



Teacher Edition • Grade 6

The Chocolate Collection



Amplify ELA

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Lesson and print materials in digital curriculum.	
 Unit Reading Assessment	ASSESSMENT
Assessment and print materials in digital curriculum.	

Icon Key:

 Steps: Indicates the order of activities in a lesson	 Exit Ticket	 Poll	 Teacher Only
 Audio	 Highlight/Annotate	 Projection	 Teacher Speech
 Close Reading	 Image	 Share	 Video
 Differentiation	 Materials	 Spotlight	 Warm-Up
 Digital App	 On-the-Fly	 Student Edition	 Wrap-Up
	 Pair Activity	 Student Groups	 Writing Journal
	 PDF	 Teacher-Led Discussion	

The Chocolate Collection

“For some reason or other, a Hershey bar would save my soul right now.”

—*The Dharma Bums*, by Jack Kerouac

The Aztecs used it as currency. Robert Falcon Scott took it to the Antarctic. The Nazis made it into a bomb designed to kill Churchill. The 3,700-year-long history of chocolate is full of twists and turns, making it a rich and rewarding research topic. In this unit, students explore primary documents and conduct independent research to better understand the strange and wonderful range of roles that chocolate has played in cultures around the world throughout its long history. In the lessons on information literacy that begin the unit, students learn how to determine if a source is credible and understand the ethical uses of information. Having practiced these skills, students are ready to develop and sharpen their sourcing abilities in the next lessons, where they construct their own research questions and explore the Internet for answers. In later lessons, students learn how to construct an evidence-based argument. They write a short piece aimed at convincing readers that their favorite kind of chocolate is the best, and then debate whether or not chocolate should be included in school lunches. Throughout these activities, students learn to develop their positions by carefully analyzing source documents, and building their arguments on solid, relevant evidence. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research project—part essay, part interactive timeline.

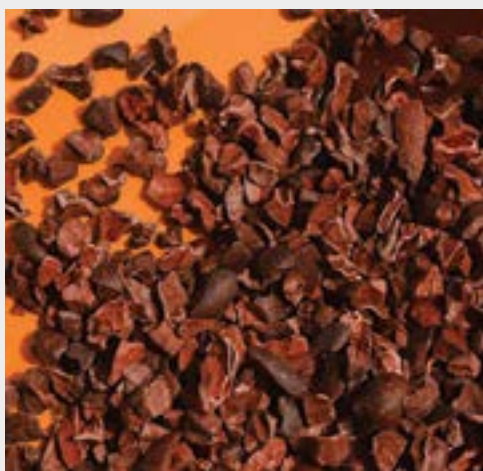
Essay Prompts:

Research Option 1: Chocolate and Slavery

Chocolate and slavery? When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate.

Research Option 2: Chocolate = Happiness...or Does It?

Can eating chocolate affect your mood? Your brain chemistry? Is it addictive? Study the scientific research on chocolate and determine what experts have found. Research the texts in the Collection and on the Internet to find the information you need. Be ready to make a claim and cite sources.



Information Literacy

SUB-UNIT 1 • 4 LESSONS



Scavenger Hunt and Internet Research

SUB-UNIT 2 • 4 LESSONS



Argumentative Writing and Collection Research

SUB-UNIT 3 • 4 LESSONS



Debate and Internet Research

SUB-UNIT 4 • 4 LESSONS



Write an Essay

SUB-UNIT 5 • 8 LESSONS



Clarify & Compare

SUB-UNIT 6 • 1 LESSON

Lesson and print materials in digital curriculum.



The Chocolate Collection Unit Reading Assessment

1 LESSON

Assessment and print materials in digital curriculum.

Information Literacy



In the Information Literacy sub-unit, students encounter the challenges inherent in online research. They explore a hoax website and learn how to use sourcing criteria to determine whether or not the information on the website is credible and more generally how to identify a trustworthy source. Finally, students are introduced to the concept of plagiarism and learn how to quote, cite, and paraphrase information.

Sub-Unit 1



Lesson 1:
Evaluating Sources:
Part 1



Lesson 2:
Evaluating Sources:
Part 2




Lesson 3:
Avoiding Plagiarism



Lesson 4:
Flex Day 1

Sub-Unit 1 at a Glance

Lesson Objective	Reading
<p>Lesson 1: Evaluating Sources: Part 1</p> <p>Research: Students will work collaboratively to assess the credibility of a variety of provided sources, distinguishing sources that are credible from sources that are not.</p>	<ul style="list-style-type: none">• NOAA website• Earth and Planetary Science, University of California, Berkeley website• Marine Life Protection Act, Wikipedia• The Ocean Foundation website• Missouri Botanical Garden website• <i>The Guardian</i>
<p>Lesson 2: Evaluating Sources: Part 2</p> <p>Research: Students will review several Internet sources and common domain names, working collaboratively to assess their trustworthiness with a credibility checklist.</p> <p>Writing: Students will use evidence from the reviewed sources to explain which sources are the most and least credible.</p> <div> Lesson 2 involves Internet research and should be saved for a class period when students have access to the Internet.</div>	<ul style="list-style-type: none">• NASA website• MIT News website• CNN• Terravivos website
<p>Lesson 3: Avoiding Plagiarism</p> <p>Research: Students will learn how to frame direct quotes, provide basic bibliographic information as references, and paraphrase source information in order to avoid plagiarism.</p>	
<p>Lesson 4: Flex Day 1</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.</p>	

Writing Prompt

Benchmark Stack

No analytical writing prompt.

ELA.6.C.4.1
ELA.K12.EE.4.1
ELA.6.C.5.2

Which of the four sources (discussed in class) do you think is the most credible? Which source do you think is the least credible? Support your thinking using evidence from one or more of the websites.

ELA.6.C.4.1
ELA.K12.EE.4.1
ELA.6.C.5.2

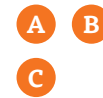
No analytical writing prompt.

ELA.6.C.4.1
ELA.K12.EE.4.1
ELA.6.C.5.2

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 1 Preparation Checklist

Lesson 1



Pages 12–14

- ☐ Find a hoax website that is convincing but suspicious for students to explore in this lesson. Keep an eye out for: factual information that seems suspicious, embedded links that connect to credible websites, or an “About” page that provides information about the author.
- ☐ Prepare to project the hoax website as well as various other websites from the digital lesson.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

Lesson 2

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

Lesson 3



Pages 15–17

- ☐ Prepare to project the Paraphrase Chart.
- ☐ Plan how you will assign pairs for part of this lesson.
- ☐ If you plan to complete the optional teacher activity, research real-life examples of plagiarism online.

Lesson 4: Flex Day

- ☐ Review each lesson activity to identify which one(s) will best support your students’ skill progress.
- ☐ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- ☐ Prepare any texts, materials, or directions you may need to project or distribute.

Note: The Information Literacy lessons are offered as sub-units for each of the Collection research units. These lessons provide instruction on how to validate Internet sources, avoid plagiarism, and properly cite sources. If your students have already learned these skills, you may decide to skip ahead to the next sub-unit.

There may be activities in this sub-unit that students will revise or refer to in a subsequent sub-unit. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Before You Begin Lesson 1:

Before class, find a hoax website for your students to explore as they learn about valid and invalid sources. The site should be convincing but suspicious. Keep an eye out for:

- Factual information that seems suspicious.
- Embedded links that connect to credible websites.
- An "About" page that provides information about the author.

Information Literacy

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Overview

You can find amazing information online. Sometimes the stories are so amazing that they seem unbelievable. Don't you agree?



Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America



Lesson 1 Materials

-  Discussion Points
-  Source Credibility Checklist from digital Lesson 2

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

A

Lesson 1—Evaluating Sources, Part 1

Explore the website your teacher provides.



Complete 1–3 on page 6 of your Writing Journal.

B

How do you know a source is credible? Use the discussion points and discuss each of the four sources your teacher projects with your partner.

Work with your partner to discuss the following points:

- Who is the author?
- Is the author an expert on this subject?
- Might this author be prejudiced about this subject?
- Is it a well-known and respected organization or website?
- Would a source like this contain facts or opinions?
- How recently was this source written or updated?
- How does not knowing a source's identity affect its believability and trustworthiness?



Use page 7 of your Writing Journal to take notes on these points. Be prepared to talk about your answers during a class discussion.



Differentiation: Step A

Students who need more support with reading may benefit from exploring this website with a partner.



Differentiation: Step B

- **ELL(Dev):** If you have several ELL students in your class, you may want to take some time to discuss and explain the meaning of “credible” to ensure understanding before assessing the credibility of the website.
- **ELL(Dev):** Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

A

Lesson 1: Evaluating Sources: Part 1

Benchmark: ELA.6.C.4.1

Read: Students explore a website as a first step in determining its credibility.



Direct students to page 291 in the Student Edition.



Project: The hoax site.



Tell students that they need to examine the site as a first step in an upcoming research paper. Be careful not to give away that the site is a hoax—students will figure that out for themselves.



Ask students to look for and write down three new things that they learned from this website as you click through.



Writing Journal: Students complete Activities 1–3 on page 6.

5 min

B

Lesson 1 (continued)

Benchmark: ELA.6.C.4.1

Discuss: Students assess the credibility of a variety of digital sources to prepare for unit research projects.



Project: Source Credibility Checklist.



Review the criteria and answer questions.



Keep the criteria projected as students move through the activity.



Divide students into pairs. Explain that they will discuss whether the hoax website provided the information listed in the checklist.



Project: Sources listed below. Discuss whether each would be a credible source.

- A 2017 U.S. Fish and Wildlife Service official report on the effects of pollution on marine life
- A pet owner's blog about her sick fish
- A current article about illegal waste disposal, published by a middle school newspaper
- An article in a recent issue of *The New York Times* about oil spills and bird life



Writing Journal: Students use page 7 to take notes.


20 min


C Lesson 1 (continued)

Benchmark: ELA.6.C.4.1


Present Domain Extensions:


Students identify different domain extensions and their credibility.


 **Project:** Each website listed for the activity in the digital lesson and briefly review with the class.


 Discuss the credibility of domain extensions, projecting an example of each (found on the student card of this activity on the digital platform) and briefly reviewing each example as you go.

- **.edu:** academic institution (college, university)
- **.gov:** official U.S. government agency
- **.com:** commercial/company
- **.org:** organization (often nonprofit organizations, but can be commercial)
- **.net:** network (often Internet service providers, but can be commercial)

 URLs (or Universal Resource Locators) can have a variety of different extensions, or endings, and some are more credible than others. In general, any URL ending in .edu or .gov is likely to be credible. URLs ending in .com, .org, or .net are ones that need validating by corroborating information. Of course, you should corroborate information from the .edu and .gov sites as well.

 **Writing Journal:** Students complete page 8.

 **Project:** The hoax website again.

 Reassess it as a whole class using the points discussed in this lesson.

 **Exit Ticket:** Project.

End of Lesson 1**C Lesson 1—Evaluating Sources, Part 1** (continued)


Assess different domain extensions to determine their meaning and credibility.

URLs (or Universal Resource Locators) can have a variety of endings. Some are more credible than others.

- **.edu:** academic institution (college, university)
- **.gov:** official U.S. government agency
- **.com:** commercial/company
- **.org:** organization (often nonprofit organizations, but can be commercial)
- **.net:** network (often Internet service providers, but can be commercial)



Fill in page 8 of your Writing Journal. Be prepared to share your answers.

 **292** The Chocolate Collection • Lesson 1**Differentiation: Step C**

Students who need more support with reading may benefit from exploring these websites in pairs.

Before You Begin Lesson 2:

In Lesson 2, use the complete digital lesson so students have access to the Internet to gain a greater understanding of how to choose appropriate research sources as they develop and sharpen their information literacy skills.

D

Lesson 3—Avoiding Plagiarism

Plagiarism is stealing someone's words or ideas without crediting the source.

E

To avoid plagiarism, you'll learn how to properly frame a quote. A completed, framed quote has three parts:

1. Introduction to the quote (for example, According to the text... or Studies have found that...)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

Examples of completed, framed quotes

Example 1: Using a source that has the author's name and uses paragraph numbers (for example, an article from The Chocolate Collection):

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 5).

Example 2: Using a source that has the author's name and uses page numbers (for example, a book):

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 23).

Example 3: Using a source with no author or title listed (for example, a website's homepage):

Studies have found that "dark chocolate reduces cholesterol in 53% of adults" (scientificamerican.com).

D

Lesson 3: Avoiding Plagiarism

Benchmark: ELA.6.C.4.1

Discuss: Students discuss the meaning of plagiarism.

S

Direct students to the definition of plagiarism on page 293 of the Student Edition.

W

Write the definition of plagiarism on the board: "Plagiarism is stealing someone's words or ideas without crediting the source."

C

Conversation starters:

- What is an example of plagiarism?
- Do you know anyone who has ever plagiarized?

U

Optional: Teacher activity in digital lesson for examples and consequences of plagiarism.

5 min

E

Lesson 3 (continued)

Benchmark: ELA.6.C.4.1

Introduce: Students learn how to frame a direct quote to avoid plagiarism.

Q

It is acceptable to use other people's words and ideas when you're conducting research, as long as you alert the reader that you are sharing someone else's words and ideas and give credit to the original author.

Q

Think of the borrowed words as a picture or photograph and always surround them with a "frame."

W

Ask a student to read aloud the 3 parts of a frame on page 293 of the Student Edition.

W

Then call on 3 students to point out the parts of the frame for each of the 3 examples given.

Q

Not every idea has to be cited, but when you aren't sure, always cite!

7 min



Lesson 3 Materials



Paraphrase Chart



Differentiation: Step D

● *ELL(Dev):* When working with English language learners, it may be helpful to note the following:

1. The use and methods of source writing and paraphrasing can vary by culture. ELLs will likely need additional explicit instruction in order to accurately frame quotes and paraphrase.
2. English language learners are sometimes taught to practice language by rewording short texts phrase by phrase. If this is the case, you may want to discuss the difference between the two further.

F Lesson 3 (continued)*Benchmark: ELA.6.C.4.1*

Framing a Quote: Students learn how to frame a direct quote from a text to avoid plagiarism.

- 5 min
- Review the properly framed quote alongside the original text on page 294 of the Student Edition.
 - Ask students to identify the source, opening frame, and direct quote from the example as a class.

G Lesson 3 (continued)*Benchmark: ELA.6.C.4.1*

Try It On: Students work in pairs to correctly frame a direct quote.

- 5 min
- Assign pairs.
 - Partners complete Activities 1 and 2 on page 294 of the Student Edition.
 - Writing Journal:** Students complete Activities 1 and 2 on page 9.
 - Share responses. Invite 2 students to write their answers on the board.

H Lesson 3 (continued)*Benchmark: ELA.6.C.4.1*

Introduce Paraphrasing: Students learn about paraphrasing text to avoid plagiarism.

- 12 min
- Framing a direct quote** shares someone else's words in your writing. However, you may also wish to share someone else's ideas without quoting their exact words. To do this, you must paraphrase the original text.
 - Read aloud the definition of paraphrasing on page 295 of the Student Edition.
 - Watch out for "**patchwork plagiarism**." That's when you piece together your own words with some of the author's words without quoting the author, giving the reader the impression that you wrote the whole paragraph.
 - Direct students to the example of patchwork plagiarism on page 295 of the Student Edition.

F**Lesson 3—Avoiding Plagiarism** (continued)**Original quote or text:**

"As a result of Halvorsen's initiative, America's legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy."

Properly framed quote:

According to the article, "candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy" (ABC News).

G

Read the sentence from the article "Prehistoric Americans Traded Chocolate for Turquoise?" by Christine Dell'Amore:

Visiting Mesoamericans may have bartered cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what's now New Mexico.

- Select a brief direct quote from the sentence and rewrite it using the frame technique.
- Share your response with your partner. Determine if each quote is correctly framed, and explain your thinking.



Go to page 9 of your Writing Journal to complete Activities 1 and 2.



294 The Chocolate Collection • Lesson 3

H

Paraphrasing

Paraphrasing is rewriting text in your own words, expressing the author's meaning without adding anything new or leaving anything out.

I

Example of Patchwork Plagiarism

Direct Quote

Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment.

Patchwork Plagiarism

Just about everyone loves chocolate, which creates a high demand for cacao beans. With that popularity, there is a high cost to the environment.



Complete the paraphrase chart on page 10 of the Writing Journal.

Follow along as your teacher leads a class discussion using the Paraphrase Chart.

Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

The term "patchwork plagiarism" comes from the way patchwork quilts look. In the past, these quilts were made from many pieces of old clothes. Small pieces of a shirt, a pair of pants, or a sweater were all combined and sewn together into a quilt.

Let's look at this example, in which the underlined text is a direct quote from the text.

As with direct quotes, you should credit the source in parentheses.

Writing Journal: Students complete the chart on page 10.

I

Lesson 3 (continued)

Benchmark: ELA.6.C.4.1

Compare Paraphrases: Class compares and discusses paraphrases of 2 different texts.

Project: Paraphrase Chart.

Lead a discussion to compare the paraphrases to understand the original text.

Which paraphrase (1 or 2) seems closer to the original? Why?

Which word choice in the paraphrased text helps it get closer to the author's original meaning in the text?

Note that the order of the words in the main clause was changed in both paraphrases: the subject, the Spanish king and his court, was placed first in the clause instead of at the end. Explain that changing the order of words can be helpful when paraphrasing.

Repeat this process for the second piece of text, writing paraphrases from 2 different students on the chart.

Wrap-Up: Project.

Exit Ticket: Project.

End of Lesson 3

Scavenger Hunt and Internet Research



In this set of lessons, students dig through *The Chocolate Collection*'s texts and images to find the document described by the scavenger hunt question. Once they've found it, students use a set of close reading questions to analyze it carefully. Throughout the unit, challenging primary source documents are edited and/or paraphrased for students struggling with archaic language, complex syntax, odd punctuation, and unfamiliar phrases. Spanish language versions are also available to open up the reading experience to a wide range of learners.

The third lesson in this sub-unit requires students to conduct research on the Internet. This lesson allows students to put their new research and close reading skills to the test as they use a criteria checklist to distinguish sources that are credible from sources that are not.

Sub-Unit 2



Lesson 1:
Scavenger Hunt:
Introducing the
Collection



Lesson 2:
Scavenger Hunt:
Exploring the
Collection



Lesson 3:
Internet Research



Lesson 4:
Flex Day 2

Sub-Unit 2 at a Glance

Lesson Objective

Reading

Lesson 1: Scavenger Hunt: Introducing the Collection

Reading: Students will explore a selection of texts and images in The Chocolate Collection, practicing skimming a source for relevance and close reading a source for key information.

Writing: Students will explain how chocolate is portrayed as a luxury or a necessity by analyzing details from an image.

Video:

 The History of Chocolate

The Chocolate Collection:

- “Pilot Dropped Candy into Hearts of Berlin”
- Excerpt from *Chocolat*
- “Letter from Lord Rothschild to Laurence Fish”
- “Chocolate” from *American Smooth*
- “No Hot Chocolate for You!” Act I, Scene Eight from *Così fan tutte: English National Opera Guide*
- “Is It Fair to Eat Chocolate?” from *Skipping Stones*
- Excerpt from *The Dharma Bums*
- **Solo:** “Early History of Chocolate”

Lesson 2: Scavenger Hunt: Exploring the Collection

Reading: Students will explore a selection of texts and images in The Chocolate Collection, practicing skimming a source for relevancy and close reading a source for key information.

The Chocolate Collection:

- “The Sweet Lure of Chocolate”
- “The Tropics” from *The Story of Chocolate*
- “Eat More Chocolate, Win More Nobels?” from *Associated Press*
- “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today*
- “Can Chocolate Be Good for My Health?”
- Excerpt from *Chocolat*
- **Solo:** “Pilot Dropped Candy into Hearts of Berlin”

Lesson 3: Internet Research

Research: Students will generate a research question about chocolate, identify credible Internet sources, and conduct Internet research to find the answer.

Writing: Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.

Module:

 Author’s Purpose and Perspective

The Chocolate Collection:

- **Solo:** Appendix C Statement from *Labour in Portuguese West Africa* (Cadbury Letter)

Lesson 4: Flex Day 2

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Writing Prompt

Benchmark Stack

Choose one of the images to study again. Using details from the image, describe whether this image makes you think chocolate is a luxury or a necessity for humans.

ELA.6.R.3.2

ELA.K12.EE.2.1

ELA.6.R.1.2

ELA.6.R.3.3

ELA.6.C.1.4

ELA.6.V.1.3

No analytical writing prompt.

Extra: Challenge Writing available in the digital lesson.

ELA.K12.EE.3.1

ELA.K12.EE.4.1

ELA.6.R.3.3

ELA.6.C.1.4

ELA.6.V.1.3

Using the sources you chose, write the answer to your question. Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.

Extra: Challenge Writing available in the digital lesson.

ELA.6.C.4.1

ELA.K12.EE.1.1

ELA.6.R.2.1

ELA.6.R.2.3

ELA.6.R.3.3

ELA.6.C.1.4

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 2 Preparation Checklist

Lesson 1

- ☐ Be prepared to project or to write on chart paper.
- ☐ While all Scavenger Hunt images are found in the Student Edition, you may choose to project them during the Scavenger Hunt as well.
- ☐ Optional: Prepare/plan rewards for students who win the scavenger hunts.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.



Pages 98–102

Lesson 2

- ☐ Be prepared to project or to write on chart paper.
- ☐ Optional: Prepare/plan rewards for students who win the scavenger hunts.



Pages 103–105

Lesson 3

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

- ☐ The B.E.S.T. Module: Author's Purpose and Perspective, available in the digital lesson, provides an introduction to the Reading Benchmark ELA.6.R.2.3 and can be used to prepare students for this lesson.

Lesson 4: Flex Day

- ☐ Review each lesson activity to identify which one(s) will best support your students' skill progress.
- ☐ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- ☐ Prepare any texts, materials, or directions you may need to project or distribute.

Note: There may be activities in this sub-unit that students will revise or refer to in a subsequent sub-unit. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Scavenger Hunt and Internet Research

296

Overview

Ready, set, go and find the answers to the questions as fast as you can...and discover amazing facts about chocolate.

