Explorers, Traders & Merchants

Tracking the Cultural and Social Impacts of the Global Commodity Trade

A Curriculum Unit for Grades 9 – 12
EXPLORERS, TRADERS & Merchants

TRACKING THE CULTURAL AND SOCIAL IMPACTS
OF THE GLOBAL COMMODITY TRADE

Primary Researchers:

Natalie Arsenault, Outreach Director
Teresa Lozano Long Institute of Latin American Studies

Christopher Rose, Assistant Director
Center for Middle Eastern Studies

Allegra Azulay, Outreach Coordinator
Center for Russian, East European & Eurasian Studies

Rachel Meyer, Outreach Coordinator
South Asia Institute

Hemispheres
The International Outreach Consortium
at the University of Texas at Austin

http://www.utexas.edu/cola/orgs/hemispheres/
hemispheres@austin.utexas.edu
EXPLORERS, TRADERS & MERCHANTS:
TRACKING THE CULTURAL AND SOCIAL IMPACTS OF THE GLOBAL COMMODITY TRADE

TABLE OF CONTENTS

Introduction .......................................................... vii
Standards Alignment ................................................ viii
National Geography Standards Alignment ......................... ix
Blank World Map ......................................................... xiii
Image Analysis Worksheet ............................................ xv

Caviar: From Elite Treat to Marketing Magic ..................... 1
  Introduction ........................................................... 2
  Section 1: A Common Russian Delicacy .......................... 3
  Section 2: Crisis in the Caspian .................................. 7
  Section 3: The Rise and Fall of the Atlantic Sturgeon Trade. 14
  Section 4: The Marketing and Politics of a Banned Luxury 20
  Graphic Organizer 1 .................................................. 25
  Graphic Organizer 2 .................................................. 26

Chocolate: From New World Currency to Global Addiction .... 27
  Introduction: Chocolate Is Introduced to the Europeans ... 28
  Section 1: Chocolate in Mesoamerica: Food of the Gods .... 29
  Section 2: Chocolate across the Atlantic: Europe .......... 33
  Section 3: Large-Scale Cacao Production ........................ 37
  Section 4: Cacao Today: Chocolate, Chocolate Everywhere 40
  Graphic Organizer 1 .................................................. 42
  Graphic Organizer 2 .................................................. 43

Fur: From Mark of Nobility to Synthetic Chic ................... 45
  Introduction ........................................................... 46
  Section 1: The Prestige of Fur ................................... 47
  Section 2: The Siberian “Soft Gold” Rush .................. 50
  Section 3: Russian Alaska ......................................... 58
  Section 4: Necessity or Luxury? .................................. 61
  Graphic Organizer 1 .................................................. 66
  Graphic Organizer 2 .................................................. 67

Indigo: From the Devil’s Dye to Denim ............................ 69
  Introduction ........................................................... 70
  Section 1: Indigo Arrives in Europe by Sea Trade .......... 71
  Section 2: Indigo Plantations in the New World .......... 75
  Section 3: Back to India ........................................... 81
  Section 4: Denim and the Invention of Synthetic Indigo 88
  Graphic Organizer 1 .................................................. 93
  Graphic Organizer 2 .................................................. 94
# Table of Contents

**Rice: From the Gift of the Gods to the San Francisco Treat** ........................................... 95  
  Introduction ......................................................................................................................... 96  
  Section 1: The Origins of Rice ......................................................................................... 97  
  Section 2: From Staple Food to High Cuisine .............................................................. 100  
  Section 3: Rice Comes to the New World ...................................................................... 107  
  Section 4: Feeding a Hungry Planet ............................................................................. 110  
  Graphic Organizer 1 ......................................................................................................... 113  
  Graphic Organizer 2 ......................................................................................................... 114

**Rubber: From First Ball Game to Modern Transportation** .......................................... 115  
  Introduction ......................................................................................................................... 116  
  Section 1: Early Rubber: Mesoamerican Ball Game .................................................... 117  
  Section 2: Rubber Takes Off ......................................................................................... 120  
  Section 3: Rubber and the Development of the Amazon .............................................. 122  
  Section 4: Stolen!: Rubber Leaves Brazil Behind ......................................................... 125  
  Graphic Organizer 1 ......................................................................................................... 128  
  Graphic Organizer 2 ......................................................................................................... 129

**Salt: From Edible Rock to Worth its Weight in Gold** .................................................... 131  
  Introduction: The War Between the Salts ...................................................................... 132  
  Section 1: The Incredible Edible Rock .......................................................................... 133  
  Section 2: Mummies and Herring and Ham (Oh My!) .................................................. 137  
  Section 3: Worth its Weight in Gold ............................................................................ 140  
  Section 4: Good Salt, Bad Salt ................................................................................... 144  
  Graphic Organizer 1 ......................................................................................................... 148  
  Graphic Organizer 2 ......................................................................................................... 149

