Is Catching On**

By the Los Angeles Times, adapted by Newsela staff
12.18.14

![A worker picks coffee on Tarun Cariappa's farm in Chettalli, India. Photo: Shashank Bengali/Los Angeles Times/TNS](image)

CHETTALLI, India — When most people think of India, they think of tea. It is one of the biggest tea-growing nations in the world. Yet it is one of the biggest coffee growers also.

Tarun Cariappa's family has a farm in India. The family grows coffee, not tea.

The farm has dark green coffee bushes next to giant fruit trees. Sometimes, you can see a wild elephant.

If you ask Cariappa: "Coffee or tea?" he answers, "Tea." So do most Indians.

**Farmer Never Drank Coffee**

“Dad and Mom started their day with a cup of tea,” Cariappa said. “So I've never drunk coffee.”

Ask for a cup of coffee in most of India and you'll get instant coffee from crystals. You will not get coffee brewed fresh from ground beans. The crystals will be drowning in hot milk and sugar. Very few Indians drink brewed coffee. For that reason, almost all India's best coffee is sold to countries like Italy.

A few Indian farmers and businessmen want to change that. They are trying to hook their countrymen on coffee.

Cariappa's family started their coffee farm in 1958.
Website For Indian Coffee Lovers

For years, all 15 tons of coffee picked on the farm each year ended up outside India. Most of the plants are arabica. It is an expensive type of bean. Top coffee roasters like it.

Two years ago, Cariappa began selling some of his arabica to Kunal Ross, who runs TheIndianBean.com. The website sells coffee from family farms in India to Indian shoppers and businesses. Ross sells the coffee under the name Appa’s.

But Cariappa still hasn’t tasted Appa’s coffee.

His mother saw that a hotel in India had bags of Appa’s in the rooms.

“And you didn’t even take a picture!” Cariappa said.

Connecting Farmers With Shoppers

Business is growing in India. The business of selling coffee to Indians is one of the newest signs of this. It is also an attempt to connect farmers with Indian shoppers. Even now, some Indians think of coffee as an expensive drink.

Ross compared the coffee crop in southern India to West African cocoa. Some farmers there have never tasted chocolate.

“A lot of farmers barely know they’re growing coffee,” said Ross. “To them it’s just another crop they sell to the West.”

Until recently, shoppers in most of India couldn’t even buy coffee grown in India. There was a reason.

Roasting Beans At Home

Growers used to have to sell their beans to the government. Then the coffee was traded to other countries for things like weapons. The rules started to change in the 1990s.

Matt Chitharanjan was born in Wisconsin. His parents were from India. He developed a taste for expensive coffee while living in New York and San Francisco. When he moved to India in 2012, he found that expensive Italian coffee often tasted old by the time it reached stores.

He began to buy beans from Indian farmers. He roasted them at home. In 2013, he launched Blue Tokai Coffee Roasters. The company sold 7 tons of coffee across India in its first year.

“The response has really been great,” Chitharanjan said.

Who Will Sell the Most Avocados? Colombia Hopes It Will

By Miami Herald, adapted by Newsela staff
03.01.15

Tofe Rios, of Michoacan, Mexico, unloads a sack of freshly picked avocados into a packing bin on Jan. 16, 2003, in Bonsall, California. Super Bowl Sunday has become one of the biggest days for U.S. avocado consumption as the popularity of its zesty dip derivative, guacamole, has spread. Photo: ©AP Photo/Tim Tadder. Used with permission.

EL RETIRO, Colombia — Avocados are delicious. Americans eat avocados all the time. They cut avocados up for sandwiches or make guacamole out of them.

Where do all of these avocados come from? The avocados at your grocery store may have traveled a long way to get there.

Mexico sells the most avocados in the United States. There are other areas that sell avocados in the U.S. as well. California, Peru and Chile all sell millions of avocados in the United States.

The more avocados each area sells, the more money it makes. Colombia, a country in South America, is hoping to get into the American avocado business.
Preparing Avocados For Sale

Colombia already grows a lot of avocados. But Colombian companies are not allowed to sell avocados in the United States. Soon, that may change.

There are a few things that Colombian companies must do. First, they need to show that their avocados are grown in the proper way and are safe to eat. Next, they will have to get permission to sell avocados in the United States. Getting permission is complicated and can take years.

Still, Colombia may start selling avocados in the United States soon. It could happen within the next two years.

Selling avocados could make Colombia a lot of money. Americans love avocados. They are eating more and more each year. Avocado sales in the United States have almost doubled in the past 14 years. The more avocados Americans eat, the more money the avocado companies can make.

That’s A Lot Of Avocados!

There are many different companies selling avocados from different parts of the world. Mexico sells the most avocados in the United States. In 2014, it sold 1.3 billion pounds of avocados here. That means it sold way more than a million avocados.

California came in second place. It sold 282 million pounds of avocados. Peru sold 144 million pounds and Chile sold 89 million pounds.

Some Colombians think they can sell millions of pounds of avocados, too. Colombia is not very far from the United States. It is closer than Peru and Chile are. It may be able to sell avocados in the U.S. more easily than those countries can.

Colombian companies are still waiting for permission to sell avocados in the United States. In the meantime, the farms have been getting bigger. From 2008 to 2014, the size of avocado farms in Colombia doubled. The country may grow up to 42,500 tons of avocados this year.

Florida Has Avocados Too

California and Mexico may not be happy if Colombian avocados become popular. It could mean less business for them. However, there is one avocado-growing area that does not have to worry about Colombia.
Florida is the second-largest avocado state in the nation. It is second only to California. It is expected to grow about 66 million pounds of avocados this year.

Florida specializes in green avocados. Green avocados are a different kind of avocado. Most Americans are used to small dark-skinned avocados. These are called Haas avocados. Green avocados are larger. Their skins stay green, even when they are ripe.

Mary Ostlund works at Brooks Tropicals. It is the biggest avocado company in Florida. Ostlund thinks Americans may like having two kinds of avocado from which to choose.

“People are realizing they like to eat more than one kind of avocado,” she said. She added that most grocery stores sell both kinds of avocado.

Ostlund says the green avocado business and the Haas avocado business are different. Colombian avocados are not likely to hurt Florida’s avocado business.

“It’s just kind of a separate market,” she said. “I guess we have staked out our own little corner.”