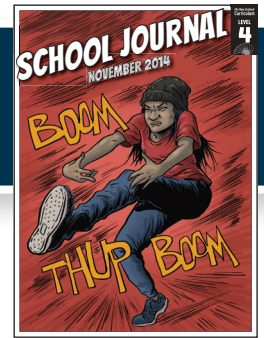


Fair Chocolate

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Overview

The article "Fair Chocolate" is about a Christchurch company and its decision to deal directly with cacao producers on the other side of the world and make its own chocolate. Within this context, the article traverses economics, fair trade, and business practices.

This article:

- includes themes of fairness and social justice
- provides opportunities to consider concepts such as business planning and consumer awareness
- provides opportunities for students make connections with their prior knowledge of managing a budget.

Texts related by theme | "The Ski Trip" SJ L3 Sept 2014 | "Living On a Shoestring" SJ L3 June 2012 | "Knee Deep" SJ L4 Oct 2013

Text characteristics from the year 8 reading standard

in other words, a profit. However, this means that instead of using any profit to reward owners or shareholders, the company has a very different purpose: using its money to improve the lives of the people it trades with, all of whom live in developing countries.

FAIR TRADE

Caring about the welfare of the people you trade with is at the heart of the fair-trade movement. This is why fair-trade companies pay their trading partners the full cost of making or growing something rather than trying to bargain the price down to make a bigger profit. Matt Lamason, who runs a fair-trade company in Wellington, says, "Very high profits always come at the expense of someone else."

"Very high profits always come at the expense of someone else."

elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas

Ewan agrees. "It isn't always good to get what you want for the cheapest. Fair-trade companies know this, but he thinks it's something consumers need to be aware of, too. "People need to understand the real cost of things," Ewan says. "If we're going to eat chocolate, we need to pay enough for the cacao farmers to have sustainable farms and a decent life. If the farmers can't survive on what they earn, they might walk off their land. And that's not good for anyone." As well as paying a higher purchasing price, fair trade companies pay their trading partners (who are usually in a collective) a share of the profits. They believe that redistributing wealth is another way of making the trade fairer. This money might be used to set up a school or a health centre, to build a central water supply, or to develop local businesses - all things that benefit an entire community. Ewan's company also looks for ways to trade more directly with the farmers. This means that commodity brokers don't take a cut. Instead, a much greater share of the profit stays with the farmers and their wider communities.

complex layers of meaning and/or competing information that is irrelevant to the identified purpose for reading (that is, competing information), requiring students to infer meanings or make judgments

How Is Chocolate Made?

Your chocolate bar begins with a small tropical tree, *Theobroma cacao* (pronounced ka-KOW). The plant is native to Central and South America, although today, around 70 percent of the world's cacao is actually grown in Africa, mostly in Côte d'Ivoire and Ghana. Cacao is also grown in large amounts in Indonesia, South America, and the Dominican Republic.

The fruit of the cacao tree is a ridged, football-shaped pod. Inside this pod, thirty to forty seeds (or beans) are encased in a sticky pulp. After the pulp is removed, the cacao beans are left to ferment and dry in the sun.

The cacao tree (*Theobroma cacao*)

The cacao beans are fermented and dried in the sun.

non-continuous text structures or mixed text types

the result of a truly international effort. For the farmers, this company in far-off New Zealand represents a more hopeful future. The higher prices they receive for their cacao will allow them to plan more effectively for their farms, their families, and their communities.

For Ewan and the people he works with, this exchange goes beyond dollars and cents. They believe chocolate tastes a lot sweeter when the recipe includes a commitment to fairness, with fewer people losing out along the way. They also feel good about spreading the idea of fair trade and creating informed consumers.

Ewan is excited about seeing the first chocolate bars - and not for the usual reasons. Every day brings them one step closer to production. "We're moving out of the assembly stage and can really see the final shape of the factory." He's confident that the end result will make all their effort worthwhile. "The farmers we work with produce quality ingredients. That means we can make some amazing chocolate." It's almost as simple as that!

"... we can make amazing choco"

metaphor, analogy, and connotative language that is open to interpretation

Reading standard: by the end of year 8

Possible curriculum contexts

MANAGING MONEY AND INCOME (Spending)

Level 4 – Discuss external factors that can affect people's financial choices, for example, advertising, peer pressure.