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Image Credits:
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(Scavenger Hunt Collage and Collection Cover Background Image)



The Chocolate Collection

Chapter 1: Historians

- ¹ A long, long time ago, people watched and wondered as monkeys broke open the football-shaped pods of the cacao tree and ate the milky pulp inside. One day, someone followed the monkey's example and tasted the pulp, and the long, delicious history between humans and cacao began.
 - ² The people were the Olmecs, and they lived in Mexico some 3,700 years ago. They made a drink from the sweet pulp but, like the monkeys, they spit out the bitter seeds. After a while, however, they learned to grind the seeds into a fine powder, using them to make a cool, bitter beverage. It would take another 1,400 years for the Mayan people to discover how to roast and spice the beans to make the first hot chocolate.
 - ³ And the rest, as they say, is history...
-

The ancient Mayans created ceramic objects for ceremonial use. They experimented with minerals to create the colors used to decorate these pieces. Experts believe the painting below shows a priest testing the temperature of a pot of chocolate. In the foreground, you can see a small pile of tamales (maize cakes) covered with mole (chocolate-chile) sauce.

text
2



Mayan AD 600–800

Early History of Chocolate

Author: Amplify Staff (2014)

- 1 Chocolate has been consumed, loved, and even worshipped, by different people over the course of thousands of years. Most historians think that Mesoamericans (the ancient peoples of Mexico) discovered chocolate and drank it as a beverage. But they couldn't have known that the small, bitter, cacao seeds would travel the globe and become a favorite treat for people for centuries to come.
- 2 The Olmec lived in Mexico some 3,700 years ago, and were most likely the first humans to ever consume chocolate. They noticed animals eating the sweet, white pulp of the football-shaped cacao pods, and decided to try it for themselves. While animals spit out the hard, bitter seeds of the cacao pods, the Olmec had another idea. They crushed the seeds, mixing them with water, spices, and chiles, to create a **frothy** beverage, the world's first chocolate drink.

frothy: foamy
burbujeante:
espumoso

- 3 About 1,400 years later, the ancient Mayans would build on the Olmec's knowledge. They devised new methods of roasting and seasoning cacao seeds, creating an early kind of hot chocolate. The Mayans were wild about cacao to the point of carving images of the pods into the walls of their temples, painting people drinking cacao into their artwork, and growing cacao trees in their private gardens. To the Mayans, cacao wasn't merely a food. It was also a medicine and a central part of their religious and royal ceremonies. Chocolate was given special, elevated status in Mayan culture. It was widely enjoyed by the royalty and elite of Mayan society but ordinary Mayans were permitted little to no access to the exclusive treat.
- 4 This trend was even more noticeable in the society of the Aztecs, who ruled the region approximately 1,000 years later. The Aztecs reserved this special beverage only for their rulers, religious leaders, and other favored members of the community. Like the Mayans, the Aztecs used cacao seeds in their religious ceremonies, offering the seeds as a sacrifice to the gods. They also used the Mayan's recipe for the bitter beverage, seasoning it with vanilla, chili peppers, and achiote (spice). The drink was called xocolatl, because they associated it with Xochiquetzal, the Aztec goddess of fertility. Cacao was very hard to grow in the dry lands of the Aztec empire, and it had to be imported. This meant that chocolate was a very desirable luxury good in Aztec life, and cacao seeds became a kind of currency. For example, at an Aztec market, three cacao seeds could buy a fresh avocado, and 100 seeds could buy a turkey. The farmers who grew cacao were ordered to pay a tribute, or tax, of cacao beans to the Aztec rulers.
- 5 Eventually, the Spanish would discover cacao when they conquered the Aztecs in the late 16th century. Cacao would then make its way to Europe and begin the long process of becoming the traditional chocolate we know and love today.

Photo: © Justin Kerr.

This is a small detail from a book that tells stories using **pictograms** of the Mixtec region of Mexico. Instead of using words, these stories use pictures to get their ideas across. The pages in this book are made with deerskin and are painted on both sides. This image depicts a king accepting a frothy hot chocolate from his bride during a wedding ceremony.

image
3

Codex Zouche–Nuttall (small section of a larger manuscript), Mexico

(AD 1200–1521)



pictograms:
storytelling
pictures
pictogramas: signo
de la escrituras
de imágenes y
símbolos

301 🍷

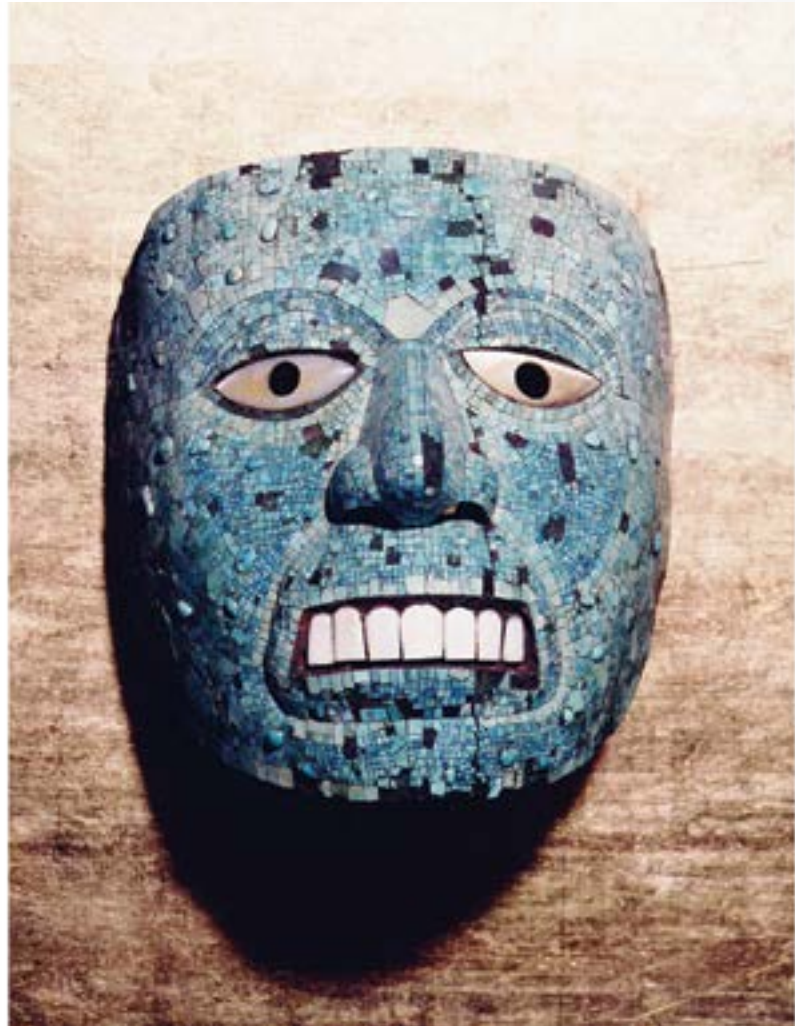
During the 10th century, Toltec priests of Teotihuacan, Mexico, wrote a Book of Prophecies. Included in that book is the story of Quetzalcóatl, the god who gave the Toltecs the cacao plant. According to that story, Quetzalcóatl taught the Toltecs how to care for the plant and showed them how to create edible chocolate from the cacao beans.

Mask of Quetzalcóatl

(circa 1500)

The British Museum, London

Mask with turquoise mosaic



Eileen Tweedy/The Art Archive at Art Resource, NY.

Excerpt: “Prehistoric Americans Traded Chocolate for Turquoise?” from *National Geographic News*

Author: Christine Dell’Amore

Published: March 29, 2011

text
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Talk about a sweet deal—prehistoric peoples of Mesoamerica may have traded chocolate for gems from the U.S. Southwest, a new study suggests.

- ¹ Traces of a chemical found in cacao—the main ingredient in chocolate—were found in several drinking vessels from various sites in Pueblo Bonito, a complex of sandstone “great houses” in Chaco Canyon, New Mexico.
- ² Ancestral Puebloan peoples built the complex, the **epicenter** of the ancient Chaco culture, in stages between A.D. 850 and 1150.
- ³ But cacao, a tropical fruit that grows in Central and South America, was cultivated in prehistoric times only in Mesoamerica, a region that stretches from Mexico to Costa Rica....
- ⁴ The findings suggest the New Mexico complex also served as a trading **hub** for Mesoamericans and Puebloans between the 11th and 14th centuries—and that the two groups had a “much tighter connection” than previously thought, said study leader Dorothy Washburn.
- ⁵ Visiting Mesoamericans may have **bartered** cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what’s now New Mexico.
- ⁶ “We’ve **erected** this wall between the Southwest and Mesoamerica for the whole of prehistory, [when] it was just one area—the Americas,” said Washburn, of the University of Pennsylvania Museum of Archaeology and Anthropology in Philadelphia....

epicenter:
center of activity
epicentro: centro
de actividades

hub: center
núcleo: centro

bartered: traded
hecho trueque:
intercambiado

erected: built
eregido: construido

Anthropology:
the study of
human beings
Antropología:
estudio de los seres
humanos

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Ordinary People Also Drank Chocolate?

- ⁷ Archaeologists already knew that some trade existed between Mesoamericans and Southwest peoples. For instance, the remains of parrots and copper bells that originated in Mesoamerica have shown up in places such as Pueblo Bonito.
- ⁸ Scientists have also found remnants of turquoise in the ruins of the ancient Maya city of Chichén Itzá, located in present day Mexico, which has no turquoise deposits.
- ⁹ In 2009 archaeologists reported the discovery of the cacao chemical theobromine in vessel fragments near Pueblo Bonito—suggesting cacao had reached the Southwest.
- ¹⁰ This finding prompted Washburn and colleagues to test 75 vessels that had been used by both Chaco elites and farmers who lived near the complex....
- ¹¹ ...The results showed that 50 of the 75 vessels had theobromine—including the commoners' vessels.
- ¹² Finding the chemical in the farmers' vessels was “most unexpected,” Dorothy Washburn said. “We were bowled over....That meant that a lot of people had access to [chocolate].”

- ¹³ John Henderson, a Mesoamerican expert at Cornell University who was not on the study team, was similarly struck by the idea of ordinary folks drinking chocolate, normally a beverage of the elite.
- ¹⁴ He suggested that the Chaco great houses may have put on huge feasts that would have allowed commoners to intermingle with elites....

Frothy Chocolate a Favorite Prehistoric Drink

- ¹⁵ Chocolate was almost always on the menu in Mesoamerica, where “any important social occasions included cacao,” Henderson said.
- ¹⁶ When Spanish conquerors first encountered the 16th-century Aztec emperor Montezuma, they described a lavish banquet featuring more than 50 big jars of foam-topped liquid cacao, said Dorothy Washburn, whose study appeared in March in the *Journal of Archaeological Science*.
- ¹⁷ The Puebloans would have probably made this crude form of chocolate much like the Mesoamericans—by taking the dried beans and mixing them with water and other substances, she added.
- ¹⁸ To make the bitter mixture **palatable**, people would have added in chili peppers, honey, or vanilla beans....
- ¹⁹ ...There’s a physical foundation for this ancient cacao obsession: Theobromine stimulates the heart and relaxes the airways, helping people breathe easier, co-author William Washburn noted.
- ²⁰ This “invigorating” effect, he said, is part of the reason Mesoamericans would give cacao to soldiers to pump them up prior to battle....
- ²¹ ...Likewise, the theory that Southwest peoples traded turquoise for cacao also “seems plausible,” although there’s no direct evidence of such an exchange, Henderson said.
- ²² Indeed, without more chemical evidence that offers hard science, “the story is not told,” Dorothy Washburn said. “We do not have the **penultimate** understanding of the [culture at] Chaco.
- ²³ “That’s what’s exciting about it—there’s lots more to do.”

Photo: Matt Champlin/Flickr/Getty Images. Text: Christine Dell'Amore/National Geographic Stock.

palatable: tasty
apetecible: sabroso
penultimate: next to final
penúltimo: antes del último

Chapter 2: Soldiers and Explorers

- ¹ Thousands of years ago, Aztec warriors realized that cornmeal-coated chocolate was an ideal food to send onto the battlefield: It was easy to transport, didn't spoil quickly, and provided a fast energy boost. In North America, chocolate began to appear in soldiers' **rations** as early as the Civil War. Since then, it has been a constant companion for modern-day soldiers and military personnel.
 - ² Just like soldiers, explorers can only take the bare necessities on their missions. Robert Falcon Scott, the great Antarctic explorer, thought cocoa was one of the six essential foods to sustain himself and his men during their expedition to the South Pole in 1912.
-

rations: supplied
food
raciones: alimentos
suministrados

The Daily Ration for Robert Falcon Scott's Trek to the South Pole

(1912)



400g biscuit, 340g pemmican (dried beef), 85g sugar, 57g butter, 24g tea, 16g cocoa. The sugar was mixed with the cocoa and heated for hot chocolate. Scott was quoted as saying that the cocoa was the only thing that kept the men from killing each other during their difficult journey to the South Pole.

Scott Polar Research Institute, University of Cambridge

Men Drinking Hot Chocolate on Return from Long Antarctic Journey



Apsley Cherry-Garrard (right) warming up with hot cocoa after a five-week trek in -40 degree temperatures to retrieve Emperor penguin eggs. They managed to collect three eggs to bring back to England for scientific study. It was believed that an evolutionary link between reptiles and birds could be found by studying Emperor penguin embryos. This theory has been disproved, but the eggs can still be seen at London's Natural History Museum.

Popperfoto/Getty Images


Letter from Lord Rothschild to Laurence Fish

(May 4, 1943)

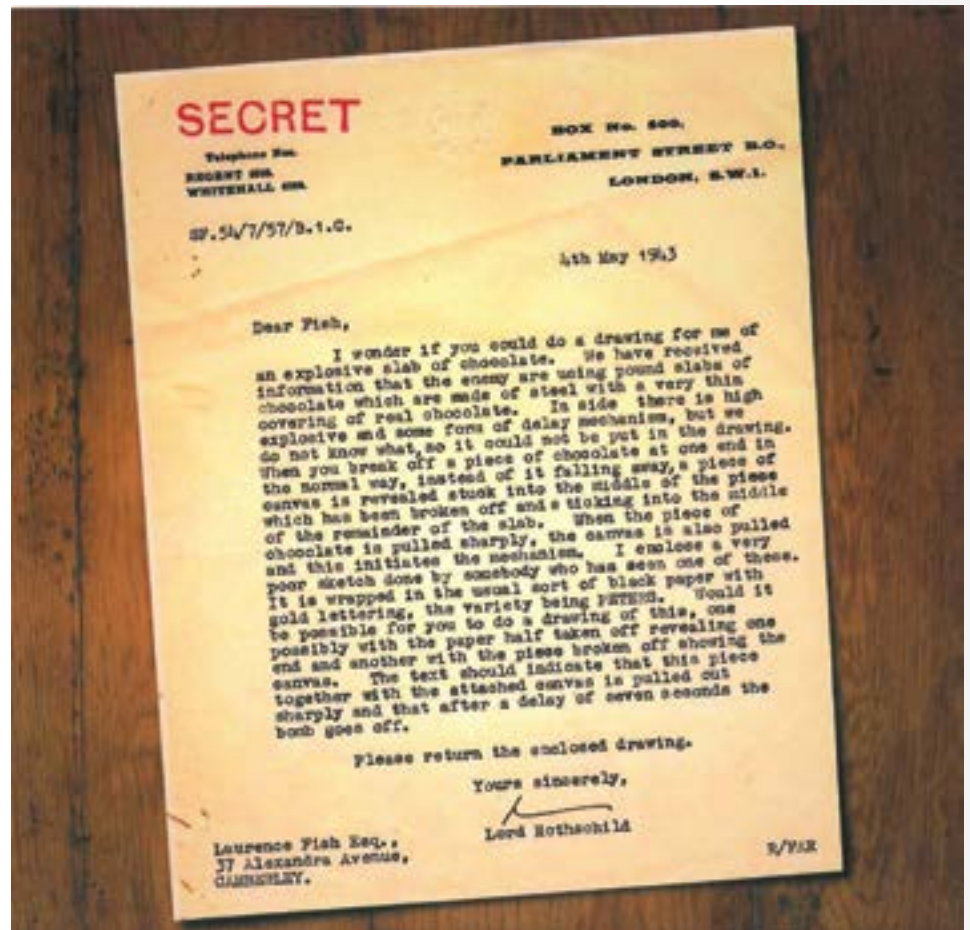
text
8

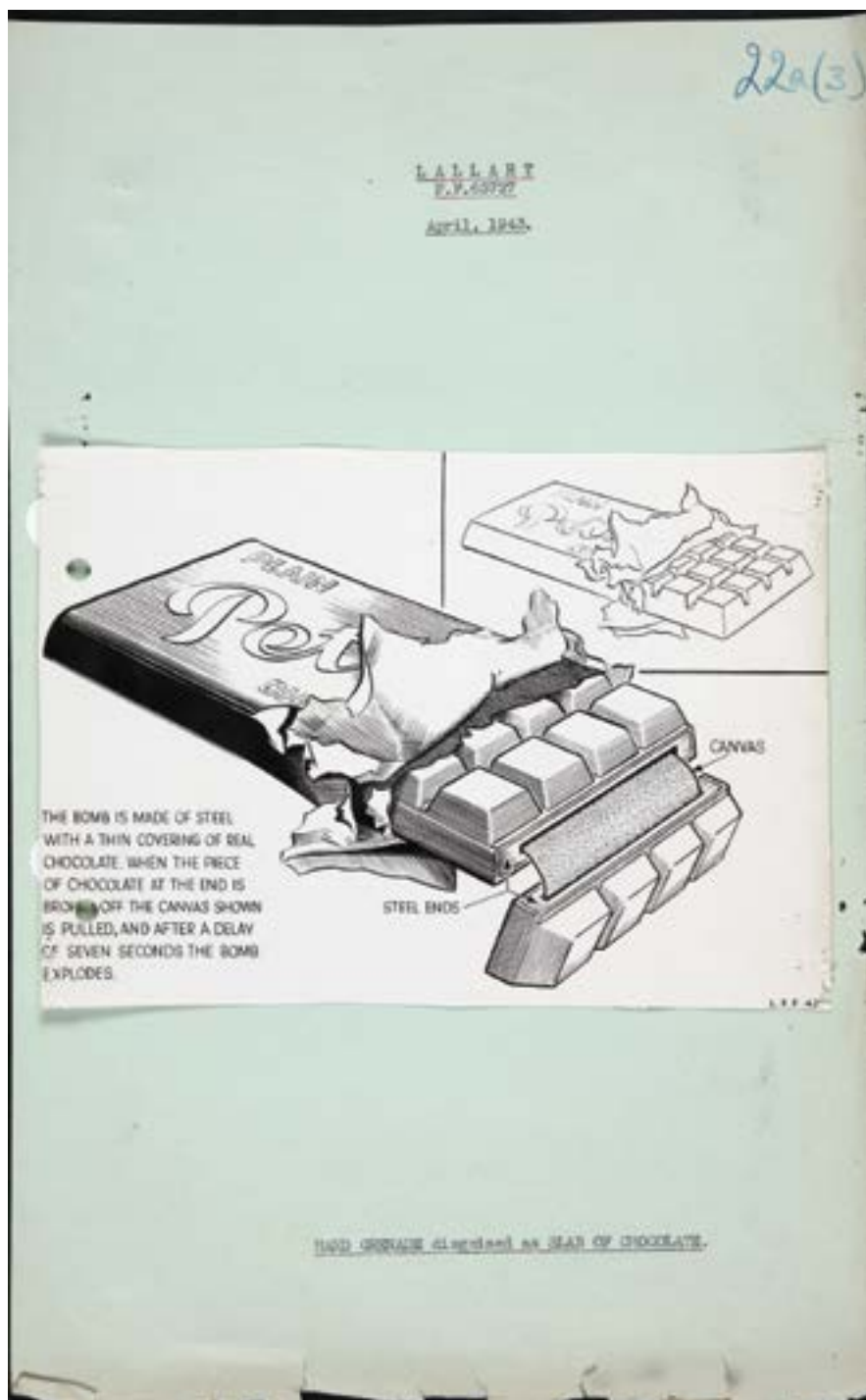


Winston Churchill

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Chocolate played several roles during World War II. In one case, Nazis attempted to kill England's prime minister, Winston Churchill, with an exploding chocolate bar. They intended to hide a chocolate bar bomb among other chocolates in Churchill's dining room. Luckily, British spies uncovered the plot before any damage could be done. This letter describes the chocolate bomb:





A drawing of the chocolate bomb

Churchill photo: AP Photo. Letter: Courtesy of Jean Bray. Chocolate bomb: Courtesy of The National Archives, United Kingdom.



Children in Berlin waiting for the chocolate bomber to drop candy

Pilot Dropped Candy into Hearts of Berlin

Author: ABC News

Published: July 25, 2008

- ¹ Gail “Hal” Halvorsen who, at age 87, still flies, and does candy drops at American schools, as a way of helping understand that a little kindness can go a long way.
- ² Sixty years ago, this week, American pilot Hal Halvorsen’s mission won the heart of a city in its darkest hour.
- ³ In July 1948, three years after the war’s end, Soviet leader Josef Stalin was making a grab for Eastern Europe. “West Berlin, an island of freedom in a sea of red, was in his way,” Halvorsen said.
- ⁴ Berlin stood divided between east and west. The Soviets cut off land supply lines to the 2.25 million Berliners living in the west.
- ⁵ In response, the Allies organized an airlift. American pilots began flying tons of flour, milk, meat, even coal to desperate Berliners.

- 6 “We had freedom and flour; they needed both,” Halvorsen said.
- 7 At age 27, Halvorsen was one of the pilots dropping necessities into the city of Berlin. As he did, he noticed children standing behind barbed wire at the end of the runway who were so grateful for the delivery.
- 8 “And then I realized, suddenly,” Halvorsen said. “Not one of those 30 kids had put out their hand and said, ‘You got any chocolate?’”
- 9 Halvorsen gave the kids a stick of gum. After seeing their deep appreciation, Halvorsen was **compelled** to act.
- 10 Without even asking for permission, he began fashioning tiny parachutes out of handkerchiefs and tied candy to each one. But to get the attention of children on the ground below, he had to get creative.
- 11 “I’d wiggle the wings of that big plane,” Halvorsen said.
- 12 The “wing wiggle” became Halvorsen’s trademark.
- 13 “In the base op, there [was] a big stack of mail,” Halvorsen said. “On the letters it said, ‘To Uncle Wiggly Wings.’”
- 14 As he dropped dozens of tiny parachutes from the sky, grateful German children gathered and then spread the word: Their former enemies, the Americans, were dropping candy from the sky.
- 15 “They fell in love with America and went home and convinced their parents,” said Andrei Cherny, author of “The Candy Bomber.”
- 16 With Halvorsen’s actions, the candy bar became a symbol of hope. The military did not know who the candy bomber was until a reporter saw Halvorsen’s tail number.
- 17 “I thought I was going to be **court-martialed**,” Halvorsen said.
- 18 After his identity was discovered as the mystery candy bomber, Halvorsen was called up before a colonel, who unexpectedly encouraged Halvorsen to continue his mission.
- 19 After receiving the colonel’s **tacit** approval, other pilots joined his effort and the candy bombing went on until the airlift ended in 1949.
- 20 Americans in the United States also were involved, sending lots of candy and handkerchiefs.

compelled: driven
obligado:
impulsado

court-martialed:
taken to a military
court
**juzgado en consejo
de guerra:** juzgado
por un tribunal
militar

tacit: unspoken
tácita: silenciosa

²¹ “Word came back also that I was a bachelor, and some of the handkerchiefs came black laced, perfumed. I got three wedding proposals,” Halvorsen said with a smile.

²² As a result of Halvorsen’s initiative, America’s legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy.

²³ “The Berlin we see today is in many ways a testament to what Hal Halvorsen did,” Cherny said. “Berlin would not have been able to survive through that terrible winter of 1948 were it not for the spirit of the people of Berlin.”

²⁴ Halvorsen called the airlift the “healing **balm** on the wounds of war.”

²⁵ “The gratitude breaks down the wall between people—when one’s grateful,” Halvorsen said.



