Coffee Across Borders

Trace who benefits and who bears the costs of global connections.

6-9.WG.5.5 "Describe the costs and benefits of global connections including trading, seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in culture."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline benefits and circle costs or limits in the passage. Write 1 beside trade, 2 beside shared solutions, 3 beside technology, 4 beside new perspectives, and 5 beside culture.

More Than a Cup of Coffee

1. Imagine a coffee cooperative in Guatemala selling beans to a cafe in the United States. The cafe gets coffee to serve, and farmers earn money from customers far away. Shipping also creates jobs for drivers and port workers. But the farmers may receive only a small share of what a customer pays for a cup. If fuel prices rise, shipping costs can cut into earnings. The trip uses fuel, which adds pollution. Trade connects people, but its gains and costs do not always fall equally.

2. Coffee farmers in different countries face a shared problem: warmer conditions can help some crop pests spread. Farmers can compare observations and test ways to protect plants, rather than solve the problem alone. They can also learn to use phone-based weather forecasts developed elsewhere to plan when to dry their beans. Forecasts can save beans from rain, but phones and data plans cost money. A forecast may also miss a sudden local storm. Sharing tools and solutions helps, but a tool is not equally useful to everyone.

3. At the cafe, a farmer might join a video call to explain how the beans are grown and what a fair price means to the cooperative. Customers can hear a view they might not meet otherwise. The cafe could also invite a Guatemalan cook to serve a traditional dish at a tasting, with credit and fair pay. People can enjoy and learn from a food tradition. Yet a short call cannot show every farmer's experience, and selling a dish without credit or fair pay could harm the people who shared it.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who benefits from the coffee trade in the first paragraph, and what is one cost of that trade?

2. How could farmers benefit from working together on a shared problem instead of working alone?

3. What could farmers gain from weather forecasts developed elsewhere, and what might limit that benefit?

4. How could the cafe help customers learn from people in Guatemala? Explain one risk the cafe would need to consider.

3 YOUR TURN

Your own words

Imagine students in two countries sharing an online music workshop. In four sentences, describe a benefit of learning from another person's perspective or music tradition, a cost or barrier, and one way to make the exchange fairer; name who experiences each effect.

ANSWER KEY

Coffee Across Borders

GRADES 6-9 · 6-9.WG.5.5

PART 1 · READ AND MARK

Underline benefits and circle costs or limits in the passage. Write 1 beside trade, 2 beside shared solutions, 3 beside technology, 4 beside new perspectives, and 5 beside culture. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who benefits from the coffee trade in the first paragraph, and what is one cost of that trade?	**Farmers earn money, the cafe gets coffee, and shipping workers gain jobs. One cost is pollution from fuel, rising shipping expenses, or farmers receiving a small share of the sale price.**
2	How could farmers benefit from working together on a shared problem instead of working alone?	**Farmers in different countries can compare observations and test ways to protect coffee plants from pests.**
3	What could farmers gain from weather forecasts developed elsewhere, and what might limit that benefit?	**Forecasts can help farmers keep drying beans out of rain. Phones and data plans cost money, and forecasts can miss local storms.**
4	How could the cafe help customers learn from people in Guatemala? Explain one risk the cafe would need to consider.	**Customers could hear a farmer's perspective on growing beans and fair prices or learn from a cook's food tradition. A short call cannot represent every farmer, and selling a dish without credit or fair pay could harm those who shared it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students in one country learn why a song matters to musicians in the other country, so they gain a new perspective. The musicians share their music tradition with new listeners. Some students cannot join because they lack reliable internet. A school could offer shared devices and internet access so those students can take part.

Accept other costs and benefits that the passage supports. For the open task, look for a distinct benefit, a named group facing a barrier, and a response that addresses that barrier.