SOCIAL SCIENCES (Social Studies)

Level 4 – Understand how producers and consumers exercise their rights and meet their responsibilities.

ENGLISH (Reading)

Level 4 – Purposes and Audiences: Show an increasing understanding of how texts are shaped for different purposes and audiences.

ENGLISH (Writing)

Level 4 – Purposes and Audiences: Show an increasing understanding of how to shape texts for different purposes and audiences.

Possible reading purposes

- To read about an interesting new business
- To learn how a business operates
- To learn what “fair trade” means (for producers and consumers)
- To learn how chocolate is made.

Possible writing purposes

- To compare different ways of running a business
- To survey, analyse, and report on how people make choices when they buy chocolate or other goods
- To write an advertisement for fair trade chocolate
- To write an argument for or against buying fair trade products.



The New Zealand Curriculum

Text and language challenges

VOCABULARY

- Possible unfamiliar words and terms, including “fair-trade”, “organic”, “manufactured”, “developing countries”, “welfare”, “cacao farmers”, “sustainable”, “a decent life”, “trading partners”, “redistributing”, “pod”, “encased”, “harvested”, “graininess”, “glossiness”, “radical”
- The use of specialist vocabulary: “gauges, pistons, conveyor belts”, “Theobroma cacao”, “fermented”, “liquor”, “conched”, “tempered”
- The use of the language of business: “profit”, “demand”, “bargain”, “paid off”, “start-up cost”, “plant”, “forecasting”, “targets”
- The use of metaphor: “a buzz of activity”, “at the heart of”, “take a cut”, “stacked up”, “from scratch”, “number crunching”, “kicked us into action”, “thumbs-up”, “operational budget”, “tastes a lot sweeter”
- Words that are explained in the glossary: “collective”, “commodity broker”, “consumer”, “sales forecast”.

Possible supporting strategies

- Depending on your purpose, review what the students know about the specialist vocabulary, for example, the language of business or of chocolate making. Make word charts to support the purpose and prompt the students to add to, explain, or question the words.
- Explain any unfamiliar terms or usage, such as the connotations of “decent” and the differences between the noun and verb forms of “bargain”, “demand”, and “profit”.
- Remind the students to use strategies such as making analogies, using the glossary, and looking for root words when they encounter an unfamiliar word.
- In combination with discussions before, during, and after reading, you could begin to build up a chart of vocabulary associated with financial literacy for a vocabulary learning focus.
- See ESOL Online, Vocabulary, for examples of strategies to support students with vocabulary. *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Some understanding of basic business practices, including the concepts of budgeting, profit and loss, demand, expenses, and forecasting
- Familiarity with fair-trade products in shops, such as bananas, coffee, or the items found in a Trade Aid shop
- Familiarity with chocolate: what it looks and tastes like, how it is sold, what it is made from, and where it comes from.

Possible supporting strategies

- Review what the students already know about running a business. Discuss the considerations for a new business, supporting the students to bring their prior knowledge to the text so they can make connections as they read. Remind them of the ways they can manage their money through planning, using a budget, and forecasting expenditure.
- Pose questions about who benefits from a business that makes goods for consumption, prompting students to consider the people involved at all stages of the process. Link this discussion to what they know about where goods come from.

TEXT FEATURES AND STRUCTURE

- A report that covers three main ideas: fair trade, business, and making chocolate
- The use of headings and coloured boxes to set off sections
- The introduction that sets the scene for the three main ideas
- Explanations, including illustrations of the chocolate-making process
- The map showing transport of raw products
- Photographs, some with captions
- Pull-out quotes used for emphasis
- Pronunciation guide for “cacao”
- Use of percentages.

Possible supporting strategies

- Skim the article with the students to help them to get a sense of its structure and purpose. Prompt them to use the headings to identify the focus of each section and to examine the photographs.
- For students who may find the text challenging, you could use a shared reading approach for the introduction (page 30), then read the headings of the other sections together, discussing what each one will probably contain.
- If necessary, help the students identify the differences between the main body of the text and the explanation.
- For information about language for explaining and ideas on how to support students, see *Supporting English Language Learning in Primary Schools: A Guide for Teachers of Years 5 and 6*. For information about ordering and a PDF of this booklet, go to *ESOL Online*, *Supporting English Language Learning in Primary Schools*.