Gail Halvorsen

Photo of children: © Bettmann/Corbis. Photo of Halvorsen: AP Photo/Daily Herald.
Text: © ABC News.

balm: soothing ointment
bálsamo: ungüento
calmante


Chapter 2:

Industrialists and Entrepreneurs

text
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- ¹ Nearly everyone loves chocolate. Every year, 3 million pounds of it is consumed!
 - ² How many beans does it take to make that much chocolate? Here's the math: Each cacao tree produces 30 pods a year, and each pod holds about 40 cacao beans. Approximately 400 beans are needed to make a single pound of chocolate. So, how many beans are needed to make 3 million pounds of chocolate? 1,200,000,000!
 - ³ There's a lot of work to do after the beans have been removed from the pods. First, they are allowed to **ferment**, then they are dried and shipped to chocolate-making factories around the world where they are roasted, shelled, and ground into a paste. Finally, other ingredients are added to make the chocolate sweet, smooth, and glossy.
 - ⁴ In the early 1900s, cacao was grown and harvested on plantations using slave labor. In 1910, William Cadbury led a group of American and English chocolate companies to boycott cacao from plantations with brutal working conditions. Unfortunately, even today, much of the cacao we consume comes from slave plantations in Africa.
-

ferment:
chemically break
down
fermentar:
descomponerse
químicamente

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There is a long history of slavery in the production of chocolate. This letter, from the founder of the Cadbury chocolate company, shows his views on the conditions found at various cacao plantations.

Excerpt: Appendix C Statement from *Labour in Portuguese West Africa*

Author: William A. Cadbury

Publisher: George Routledge and Sons, Ltd., London, UK, and E.P. Dutton and Co., New York, NY

Published: 1910 (public domain)

- ¹ Made by Mr. William A. Cadbury on behalf of the English Cocoa Makers to a Committee of the **Proprietors** of the Cocoa Estates of S. Thomé and Principe.
- ² LISBON, November 28, 1907.
- ³ TO THE PROPRIETORS OF THE COCOA ESTATES OF S. THOMÉ AND PRINCEPE.
- ⁴ Gentlemen,—I thank you for meeting me here to-day, and giving me an opportunity of expressing the views of my own firm and other cocoa makers mentioned in my letter of November 12.
- ⁵ On the occasion of my first visit to Lisbon, in 1903, leading proprietors of S. Thomé, whom I had the honour to meet, questioned me as to the authenticity of reports I had heard, and repeated in their presence, as to the conditions of labour in the island cocoa estates, and the method of **procuring** that labour on the mainland. I was bound to admit that I had but little first-hand proof of such statements, and therefore we more readily accepted your invitation to send out our own commissioner to make an enquiry. I was myself unable to spare the needful time to learn your language and make thorough investigation in Africa, so we asked Mr. Joseph Burt (a personal friend of twenty years' standing, but not connected in any way with the cocoa business) to undertake the work on our behalf. His enquiry lasted for nearly two years, and he was accompanied all through Angola by Dr. W. Claude Horton, of Brighton....

proprietors:
owners
propietarios:
dueños

procuring: getting
procurar: obtener

- 6 ...The report of Mr. Burt and Dr. Horton has been placed in your hands, and I need not follow it in its many details. It, however, establishes to us the following facts: —
- 7 The large majority of Angola natives who are taken to S. Thomé are brought to the coast and shipped to the islands against their will, and therefore when they allow themselves to be contracted, it is under the force of circumstances and not a voluntary act. The good **repatriation laws** are still a dead letter, and therefore have not benefited the native, as repatriation from S. Thomé to Angola, with the exception of **Cabinda** has never taken place.
- 8 In addition to all evidence and vital statistics at present available, there are, and always will be until you introduce free labour, innumerable “offences against the person of the native” which it is impossible to trace, but which must be the inevitable result of the present system.
- 9 I now wish to refer to that part of Mr. Burt’s report dealing with the islands. It is very agreeable to us to record the excellent treatment on many estates, and we have since read with much interest the publication entitled *The Boa Entrada Plantations*, and have circulated several copies among our friends. We are particularly pleased that at this moment the British public should have an opportunity of studying so good an example of the excellent estates management in S. Thomé. But the death-rate even on that ideal estate, considering that it is for adult population, is **appalling**, although I believe that all is being done on the spot by a kind and generous employer to lessen the mortality. I know there are many well-managed estates in S. Thomé, and should wish to consider that, for the sake of argument, every one is managed with the same kindness and forethought, but you have still in your island a system that produces a very high death-rate, and a birth-rate so low that every year several thousands of fresh labourers must be imported to fill the ranks of the dead.
- 10 In one of your best managed estates the doctor states that most of the mortality is from two diseases—**anaemia** and **dysentery**; complaints that are easily developed by people in a depressed mental condition. It is also admitted that the highest death-rate is among the newly arrived labourers, and this is exactly what one would expect when we know that these people are forcibly taken from their homes for work across the sea, without any hope of return.

repatriation laws:

laws providing for the return of a people to their home country

leyes de repatriación:

leyes para normar el regreso de las personas a su país de origen

Cabinda: province of Angola

Cabinda: provincia de Angola

appalling: terrible

abominable: terrible

anaemia: a

condition in the blood that causes paleness and weakness

anemia: trastorno de la sangre que causa palidez y debilidad

dysentery: an

infection in the stomach that causes diarrhea

disentería:

infección del estómago que cause diarrea

repatriation: right to return home to one's country
repatriación: derecho de regresar al país de origen

adminstration: carrying out
administración: poner en efecto

Transvaal: area north of the Vaal River in South Africa

Transvaal: área al norte del río Vaal en Sudáfrica

coolie labour: unskilled Asian workers

trabajadores

culíes: trabajadores asiáticos no especializados

Powers: powerful Western countries

potencias: poderosos países occidentales

aboriginal populations: people originally from the area

población

aborigen: personas originarias del área

relinquished: given up

desistido: renunciado

deplore: hate
deploran: odian

- 11 It is hardly necessary to restate the fact that with the exception of the Cabinda natives there is no repatriation to Angola: the ships that go to the islands crowded with labourers carry none back to their homes. Until the present state of things is changed no argument will persuade the world that this is free labour.
- 12 Much will have to be altered before the conditions are perfect, and reforms cannot all be enacted at once, but the essentials of liberty ought to be immediately granted, and these are free contract and equally free **repatriation**.
- 13 That this is not impossible is shown by the just **administration** of the law in your own colony of Mozambique. Though in the mines the work is harder than on the cocoa plantation, there are plenty of labourers willing to contract for a short term of service with proper payment in the **Transvaal**. The British colonies in the West Indies contract with the Indian Government for the supply of **coolie labour**, and thousands of these men and women are shipped across two oceans, and after five years' service return with their families to their native land with large sums of money in their possession.
- 14 When the system of repatriation is established and men and women and children are actually returned to their homes, they will inspire their friends with confidence in the S. Thomé plantations, and the islands would no longer be regarded as the grave from which no man returns....
- 15 ...We are not asking you to enforce any new standard of freedom; many years ago Portugal and Great Britain, with other **Powers**, signed the Brussels Act, agreeing "to protect effectively the **aboriginal populations** of Africa," and abolish for ever the last remnants of slavery from their dominions. The abuses which are still taking place in your colony of Angola are, I believe, not an indication that the Portuguese nation has **relinquished** this high standard of liberty, rather are they the last traces of a bad system that you all **deplore**, and will, I believe, remove with a strong hand, so that it shall not be possible to associate the name of slavery with that of your great nation.
- 16 We have always been buyers of S. Thomé cocoa, and in the hope of continuing for many years your business friends, we respectfully urge upon you the need for reforms, all of which will, we believe, be

accomplished when throughout Angola and the islands you have established free labour and free repatriation.

¹⁷ Misleading statements as to our motives have appeared in the Portuguese newspapers, due, we believe, to a lack of complete information. The suggestions of commercial jealousy are as absurd and as far from possible truth as that the English cocoa makers wish to buy your S. Thomé estates; we need our **capital** in our own business. There have been many other incorrect statements as to our motives, all we are sure from simple misunderstanding, and as they appear to us irrelevant, we hope we may be forgiven if we neglect them.

¹⁸ Plentiful supplies of good cocoa are of the greatest benefit to the manufacturer, and we have always welcomed the good progress of the S. Thomé estates. Much as we should regret to lose the opportunity of buying your excellent cocoa, and even knowing that it would **entail** to us financial loss, speaking at least for my own firm, our conscience would not allow us to go on purchasing raw material for our business, unless we are assured that in the future it is to be produced by free labour.

¹⁹ We plead for strong and immediate action, and confidently trust that the **agriculturists**, who have by their courage and energy done so much in one generation to raise the island of S. Thomé to a colony of the foremost rank, will assist their able administrators to banish from their estates the remnants of a bad system, and establish in the ancient colony of Angola a standard of true freedom, worthy of the nation which first explored the shores of Africa, and is counted among the greatest colonizing Powers of the earth.

²⁰ On behalf of the English cocoa makers,

²¹ Yours faithfully,

²² WILLIAM A. CADBURY.

capital: money

capital: dinero

entail: cause

implicaría: causaría

agriculturists:

farming experts

agricultores:

expertos agrícolas

Adapted Version

²³ Made by Mr. William A. Cadbury on behalf of the English Cocoa Makers to a Committee of the Proprietors of the Cocoa Estates of S. Thomé and Principe.

²⁴ LISBON, November 28, 1907.

²⁵ TO THE PROPRIETORS OF THE COCOA ESTATES OF S. THOMÉ AND PRINCIPE.

²⁶ Gentlemen,

²⁷ I thank you for giving me the opportunity to express the views of my own firm and other cocoa makers mentioned in my letter of November 12.

²⁸ On the occasion of my first visit to Lisbon, in 1903, leading proprietors of S. Thomé questioned me as to the authenticity of reports I had heard about the conditions of labor on the island cocoa estates, and the method of procuring that labor on the mainland. I was bound to admit that I had but little firsthand proof of such statements; therefore, we readily accepted your invitation to send out our own commissioner to make an inquiry. His inquiry lasted nearly two years, and he reported the following facts:

²⁹ The large majority of Angola natives who are taken to S. Thomé are brought to the coast and shipped to the islands against their will. Therefore they are contracted by force, and not as a voluntary act. In addition there are, and always will be until you introduce free labor, innumerable “offenses against the person of the native” that are impossible to trace, but that must be the inevitable result of the present system.

³⁰ We have read with much interest the publication entitled *The Boa Entrada Plantations* and have circulated several copies among our friends. The death rate, even on that ideal estate, is appalling, and the birthrate so low that every year several thousands of fresh laborers must be imported to fill the ranks of the dead.

³¹ In one of your best-managed estates, the doctor states that most of the mortality is from two diseases—anemia and dysentery, complaints that are easily developed by people in a depressed mental condition. It is also admitted that the highest death rate is among the newly arrived laborers. This is exactly what one would expect when we know that these people are forcibly taken from their homes for work across the sea, without any hope of return.

- ³² Reforms cannot all be enacted at once, but the essentials of liberty ought to be immediately granted, and these are free contract and equally free repatriation [return to country of origin].
- ³³ That this is not impossible is shown by the just administration of the law in your own colony of Mozambique. Though the work in the mines is harder than on the cocoa plantation, there are plenty of laborers willing to contract for a short term of service with proper payment.
- ³⁴ When the system of repatriation is established and men and women and children are actually returned to their homes, they will inspire their friends with confidence in the S. Thomé plantations. The islands would no longer be regarded as the grave from which no man returns. The excellent food, light labor, and good treatment of such an estate as “Boa Entrada” would be a constant topic of conversation in the villages of the interior. New volunteers would go with light heart to the islands, because they would know that at the end of their contract they would return, with money, to their friends.
- ³⁵ Many years ago Portugal and Great Britain signed the Brussels Act, agreeing “to protect effectively the aboriginal populations of Africa,” and abolish forever the last remnants of slavery from their domains. The abuses that are still taking place in your colony of Angola are, I believe, not an indication that the Portuguese nation has relinquished [let go of] this high standard of liberty. Rather, they are the last traces of a bad system that you all deplore [hate].
- ³⁶ We have always been buyers of S. Thomé cocoa, and in the hope of continuing for many years your business friends, we respectfully urge upon you the need for reforms. These will be accomplished when, throughout Angola and the islands, you have established free labor and free repatriation.
- ³⁷ Plentiful supplies of good cocoa are of the greatest benefit to the manufacturer, and we have always welcomed the good progress of the S. Thomé estates. Much as we should regret to lose the opportunity of buying your excellent cocoa, and even knowing that it would entail to us financial loss, speaking at least for my own firm, our conscience would not allow us to go on purchasing raw material for our business, unless we are assured that in the future it is to be produced by free labor.

38 We plead for strong and immediate action, and confidently trust that the
agriculturists will assist their able administrators to banish from their
estates the remnants of a bad system, and establish in the ancient colony
of Angola a standard of true freedom.

39 On behalf of the English cocoa makers,

40 Yours faithfully,

41 William A. Cadbury.

Paraphrased Version

42 Made by Mr. William A. Cadbury on behalf of the English Cocoa Makers to a
Committee of the Proprietors of the Cocoa Estates of S. Thomé and Príncipe.

43 LISBON, November 28, 1907.

44 TO THE PROPRIETORS OF THE COCOA ESTATES OF S. THOMÉ AND PRÍNCIPE.

45 Gentlemen,

46 We have made a report about how workers are brought from the
mainland, and the way they are treated on the island cocoa estates. Here
is what we found out:

47 Most Angola natives are shipped to the islands against their will, and they
are treated cruelly once they get there. These offenses are certainly caused
by the present system.

48 We have read the publication entitled *The Boa Entrada Plantations* and
shared several copies with our friends. Even on that well-run estate, there
are far too many deaths, and too few births. Because of this, each year,
thousands of new workers must be brought over.

49 Most often, it is the new workers who die. This is exactly what one would
expect, since these people are forced to leave their homes to work across
the sea, without any hope of return.

50 The workers must be given the freedom to work only if they wish, and to
return to their countries when they desire. You have shown that this is
possible in your own colony of Mozambique. There, miners are willing to
work for short periods, with proper payment.

- ⁵¹ When men, women, and children are actually returned to their homes, they will tell their friends about the excellent food, light labor, and good treatment on the estates. New volunteers will be happy to go to the islands, knowing that they will return home, with money, once their contract ends.
- ⁵² Many years ago, Portugal and Great Britain signed the Brussels Act, a law that ended slavery in the lands they control. We understand that the abuses still taking place in your colony of Angola are the last traces of a bad system that you all hate.
- ⁵³ We have always bought S. Thomé cocoa, and we hope to continue to do so. This is why we urge you to see the need for reforms. These will happen when laborers may work freely and also return home freely.
- ⁵⁴ Large supplies of good cocoa are so important to companies like ours. However, the only way we can continue to buy cocoa from your estate is if you promise that it will, in the future, be produced by free labor.
- ⁵⁵ We request your quick action in ending this bad system, and in establishing a standard of true freedom in the ancient colony of Angola.
- ⁵⁶ On behalf of the English cocoa makers,
- ⁵⁷ Yours faithfully,
- ⁵⁸ WILLIAM A. CADBURY.
-

Spanish Version

Fragmento: “Apéndice C–Declaración” de La mano de obra en el África Occidental portuguesa

Autor: William A. Cadbury

Editorial: George Routledge and Sons, Ltd., London, UK, and E.P. Dutton and Co.,
New York, NY

Año de publicación: 1910 (dominio público)

Versión parafraseada

Traducción de la versión parafraseada del texto en inglés original escrito por
William A. Cadbury

- ⁵⁹ Carta escrita por Mr. William A. Cadbury a nombre de los fabricantes ingleses de cacao dirigida a un comité de propietarios de fincas de cacao de Santo Tomé y Príncipe.
- ⁶⁰ Lisboa, 28 de noviembre de 1907
- ⁶¹ A los propietarios de fincas de cacao de Santo Tomé y Príncipe
- ⁶² Caballeros:
- ⁶³ Hemos hecho un informe acerca de la manera en que los peones son transportados desde el continente y del trato que reciben en las plantaciones de cacao de la isla. Descubrimos lo siguiente:
- ⁶⁴ La mayoría de los nativos de Angola son enviados a las islas en contra de su voluntad y reciben un trato cruel cuando llegan allá. Estos delitos ciertamente son causados por el sistema actual.
- ⁶⁵ Hemos leído la publicación titulada *The Boa Entrada Plantations* (Las plantaciones de Boa Entrada) y distribuido algunos ejemplares entre nuestros amigos. Aún en esa finca, tan bien manejada, hay demasiados fallecimientos y muy pocos nacimientos. Es por eso que cada año es necesario llevar allá miles de nuevos peones.

- ⁶⁶ A menudo, los nuevos peones son los que mueren. Eso es precisamente lo que se esperaría, dado que se les obliga a abandonar sus hogares y trabajar al otro lado del mar sin esperanzas de volver.
- ⁶⁷ Los peones deben tener la libertad de trabajar sólo si lo desean, y de regresar a sus países cuando lo deseen. Ustedes han demostrado que eso es posible en Mozambique, su propia colonia. Ahí, los mineros están dispuestos a trabajar por cortos períodos con el pago adecuado.
- ⁶⁸ Cuando los hombres, las mujeres y los niños vuelvan a sus hogares, les hablarán a sus amigos de la excelente comida, el trabajo ligero y el buen trato que recibieron en las fincas. Los voluntarios nuevos estarán contentos de ir a las islas sabiendo que volverán a sus hogares, con dinero, cuando terminen sus contratos.
- ⁶⁹ Hace muchos años, Portugal y Gran Bretaña firmaron el Acta de Bruselas, una ley que terminaba con la esclavitud en las tierras bajo su control. Entendemos que los abusos que todavía ocurren en su colonia de Angola son los últimos rastros de un mal sistema que todos ustedes odian.
- ⁷⁰ Siempre hemos comprado cacao de Santo Tomé y esperamos seguir así. Es por eso que les rogamos que vean la necesidad de hacer reformas. Éstas ocurrirán cuando los peones puedan trabajar libremente y volver a sus hogares libremente también.
- ⁷¹ Los grandes suministros de cacao son muy importantes para compañías como la nuestra. Sin embargo, la única manera en que podemos seguir comprando cacao de sus fincas es si prometen que en el futuro el cacao se producirá por mano de obra libre.
- ⁷² Les rogamos que actúen con rapidez para terminar con este mal sistema y establecer un modelo de verdadera libertad en la antigua colonia de Angola.
- ⁷³ A nombre de los fabricantes ingleses de cocoa,
- ⁷⁴ Atentamente,
- ⁷⁵ William A. Cadbury
-

“Is It Fair to Eat Chocolate?” from *Skipping Stones*

Author: Deborah Dunn

Published: Nov–Dec 2008

- ¹ Have you had chocolate recently? Most Americans eat about twelve pounds of it each year! But many people don’t know that children in West Africa pick most of the world’s cocoa beans, which is the main ingredient in chocolate. Cocoa beans from the Ivory Coast make about half of the chocolate eaten in America in one year. Child labor is becoming of increasing concern to people who buy chocolate. Here’s why:
- ² Imagine this: 12-year old Sametta lives in Cote d’Ivoire, West Africa. She wakes up at 4:00 a.m., eats millet porridge, then walks two miles to her family’s cocoa bean field. For the next 12 hours she picks cocoa pods and breaks them open so she can scoop out the 30–50 seeds, or “beans,” inside. About 400 beans are needed to make one pound of chocolate. Sametta does not go to school. Her family needs her to work in order for them to survive. Her health is at risk because she uses a sharp **machete** to harvest the cocoa pods, which are sprayed with poisonous pesticides.

A True Story

- ³ This is not a story from 200 years ago. It’s happening right now! Every day in the Ivory Coast, as well as in Ghana, Nigeria and Cameroon, about 300,000 children are forced to pick cocoa beans that will be sold to big chocolate companies like Nestle and Cargill. About 6,000 of these children are treated like slaves—they sleep in dirty rooms, work 12-hour days without pay, are fed very little, and are sometimes whipped. Most of the other children work on their family farms where they need to sell every bean to make money for their families to survive. Going to school is out of the question.

machete: long
knife
machete: cuchillo
largo

Why Is This Happening?

- 4 The reason is money. Extremely poor countries send children to work in other countries where cocoa beans grow. In exchange their government is paid. Also, families who own the cocoa bean farms are very poor. For generations they have depended on growing and selling cocoa beans as their main means of survival. Without help from their children the farmers would not be able to buy food. Big chocolate companies like Mars/M&M want to buy cocoa beans for as little cash as possible so that they can make big profits selling their chocolate products. Chocolate companies pay farmers a very low price for their cocoa beans. Most farmers only earn between \$30 and \$100 a year. Cheap or free labor means more profits for the chocolate companies.

How Can We Solve This Problem?

- 5 In 2001 the U.S. government created a document, the Harkin-Engel **Protocol**, that called the chocolate companies to help eliminate child slavery and child labor by July 2005. However, chocolate companies have not abided by this protocol and the deadline has been extended to July 2008. Even if the companies do convince countries to stop selling their children, and they teach farmers that their children need to go to school, the cocoa farmers would still make barely enough money to survive.

A New Solution: Fair Trade

- 6 There is hope. An emerging group of farms in Africa and South America are called Fair Trade Certified. Companies that buy cocoa beans from these farmers sign a document promising to pay the farmers a fair trade price which is enough for them to buy food and clothing for their families and send their children to school. There are about 45,000 farmers in this program. Chocolate made from these farmers' beans is labeled **Fair Trade**. Also, all organic chocolate made with cocoa grown on farms without child laborers is labeled *fair trade*.
- 7 Farmers must have control over their cocoa bean prices. Before 1999, the government in the Ivory Coast set a minimum price for cocoa, but then the cocoa industry was **privatized** and the minimum price disappeared. Groups like Save the Children say that minimum price laws need to return.

Protocol: official way of doing things
protocolo: manera oficial de hacer las cosas

privatized: taken out of the public's control
privatizada: dejó de estar bajo control público

How Can You Help and Take Pride in What You Eat?

⁸ There are several ways. The first is when you get a craving for delicious chocolate, buy it from companies that have the fair trade label, or buy organic chocolate. Second, tell all your friends to do the same! Third, write letters to the biggest chocolate companies (Nestle, M&M/Mars and Hershey) telling them that they need to buy at least some of their cocoa from Fair Trade Certified farms so that kids can go to school. Lastly, when your school has a fundraiser, choose to sell fair trade products. Now chocolate can be eaten fair and square!

By Deborah Dunn. Reprinted with permission of *Skipping Stones*, Nov–Dec 2008, Vol. 20, no. 5

This photo essay shows how chocolate was produced in the early 1900s.

image
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Image Excerpts: *Cocoa and Chocolate: Their History from Plantation to Consumer*

Author: Arthur W. Knapp

Publisher: Chapman and Hall, Ltd., London UK

Published: 1920 (public domain)



Cacao pods

329 



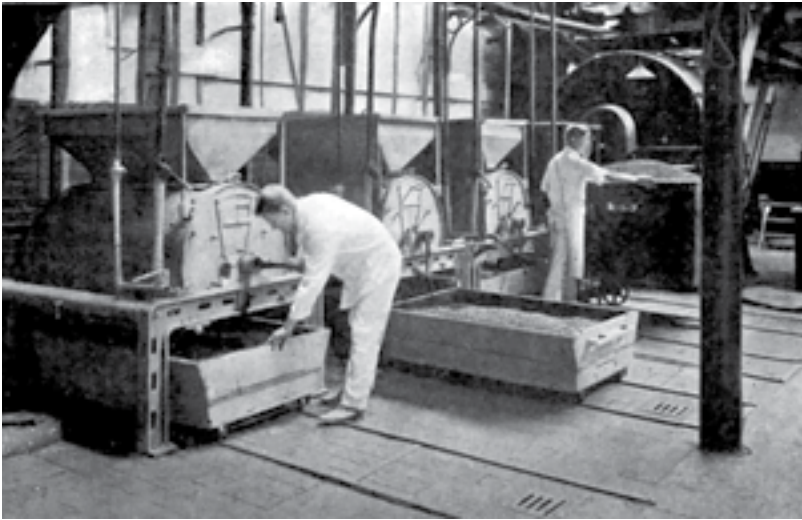
Gathering cacao pods, Trinidad



Sorting cacao beans, Trinidad



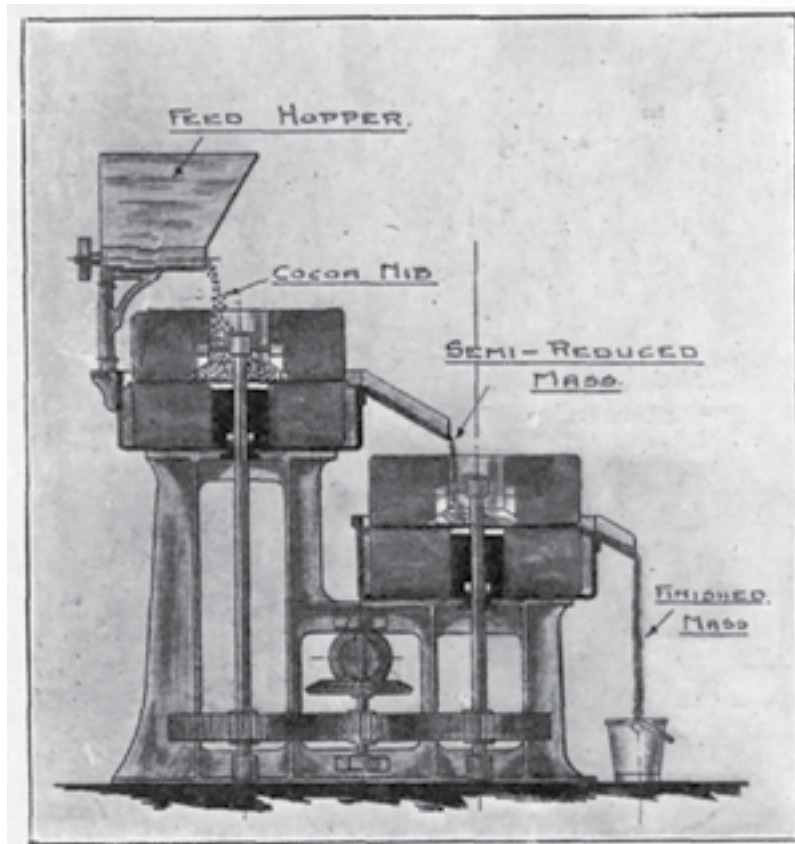
Cacao beans loaded on ship for transport from Trinidad to England



Roasting cacao beans, Cadbury factory



Processing cacao beans, Cadbury factory



Cacao bean grinding machine, Cadbury factory



Female workers dipping chocolate crèmes, Cadbury factory



Cutting almond paste for chocolates by hand, Cadbury factory



Packing chocolates, Cadbury factory

nutritionists:
health and food
experts
nutricionistas:
expertos en salud y
alimentación

Chapter 4: Doctors and Nutritionists

- ¹ This may sound too good to be true, but chocolate, in its purest form, may actually be good for you. Doctors, scientists, and **nutritionists** are increasingly recognizing the health benefits of cacao. But before you start adding a Hershey's bar to every meal, you should know that dark chocolate is the healthiest overall, because it has the highest concentration of pure cacao, and the lowest amount of added sugars and fats.
- ² Medical studies have shown that eating chocolate regularly can lead to a healthier heart, reduced levels of stress, and a boost in brain power.

consumption:
eating or drinking
consumo: comer
peer-reviewed:
fellow researcher-
approved
**revisado por
colegas:** aprobado
por colegas
investigadores
flavanols:
chemicals naturally
found in most
plants
flavanoles:
sustancias
químicas que
se encuentran
naturalmente en las
plantas
contention:
argument
juicio: opinión

“Eat More Chocolate, Win More Nobels?” from *Associated Press*

Authors: Karl Ritter and Marilyn Marchione

Published: October 10, 2012

- ¹ Take this with a grain of salt, or perhaps some almonds or hazelnuts: A study ties chocolate **consumption** to the number of Nobel Prize winners a country has and suggests it's a sign that the sweet treat can boost brain power.
- ² No, this does not appear in the satirical *Onion* newspaper. It's in the prestigious *New England Journal of Medicine*, which published it online Wednesday as a “note” rather than a rigorous, **peer-reviewed** study.
- ³ The author—Dr. Franz Messerli, of St. Luke's-Roosevelt Hospital and Columbia University in New York—writes that there is evidence that **flavanols** in green tea, red wine and chocolate can help “in slowing down or even reversing” age-related mental decline—a **contention** some medical experts may dispute.

- 4 Nevertheless, he examined whether a country's **per-capita** chocolate consumption was related to the number of Nobels it had won—a possible sign of a nation's "cognitive function." Using data from some major chocolate producers on sales in 23 countries, he found "a surprisingly powerful **correlation**."
- 5 Switzerland led in chocolate consumption and Nobels, when looked at according to population. The United States is in the middle of the pack with the Netherlands, Ireland, France, Belgium and Germany. At the bottom were China, Japan and Brazil. The study only includes Nobels through last year—not the ones being announced this week.
- 6 Curiously, Sweden should have produced only 14 winners according to its appetite for chocolate, yet it had 32. Messerli speculates that the Nobel panel, based in Sweden, may have "patriotic bias" toward fellow countrymen—or that Swedes are very sensitive to the effects of chocolate so that "even minuscule amounts greatly enhance their **cognition**."
- 7 It is possible, he admits, that chocolate isn't making people smart, but that smart people who are more likely to win Nobels are aware of chocolate's benefits and therefore more likely to consume it.
- 8 Sven Lidin, the chairman of the Nobel chemistry prize committee, had not seen the study but was giggling so much when told of it that he could barely comment.
- 9 "I don't think there is any direct cause and effect," Lidin said. "The first thing I'd want to know is how chocolate consumption **correlates** to gross domestic product."
- 10 Messerli also calculated the "dose" of chocolate needed to produce an additional Nobel winner—about 14 ounces per person per year, or about nine Hershey bars.
- 11 He discloses that he is doing his part—he eats chocolate daily, mostly Lindt dark.
- 12 *AP writer Karl Ritter contributed from Stockholm; Chief Medical Writer Marilyn Marchione reported from Milwaukee.*

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per capita: by person
per capita: por persona

correlation: relationship between two ideas
correlación: relación entre dos ideas

cognition: thinking
cognición: razonamiento

correlates: relates
se correlaciona con: cambia con

Can Chocolate Be Good for My Health?

Answers from Katherine Zeratsky, R.D., L.D.

Published: February 4, 2012

antioxidant: health-improving and age-slowing

antioxidante: sustancia que mejora la salud y retarda el envejecimiento

prevalant: often found

prevalente: frecuente

vascular: blood vessel

vascular: relacionado con los vasos sanguíneos

caveat: warning

advertencia: aviso

uncontrolled

studies: studies that are unreliable because of extra factors

estudios sin

control: estudios que no son confiables debido a factores externos

- ¹ Healthy chocolate sounds like a dream come true, but chocolate hasn't gained the status of health food quite yet. Still, chocolate's reputation is on the rise, as a growing number of studies suggest that it can be a heart-healthy choice.
- ¹ Chocolate and its main ingredient, cocoa, appear to reduce risk factors for heart disease. Flavanols in cocoa beans have **antioxidant** effects that reduce cell damage implicated in heart disease. Flavanols—which are more **prevalent** in dark chocolate than in milk chocolate or white chocolate—also help lower blood pressure and improve **vascular** function. In addition, some research has linked chocolate consumption to reduced risks of diabetes, stroke and heart attack. One **caveat**: The evidence for the health benefits of chocolate comes mostly from short-term and **uncontrolled studies**. More research is needed.
- ³ In the meantime, if you want to add chocolate to your diet, do so in moderation. Why? Most commercial chocolate has ingredients that add fat, sugar and calories. And too much can contribute to weight gain, a risk factor for high blood pressure, heart disease and diabetes.
- ⁴ Choose dark chocolate with cocoa content of 65 percent or higher. Limit yourself to around 3 ounces (85 grams) a day, which is the amount some studies have shown to be helpful. Because this amount may provide up to 450 calories, you may want to cut calories in other areas or step up the exercise to compensate.

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Excerpt: “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today*

Author: Mary Brophy Marcus

Published: December 18, 2006

text
17

- ¹ One study, published in the *Journal of the American Dietetic Association* in November, showed that people who ate two cocoa flavanol-enriched snack bars a day for six weeks had lower LDL, or bad, cholesterol levels by the study's end. Researchers from the University of California-Davis tracked only 67 people in the study, which was financed by Masterfoods, a unit of Mars, the maker of M&Ms and Dove chocolates.

Seeming benefits

- ² In the August *Journal of Hypertension*, other research supported by Mars showed that people who drank a flavanol-rich type of cocoa had improved blood vessel function. A study in October 2005 from Yale University's Prevention Research Center in New Haven, Conn., and paid for by the Hershey Co. found that a small group of overweight adults who ate dark chocolate had short-term improvements in **arterial** function and blood pressure.
- ³ Diane Becker, a professor at the Johns Hopkins University School of Medicine in Baltimore, says the most promising research so far is a larger, longer 15-year study of 470 Dutch men. The study, which was published in the *Archives of Internal Medicine* this year, showed that men who ate chocolate regularly over many years had a 50% reduction in cardiovascular mortality. Becker was not involved in the study, but she also has studied the effects of chocolate and has found indicators that it slows blood clotting.

Certain risks

- ⁴ Don't go gobbling up large amounts of chocolate, though, Lichtenstein says. Diet-busting amounts of butter, sugar and cream, common in chocolate confections, can raise the risk for obesity, diabetes and tooth decay.

arterial: artery
arterial: de las arterias

cardiovascular mortality: deaths related to problems with the heart and blood vessels
mortalidad cardiovascular:

muerdes relacionadas con problemas del corazón y los vasos sanguíneos

337 

- 5 “We frequently come to the conclusion that if a little is good, a lot’s got to be better, but very rarely is that the case,” Lichtenstein says. She says that if you’re going to add a little chocolate to your diet, cut out some other indulgence, such as chips at lunch or cream cheese on your bagel. Or walk an extra 30 minutes a day to burn the calories.
- 6 There are other health reasons to keep chocolate at a minimum, doctors say. For GERD (**gastroesophageal reflux disease**) patients and other sufferers of chronic heartburn, chocolate can be irritating to the stomach and esophagus. And people who have **heart arrhythmias** should stay away from the caffeine in chocolate, especially if they consume other caffeinated foods.

From *USA Today*—“Dark chocolate: a bittersweet pill to take,” December 18, 2006 © 2006 Gannett. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.

**gastroesophageal
reflux disease:**

disease caused
by stomach acid
flowing up into the
esophagus

**enfermedad
por reflujo**

gastroesofágico:
enfermedad
caracterizada por
la subida de ácido
estomacal hacia el
esófago

heart arrhythmias:

condition where
the heart is not
beating normally

**arritmias
cardíacas:**

padecimiento en el
que el corazón no
late normalmente

Hershey's Advertisement

(1926)

image
18



Courtesy of Hershey Community Archives, Hershey, PA.

Chapter 5: Writers, Artists, and Musicians

- 1 For centuries, chocolate has provided food for the imagination as well as the body. Creative artists of the past and present have incorporated chocolate into their work. You can find chocolate in literature, visual art, and music. Writers, artists, and musicians reflect society's obsession with this popular treat. You might be surprised to discover how chocolate relates to desire, class conflict, and religion.

“Chocolate” from *American Smooth*

Author: Rita Dove
Publisher: W.W. Norton
Published: 2004

- | | |
|----------------------------------|---------------------------------|
| 1 Velvet fruit, exquisite square | 10 Knotted smoke, dark punch |
| 2 I hold up to sniff | 11 of earth and night and leaf, |
| 3 between finger and thumb— | 12 for a taste of you |
| 4 how you numb me | 13 any woman would gladly |
| 5 with your rich attentions! | 14 crumble to ruin. |
| 6 If I don't eat you quickly, | 15 Enough chatter: I am ready |
| 7 you'll melt in my palm. | 16 to fall in love! |
| 8 Pleasure seeker, if I let you | |
| 9 you'd liquefy everywhere. | |

“Chocolate” was first published in a limited print edition in *Evening Primrose*, Tunheim Santrizos Co., Minneapolis, MN, © 1998 by Rita Dove, and appeared subsequently in *American Smooth*, poems by Rita Dove, W.W. Norton, New York 2004. Reproduced by permission of the author. All © and audiovisual rights by Rita Dove.

This painting of the Duke of Penthièvre, a cousin of King Louis XVI, and his family, shows how popular hot chocolate was among the aristocracy in 18th century France. The whole family is enjoying hot chocolate. But those outside the aristocracy weren't so lucky. The average French citizen could only dream of affording chocolate, or even bread, during this era. The people portrayed in this painting may have been the type of characters Dickens was writing about in the passage cited from A Tale of Two Cities (see Appendix).

The Penthièvre Family or The Cup of Chocolate by Jean-Baptiste Charpentier

(1768)



Still Life with Strawberries and Chocolate by Juan Bautista Romero

(circa 1775–1790)



© North Carolina Museum of Art/Corbis

No Hot Chocolate for You!

When Wolfgang Amadeus Mozart was composing his musical masterworks in the mid to late 1700s, he noted that all was not fair when it came to hot chocolate. In fact, he wrote a scene in his opera, *Così Fan Tutte*, that illustrates how your position in society determined whether or not you were permitted to enjoy chocolate. The scene shows Despina, a maid, expressing her anger over making cup after cup of hot chocolate for her employer while never being allowed to taste it herself. That is, until the day she rebels and takes a sip . . .



Excerpt: Act I, Scene Eight from *Così fan tutte*: English National Opera Guide 22

Author: Wolfgang Amadeus Mozart

Book Editor, Translator: Nicholas John, Marmaduke E. Browne

Publisher: Oneworld Classics, London

Published: 1983

Scene Eight

A pleasant room with two chairs, a little table, etc. Three doors, two at the sides, and one at the back. Despina alone. / Secco Recitative

DESPINA

(stirring her chocolate)

- 1 A hell of an existence
- 2 It is to be in service!
- 3 From morning till evening
- 4 You sweat, you labour and you worry,
- 5 And yet, for everything you do, no word of thanks.
- 6 Then the bell rings. I have
- 7 The chocolate ready and waiting. I have to make it
- 8 Yet all that I'm allowed to do is smell it.
- 9 If the lady can drink it, why not the servant?
- 10 They would soon give me notice—
- 11 An example of justice that takes the biscuit.
- 12 I wonder if they like it sweet
- 13 As this is!

(She tastes it and wipes her mouth.)

- 14 Here's someone.
- 15 Oh heavens! Here come the ladies.

Photo: AP Photo/Teatro Alla Scala, h.o. Text: English translation of the extract from Mozart's *Così fan tutte* © Marmaduke E. Browne and John Cox, reproduced by kind permission of Alma Classics Ltd.

Joanne Harris's novel, *Chocolat* (French for chocolate), is narrated by a single mother who moves to a small French town with her daughter, Anouk*, and opens a gourmet chocolate shop. Unfortunately, it is Catholic **Lent**—a time of self-denial—and her shop is right across from the town church. The priest and his followers do not approve of their new, unmarried neighbor and they boycott the shop, but many of the **pious** churchgoers gaze longingly at the chocolate creations in the window. In the following scene, the pleasures of chocolate clash with religious obligation. But wait, is that a customer . . . ?

*Anouk has an imaginary rabbit named Pantoufle.

Excerpt: *Chocolat*

Author: Joanne Harris

Publisher: Penguin, New York, NY

Published: 1999

¹ I opened as usual today. For the morning only—I'll allow myself a half-day with Anouk this afternoon—but it's mass this morning, and there will be people in the square. February has reasserted its drab self, and now it is raining, a freezing, gritty rain that slicks the paving and colors the sky the shade of old **pewter**. Anouk reads a book of nursery rhymes behind the counter and keeps an eye on the door for me as I prepare a batch of **mendiants**—thus named because they were sold by beggars and gypsies years ago—in the kitchen. These are my own favorites—biscuit-sized discs of dark, milk, or white chocolate upon which have been scattered lemon-rind, almonds, and plump Malaga raisins. Anouk likes the white ones, though I prefer the dark, made with the finest seventy-percent **couverture**.... Bitter-smooth on the tongue with the taste of the secret tropics. My mother would have despised this, too. And yet this is also a kind of magic.

² Since Friday I have fitted a set of bar stools next to the counter of La Praline. Now it looks a little like the diners we used to visit in New York, red leather seats and chrome stems, cheerily **kitsch**. The walls are a bright daffodil color. Poitou's old orange armchair lolls cheerily in one corner. A menu stands to the left, hand-lettered and colored by Anouk in shades of orange and red:

³ CHOCOLAT CHAUD 5F

⁴ GÂTEAU AU CHOCOLAT 10F (LA TRANCHE)

Lent: six-week Catholic tradition in which practitioners give up something before Easter

cuaresma católica: tradición católica que dura 6 semanas en las cuales los practicantes abandonan algo antes de la Pascua

pious: religious
pío:

pewter: silver-gray metal

peltre: metal de color gris plata

mendiants: chocolate disks covered with nuts and dried fruits
mendiant: disco de chocolate cubierto con nueces y frutos secos

couverture: high-quality chocolate that is 70% cocoa butter

couverture de 70%: chocolate de alta calidad que contiene 70% de mantequilla de cacao

kitsch: lovably ugly
cursi: adorablemente feo

hob: shelf on a fireplace used for heating pans
parrilla: rejilla para poner cacerolas al fuego

morose: gloomy
taciturno: triste

guttering: channels for carrying off surface water

canalones: tubos de desagüe

sachets: small perfumed bags

- 5 I baked the cake last night, and the hot chocolate is standing in a pot on the **hob**, awaiting my first customer. I make sure that a similar menu is visible from the window, and I wait.
- 6 Mass comes and goes. I watch the passersby, **morose** beneath the freezing drizzle. My door, slightly open, emits a hot scent of baking and sweetness. I catch a number of longing glances at the source of this, but a flick of the eye backward, a shrugging of the shoulders, a twist of the mouth that may be resolve or simply temper, and they are gone, leaning into the wind with rounded, miserable shoulders, as if an angel with a flaming sword were standing at the door to bar their entry.
- 7 Time, I tell myself. This kind of thing takes time.
- 8 But all the same, a kind of impatience, almost of anger, penetrates me. What is wrong with these people? Why do they not come? Ten o'clock sounds, then eleven. I can see people going into the bakery opposite and coming out again with loaves tucked under their arms. The rain stops, though the sky remains grim. Eleven-thirty. The few people who still linger in the square turn homeward to prepare the Sunday meal. A boy with a dog skirts the corner of the church, carefully avoiding the dripping **guttering**. He walks past with barely a glance.
- 9 Damn them. Just when I thought I was beginning to get through. Why do they not come? Can they not see, not *smell*? What else do I have to do?
- 10 Anouk, always sensitive to my moods, comes to hug me. "Maman, don't cry."
- 11 I am not crying. I never cry. Her hair tickles my face, and I feel suddenly dizzy with the fear that one day I might lose her.
- 12 "It isn't your fault. We tried. We did everything right."
- 13 True enough. Even to the red ribbons around the door, the **sachets** of cedar and lavender to repel bad influences. I kiss her head. There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes.
- 14 "It's all right, *chérie*. What they do shouldn't affect us. We can at least have a drink to cheer ourselves up."
- 15 We perch on our stools like New York barflies, a cup of chocolate each. Anouk has hers with *crème chantilly* and chocolate curls; I drink mine

hot and black, stronger than espresso. We close our eyes in the fragrant steam and see them coming—two, three, a dozen at a time, their faces lighting up, sitting behind us, their hard, indifferent faces melting into expressions of welcome and delight. I open my eyes quickly and Anouk is standing by the door. For a second I can see Pantoufle perched on her shoulder, whiskers twitching. The light behind her seems warmer somehow; altered. Alluring.

- ¹⁶ I jump to my feet. “Please. Don’t do that.”
- ¹⁷ She gives me one of her **darkling** glances. “I was only trying to help—”
- ¹⁸ “Please.” For a second she faces me out, her face set stubbornly. **Glamours** swim between us like golden smoke. It would be so easy, she tells me with her eyes, so easy, like invisible fingers stroking, inaudible voices coaxing the people in...
- ¹⁹ “We can’t. We shouldn’t,” I try to explain to her. It sets us apart. It makes us different. If we are to stay, we must be as like them as possible. Pantoufle looks up at me in appeal, a whiskery blur against the golden shadows. Deliberately I close my eyes against him, and when I open them again, he is gone.
- ²⁰ “It’s all right,” I tell Anouk firmly. “We’ll be all right. We can wait.”
- ²¹ And finally, at twelve-thirty, someone comes.

From *Chocolat* by Joanne Harris, copyright © 1999 by Joanne Harris. Used by permission of Viking Penguin, a division of Penguin Group (USA) Inc.

darkling: darkening
oscuras

Glamours:
attraction
Los oropeles:
atracciones

Excerpt: *The Dharma Bums*

Author: Jack Kerouac

Publisher: Penguin, New York, NY

Published: 1958

- ¹ The last two miles of the hill were terrible and I said, “Japhy there’s one thing I would like right now more than anything in the world—more than anything I’ve ever wanted all my life.” Cold dusk winds were blowing, we hurried bent with our packs on the endless trail.
- ² “What?”
- ³ “A nice big Hershey bar or even a little one. For some reason or other, a Hershey bar would save my soul right now.”
- ⁴ “There’s your **Buddhism**, a Hershey bar. How about moonlight in an orange grove and a vanilla ice-cream cone?”
- ⁵ “Too cold. What I need, want, pray for, yearn for, dying for, right now, is a Hershey bar...with nuts.” We were very tired and kept trudging along home talking like two children. I kept repeating and repeating about my good old Hershey bar. I really meant it. I needed the energy anyway, I was a little woozy and needed sugar, but to think of chocolate and peanuts all melting in my mouth in that cold wind, it was too much.