Sounds and words

Instructional focus – Reading

Managing Money and Income (Spending – Level 4: Discuss external factors that can affect people’s financial choices,

for example, advertising, peer pressure.)

Social Sciences (Social Studies – Level 4: Understand how producers and consumers exercise their rights and meet their responsibilities.)

English (Purposes and Audiences – Level 4: Show an increasing understanding of how texts are shaped for different purposes and audiences.)

First reading

- Ask questions to help the students understand the title and make predictions about the text. *What does “fair” mean? Are there other meanings? What might “fair trade chocolate” mean? What do you predict this text will be about? What do you expect to learn from reading it?*
- Prompt the students to make connections with the topic, for example, how they feel about chocolate, what “fair trade” means to them, and any connections they can make to a food-producing business. Remind them that these connections help them to understand the text, in particular, to infer meaning that the writer has not made explicit.
- Draw attention to the photographs, in particular that on page 31 showing the cacao growers. What do you know about where chocolate comes from? Do we grow the raw materials in New Zealand?
- Direct the students to read the text in pairs. *At the end of each section, discuss what you’ve learned and what you already knew. What questions do you have about each section? Make a note of these to discuss later.*

If the students struggle with this text

- Use a jigsaw approach: ask students to work in twos or threes to read an assigned section. Make sure each group has at least one student who will be able to support others with any decoding challenges. The students orally summarise their section, then share it with the other groups. Debrief with the whole group to clarify any challenges, then set a purpose for reading the whole text.
- Build background knowledge (including relevant vocabulary), for example, about business practices, the sourcing of raw ingredients for food and other products, or the processes involved in making a product.

Subsequent readings

The teacher

Ask questions to help the students identify what makes a fair-trade company different.

- On page 31, we learn that the company Ewan works for is not for profit. What do you think that means? What do you understand by “profit”?
- Using what you know about how companies operate, how do you think this company will survive if it doesn’t make a profit?
- If the company pays growers the full cost of growing something, how can it afford to be in business?
- From your inferences, can you see how the company will operate successfully?
- What questions do you have about how the business can be viable?

The teacher

Prompt the students to identify key factors that helped the company to work differently.

- List the steps in the team’s process. You may want to record these on a chart.
- What factors made a difference to their planning?
- How was the planning process the same as, or different from, the way any other company might get started?
- Why did the company decide to deal directly with the cacao farmers?
- What benefits did they see for the company, the farmers, and the consumers?
- Look at the map on page 34. What does it tell you about why it was a good idea for the company to make chocolate here?

The teacher

- Ask questions to support the students’ understandings of fair trade.
- Ewan says the exchange with the cacao farmers “goes beyond dollars and cents”. What does he mean?
- Will the fair-trade chocolate be more, less, or as expensive as the big, established brands? Why? What can you infer about the costs that make up the full price of a bar of chocolate?
- How do we “value” a product like chocolate?
- Does fair trade make any difference to the “value for money” of a product?
- When you have a choice to buy fair-trade products, what influences your decision making? In general, would you be more or less likely to buy fair trade?

GIVE FEEDBACK

- The data you found on the Internet about another chocolate company gave us information we could use to make comparisons with the fair trade company. Doing more research while you’re reading is an excellent way to gain a deeper understanding of a topic.

METACOGNITION

- At the start of the article, what helped you to make predictions about the text?
- Tell me when you might seek out further information after reading an article like this. What are you thinking when you do this?

The students:

- reread and consider the meaning of the heading
- make connections between the text and what they know about business to infer the similarities and differences between the chocolate factory and other businesses
- discuss the ways businesses operate, sharing what they know and discussing how a business can “make more money than it spends”
- examine the apparent contradiction in the text: that the business has the same aims as others but is not for profit
- ask questions about the meaning of the words “profit/not for profit”
- share predictions about how the company’s purpose can be achieved.

The students:

- locate information in the text about the company’s planning process to list key steps and factors that helped the team
- compare the business planning with those of other businesses to identify the steps that are the same and those that are different
- make inferences based on their findings and identify the factors that helped make the planning “fair trade”
- identify the costs and benefits of the fair trade model and evaluate the financial viability of the company’s plan
- use the map along with information in the text to make inferences that it was more cost effective to make the chocolate in New Zealand.