From *The Dharma Bums* by Jack Kerouac, copyright © 1958 by Jack Kerouac, © renewed 1986 by Stella Kerouac and Jan Kerouac. Used by permission of Penguin, a division of Penguin Group (USA) Inc.

Buddhism: Eastern religion that’s based on the belief that wanting leads to suffering
budismo: religión oriental que cree que desear algo conduce al sufrimiento

Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz

(circa 2007)



AP Photo/Donna McWilliam.

image
26

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Chapter 6: Biologists and Environmentalists

- ¹ Chocolate grows on trees—cacao trees, to be exact. The cacao tree is native to Central and South America and is cultivated in many countries around the equator. Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment. Can cacao harvesting be made **sustainable**? Chocolate producers and environmentalists are looking for the answer.

Excerpt: “The Sweet Lure of Chocolate”

Author: Jim Spadaccini

- ¹ Two years ago, my wife and I traveled to the Amazon. On one of our expeditions, our guide pointed out a cacao tree growing wild in the jungle. I had never seen one before.
- ² Looking strangely alien, dozens of yellow-green pods hung from the trunk and stems of the tree. Our guide picked one of the hand-sized fruits, stripped off the rippled outer layer with his knife, and handed us chunks of the **fibrous** white pulp inside—the fruit of the cacao tree. Two local children who had followed us into the forest waited impatiently for their own turn. With practiced hands, a girl of about six borrowed the guide’s knife, hacked off the covering from another pod, and shared a big chunk of pulp with her brother.
- ³ Few people get to sample the fruit of the cacao tree. It was mild tasting, with a subtle, bittersweet chocolate flavor. Embedded in the pulp were dark, purple-colored seeds that, after being dried and processed, chocolate lovers like myself have come to recognize as “chocolate beans.”

sustainable: to meet people’s demand without hurting the environment

sostenible:
que satisface la demanda de la población sin dañar el ambiente

fibrous: stringy
fibrosa: *que tiene hebras*



Cocoa (*Theobroma cacao*) fruit, Paria Peninsula, Venezuela

An “American” Invention

- ⁴ The cacao tree (*Theobroma cacao*) is a native of Central and South America. Today, it is cultivated around the equator, and can be found in the Caribbean, Africa, South-East Asia, and even in the South Pacific Islands of Samoa and New Guinea.

- 5 There are three main varieties of cacao trees. The most common is Forastero, which accounts for nearly 90% of the world's production of cacao beans. Rarest and most prized are the beans of the Criollo variety. Their aroma and delicacy make them sought after by the world's best chocolate makers. Finally, there is the Trinitario variety of cacao, which is a cross between Criollo and Forastero.
- 6 The spread of the cacao tree started during the age of Colonialism, as did the spread of cacao beans, and of chocolate itself. Christopher Columbus was the first European to come in contact with cacao. On August 15, 1502, on his fourth and last voyage to the Americas, Columbus and his crew encountered a large dugout canoe near an island off the coast of what is now Honduras. The canoe was the largest native vessel the Spaniards had seen. It was "as long as a **galley**," and was filled with local goods for trade—including cacao beans. Columbus had his crew seize the vessel and its goods, and retained its **skipper** as his guide.
- 7 Later, Columbus' son Ferdinand wrote about the encounter. He was struck by how much value the Native Americans placed on cacao beans, saying:
- 8 They seemed to hold these almonds [referring to the cacao beans] at a great price; for when they were brought on board ship together with their goods, I observed that when any of these almonds fell, they all stooped to pick it up, as if an eye had fallen.
- 9 What Ferdinand and the other members of Columbus' crew didn't know at the time was that cocoa beans were the local currency. In fact, in some parts of Central America, cacao beans were used as currency as recently as the last century.
- 10 While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court. Twenty years later, however, Spanish **conquistador** Hernando Cortez is said to have brought back three chests full of cacao beans. This time the beans were recognized as one treasure among the many stolen from the conquered Aztecs.

Photo: © Thomas Marent/Minden Pictures/Corbis.
Text: © Exploratorium, www.exploratorium.edu.

galley: large rowing boat

galera: *barco grande de remos*

skipper: person who controls a boat

capitán: *persona que controla un barco*

conquistador: conqueror
conquistador

Excerpt: “The Tropics” from *The Story of Chocolate*



(Pinpoint the locations listed below on this map.)

Author: National Confectioners Association's Chocolate Council

- 1 The cacao tree, *Theobroma Cacao*, is a tropics-only kind of tree, and its growing range hugs the Equator.
- 2 Nearly all cacao grows within 20 degrees of the equator, with 75 percent hailing from within 8 degrees on either side.
- 3 Cacao trees grow in three main regions:
 - West Africa
 - South and Central Americas
 - Southeast Asia and Oceania
- 4 Top-producing cocoa countries include the following:
 - Côte d'Ivoire / Ivory Coast
 - Ghana
 - Indonesia
 - Nigeria
 - Cameroon
 - Brazil
 - Ecuador

- 5 Chocolate is full of mysteries, and the cacao tree's birthplace remains one of them.
- 6 While scientists agree the tree originated in South or Central America, the exact location eludes them. Some believe it first grew in the Amazon basin of Brazil. Other scientists point to the Orinoco Valley of Venezuela, while still others root for Central America.
- 7 Others propose an **enigmatic** tale that the Olmecs, the first people known to eat cacao, brought the tree from their original homeland, and that this unknown location may have disappeared under the sea.

"The Tropics." National Confectioners Association's Chocolate Council.

enigmatic:
mysterious
enigmático:
misterioso



Excerpt: “Good Harvest” from *All Animals* magazine / The Humane Society of the United States

Author: Karen E. Lange

Published: September–October 2011

- ¹ It's a beautiful vision: In a forest that conjures images of the Garden of Eden, a farmer stretches to pick a ripe pod of cacao, the raw ingredient of chocolate. Above his head, a toucan looks down with a benevolent eye, a sloth lounges in flower-strewn branches, and a howler monkey dangles from a vine. In the shadows lurk an agouti and a deer. A cyan motmot wings swiftly over the forest floor.
- ² The reality, as Jennifer Dinsmore can attest, isn't always as idyllic as the painting on Humane Society International's (HSI) environmental education poster. Reaching traditional cacao farms in Costa Rica and

Nicaragua involves a muddy hike uphill, says HSI's Latin America program supervisor. It's hot and humid. Often, it's raining. And yet, there is something magical about the cacao farms HSI is helping to bring back into production.

- 3 On a visit Dinsmore made to a farm in Costa Rica, there really were toucans and monkeys in the branches overhead. Birds of many species sang and flitted through the trees. A poison dart frog hopped through the leaf **litter**. And a large yellow snake uncoiled from a tree.
- 4 In a region where trees are otherwise being cut for agricultural land and timber, traditional farms like this are "the next best thing to natural forest," according to a 2010 report from the Smithsonian Migratory Bird Center. Stands of trees surrounding cacao or coffee crops can provide food and shelter for more than 200 species, including threatened and endangered animals and around 150 species of migratory birds who spend summers in the U.S. and Canada and winters far south. Many of these birds are in decline because of habitat loss at both ends of their ranges—Baltimore Oriole numbers, for example, have fallen 30 percent since 1980.
- 5 By purchasing shade-grown coffee and organic chocolate products, consumers can help protect birds and other wildlife. HSI and The HSUS (Humane Society of the United States) are doing their part as well by supporting farmers who practice wildlife-sustaining methods.
- 6 With a grant from the U.S. State Department (under the Central American Free Trade Agreement), HSI is helping 300 small farmers in Nicaragua and 100 in Costa Rica to bring farms abandoned because of disease back into production....

Courtesy of *All Animals* magazine/The Humane Society of the United States

litter: dead leaves
on the ground
hojarasca: hojas
muertas en el suelo

Excerpt: Chapter 7— “Monseigneur in Town” from *A Tale of Two Cities*

Author: Charles Dickens

Publisher: J. M. Dent & Sons Ltd, London, UK

Published: 1906 (public domain)

- ¹ **MONSEIGNEUR**, one of the great lords in power at the Court, held his **fortnightly** reception in his grand hotel in Paris. Monseigneur was in his inner room, his sanctuary of sanctuaries, the Holiest of Holiests to the crowd of worshippers in the suite of rooms without. Monseigneur was about to take his chocolate. Monseigneur could swallow a great many things with ease, and was by some few sullen minds supposed to be rather rapidly swallowing France; but his morning's chocolate could not so much as get into the throat of Monseigneur without the aid of four strong men besides the Cook.
- ² Yes. It took four men, all four ablaze with gorgeous decoration, and the Chief of them unable to exist with fewer than two gold watches in his pocket, **emulative** of the noble and **chaste** fashion set by Monseigneur, to **conduct** the happy chocolate to Monseigneur's lips. One lacquey carried the chocolate-pot into the sacred presence; a second, milled and **frothed** the chocolate with the little instrument he bore for that function; a third, presented the favoured napkin; a fourth (he of the two gold watches), poured the chocolate out. It was impossible for Monseigneur to dispense with one of these attendants on the chocolate and hold his high place under the admiring heavens. Deep would have been the **blot upon his escutcheon** if his chocolate had been ignobly waited on by only three men; he must have died of two.

Monseigneur: a French cardinal, bishop, or archbishop

Monseñor:

fortnightly: biweekly, happening every two weeks
quincenal: que sucede cada dos semanas

emulative: in a copy

imitativo: en copia

chaste: pure and decent

casta: pura y decente

conduct: guide
conducir: llevar

frothed: made to foam

batía: hacía espuma

blot upon his escutcheon: stain on his reputation
mancha en su reputación

Chapter 1 Reveal Words

•

elevated status: high-ranking
(elevado) estatus: (alto) rango

imported: brought into the country
importados: traídos al país

fresh: new
fresco: nuevo

gems: valuable stones
gemas: piedras valiosas

ruins: old, broken-down buildings

ruinas: edificios antiguos desplomados

colleagues: people he works with

colegas: personas con las que trabaja

encountered: met
se toparon: conocieron

foundation: reason
base: razón

direct: simply connected
directa: conectada simplemente

••

cacao: plant from which chocolate is made
cacao: la planta con la que se hace el chocolate

pulp: mush
pulpa: papilla

beverage: drink
bebida

ceramic: hardened clay
cerámica: arcilla endurecida

foreground: front
primer plano: frente

maize: corn
maíz

consumed: eaten or drunk
consumido: comido o bebido

elite: upperclass people
élite: personas de la clase alta

access: way to get
acceso: manera de obtener

currency: money
moneda: dinero

prehistoric: during the time before written records
prehistóricos: de la época anterior a los registros escritos

study: scientific research
estudio: investigación científica

vessels: containers
vasijas: recipientes

complex: group of related buildings
complejo: grupo de edificios relacionados

cultivated: grown
se cultivaba: se plantaba

unique: found only in
exclusivas de: encontradas solamente en

turquoise: a type of blue-green valuable stone
turquesa: valiosa piedra azul verdosa

prehistory: time before written records
prehistoria: época anterior a la escritura

Archaeology: the study of ancient cultures
Arqueología: estudio de culturas antiguas

Anthropology: the study of human beings
Antropología: estudio de los seres humanos

•• (continued)

Archaeologists: scientists who study ancient cultures

arqueólogos: científicos que estudian culturas antiguas

originated in: originally came from

se originaron: vinieron originalmente de

remnants: leftover pieces
residuos: restos

deposits: gathering of minerals in the earth

depósitos: lugar donde se

asientan los minerales en la Tierra

fragments: pieces

fragmentos: pedazos

prompted: caused

motivó: incitó

elites: upperclass people

élites: personas de la clase alta

intermingle: mix

entremezclarse: mezclarse

lavish: rich

espléndido: rico

banquet: dinner party

banquete: festejo donde se ofrece comida

crude: rough

rudimentario: primario

stimulates: excites

estimula: excita

invigorating: energy-giving

tonificante: energizante

plausible: believable

plausible: creíble

•••

frothy: foamy

burbujeante: espumoso

pictograms: storytelling pictures

pictogramas: signo de la escrituras de imágenes y símbolos

epicenter: center of activity

epicentro: centro de actividades

hub: center

núcleo: centro

bartered: traded

hecho trueque: intercambiado

erected: built

eregido: construido

Anthropology: the study of human beings

Antropología: estudio de los seres humanos

palatable: tasty

apetecible: sabroso

penultimate: next to final

penúltimo: antes del último

Chapter 2 Reveal Words

•

bare necessities: needed items
artículos de primera necesidad:
artículos necesarios

barbed: sharp-edged
con púas: *afilado*

••

ideal: perfect
ideal: *perfecto*

transport: move
transporte: *traslado*

sustain: strengthen and support
sustentar: *reforzar y apoyar*

plot: secret plan
complot

Soviet: Soviet Union, made up
of Russia and the surrounding
countries it ruled
soviético

Allies: group of Western
countries joined together
against the Soviet Union
aliados: *grupo de países
occidentales que se unieron en
contrade la Unión Soviética*

fashioning: putting together
configurar: *formar*

trademark: famous way of
doing things
marca: *manera famosa de hacer
algo*

bachelor: unmarried man
soltero: *hombre que no está
casado*

initiative: first step
iniciativa: *primer paso*

•••

rations: supplied food
raciones: *alimentos
suministrados*

compelled: driven
obligado: *impulsado*

court-martialed: taken to a
military court
juzgado en consejo de guerra:
juzgado por un tribunal militar

tacit: unspoken
tácita: *silenciosa*

balm: soothing ointment
bálsamo: *ungüento calmante*

Chapter 3 Reveal Words

•

shelled: have the shell removed
pelan: se les quita la cáscara

glossy: shiny
lustroso: brillante

labor: workforce
mano de obra: trabajadores

boycott: stop buying and using
boicotear: dejar de comprar o usar algo

committee: goal-oriented group
comité: grupo orientado hacia una meta

readily: gladly
de buena gana: con gusto

investigation: search for answers
investigación: búsqueda de respuestas

establishes: makes real or permanent
establece: presenta

circumstances: outside forces
circunstancias: fuerzas externas

voluntary: willing
voluntario: dispuesto

record: make note of
registrar: anotar

population: people
población: pueblo

labourers: workers
peones: trabajadores

colony: settlement
colonia: asentamiento

colonies: settlements
colonias: asentamientos

native land: land where they were born
tierra natal: lugar donde uno nació

established: made real or permanent
sea establecido: sea real o permanente

abuses: wrongdoings
abusos: injusticias

indication: sign
indicación: señal

urge upon: strongly suggest to
urgimos: insistimos

misleading: truth-bending
engañoso: que altera la verdad

misunderstanding: mistake in understanding
malentendido: error en la comprensión

conscience: belief in right and wrong
conciencia: creencia en el bien y el mal

purchasing: buying
adquirir: comprar

generation: time period between the birth of parents and the birth of their children

generación: periodo entre el nacimiento de los padres y nacimiento de sus hijos

banish: get rid of
desterrar: deshacerse de

colonizing: settlement-forming
coloniales: que sostienen una colonia

generations: time periods between the birth of parents and the birth of their children
generaciones: periodos entre el nacimiento de los padres y el nacimiento de sus hijos

profits: money that's earned after subtracting costs
ganancias: dinero que se gana después de restar los costos

document: piece of writing
documento: pieza escrita

craving: powerful desire
antojo: fuerte deseo

Chapter 3 Reveal Words (continued)

••

plantations: large farms
plantaciones: fincas grandes

production: making and processing
producción: fabricación y procesamiento

firm: company
firma: compañía

authenticity: truthfulness or genuineness
autenticidad: veracidad

mainland: continent
tierra firme: continente

bound: forced
obligado: forzado

commissioner: representative
comisionado: representante

enquiry: search for answers
investigación: búsqueda de respuestas

needful: necessary
requerido: necesario

contracted: hired to work
contratados: contratados para trabajar

vital: important
vital: importante

offences: wrongs
daños: injusticias

inevitable: unavoidable
inevitable: forzoso

circulated: passed around
circulado: pasado

mortality: number of deaths
mortalidad: número de muertes

forethought: thoughtfulness
reflexión: consideración

ranks: groups
masas: grupos

altered: changed
alterado: cambiado

reforms: improvements
reformas

essentials: basic ingredients
puntos esenciales: ingredientes básicos

confidence: trust
fe: confianza

abolish: get rid of
abolir: deshacerse de

dominions: areas of control
dominios: áreas de control

motives: intentions
motivaciones: intenciones

commercial: business
comercial: de negocios

absurd: ridiculous
absurdo: ridículo

irrelevant: not important
irrelevante: que no es importante

neglect: ignore
desatendemos: ignoramos

progress: improvement
progreso: mejora

assured: guaranteed
aseguren: garanticen

plead: beg
suplicar: rogar

foremost: highest
principal: más alto

rank: level
rango: nivell

administrators: government managers
administradores: gestores del gobierno

pesticides: insect-killing chemicals
pesticidas: sustancias químicas para matar insectos

means: way
medio: forma

eliminate: get rid of
eliminar: acabar con

abided by: followed
acatado: seguido

organic: all-natural
orgánico: completamente natural

...

ferment: chemically break down
fermentar: descomponerse
químicamente

proprietors: owners
propietarios: dueños

procuring: getting
procurar: obtener

repatriation laws: laws
providing for the return of a
people to their home country
leyes de repatriación: leyes
para normar el regreso de las
personas a su país de origen

Cabinda: province of Angola
Cabinda: provincia de Angola

appalling: terrible
abominable: terrible

anaemia: a condition in the
blood that causes paleness and
weakness
anemia: trastorno de la sangre
que causa palidez y debilidad

dysentery: an infection in the
stomach that causes diarrhea
disentería: infección del
estómago que cause diarrea

repatriation: right to return
home to one's country
repatriación: derecho de
regresar al país de origen

adminstration: carrying out
administración: poner en efecto

Transvaal: area north of the
Vaal River in South Africa
Transvaal: área al norte del río
Vaal en Sudáfrica

coolie labour: unskilled Asian
workers
trabajadores culíes:
trabajadores asiáticos no
especializados

Powers: powerful Western
countries
potencias: poderosos países
occidentales

aboriginal populations: people
originally from the area
población aborígen: personas
originarias del área

relinquished: given up
desistido: renunciado

deplore: hate
deploran: odian

capital: money
capital: dinero

entail: cause
implicaría: causaría

agriculturists: farming experts
agricultores: expertos agrícolas

machete: long knife
machete: cuchillo largo

Protocol: official way of doing
things
protocolo: manera oficial de
hacer las cosas

privatized: taken out of the
public's control
privatizada: dejó de estar bajo
control público

Chapter 4 Reveal Words

•

reduced: lowered
reducidos: *más bajos*

reversing: turning back
revertir: *hacer retroceder*

sensitive: overly affected
sensibles: *excesivamente afectados*

dose: amount
dosis: *cantidad*

••

studies: scientific research
estudios: *investigaciones científicas*

satirical: funny and critical
satírico: *gracioso y crítico*

prestigious: famous and respected
prestigioso: *famoso y respetado*

rigorous: careful and complete
riguroso: *detallado y completo*

decline: weakening
declinación: *debilitamiento*

dispute: argue against
disputar: *debatir*

Nobels: prestigious prizes for work done in culture or science
premios Nobel: *prestigiosos premios para el trabajo realizado en la cultura o en la ciencia*

appetite: hunger
apetito: *hambre*

speculates: guesses
especula: *supone*

bias: favoritism
parcialidad: *favoritismo*

minuscule: tiny
minúsculas: *diminutas*

discloses: reveals
divulga: *revela*

reputation: overall image
reputación: *imagen total*

implicated: thought to be responsible
implicado en: *que se le considera responsable*

diabetes: a disease in which the body has trouble breaking down sugar
diabetes: *enfermedad en que el cuerpo tiene dificultad para descomponer azúcar*

stroke: a condition in which blood is prevented from getting to the brain

ictus: *enfermedad en que la sangre deja de llegar al cerebro*

moderation: balanced amounts
moderación: *cantidades equilibradas*

contribute: add
coadyuvar: *contribuir*

compensate: make up the difference
compensar: *nivelar*

financed: paid for
financiado: *pagado*

confections: sweets
confituras: *dulces*

obesity: condition of being extremely and unhealthily overweight
obesidad: *exceso de peso extremo y enfermizo*

chronic: long-term
crónica: *por largo tiempo*

...

nutritionists: health and food experts

nutricionistas: expertos en salud y alimentación

consumption: eating or drinking
consumo: comer

peer-reviewed: fellow researcher-approved
revisado por colegas: aprobado por colegas investigadores

flavanols: chemicals naturally found in most plants
flavanoles: sustancias químicas que se encuentran naturalmente en las plantas

contention: argument
juicio: opinión

per capita: by person
per capita: por persona

correlation: relationship between two ideas
correlación: relación entre dos ideas

cognition: thinking
cognición: razonamiento

correlates: relates
se correlaciona con: cambia con

antioxidant: health-improving and age-slowing
antioxidante: sustancia que mejora la salud y retarda el envejecimiento

prevalant: often found
prevalente: frecuente

vascular: blood vessel
vascular: relacionado con los vasos sanguíneos

caveat: warning
advertencia: aviso

uncontrolled studies: studies that are unreliable because of extra factors
estudios sin control: estudios que no son confiables debido a factores externos

arterial: artery
arterial: de las arterias

cardiovascular mortality: deaths related to problems with the heart and blood vessels
mortalidad cardiovascular: muertes relacionadas con problemas del corazón y los vasos sanguíneos

gastroesophageal reflux disease: disease caused by stomach acid flowing up into the esophagus
enfermedad por reflujo gastroesofágico: enfermedad caracterizada por la subida de ácido estomacal hacia el esófago

heart arrhythmias: condition where the heart is not beating normally
arritmias cardíacas: padecimiento en el que el corazón no late normalmente

Chapter 5 Reveal Words

•

incorporated: included
incorporado: *agregado*

desire: passionate want
deseo: *querer algo con muchas ganas*

era: time period
era: *periodo*

illustrates: shows
ilustra: *muestra*

labour: work
labora: *trabaja*

self-denial: giving up a favorite thing
abnegación: *abandonar una cosa favorita*

tropics: warm, humid region of the Earth by the equator
trópicos: *región húmeda y cálida de la Tierra que se encuentra cerca del ecuador*

flick: quick movement
giro rápido: *movimiento rápido*

grim: gloomy
sombrío: *gris*

skirts: moves along the edge of
bordea: *rodea*

repel: keep away
repeler: *alejar*

vapor: steam
vapor

fragrant: pleasant smelling
fragrante: *de olor placentero*

twitching: moving in a jerking motion
retorciéndose: *moviéndose nerviosamente*

dusk: evening
crepúsculo: *ocaso*

woozy: dizzy
atontado: *mareado*

••

exquisite: beautiful and delicate
exquisito: *bello y delicado*

attentions: loving interest
atenciones: *amable interés*

aristocracy: ruling class
aristocracia: *clase gobernante*

portrayed: shown
representado: *mostrado*

composing: writing
componiendo: *escribiendo*

narrated: told
narrada: *contada*

gourmet: fancy eating
gourmet

longingly: with deep want
con anhelo: *con un profundo deseo*

obligation: duty
obligación: *deber*

mass: a Catholic worship ceremony
misa: *ceremonia católica de adoración*

reasserted: forcefully shown again

reafirmado: *mostrado con contundencia*

drab: dull
apagado: *insípido*

gritty: sandy
áspera: *arenosa*

paving: sidewalk
pavimento

biscuit-sized: cookie-sized
del tamaño de un bizcocho: *del tamaño de una galleta*

lemon-rind: lemon peel
cáscara de limón: *piel de limón*

•• (continued)

despised: hated
despreciado: odiado

lolls: flops
reposa: descansa

emits: sends out
emite: suelta

resolve: determination
determinación: firmeza

temper: anger
mal genio: enojo

penetrates: goes through
penetra: atraviesa

linger: stay around
permanecen: se quedan

aroma: pleasant smell
aroma: olor agradable

chérie: darling
querida

espresso: very strong coffee
espresso: café muy fuerte

indifferent: not caring
indiferentes: frías

perched: sitting high
posado: asentado

alluring: inviting
seductora: atrayente

inaudible: impossible to hear
inaudibles: imposibles de oír

coaxing: encouraging
convenciendo: sonsacando

appeal: a pleading way
ruego: de manera suplicante

trudging: walking wearily with heavy feet
caminando con dificultad: caminando pesadamente

•••

Lent: six-week Catholic tradition in which practitioners give up something before Easter
cuaresma católica: tradición católica que dura 6 semanas en las cuales los practicantes abandonan algo antes de la Pascua

pious: religious
pío

pewter: silver-gray metal
peltre: metal de color gris plata

mendiant: chocolate disks covered with nuts and dried fruits
mendiant: disco de chocolate cubierto con nueces y frutos secos

couverture: high-quality chocolate that is 70% cocoa butter
couverture de 70%: chocolate de alta calidad que contiene 70% de mantequilla de cacao

kitsch: lovably ugly
cursi: adorablemente feo

hob: shelf on a fireplace used for heating pans
parrilla: rejilla para poner cacerolas al fuego

morose: gloomy
taciturno: triste

guttering: channels for carrying off surface water
canalones: tubos de desagüe

sachets: small perfumed bags

darkling: darkening
oscuras

glamours: attraction
Los oropeles: atracciones

Buddhism: Eastern religion that's based on the belief that wanting leads to suffering
budismo: religión oriental que cree que desear algo conduce al sufrimiento

Chapter 6 Reveal Words

•

alien: foreign
ajeno: extraño

subtle: difficult to detect
sutil: difícil de detectar

processed: prepared
procesadas: preparadas

variety: type
variedad: tipo

seize: take by force
se apoderaron: tomaron por la fuerza

tropics-only: warm-climates only

que sólo se da en los trópicos: sue sólo se da en climas cálidos

root: cheer
alentar: animar

humid: damp and sticky
húmedo: mojado y pegajoso

flitted: moved quickly
revolotearon: se movieron rápidamente

agricultural: farm
agrícola: de cultivo

in decline: falling in number
en declive: que caen en número

abandoned: left empty
abandonadas: que se dejaron vacías

aid: help
auxilio: ayuda

sacred: holy
sagrado: santo

••

environmentalists: people who work to protect the environment
ambientalistas: personas que trabajan para proteger el ambiente

expeditions: purpose-driven trips
expediciones: viajes con un propósito determinado

rippled: ridged
ondulada: corrugada

practiced: experienced
experimentadas: expertas

delicacy: unusually fine taste
delicadeza: excepcional sabor

Colonialism: the practice of stronger countries taking control of smaller or weaker countries in order to use their resources

colonialismo: práctica de países poderosos de tomar el control de países más pequeños y débiles para hacer uso de sus recursos

retained: kept
mantuvieron: conservaron

observed: saw
observé: vi

potential: possible
potenciales: posibles

initially: at first
inicialmente: al principio

hailing: coming from
es de: viene de

eludes: escapes
elude: escapa

basin: land that the river drains from

cuenca: territorio cuyas aguas van al río

propose: suggest
proponer: sugerir

conjures: brings up
evoca: trae a colación

benevolent: kindly
benevolente: amable

lounges: relaxes
se recuesta: se relaja

lurk: creeps
acechan: se mueven lentamente

cyan: greenish-blue
cian: azul verdoso

wings: flies
aletea: vuela

attest: say for certain
atestiguar: decir por seguro

•• (continued)

idyllic: peaceful and beautiful
idílica: apacible y bella

supervisor: manager
supervisor: encargado

toucans: tropical birds with long, thick beaks
tucanes: aves tropicales que tienen un pico largo y grueso

uncoiled: unwrapped
se desenroscó: se descolgó

migratory: wandering
migratorias: nómadas

endangered: likely to become wiped out
en peligro: que tienen muchas probabilidades de desaparecer

consumers: customers
consumidores: clientes

wildlife-sustaining: plant and animal protecting
que conservan la flora y fauna silvestres: que protegen las plantas y animales

grant: sum of money given for a purpose
subvención: suma de dinero que se da para un propósito determinado

reception: party
recepción: fiesta

sanctuary: peaceful place
santuario: lugar tranquilo

suite: group
conjunto: grupo

sullen: gloomy
sombrío: melancólico

ablaze: brightly colored
iluminados: encendidos

milled: ground down
molía: trituraba

bore: carried
cargaba: llevaba

favoured: favorite
preferida: favorita

dispense with: do without
prescindir de: arreglárselas sin

ignobly: not honorably
indignamente: sin honor

•••

sustainable: to meet people's demand without hurting the environment
sostenible: que satisface la demanda de la población sin dañar el ambiente

fibrous: stringy
fibrosa: que tiene hebras

galley: large rowing boat
galera: barco grande de remos

skipper: person who controls a boat
capitán: persona que controla un barco

conquistador: conqueror
conquistador

enigmatic: mysterious
enigmático: misterioso

litter: dead leaves on the ground
hojarasca: hojas muertas en el suelo

Monseigneur: a French cardinal, bishop, or archbishop
Monseñor

fortnightly: biweekly, happening every two weeks

quincenal: que sucede cada dos semanas

emulative: in a copy
imitativo: en copia

chaste: pure and decent
casta: pura y decente

conduct: guide
conducir: llevar

frothed: made to foam
batía: hacía espuma

blot upon his escutcheon: stain on his reputation
mancha en su reputación



Use the Vocab App to play mini games related to the words in this lesson.

A Lesson 1: Scavenger Hunt: Introducing the Collection

Discuss: Students identify what they know and want to learn about the history of chocolate.

Today we're going to begin a unit about the history of chocolate, but first, you're going to make a list of everything you'd like to learn about it.

Writing Journal: Direct students to complete the activity on page 14.

Give them a minute to write, then ask them to share with the class.

What would you like to learn about the history of chocolate?

List student responses on chart paper and set aside as possible research topics for Lesson 3.

Project & Play: The History of Chocolate video.

Facilitate a brief discussion of the video.

What was the most surprising fact you learned about chocolate?

We all know that people drink and eat chocolate, but what else was it used for?

Who can tell me how one ancient culture consumed chocolate?

7 min

A Lesson 1—Scavenger Hunt: Introducing the Collection



Create a list of everything you'd like to learn about the history of chocolate on page 14 of your Writing Journal.



The History of Chocolate, Created by Shaun Bailey

Lesson 1 Materials

- Chart paper
- The History of Chocolate
- The Penthièvre Family or The Cup of Chocolate, Jean-Baptiste Charpentier (1768)
- Portrait painted with Bosco Chocolate Syrup on display at Neiman Marcus by Vik Muniz (2007)
- The daily ration for Robert Falcon Scott's trek to the South Pole (1912)
- Men drinking hot chocolate on return from long Antarctic journey



Differentiation: Step A

You may choose to play the video more than once to support students reading below grade level with comprehension and ELL students with language acquisition.

- **ELL(Dev):** ELL students or students who hesitate to participate in group discussions will benefit from discussing their responses with a partner first, then sharing their thoughts with the whole group.

B

Welcome to the Chocolate scavenger hunt. To find the answers to the scavenger hunt questions, you'll have to explore the texts and images in The Chocolate Collection. Remember to read the captions of the images to find additional clues.

Text Scavenger Hunt Question 1: How was chocolate nearly used as a weapon in World War II?

1. Scan each text to find the one that contains the answer to the scavenger hunt question.

- 9 "Pilot Dropped Candy into Hearts of Berlin" (page 312)
- 24 Excerpt: *Chocolat* (page 345)
- 8 "Letter from Lord Rothschild to Laurence Fish" (page 309)

2. Once you find the answer to the question, review that text and answer the close reading questions that accompany it.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 15–17 of your Writing Journal.

B

Lesson 1 (continued)

Benchmark: ELA.6.R.3.2

Read: Students explore texts from The Chocolate Collection to search for the answer to a scavenger hunt question.



Direct students to page 371 in the Student Edition.



Introduce: Scavenger Hunt Question: How was chocolate nearly used as a weapon in World War II?



Students complete Activities 1 and 2 in the Student Edition.



Tell students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text. Tell students to raise their hand when they've found the answer.



When everyone has raised their hand, share the correct answer: **The Nazis attempted to make a chocolate bar bomb to kill Winston Churchill (found in "Letter from Lord Rothschild to Laurence Fish").**



Writing Journal: Once all students have found the text containing the answer, direct them to page 17 to answer the corresponding close reading questions.



Share responses and discuss the close reading answers.

8 min



Differentiation: Steps B & C:

To assist students who are reading below grade level with comprehension or ELL students with language acquisition, you may choose to read all 3 passages aloud or listen to the audio before students complete the scavenger hunt.

C Lesson 1 (continued)

Benchmark: ELA.6.R.3.2

Read: Students explore texts from The Chocolate Collection to find the answer to a new scavenger hunt question.

S Direct students to page 372 in the Student Edition.

Introduce the scavenger hunt question: **How many beans are needed to make one pound of chocolate?**

S Students complete the activity in the Student Edition.

Instruct students to raise their hand when they've found the answer.

Tell students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text. When everyone has raised their hands, share the correct answer: **About 400 beans (from "Is It Fair to Eat Chocolate?").**

Direct all students to go to the correct passage. Read the text aloud or have students take turns.

Writing Journal: Once all students have found the text that answers the question, direct them to page 20 to answer the close reading questions that accompany that text.

Scavenger Hunt: Introducing the Collection

C Lesson 1—Scavenger Hunt: Introducing the Collection (continued)

Text Scavenger Hunt Question 2: How many beans are needed to make one pound of chocolate?

Scan each text to find the one that contains the answer to the scavenger hunt question.

23 Excerpt: Act I, Scene Eight from *Così fan tutte*: *English National Opera Guide* (page 343)

20 "Chocolate" from *American Smooth* (page 340)

12 "Is It Fair to Eat Chocolate?" from *Skipping Stones* (page 326)

25 Excerpt: *The Dharma Bums* (page 348)





After reading your chosen text, answer the close reading questions that correspond to it, located on pages 18–21 of your Writing Journal.

10 min


D Lesson 1 (continued)


Discuss: Students compare and contrast the similar themes and different genres of two texts from the scavenger hunt.


 First, students compare themes in a text and an image from the scavenger hunts.


 Group students into pairs and instruct them to complete Activity 1 on page 373 of their Student Editions.

 Discuss responses.

 Next, students compare themes in two texts from the scavenger hunts.

 Still in pairs, instruct students to complete Activity 2 in their Student Editions.

 When students have completed the activity, call on a few groups to share their answers.

 Facilitate a brief discussion on the similarities and differences in the ways that all of the texts and the image address the topic of chocolate. Be sure to discuss...

- text structure.
- sentence structure.
- a story vs. a poem.
- specific word choices.

10 min

D

These activities revisit materials in the scavenger hunts. You will need to refer to pages 341 and 343 for part 1, and pages 340 and 345 for part 2 to find the items needed to answer the questions.

1. What is one common theme (overall idea) that best applies to *both* the excerpt from the opera scene and the painting? Circle the correct answer.

- A. Treats like chocolate can provide emotional comfort during difficult times.
- B. Eating chocolate is a pleasurable sensory experience.
- C. Chocolate is a special treat that is enjoyed only by members of the upper class.
- D. Chocolate is a special treat, but it isn't enough to make up for the insults suffered by the working class.

Which quote from the opera libretto best supports your answer in Part 1? Circle the correct answer.

- A. "You sweat, you labour and you worry, / And yet, for everything you do, no word of thanks." (4–5)
- B. "If the lady can drink it, why not the servant?" (9)
- C. "They would soon give me notice— / An example of justice that takes the biscuit." (10–11)
- D. "I wonder if they like it sweet / As this is!" (12–13)

2. What is one common theme (overall idea) that best applies to *both* the excerpt from the book *Chocolat* and the poem "Chocolate"? Circle the correct answer.

- A. Treats like chocolate can provide emotional comfort during difficult times.
- B. Eating chocolate is a pleasurable sensory experience.
- C. Chocolate is a special treat that is enjoyed only by members of the upper class.
- D. Chocolate is a special treat, but it isn't enough to make up for the insults suffered by the working class.

Which quote from *Chocolat* best supports your answer in Part 1? Circle the correct answer.

- A. "These are my own favorites—biscuit-sized discs of dark, milk, or white chocolate upon which have been scattered lemon-rind, almonds, and plump Malaga raisins. Anouk likes the white ones, though I prefer the dark, made with the finest seventy-percent couverture. . . . Bitter-smooth on the tongue with the taste of the secret tropics." (1)
- B. "The rain stops, though the sky remains grim. Eleven-thirty. The few people who still linger in the square turn homeward to prepare the Sunday meal." (8)
- C. "Just when I thought I was beginning to get through. Why do they not come? Can they not see, not smell? What else do I have to do?" (9)
- D. "I kiss her head. There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes." (13)



Differentiation: Step D

To assist students who are reading below grade level with comprehension or ELL students with language acquisition, you may choose to read all 3 passages aloud or listen to the audio before students complete the scavenger hunt.

- **ELL(Dev):** Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

E Lesson 1 (continued)

Work Visually: Students explore images from The Chocolate Collection to find the answer to the scavenger hunt question, then answer questions to show their understanding of the image.

S Direct students to page 374 in the Student Edition.

T Tell students that they will complete one more scavenger hunt. This time, the answer to the question will be found in an image instead of a text.

T Introduce the scavenger hunt question: **For which people was chocolate critically important?**

S Students complete the activity in the Student Edition.

T Instruct students to raise their hands when they've found the answer.

T When everyone has raised their hands, share the correct answer: **The men on Robert Falcon Smith's journey to the South Pole.**

W **Writing Journal:** Once all students have found the image or images that answer the question, direct them to page 23 to answer the close reading questions that accompany the correct image(s).

5 min

F Lesson 1 (continued)

Benchmark: ELA.6.R.3.2

Write & Share: Students use details from an image to explain if chocolate is portrayed as a luxury or a necessity, then share their writing.

S Direct students to page 374 in the Student Edition.

W **Warm-Up:** Use the digital lesson to make sure students have language to start writing.

W **Writing Prompt:** Students complete the prompt on page 25, writing for at least 10 minutes.

O **On-the-Fly:** Circulate around the room to support students.

S **Share:** Call on 2 or 3 volunteers to share their writing. Each volunteer should call on 1–3 listeners to comment.

E **Exit Ticket:** Project.

21 min

Lesson 1—Scavenger Hunt: Introducing the Collection (continued)

Image Scavenger Hunt Question: For which people was chocolate critically important?

Scan each image to find the one that contains the answer to the scavenger hunt question.

- 26** Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz (page 349)
- 7** The Daily Ration for Robert Falcon Scott's Trek to the South Pole (page 307)
- 21** *The Penthievre Family or The Cup of Chocolate*, Jean-Baptiste Charpentier (page 341)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 22–24 of your Writing Journal.

Go back to pages 298–357 to review the images from the scavenger hunt, looking for one that makes chocolate seem like a luxury or a necessity.



Complete the Writing Prompt on page 25 of your Writing Journal.

G

Lesson 2—Scavenger Hunt: Exploring the Collection

Discuss any new facts you've learned from this lesson with your partner.



Work with a partner to complete the activity on page 26 in your Writing Journal.

H

Text Scavenger Hunt Question 1: What country is on record as eating the most chocolate?

Scan each text to find the one that contains the answer to the scavenger hunt question.

- 28 "The Sweet Lure of Chocolate" (page 350)
- 29 "The Tropics" from *The Story of Chocolate* (page 353)
- 15 "Eat More Chocolate, Win More Nobels?" from *Associated Press* (page 334)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 27–29 of your Writing Journal.

Scavenger Hunt and Internet Research • Lesson 2 375

G

Lesson 2: Scavenger Hunt: Exploring the Collection

Share: Students list what they've learned about the history of chocolate to share these facts with a partner.



Direct students to page 375 in the Student Edition.



Assign pairs.



Tell students they will continue reviewing the texts and images from The Chocolate Collection today.



Partners complete the activity in the Student Edition.



Writing Journal: Students complete the activity on page 26 with their partners.

3 min

H

Lesson 2 (continued)

Benchmark: ELA.K12.EE.3.1

Read: Students scan texts from The Chocolate Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.



Direct students to page 375 in the Student Edition.



Introduce the scavenger hunt question: **What country is on record as eating the most chocolate?**



Students complete the activity in the Student Edition.



Instruct students to raise their hands when they've found the answer.



Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text. When everyone has raised their hands, share the correct answer: **Switzerland (from "Eat More Chocolate, Win More Nobels?")**



Direct all students to go to the correct passage. Read the text aloud or have students take turns.



Writing Journal: Once all students have found the text that answers the question, direct them to page 29 to answer the close reading questions that accompany that text.

10 min



Lesson 2 Materials

No materials.



Differentiation: Step G

● *ELL(Dev):* Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.



Differentiation: Step H

To assist students who are reading below grade level with comprehension or ELL students with language acquisition, you may choose to read all 3 passages aloud or play the audio before students complete the scavenger hunt.

You may choose to have students work with a partner for this activity. Plan to pair students who are reading below grade level with students who are reading on grade level.

I Lesson 2 (continued)

Benchmark: ELA.K12.EE.3.1

Read: Students explore more texts from The Chocolate Collection to find the answer to a new scavenger hunt.

S Direct students to page 376 in the Student Edition.

I Introduce the scavenger hunt question: **What is the main ingredient in chocolate?**

S Students complete the activity in the Student Edition.

I Instruct students to raise their hands when they've found the answer.

I Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text. When everyone has raised their hands, share the correct answer: **Cocoa (found in "Can Chocolate Be Good for My Health?")**

I Direct all students to go to the correct passage. Read the text aloud or have students take turns.

W **Writing Journal:** Once all students have found the text that answers the question, direct them to page 31 to answer the close reading questions that accompany that text.

Scavenger Hunt: Exploring the Collection

Lesson 2—Scavenger Hunt: Exploring the Collection (continued)

Text Scavenger Hunt Question 2: What is the main ingredient in chocolate?

Scan each text to find the one that contains the answer to the scavenger hunt question.

- 17 "Dark Chocolate: A Bittersweet Pill to Take" from *USA Today* (page 337)
- 16 "Can Chocolate Be Good for My Health?" (page 336)
- 24 Excerpt: *Chocolat* (page 345)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 30–32 of your Writing Journal.



Differentiation: Step J

To assist students who are reading below grade level with comprehension or ELL students with language acquisition, you may choose to read all 3 passages aloud or play the audio before students complete the scavenger hunt.

You may choose to have students work with a partner for this activity. Plan to pair students who are reading below grade level with students who are reading on grade level.

J

Text Scavenger Hunt Question 3: Name one compound found in chocolate that scientists are interested in.

Scan each text to find the one that contains the answer to the scavenger hunt question.

- 17 "Dark Chocolate: A Bittersweet Pill to Take" from *USA Today* (page 337)
- 28 "The Sweet Lure of Chocolate" (page 350)
- 24 Excerpt: *Chocolat* (page 345)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 33–35 of your Writing Journal.

J

Lesson 2 (continued)

Benchmark: ELA.K12.EE.3.1

Read: Students scan more texts from The Chocolate Collection to find the answer to a new scavenger hunt question.



Direct students to page 377 in the Student Edition.



Introduce the scavenger hunt question: **Name one compound found in chocolate that scientists are interested in.**



Students complete the activity in the Student Edition.



Instruct students to raise their hands when they've found the answer.



Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text. When everyone has raised their hands, share the correct answer: **Flavanols (found in "Dark Chocolate: A Bittersweet Pill to Take")**



Direct all students to go to the correct passage. Read the text aloud or have students take turns.



Writing Journal: Once all students have found the text that answers the question, direct them to page 33 to answer the close reading questions that accompany that text.



Exit Ticket: Project.

End of Lesson 2

Before You Begin Lesson 3:

In Lesson 3, use the complete digital lesson so students have access to the Internet to gain a greater understanding of how to choose appropriate research sources as they develop and sharpen their information literacy skills.

Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

Argumentative Writing and Collection Research



The argumentative writing lesson requires students to closely read documents in The Chocolate Collection, including a disturbing letter written by William A. Cadbury, director of the Cadbury Chocolate company. In his letter, Cadbury strongly denounces the use of slaves in the harvesting and processing of cacao and threatens a boycott if there isn't reform. Students analyze the letter, stake a claim, and provide supporting evidence in an argumentative letter aimed at persuading a local candy store-owner to sell only chocolate that is not affiliated with slavery.

Sub-Unit 3



Lesson 1:
Reasons and
Evidence



Lesson 2:
Argumentative
Writing



Lesson 3:
The Many Ways
of Experiencing
“Chocolate”



Lesson 4:
Flex Day 3

Sub-Unit 3 at a Glance

Lesson Objective	Reading
<p>Lesson 1: Reasons and Evidence</p> <p>Skills Practice: Students will examine how informational texts can provide compelling evidence that can be used to develop a persuasive argument.</p> <p>Writing: Students will establish a claim and use evidence from the texts to develop their own persuasive argumentative letters.</p> <p>Speaking & Listening: Students will review and discuss the key ideas they and their classmates expressed in their writing to gather new perspectives.</p>	<p>The Chocolate Collection:</p> <ul style="list-style-type: none">• “Is It Fair to Eat Chocolate?” from <i>Skipping Stones</i>• Appendix C Statement from <i>Labour in Portuguese West Africa</i>
<p>Lesson 2: Argumentative Writing</p> <p>Skills Practice: Students will examine how informational texts can provide compelling evidence that can be used to develop a persuasive argument.</p> <p>Writing: Students will use evidence from the texts to draft an argumentative letter to inform and persuade an imagined candy story owner.</p> <p>Speaking & Listening: Students will present their own writing, then listen to their classmates present, identifying the claims they are making, and evaluating the reasons and evidence they use to support those claims.</p>	<p>The Chocolate Collection:</p> <ul style="list-style-type: none">• “Is It Fair to Eat Chocolate?” from <i>Skipping Stones</i>• Appendix C Statement from <i>Labour in Portuguese West Africa</i>• Solo: “The Sweet Lure of Chocolate”
<p>Lesson 3: The Many Ways of Experiencing “Chocolate”</p> <p>Reading: Students will compare and contrast the experience of viewing a video of a reading of Rita Dove’s poem “Chocolate” to the experience of reading the poem themselves. Students will compare their understanding of a key idea, feeling, or detail conveyed through each experience.</p> <p>Writing: Students will select the sensory language and details that create images of chocolate in a poem, then analyze these images to argue whether the author finds chocolate irresistible.</p> <p>Video:</p> <p> Rita Dove reading her poem “Chocolate”</p> <p>Module:</p> <p> Poetry</p>	<p>The Chocolate Collection:</p> <ul style="list-style-type: none">• “Early History of Chocolate”• “Prehistoric Americans Traded Chocolate for Turquoise?” from <i>National Geographic News</i>• “The Sweet Lure of Chocolate”• “The Tropics” from <i>The Story of Chocolate</i>• “Pilot Dropped Candy into Hearts of Berlin”• “Dark Chocolate: A Bittersweet Pill to Take” from <i>USA Today</i>• Excerpt from <i>Chocolat</i>• Excerpt from <i>The Dharma Bums</i>• Solo: “Good Harvest” from <i>All Animals</i> magazine/The Humane Society of the United States

Writing Prompt

Benchmark Stack

No analytical writing prompt.