The students:

- make connections within the text (for example, pages 32 and 36) to infer that fair trade means being fair to producers *and* consumers
- make connections between the text and what they already know about the costs and values of different products
- infer that Ewan believes the wider good done by trading fairly is judged in ways other than through money
- ask and answer questions about the cost of chocolate and synthesise this with the article to form hypotheses
- draw on evidence in the text or elsewhere to justify their hypotheses about the cost and value of fair-trade chocolate
- discuss, and if possible debate, the value of fair-trade chocolate, forming arguments for and against fair trade products.

 Reading standard: by the end of year 8

 The Literacy Learning Progressions

 Assessment Resource Banks

Instructional focus – Writing

Managing Money and Income (Spending – Level 4: Discuss external factors that can affect people’s financial choices,

for example, advertising, peer pressure.)

Social Sciences (Social Studies – Level 4: Understand how producers and consumers exercise their rights and meet their responsibilities.)

English (Level 4 – Purposes and Audiences: Show an increasing understanding of how to shape texts for different purposes and audiences.)

Text excerpts from “Fair Chocolate”

Ewan agrees. “It isn’t always good to get what you want for the cheapest price.” Fair-trade companies know this, but he thinks its something consumers need to be aware of, too. “People need to understand the real cost of things,” Ewan says.

Examples of text characteristics

PURPOSE AND AUDIENCE
Some topics may be contentious. Writers need to be clear about the message they wish to convey, who they want to convince, and how they will do it.

Teacher (possible deliberate acts of teaching)

Prompt the students to discuss their purposes for writing before they begin to write.

- How can you support each other to clarify your writing purposes?
- What questions and feedback will help you do this?
- Remember that having a clear purpose will guide your selection of material, as well as the sources you use.

Ask questions to support the students to consider their point of view.

- When you consider your topic, what is the big idea you want your readers to understand? Why?
- Will you present one point of view or several? Why?
- Is it important to your purpose to remain neutral, or do you want to argue for a specific stand? What impact will your choices have on the way you will present your writing? What impact will your choices have on your audience?

Things were looking good ... but then there was a problem. Ewan explains: “Basically, the factory couldn’t keep up with demand.”

PROBLEM AND SOLUTION
Writers:

- state the problem
- say why it is a problem
- show how a solution is found.

Prompt the students to consider their audience as they draft and edit their writing.

- How have you structured your writing? How do you help your readers to understand what happened or how a project developed?
- How do you maintain your readers’ interest?
- Consider highlighting the problems, as well as the things that went well. If you describe a problem, check that you have told readers why it was a problem and how it was (or was not) resolved. How significant was the problem? Have you shown your readers this?

... This was when the fair-trade company began to consider a radical new possibility: opening its own chocolate factory.

And of course, he’s looking forward to that magic time when the chocolate starts selling and the company starts to make money.

LINKING PARAGRAPHS
Writers make their writing flow by linking paragraphs through related words or ideas. Connectives (such as “when”) make the link explicit but are not always needed. Sometimes the link can take the reader from a general idea to a more specific example, or it can move the action along in time.

Prompt the students to reflect on and revise their writing. They can do this by reading each other’s work and giving feedback. Provide two or three questions to help the students focus their feedback.

- Does the writing meet the writer’s purpose?
- Has the writer expressed their ideas convincingly? Has their voice come through clearly?
- Is there enough information for the readers?
- Do the ideas flow from one paragraph to the next, and from one section to the next?
- Will the writing encourage readers to think or form their own opinions?

The chocolate bars, when they finally roll off the production line, will be the result of a truly international effort.

GIVE FEEDBACK

- Your purpose is clear right from the start. This means your readers know what to expect and what your position is likely to be.
- You’ve shown some of the problems and given details that will help your readers to understand their significance.
- I can see you’ve added better links between the paragraphs: this means the reader doesn’t have to wonder how the ideas are connected.

METACOGNITION

- What were the main messages or ideas you wanted your readers to understand? Do you think you’ve achieved your purpose?
- Show me where you made changes after your writing partner gave you feedback. How has this helped meet your writing purpose?
- What new understanding have you gained by researching and writing on this topic?

Writing standard: by the end of year 8

The Literacy Learning Progressions