ELA.K12.EE.4.1

ELA.6.C.1.3

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.6.R.2.1

ELA.6.R.2.3

ELA.6.R.3.2

ELA.6.R.3.3

Write your own argumentative letter informing a local candy store owner about issues involved in chocolate production. Be sure your letter includes a claim and at least two pieces of evidence to support the claim. Use your pre-writing outline to guide your response.

ELA.K12.EE.5.1

ELA.K12.EE.6.1

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.K12.EE.4.1

ELA.6.R.2.4

ELA.6.R.3.4

ELA.6.C.1.3

ELA.6.V.1.1

Does Dove find chocolate irresistible? Describe two or three details from the poem to support your answer.

Extra: Challenge Writing available in the digital lesson.

ELA.6.R.3.3

ELA.6.C.1.3

ELA.K12.EE.1.1

ELA.K12.EE.2.1

ELA.K12.EE.3.1

ELA.6.R.1.4

Lesson Objective

Reading

Lesson 4: Flex Day 3

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Writing Prompt

Benchmark Stack

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 3 Preparation Checklist

Lesson 1

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.



Pages 115–119

Lesson 2

- ☐ Plan to arrange students in pairs for part of this lesson.



Pages 120–121

Lesson 3

- ☐ Plan to arrange students in small groups, based on their reading choices.
- ☐ The B.E.S.T. Module: Poetry, available in the digital lesson, provides an introduction to the Reading Benchmark ELA.6.R.1.4 and can be used to prepare students for this lesson.



Pages 122–125

Lesson 4: Flex Day

- ☐ Review each lesson activity to identify which one(s) will best support your students' skill progress.
- ☐ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- ☐ Prepare any texts, materials, or directions you may need to project or distribute.

Note: There may be activities in this sub-unit that students will revise or refer to in a subsequent sub-unit. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.



Overview

Get ready to persuade your classmates that your favorite kind of chocolate is the *best* kind of chocolate.

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America



Lesson 1: Reasons and Evidence

Benchmarks: ELA.K12.EE.4.1, ELA.6.C.1.3

Write: Students write to persuade readers about their favorite type of chocolate, then review the key ideas they expressed to gather new perspectives.



Direct students to page 379 in the Student Edition.



Discuss different types of chocolate: dark, milk, and white. Have the students weigh in on their favorites, providing reasons why.



Ask students to write a short paragraph in which they make a claim about what type of chocolate is best and defend their claim.



Writing Journal: Students complete the activity on page 38.



Let's review some of the ideas in your writing. You might persuade someone else to change their views on the best kind of chocolate!

10 min



As you listen, reflect on the ideas and details the speaker presents.



Call on a few students to share their responses.



Which writer made the most convincing argument?



The paragraph you just wrote was based on your opinion. In argumentative writing, a writer must support a claim with reasons and evidence to persuade readers to agree with the claim.



In a good argument, evidence is included to support the claim, and reasons are included to explain how and why your evidence supports your claim.



Let's look at an example of writing that shows reasons and evidence supporting a claim.

Lesson 1—Reasons and Evidence



What type of chocolate do you prefer: dark, white, or milk? Write a short paragraph in your Writing Journal that persuades your reader that your favorite type of chocolate is the best.



Complete the activity on page 38 of your Writing Journal.

Argumentative Writing and Collection Research • Lesson 1 379



Lesson 1 Materials

- Claim and Evidence Chart
- Facts About Chocolate Text
- Claim and Reason Example
- Claim, Reasons, and Evidence Example





Differentiation: Step A


The Cadbury Letter is a complex primary source document, so we have provided 4 versions of it for differentiation: original, adapted (*Substantial*), paraphrased (*Moderate*), and Spanish (*ELL(Dev)*).


B Lesson 1 (continued)


Discuss: Students read an example of argumentative writing that contains claims, reasons, and evidence and then practice identifying all three in a text.


 Remind students that they started with a statement like *I think dark chocolate is the best because it tastes so rich and creamy.*


 This sentence includes both a claim (*I think dark chocolate is the best*) and a reason (*because it tastes so rich and creamy*).


 A clear reason is important in argumentative writing because it explains why the evidence supports the claim. Here, though, evidence isn't included, so the example is not a complete or strong argument.


 **Project:** Claim and Reason Example.

 Read aloud “Why You Should Eat Chocolate” on page 380 in the Student Edition.

 Direct students to follow along as you read.

 Students complete Activities 1–3 in the Student Editions.

 Call on a few students to share their responses.

 **Project:** Claim, Reasons, and Evidence Example to review correct answers.

B**Lesson 1—Reasons and Evidence** (continued)

1. Follow along as your teacher reads aloud the sample essay, “Why You Should Eat Chocolate.”
2. Highlight the two reasons it contains.
3. Underline the two pieces of evidence.

Why You Should Eat Chocolate

Eating chocolate is beneficial to your health and well-being. When you eat chocolate, you are strengthening your bones and teeth. White chocolate is made with milk, which contains calcium. According to the article, “calcium keeps bones and teeth strong and also helps your heart, muscles, and nerves to function well.”

Another reason chocolate is good for you is that it actually makes people feel good. This is because chocolate contains theobromine. The article states that theobromine “causes people to feel happy after eating chocolate.”



C

Read the facts about different types of chocolate below, then answer the questions in your Writing Journal.

Facts About Chocolate

White Chocolate

White chocolate, which is made with milk, contains a good amount of calcium. Calcium keeps bones and teeth strong and also helps your heart, muscles, and nerves to function well. Getting plenty of calcium is important to everyone's health.

Milk Chocolate

Milk chocolate was shown in one study to quiet coughs relatively well. This effect is due to a chemical called theobromine found in chocolate. This chemical also causes people to feel happy after eating chocolate.

Dark Chocolate

Flavanols in cocoa beans have antioxidant effects that reduce cell damage implicated in heart disease. Flavanols, which are more prevalent in dark chocolate than in milk chocolate or white chocolate, also help lower blood pressure and improve vascular function.

From www.mayoclinic.org: "Healthy chocolate: Dream or reality?"



Answer questions 1–3 on page 39 of your Writing Journal.

Follow along as your teacher provides example responses to demonstrate claims, evidence, and reasons.



Answer questions 4 and 5 on page 40 of your Writing Journal.

C

Lesson 1 (continued)

Benchmark: ELA.6.C.1.3

Revise: Students review facts about chocolate and revise their writing to include a reason and evidence that support their claim.



Direct students to read "Facts About Chocolate" on page 381 of their Student Editions, or choose a volunteer to read aloud.



Writing Journal: Students complete questions 1–3 on page 39.



Review these model responses when students have finished:

- What is your claim? (*Dark chocolate is the best type of chocolate to eat.*)
- What evidence supports your claim? (*"Flavanols in cocoa beans have antioxidant effects that reduce cell damage implicated in heart disease. Flavanols, which are more prevalent in dark chocolate than in milk chocolate or white chocolate, also help lower blood pressure and improve vascular function."*)
- What reason explains how and why your evidence supports your claim? (*The health benefits of eating dark chocolate are better than the benefits of eating milk or white chocolate because dark chocolate contains flavanols.*)



Writing Journal: Students complete questions 4 and 5 on page 40.





Discuss responses.


10 min


D Lesson 1 (continued)


Read & Discuss: Students read an article to identify the claim and the evidence supporting the claim.


 Direct students to read the article listed on page 382 of the Student Edition, or choose volunteers to read it aloud.

 **Writing Journal:** Students complete questions 1 and 2 on page 41.

 **Project:** Claim and Evidence chart.

 Ask 2 or 3 students to share their responses and fill out the Claim and Evidence chart with their answers as you go.

 Students complete Activities 1 and 2 on page 382 in the Student Edition.

 Ask students to share their answers and discuss why the first part of the quote is a claim (*the word “must” asserts the author’s belief*) and why the second part is the evidence (*it provides information about what has happened in the Ivory Coast in the past*).

10 min

D**Lesson 1—Reasons and Evidence** (continued)

Read text 12, “Is It Fair to Eat Chocolate?” on page 326.



Complete questions 1 and 2 on page 41 of your Writing Journal.

- Review the following excerpt from paragraph 7:

“Farmers must have control over their cocoa bean prices. Before 1999, the government in the Ivory Coast set a minimum price for cocoa, but then the cocoa industry was privatized and the minimum price disappeared.”
- Underline the part of the paragraph with the author’s claim, and circle the evidence the author provides to support her claim.



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E

Read text 11, Excerpt: Appendix C Statement from *Labour in Portuguese West Africa* on page 316.



Complete questions 1 and 2 on page 42 of your Writing Journal.

1. Read the following excerpt from paragraph 7:

“The large majority of Angola natives who are taken to S. Thomé are brought to the coast and shipped to the islands against their will, and therefore when they allow themselves to be contracted, it is under the force of circumstances and not a voluntary act.”

2. Underline the part of the paragraph with the author’s claim, and circle the evidence the author provides to support his claim.

E

Lesson 1 (continued)

Benchmark: ELA.6.C.1.3

Read & Discuss: Students read another article to identify the claim and the evidence supporting the claim.



Direct students to read the article listed on page 383 of their Student Editions, or choose volunteers to read it aloud.



Writing Journal: Students complete questions 1 and 2 on page 42.



Project: Claim and Evidence chart.



Ask 2 or 3 students to share their responses and fill out the Claim and Evidence chart with their answers as you go.



Students complete Activities 1 and 2 in the Student Edition.



Ask students to share their answers and discuss why the first part of the quote is evidence (*Cadbury is relaying a fact*) and why the second part is the claim (*it is the conclusion Cadbury draws based on the evidence*).











Exit Ticket: Project.

10 min

End of Lesson 1

F Lesson 2: Argumentative Writing






Write: Students write claims based on the evidence in the articles, then evaluate others' claims to see which are best supported by evidence.

-  Organize students into pairs.
-  Tell students they are going to write a claim about a change they'd like to see in the chocolate industry.
-  Partners read the quotes on page 384 of their Student Editions.
-  **Writing Journal:** Students write a claim on page 43.
-  Ask students to share the claims they wrote. Discuss student responses.
-  See if you can identify the claims your classmates are making, as well as the reasons and evidence they use to support those claims.
-  Which claims do you think are best supported by the reasons and evidence given?
-  Which claims do you think could use more or different reasons and evidence? Why?

8 min

G Lesson 2 (continued)

Write: Students review an article and write a claim based on evidence.

-  Organize students into pairs.
-  Tell students they are going to write another claim.
-  Partners read the quotes on page 384 of the Student Edition.
-  **Writing Journal:** Students write a claim on page 44.
-  Ask students to share the claims they wrote. Discuss student responses.

8 min

F Lesson 2—Argumentative Writing

Read these two quotes from the text:

"Every day in the Ivory Coast, as well as in Ghana, Nigeria and Cameroon, about 300,000 children are forced to pick cocoa beans that will be sold to big chocolate companies like Nestle and Cargill." (3)

"For generations they have depended on growing and selling cocoa beans as their main means of survival. Without help from their children the farmers would not be able to buy food." (4)



Write a claim responding to the question on page 43 in your Writing Journal with your partner.

G

Read these two quotes from the text:


"I know there are many well-managed estates in S. Thomé, and should wish to consider that, for the sake of argument, every one is managed with the same kindness and forethought, but you have still in your island a system that produces a very high death-rate, and a birth-rate so low that every year several thousands of fresh labourers must be imported to fill the ranks of the dead." (9)

"In one of your best managed estates the doctor states that most of the mortality is from two diseases—anaemia and dysentery; complaints that are easily developed by people in a depressed mental condition. It is also admitted that the highest death-rate is among the newly arrived labourers, and this is exactly what one would expect when we know that these people are forcibly taken from their homes for work across the sea, without any hope of return." (10)

Now you're going to write a claim of your own that would be supported by this evidence.



Write a claim on page 44 in your Writing Journal with your partner.

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Lesson 2 Materials

No materials.

H

Now that you've written a claim about information in each text, you are ready to write a more general claim based on evidence from both texts.

You will write a letter to a local candy store owner. What do you think a candy store owner should know about labor practices in cocoa bean farming?



Complete Activities 1–5 on pages 45–46 in your Writing Journal.

I

Using the notes and outline you generated in the last activity as well as the articles you've been reading, write your own argumentative letter informing a local candy store owner about issues involved in chocolate production.



Write your letter on page 47 in your Writing Journal.

H

Lesson 2 (continued)

Benchmarks: ELA.K12.EE.5.1,
ELA.K12.EE.6.1, ELA.6.C.1.3

Write: Students create a pre-writing outline to prepare for the argumentative letter they will write later.

S

Direct students to page 385 in the Student Edition.



Next, you're going to write an argumentative letter to a local candy store owner about the labor methods used in cocoa farming. But first you'll do some pre-writing to compose your claim and gather evidence.



Writing Journal: Students complete Activities 1–5 on pages 45–46.

10 min

I

Lesson 2 (continued)

Benchmarks: ELA.K12.EE.5.1,
ELA.K12.EE.6.1, ELA.6.C.1.3

Write & Share: Students write an argumentative letter to inform and persuade an imagined candy store owner about issues in chocolate production.

S

Direct students to page 385 in the Student Edition.



Now that you have identified the key claims you want to make to the candy store owner, you are ready to write your letter.



Remember, you are not arguing with the candy store owner. You are trying to persuade or convince them to agree with your claims because your reasons and evidence are strong.



Writing Prompt: Students write their letters on page 47.



On-the-Fly: Circulate around the room to support students.



Share: Call on 2 or 3 volunteers to share. Each volunteer should call on 1–3 listeners to comment.



Exit Ticket: Project.

20 min

End of Lesson 2

J Lesson 3: The Many Ways of Experiencing "Chocolate"

Benchmark: ELA.6.R.3.3

Connect Listening & Reading:

Students watch a reading of the poem "Chocolate," then read the poem themselves and compare how their interpretation of the poem varies with each experience.

S Direct students to page 386 of the Student Edition.

Q Pay attention to how the poet, Rita Dove, delivers the lines of her poem "Chocolate."

Play: Video of Rita Dove reading her poem "Chocolate."

Writing Journal: Students answer questions 1–3 on page 48.

Q Discuss responses.

Q Create a T-chart with left side labeled "Watching and Listening" and right side labeled "Reading."

S Record student ideas for the left side of the chart and note the details and emotions that struck them as they listened.

S Students complete Activity 2 in the Student Edition.

Writing Journal: Students answer questions 4–7 on page 49.

Q Discuss responses.

S Record student ideas in the the right-hand side of the chart, noting the details and emotions that struck them as they read.

Q Organize students into groups to discuss what they learned from the text.

15 min

Lesson 3—The Many Ways of Experiencing "Chocolate"

1. Listen as your teacher plays a video of the poet Rita Dove reading her poem, "Chocolate," paying close attention to how she delivers her lines.



Answer questions 1–3 on page 48 of your Writing Journal.

2. Now read the poem "Chocolate" on page 340 to yourself.



Answer questions 4–7 on page 49 of your Writing Journal.

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Lesson 3 Materials



Rita Dove reading her poem "Chocolate"

K

1. Review your answers to questions 1–7 on pages 48 and 49 of your Writing Journal.
2. Compare your ideas about the poem from when you watched and listened to the reading to when you read the poem yourself.
3. Were your answers:
 - Very different?
 - Somewhat different?
 - Exactly the same?
4. Discuss and compare with your partner which of the experiences better communicated how chocolate tastes:
 - Watching and listening
 - Reading
5. Discuss and compare with your partner which of the following experiences better communicated how the speaker feels about chocolate:
 - Watching and listening
 - Reading

K

Lesson 3 (continued)

Benchmark: ELA.6.R.3.3

Connect Video & Reading:

Students compare and discuss how their interpretation of the poem was impacted by the experience of watching and listening versus reading.

- S** Direct students to page 387 of the Student Edition.
- Assign pairs.**
- S** Partners complete Activities 1–5 in the Student Edition.
- Lead a discussion comparing how watching and listening to a reading of the poem, versus reading the poem themselves, impacted students' understanding of an idea, feeling, or detail about chocolate that was communicated in the poem.**
- Consider replaying the video of the reading to support a richer discussion.**
- How does Rita Dove use her voice and facial expressions to communicate her ideas or feelings about Chocolate?**
- When we do our own reading, we have the ability to linger or reread a line or detail. How does this affect your understanding of what the poem is communicating about chocolate?**

10 min



Differentiation: Step K

● *ELL(Dev)*: You may choose to have students listen to the audio of the text. This will be particularly helpful for ELL students.

L Lesson 3 (continued)

Benchmarks: ELA.6.R.3.3, ELA.6.C.1.3

Work Visually & Discuss: Students choose an image from The Chocolate Collection that they feel connects to the poem “Chocolate,” and then answer questions about that image.

S Direct students to page 388 of the Student Edition.

Q Choose an image that you think connects in some way to the ideas, feelings, or details about chocolate that the writer shares in her poem.

S Students complete Activity 1 in the Student Edition.

W **Writing Journal:** Students complete the close reading questions (found on pages 50–55) that correspond to the image they chose.

G Put students into groups based on the image they chose.

S Groups complete Activity 2 in the Student Edition.

P Call on a student from each group to share responses with the class. Write the name of the image being discussed on the board. Write one interesting fact and the central idea of the image.

The Many Ways of Experiencing “Chocolate”

Lesson 3—The Many Ways of Experiencing “Chocolate” (continued)

1. Look through the following images and choose one that communicates an idea, feeling, or detail about chocolate that is similar to something that Rita Dove communicates in the poem “Chocolate.” Then answer the corresponding close reading questions in your Writing Journal.

3 Codex Zouche–Nuttall (page 301)

4 Mask of Quetzalcóatl (page 302)

21 *The Penthièvre Family or The Cup of Chocolate*, Jean-Baptiste Charpentier (page 341)

22 *Still Life with Chocolate and Strawberries* by Juan Bautista Romero (page 342)

26 Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz (page 349)



Go to pages 50–55 of your Writing Journal to find and answer the close reading questions that correspond to the image you chose.

2. With your group, discuss what you learned from the image you reviewed today. Be prepared to share with the class:

- the name of the image.
- one interesting fact about the image.
- the central idea of the image.
- one way the image compares to Rita Dove’s poem “Chocolate.”

M



Video recording by Fred Viebahn. All © and audiovisual rights by Rita Dove.

Highlight lines in text 20, "Chocolate" from *American Smooth*, on page 340 of your Student Edition that describe the rich taste of chocolate.



Complete questions 1 and 2 on page 56 of your Writing Journal.

M

Lesson 3 (continued)

Benchmarks: ELA.6.R.3.3, ELA.6.C.1.3

Write: Students respond to a Writing Prompt, analyzing Dove's description and imagery to argue whether she finds chocolate irresistible or not.



Project & Play: Rita Dove reciting her poem "Chocolate" to prepare for a writing activity.



You will now respond to a Writing Prompt, analyzing Dove's description and imagery to argue whether she finds chocolate irresistible or not.



Students complete the activity in the Student Edition.



Warm-Up: Use the digital lesson to make sure students have language to start writing.



Writing Prompt: Students complete the Writing Prompt on page 56.



Differentiation: Digital PDF.



On-the-Fly: Circulate around the room to support students.



Exit Ticket: Project.

12 min

End of Lesson 3



Differentiation: Step M

You may choose to play this video more than once to support struggling students.

If students are struggling to read or understand this poem, have them discuss the questions with a partner before working independently.



Differentiation: Step M

● *ELL(Dev):* Alternate Writing Prompt breaks the prompt into smaller chunks and provides a definition of key vocabulary and sentence starters.

■ *Moderate:* Alternate Writing Prompt provides a definition of key vocabulary and sentence starters.

Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

Debate and Internet Research



In this sub-unit, students reread four informational texts from The Chocolate Collection. They choose evidence from the texts to reference as they debate whether or not chocolate should be added to school lunches. Students work collaboratively to prepare their arguments.

The Internet Research lesson should be completed on devices. This lesson allows students to put their new research and close reading skills to the test as they conduct research online.

Sub-Unit 4



Lesson 1:
Preparing for the
Debate



Lesson 2:
The Debate



Lesson 3:
Internet Research



Lesson 4:
Flex Day 4

Sub-Unit 4 at a Glance

Lesson Objective	Reading
<p>Lesson 1: Preparing for the Debate</p> <p>Reading: Students will work collaboratively to select and prepare the most persuasive evidence to support their arguments for a debate about chocolate.</p>	<p>The Chocolate Collection:</p> <ul style="list-style-type: none">• “Can Chocolate Be Good for My Health?”• “Eat More Chocolate, Win More Nobels?” from <i>Associated Press</i>• “Is It Fair to Eat Chocolate?” from <i>Skipping Stones</i>• “Dark Chocolate: A Bittersweet Pill to Take” from <i>USA Today</i>• Solo: “Prehistoric Americans Traded Chocolate for Turquoise?” from <i>National Geographic News</i>
<p>Lesson 2: The Debate</p> <p>Writing: Students will prepare for each phase of the debate by writing the opening statement, explanations of key evidence, counterarguments, and closing statement.</p> <p>Speaking & Listening: Students will present their argument and evidence clearly, and consider the key evidence of their opponent when presenting a counterargument.</p> <p>Module:</p> <p> Understanding Rhetoric</p>	<p>The Chocolate Collection:</p> <ul style="list-style-type: none">• Solo: Excerpt from <i>Chocolat</i>
<p>Lesson 3: Internet Research</p> <p>Research: Students will generate a research question about chocolate, identify credible Internet sources, and conduct Internet research to find the answer.</p> <p>Writing: Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.</p> <p> Lesson 3 involves Internet research and should be saved for a class period when students have access to the Internet.</p>	<p>The Chocolate Collection:</p> <ul style="list-style-type: none">• Solo: “The Tropics”• “No Hot Chocolate for You!” Act I, Scene Eight from <i>Così fan tutte</i>
<p>Lesson 4: Flex Day 4</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.</p>	

Writing Prompt

Benchmark Stack

No analytical writing prompt.

ELA.6.R.2.4

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.K12.EE.4.1

ELA.6.R.2.3

No analytical writing prompt.

ELA.6.R.2.4

ELA.6.R.3.4

ELA.6.C.2.1

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.K12.EE.4.1

ELA.K12.EE.5.1

ELA.K12.EE.6.1

ELA.6.R.2.3

ELA.6.C.1.3

ELA.6.C.4.1

Using the sources you chose, write the answer to your question. Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.

ELA.6.C.4.1

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.6.R.2.1

ELA.6.R.2.3

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 4 Preparation Checklist

Lesson 1

A B

Pages 132–133

- ❑ Plan to arrange students in small groups.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

Lesson 2

C D
E F
G

Pages 134–137

- ❑ Prepare for students to work in their debate groups. If possible, arrange your room so that groups arguing for chocolate are sitting on one side and groups arguing against chocolate are on the other side. The 2 sides should face each other.
- ❑ Assign each debate group a group number for identification purposes.
- ❑ The B.E.S.T. Module: Understanding Rhetoric, available in the digital lesson, provides an introduction to the Reading Benchmark ELA.6.R.3.4 and can be used to prepare students for this lesson.

Lesson 3

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

Lesson 4: Flex Day

- ❑ Review each lesson activity to identify which one(s) will best support your students' skill progress.
- ❑ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- ❑ Prepare any texts, materials, or directions you may need to project or distribute.

Note: There may be activities in this sub-unit that students will revise or refer to in a subsequent sub-unit. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

A Lesson 1: Preparing for the Debate

Benchmark: ELA.6.R.2.4

Present & Select Text: Students learn their debate topics and texts, go over debate guidelines, then reread several texts to identify relevant evidence for their arguments.

S Direct students to page 391 in the Student Edition.

T Tell students that they're going to engage in a debate and that half of the class will argue that chocolate should be added to school lunches every day, while the other half will argue that it should not.

O Organize students into groups of approximately 4 students. Assign half of the groups the argument *for* chocolate in school lunches, and the other groups the argument *against* it.

A Assign each student in each group one text:

- "Is It Fair to Eat Chocolate?" (page 326)
- "Eat More Chocolate, Win More Nobels?" (page 334)
- "Can Chocolate Be Good for My Health?" (page 336)
- "Dark Chocolate: A Bittersweet Pill to Take" (page 337)

T Tell students they will prepare for the debate by identifying the evidence to be used by each side.

P **Project:** Project the Guidelines for Debate Evidence and read them aloud.

T Tell students to read their assigned texts to find evidence that supports BOTH the *for* and *against* sides of the debate.

W **Writing Journal:** Students complete questions 1 and 2 on page 60.

Overview

Do you think chocolate should be included in school lunches? The answer might be more complicated than you imagine...

Suggested Reading



Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Debate and Internet Research

390

Lesson 1 Materials

-  Possible Debate Responses
-  Guidelines for Debate Evidence

Differentiation: Step A

- **ELL(Dev):** Plan how you will assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

A

Lesson 1—Preparing for the Debate

Do you think chocolate should be included in school lunches? The answer might be more complicated than you imagine...

Debate Topic:

Chocolate should be added to school lunches every day.

or

Chocolate should not be added to school lunches every day.

Your teacher will assign you one of the following texts from the Collection to review:

- 12 "Is It Fair to Eat Chocolate?" (page 326)
- 15 "Eat More Chocolate, Win More Nobels?" (page 334)
- 16 "Can Chocolate Be Good for My Health?" (page 336)
- 17 "Dark Chocolate: A Bittersweet Pill to Take" (page 337)



After reading your assigned text, complete questions 1 and 2 on page 60 of your Writing Journal.

B

With your group, share the evidence you found and decide on the three strongest pieces of evidence for and against chocolate in school lunches.



After discussing with your group, complete questions 1 and 2 on page 61 of your Writing Journal.

B

Lesson 1 (continued)

Benchmark: ELA.6.R.2.4

Share: Group members share evidence from their reading to decide on their strongest arguments.



Direct students to page 391 in the Student Edition.



Groups complete the activity on page 391 of the Student Edition to share their evidence and decide on their three strongest points.



Writing Journal: Students complete questions 1 and 2 on page 61.



Wrap-Up: Project Polls 1 and 2.



Exit Ticket: Project.

End of Lesson 1



Differentiation: Step A

If your students are not familiar with debates, you may want to show a short video on middle school debate from the Internet.

Students below grade level in reading should be assigned to read "Dark Chocolate: A Bittersweet Pill to Take" since it is organized in a way that clearly shows the benefits and risks of eating chocolate.

C Lesson 2: The Debate

Benchmarks: ELA.6.R.2.4, ELA.6.R.3.4

Write: Students write opening statements for the debate and explanations for all the evidence they plan to use to complete their preparation for the first part of the debate.

S Direct students to page 392 in the Student Edition.

Assign Assign each debate group a group number for identification purposes.

Project: Guidelines for Conducting a Debate and read them aloud. Keep them projected during the debate.

S Groups complete Activity 1 in the Student Edition.

Read Read the following example of a sentence starter:

"It is absolutely clear that chocolate (should/should not) be added to school lunches every day. The evidence I'm about to describe will prove this beyond a doubt."

Writing Journal: Students write their opening statements on page 62.

Now Now, work with your group to go over your other evidence, write explanations for it, and complete your opening statement.

S Groups complete Activity 2 in the Student Edition.

Writing Journal: Students complete Activities 2 and 3 to finish their opening statements on page 63.

S Groups complete Activity 3 in the Student Edition.

The Debate

C

Lesson 2—The Debate

Preparing for the Debate

1. With your group, choose the strongest piece of supporting evidence for your side, then write an opening statement in your Writing Journal.



Go to page 62 in your Writing Journal to write your opening statement.

2. Work with your group to write explanations for your evidence and complete your opening statement.



Complete questions 2 and 3 on page 63 of your Writing Journal.

3. Decide which member of your group will present the opening statement, as well as the second and third arguments.



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Lesson 2 Materials



Guidelines for Debating
Chart projection

D

The Debate, Part 1

When it's your turn to present your part of the debate, speak loudly and clearly.

As the other groups present, listen carefully and complete one Debate Peer Evaluation form per group.



Complete one Debate Peer Evaluation per group, using the form on page 64 of your Writing Journal.

D

Lesson 2 (continued)

Benchmarks: ELA.6.C.2.1, ELA.6.R.2.4, ELA.6.R.3.4

Group Activities: Student groups present evidence to argue their side of the debate and other groups listen to evaluate the arguments.



Direct students to page 393 in the Student Edition.



Identify the order in which groups will argue their cases.



Lead students through their opening statements, alternating sides as you move through each team. Continue alternating until each team has presented all three pieces of evidence.



Writing Journal: Students complete one Debate Peer Evaluation form for each group on page 64.

10 min

**Differentiation: Step D**

● *ELL(Dev)*: To assist ELL students or students who struggle to process information orally, you may choose to have them talk with a partner about what they heard after each piece of evidence is presented. This will help them begin to think of a counterargument.

E Lesson 2 (continued)

Benchmark: ELA.6.R.2.4

Write: Students display their understanding of counterarguments, then write a counterargument and closing statement to prepare for the second part of the debate.

S Direct students to demonstrate their understanding of counterarguments by completing Activity 1 on page 394 of their Student Editions.

Call on a few students to share their responses, then refer to the Guidelines for Conducting a Debate to clarify student understanding.

S Groups complete Activities 2 and 3 in the Student Edition.

Writing Journal: Students complete question 1 on page 65.

On-the-Fly: Circulate around the room to support students.

You have one final chance to try to convince us that chocolate should or should not be included in school lunches. What is the most convincing thing you can say to persuade us? Your closing statement should be no longer than 2 or 3 sentences.

Writing Journal: Students complete question 2 on page 65.

The Debate

E

Lesson 2—The Debate (continued)

Writing a Counterargument

1. Circle the correct answer:

Each group will now have a chance to present a counterargument that...

- A. serves to open the debate.
- B. repeats its own opening argument.
- C. tries to disprove one of the opening statements.
- D. introduces its group's closing statement.

2. With your group, review the three pieces of evidence you collected for the opposing position on page 60 of your Writing Journal.

3. Choose one piece of evidence that an opposing team presented in their opening statement.



Complete question 1 on page 65 of your Writing Journal.

What's the most convincing thing you can say to persuade us that chocolate should or should not be allowed in school lunches?



Write your answer in Activity 2 on page 65 of your Writing Journal.



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F

The Debate, Part 2

When it's your turn to present your part of the debate, speak loudly and clearly.

As the other groups present, listen carefully and complete one Debate Peer Evaluation form per group.



Complete the Debate Peer Evaluation on page 66 of your Writing Journal.

F

Lesson 2 (continued)

Benchmarks: ELA.6.R.2.4, ELA.6.C.2.1

Debate: Student groups present counterarguments and closing statements to complete their debate and other groups listen to evaluate the arguments.



Direct students to page 395 in the Student Edition.



Identify the order in which the groups will present. Move through each team, alternating sides until each team has presented its counterarguments and closing statements.



Writing Journal: Remind students to complete a Debate Peer Evaluation for each group on page 66.



Wrap-Up: Project.



Exit Ticket: Project.

10 min

9 min

End of Lesson 2

**Differentiation: Step F**

● *ELL(Dev):* To assist ELL students or students who struggle to process information orally, you may choose to have them talk with a partner about what they heard after each piece of evidence is presented. This will help them begin to think of a counterargument.

Before You Begin Lesson 3:

Lesson 3 involves Internet research and should be saved for a class period when students have access to the Internet.

Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

Write an Essay



Students spend six lessons researching and writing a four-paragraph essay. This lesson sequence reinforces skills learned in earlier units, including writing a compelling introduction and a strong conclusion. Students also learn how to create in-text citations, frames for quotes, and a Works Cited Page.

The unit concludes with a media project and presentation. Students will create an interactive timeline using myHistro.com. This project requires students to revisit their research to find relevant information for the timeline. It will also require them to use devices for Lesson 1 to conduct their research, and Lessons 7 and 8 to create and present their media projects.

Essay Prompts:

Research Option 1: Chocolate and Slavery

Chocolate and slavery? When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate.

Research Option 2: Chocolate = Happiness...or Does It?

Can eating chocolate affect your mood? Your brain chemistry? Is it addictive? Study the scientific research on chocolate and determine what experts have found. Research the texts in the Collection and on the Internet to find the information you need. Be ready to make a claim and cite sources.

Note:

Each Print essay sub-unit follows the same developmental path as the digital lesson, although there are digital-only activities specific to each sub-unit's Essay Prompt and text(s). We recommend you prepare and project as needed as you work through the Print essay activities to get the most out of essay lessons.

It is recommended that you cover the Information Literacy Lessons with your class prior to beginning this research project.

This sub-unit contains a group of digital lessons in which students are drafting a polished essay in clear stages. Therefore, if students do not have access to the digital lesson as they begin the essay, or will not have access during portions of the essay lessons, it is best to have them complete their writing for all lessons in print, rather than the digital writing space provided in the lesson.

However, as with other writing assignments, your students will need to copy their final essay into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Sub-Unit 5



Lesson 1



Lesson 2



Lesson 3



Lesson 4



Lesson 5



Lesson 6



Lesson 7



Lesson 8

Sub-Unit 5 at a Glance & Preparation Checklist

Lesson Preparation	Reading
<p>Lesson 1</p> <p>NOTE: Students should have completed the Information Literacy lessons before starting this Internet research project.</p> <ul style="list-style-type: none">❑ Students will need access to the Internet in this lesson.❑ Review the essay rubric found in the Materials section so you are aware of the skills that will be emphasized in this unit. After students finish writing their essays, you will use this rubric to assess each essay.❑ Print the Essay Graphic Organizer and Sentence Starters based on how you decide students will use them during the sub-unit. <p><i>Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.</i></p>	The Chocolate Collection
<p>Lesson 2</p> <ul style="list-style-type: none">❑ Plan to put students in pairs for part of this activity.❑ Write the claim statement for the sample essay on the board: M&M's candy has a history of pleasing many people on this planet—and beyond.	The Chocolate Collection
<p>Lesson 3</p> <p>Ensure students have access to Sample Essay 1 if needed.</p>	The Chocolate Collection

Writing Prompt

Benchmark Stack

Essay Prompt:

Research Option 1: Chocolate and Slavery

Chocolate and slavery? When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate.

Research Option 2: Chocolate = Happiness...or Does It?

Can eating chocolate affect your mood? Your brain chemistry? Is it addictive? Study the scientific research on chocolate and determine what experts have found. Research the texts in the Collection and on the Internet to find the information you need. Be ready to make a claim and cite sources.

ELA.K12.EE.1.1

ELA.6.C.4.1

ELA.K12.EE.5.1

ELA.K12.EE.6.1

ELA.6.C.1.3

ELA.6.C.1.4

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.6.C.1.3

ELA.6.C.1.4

ELA.K12.EE.1.1

ELA.6.C.4.1

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.K12.EE.5.1

ELA.6.C.1.3

ELA.6.C.1.4

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.6.C.4.1

Lesson Preparation

Reading

Lesson 4

- ❑ Prepare to show examples of places where students provided strong evidence to support their claims in the work you collected yesterday.
- ❑ Identify students who may struggle to identify two places in their writing where they could revise by adding or further explaining their evidence. Mark one place in their writing where they could do this work. They can also use this marking as a model to independently find the second place to revise.
- ❑ Ensure students have access to Sample Essay 1.

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Lesson 5

No additional prep.

The Chocolate Collection

Lesson 6

- ❑ Prepare examples of four student essays as described in Before Next Lesson, located at the end of the previous digital lesson.
- ❑ When students finish writing their essays, use the essay rubric found in the Materials section to assess each essay.

The Chocolate Collection

Lesson 7

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

The Chocolate Collection

Lesson 8

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

The Chocolate Collection

Writing Prompt

Benchmark Stack

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.6.C.1.3
ELA.6.C.1.4
ELA.6.C.1.5
ELA.K12.EE.5.1

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.K12.EE.6.1
ELA.6.C.1.5
ELA.6.C.3.1
ELA.6.C.5.2

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.6.C.4.1
ELA.K12.EE.1.1
ELA.K12.EE.5.1
ELA.K12.EE.6.1
ELA.6.C.5.2

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.6.C.5.1
ELA.6.C.5.2
ELA.K12.EE.6.1
ELA.6.C.2.1
ELA.6.C.4.1

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.K12.EE.6.1
ELA.6.C.2.1
ELA.6.C.5.1

Sub-Unit 5 Essay Lessons

Lesson 1: Gathering Evidence

A

Present: Students review the Essay Prompt and the work they will do on the essay in this lesson.



Tell students that they will be working on a research paper based on topics from the Collection.



Their essays will...

- be either argumentative or informative.
- consist of 4 paragraphs: an introduction, 2 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

NOTE: *If some students want to research a question they generated in either of the Internet Research lessons, they may do so, as long as you judge the question worthy of researching.*



Writing Journal: Direct students to page 70 in the Writing Journal.



Read aloud the Research Options.



Review the Calendar of Essay Days on page 646 and the Elements of a Research Essay on page 647 of the Student Edition.

7 min

Lesson 1 (continued)

B

Select: Students select an option to research and write about for their essay.



Writing Journal: Students review the 2 research options on page 71 of their Writing Journal.



Both informational and argumentative essays require a claim to be made in the first paragraph.

3 min

C

Work Visually: Students conduct research on their selected topic.



If possible, students should use online resources for their research during this activity.



Have students review the Collection and the Internet if possible to choose credible sources for their essays.



Writing Journal: Students fill in the chart on page 72 for each source they find.



Wrap-Up: Project.

35 min

End of Lesson 1

Lesson 1 Materials



Research Option 1 Projection



Research Option 2 Projection



Essay Rubric



Essay Graphic Organizer



Chocolate Essay Sentence Starters

Differentiation for Essay:

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

Lesson 2: Making a Claim and Writing a Body Paragraph

D

Review: Students review the research project options and the calendar to see what work they have completed and preview the work to do in this lesson.

5 min



Review the Elements of a Research Essay on page 647 of the Student Edition.



Review the calendar to preview the work students will complete in today's lesson.

E

Select Text & Share: Students identify places in the sample essay where the writer describes and explains the evidence and makes a transition between paragraphs, then share what they found.



You are going to use the evidence from your research to write 2 body paragraphs and a transition sentence.



Remember to write a transition sentence at the start of the second paragraph to show how it relates to the first. Let's take a look at how this was done in the sample essay.



Project: Sample Essay.



Use the Sample Essay with Highlighted Body Paragraphs to support the discussion.

15 min



Read the Sample Essay 1 aloud.



Ask volunteers to locate:

- sentences where the writer describes and explains the textual evidence in the 2 body paragraphs.
- transition sentences between body paragraphs.
- the central claim sentence.



Discuss student responses.

Lesson 2 (continued)

F

Write: Students write claims for their essays.

10 min



Writing Journal: Students complete Activities 1 and 2 on page 73.



On-the-Fly: Circulate around the room to support students.

G

Write: Students write body paragraphs for their essays.

14 min



If you finish your first body paragraph early, you can choose another point and start your second body paragraph.



Writing Journal: Students write their body paragraphs on page 74.






On-the-Fly: Circulate around the room to support students.



Wrap-Up: Project Poll 1.

End of Lesson 2

Lesson 2 Materials

-  Sample Essay with Highlighted Body Paragraphs
-  Sample Essay 1
-  Elements of a Research Essay

Lesson 3: Writing a Body Paragraph and an Introduction

H

Check-In & Write: Students answer questions to check the progress of their essays, then write the second body paragraph for their essays.



Project: Self-Assessment activity from the digital lesson.



Writing Journal: Students note which things they say “No” to.



Circulate to review student responses to the Self-Assessment. Make a note to revisit during writing any students who answered “Yes” to question 6.



Project: Elements of a Research Essay.



Review the elements of a body paragraph so students can make sure they have all of the components.



Writing Journal: Students write their second and third body paragraphs on page 75.



On-the-Fly: Circulate around the room to support students.

15 min

I

Present & Select Text: Students review the Elements of an Introduction, then identify the elements of an introduction in the sample essay to prepare for writing their own essay introductions.



Read aloud the Elements of an Introduction on page 647 of the Student Edition.



Let’s look for the elements of an introduction in the sample essay: lead, key background or context, and claim.

7 min

Lesson 3 (continued)



Writing Journal: Students complete Activities 1 and 2 on pages 76 and 77 using the Sample Essay 1 handout.



Share responses.



Ask students if they agree or disagree with an answer, and have them explain why.



Project: Highlighted Sample Essay Introduction.

7 min

J

Write: Students write their introductions.



Writing Journal: Students write 2 or 3 leads on page 76.



On-the-Fly: Circulate around the room to support students.



Writing Journal: Students write their introductions on page 76.



Wrap-Up: Project Polls 1 and 2.

17 min

End of Lesson 3

Lesson 3 Materials



Elements of a Research Essay



Highlighted Sample Essay Introduction



Sample Essay 1

Lesson 4: Revising and Writing a Conclusion

K

Spotlight: Students analyze the Spotlights showing supporting evidence for claims to prepare for their own revisions.



Project: Spotlight app and read aloud the samples prepared or the samples selected from students' Writing Journals.



Call on students to discuss how the evidence in each Spotlight supports the writer's claim.

4 min

L

Select Text & Revise: Students identify places to revise their body paragraphs, then write additional evidence or describe evidence further.



Writing Journal: Students revise and rewrite their body paragraphs on pages 78 and 79.



Discuss responses.

13 min

M

Present & Select Text: Students read the Elements of a Conclusion and identify and discuss the conclusion in the sample essay.



Read aloud the Elements of a Conclusion on page 647 of the Student Edition.



OPT Project: Digital activity for Select Text.



Use the Sample Essay 1 to support the discussion about conclusions.

12 min

Lesson 4 (continued)

N

Write & Share: Students restate their claim and write a final thought to draft their essay conclusions, then share with the class.



Writing Journal: Students to write their conclusions on page 80.



On-the-Fly: Circulate around the room to support students.



Share: Select 2 or 3 students to read aloud their favorite 1 or 2 conclusions.

16 min

End of Lesson 4

Lesson 4 Materials



Sample Claim Statement and Conclusion



Sample Essay 1

Lesson 5: Finishing and Editing the Essay

O

Check-In & Revise: Students answer questions about the progress of their essays, then review the Elements of a Research Essay to help them complete all the elements of their essay.



Project: Self-Assessment activity from the digital lesson.



Writing Journal: Students note which things they say no to.



Circulate to review student responses to the Self-Assessment. Make a note to revisit during writing any students who answered “Yes” to question 6.



Read aloud the Elements of a Research Essay on page 647 of the Student Edition.



You can complete whatever parts of your essay still need some work. Focus on revising your introduction, body paragraphs, or conclusion to make your essay stronger.



Writing Journal: Students make improvements to their essay components, then write a complete draft on page 81.



If devices are available, direct students to type their revised essays into their digital workspace.

12 min

P

Revise: Students use Editing Process guidelines to edit their essays.



Go over the steps of the Editing Process on page 648 of the Student Edition.



Writing Journal: Students use the Editing Process to edit their essays on page 83.

20 min

Lesson 5 (continued)

Q

Write: Students write a final copy of their essay.

10 min



Writing Journal: Students write the final copy of the essay on page 85.

R

Share: Students share their writing, demonstrating command of formal English, and provide feedback to others.

10 min



Reading your writing aloud is a great way to catch errors and look for new writing opportunities.



Give students a few minutes to find one moment in their essay—no more than a paragraph—that they want to share.





Share: Call on 2 or 3 volunteers to share. Each volunteer should call on 1–3 listeners to comment.



As you read, pay attention to spelling, punctuation, and grammar, and note any changes you might want to make.

End of Lesson 5

Lesson 5 Materials

-  Elements of a Research Essay
-  Editing Process

Lesson 6: Creating Citations and a Works Cited List

S

Spotlight Intros & Conclusions:

Spotlight student writing to provide examples of strong leads in introductions and restatements of the claims in conclusions.



Read aloud 2 strong introductions and 2 strong conclusions from student essays.



What are the claims in these introductions?



What are the leads? What makes them effective?



What are the restatements of the claims in the conclusions? What makes them effective?

5 min

T

Revise: Students write their in-text citations to show where their evidence comes from.



Read aloud the Guidelines for In-Text Citations on page 649 of the Student Edition.



Answer any questions students may have. Explain that when citing texts from the Collection, students should include paragraph (par.) numbers from the text in parentheses at the end of the quotation.



Writing Journal: Students review and finalize the in-text citations in their essays on page 85.

10 min

Lesson 6 (continued)

U

Write: Students create a Works Cited page to show sources used in their essay



Read aloud the Guidelines for a Works Cited page.



Explain that students also need a complete list of citations titled “Works Cited” below their essay.



Writing Journal: Students create their Works Cited pages on page 87.

20 min

End of Lesson 6

Lesson 6 Materials



Guidelines for a Works Cited Page



Essay Rubric

Before You Begin Lessons 7 & 8:

These lessons involve extensive use of a timeline-generating website and should be saved for a class period when students have access to the Internet.

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