**Tea: From Medicinal Magic to Economic Powerhouse** ............................................... 151  
  Introduction ......................................................................................................................... 152  
  Section 1: The Origins of Tea ....................................................................................... 154  
  Section 2: Tea in Tibet and the Himalayas .................................................................. 156  
  Section 3: “Boston Harbor a Teapot Tonight” ............................................................. 159  
  Section 4: Tea Production and Trade .......................................................................... 163  
  Graphic Organizer 1 ......................................................................................................... 167  
  Graphic Organizer 2 ......................................................................................................... 168
INTRODUCTION

Explorers, Traders & Merchants: Tracking the Cultural and Social Impacts of the Global Commodity Trade is based in part on the 2003 Hemispheres Summer Teachers’ Institute “Explorers, Traders & Merchants: Tracking Cultural Contact through Food.” That four-day workshop examined aspects of cultural contact that have left trace evidence on the food that we eat. In seeking to expand the workshop’s scope as we developed this unit, we have moved beyond looking only at foodstuffs and incorporated a number of other commodities that have had significant global impact.

This unit examines eight global commodities from their points of origin and the social, cultural, political, and economic changes they have wrought along their way. Each case study encompasses four “stops” along the commodity’s journey: its initial discovery and/or access; its progress from local good to international trade; the ramifications of large-scale production; and the drama of its boom-and-bust cycles through the years.

We have sought to address the Texas Essential Knowledge and Skills (TEKS) and National Geography Standards that cover spatial and cultural diffusion. This unit draws on primary source readings, images, and maps so that students can both track and assess commodities as they have traveled the world. Each case study is laid out in a Document-Based Question (DBQ) format so that students can cite, interpret, and evaluate sources; consider point of view; and use historical evidence to develop and support a thesis.

In addition to responding to specific questions about each commodity, students can compare commodities by placing the following set of questions and their answers into a graphic organizer:

1. What role did _____ play in people’s lives?
2. How were people’s lives affected by _____?
3. To what extent has _____ been harmful or beneficial to society?

Each case study may also be used as a mapping activity in which students can trace on a world map each commodity’s journey from origin to global impact. Toward that end, a blank world map is included on page xiii for you and your students to use.

We have also sought to include images among the primary source documents included in the DBQs. To help your students analyze these images as documents, we have included an image analysis worksheet, which can be found on page xv.

It is our hope that with Explorers, Traders & Merchants students will be able to better appreciate the long-term effects of intercultural contact and population movements by relating them to the presence of various commodities that they see and use every day.

We welcome feedback and comments on the unit and your experience using it in the classroom. Please do not hesitate to contact us at hemispheres@austin.utexas.edu.
STANDARDS ALIGNMENT

This unit is designed to address the following standards in the Texas Essential Knowledge and Skills (TEKS):

CULTURE
18) The student understands the ways in which cultures change and maintain continuity.
   The student is expected to:
   A) describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change.
   (113.34 World Geography Studies)

ECONOMICS
12) The student understands the economic importance of, and issues related to, the location and management of key natural resources.
   The student is expected to:
   A) compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes;
   B) analyze how the creation and distribution of resources affects the location and patterns of movement of products, capital, and people.
   (113.34 World Geography Studies)

GEOGRAPHY
6) The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time.
   The student is expected to:
   B) explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.
   (113.34 World Geography Studies)

HISTORY
1) The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.
   The student is expected to:
   B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang.
   (113.34 World Geography Studies)

5) The student understands causes and effects of European expansion beginning in the 16th century.
   The student is expected to:
   A) identify causes of European expansion beginning in the 16th century; and
   B) explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans, beginning in the 16th century.
   (113.33 World History Studies)
STANDARDS ALIGNMENT

NATIONAL GEOGRAPHY STANDARDS ALIGNMENT

This unit addresses the following standards in the National Geography Standards:

Standard 5: Places and Regions: That People Create Regions to Interpret Earth’s Complexity
   By the end of the eighth grade, the student knows and understands:
   3. The connections among regions

   By the end of the eighth grade, the student knows and understands:
   3. The types and historical patterns of human migration
   4. The effects of migration on the characteristics of places

Standard 11: Human Systems: The Patterns and Networks of Economic Interdependence on Earth’s Surface
   By the end of the eighth grade, the student knows and understands:
   2. The basis for global interdependence
   3. Reasons for the spatial patterns of economic activities
   4. How changes in technology, transportation, and communication affect the location of economic activities

Standard 16: Environment and Society: The Changes that Occur in the Meaning, Use, Distribution, and Importance of Resources
   By the end of the eighth grade, the student knows and understands:
   1. The worldwide distribution and use of resources
   2. Why people have different viewpoints regarding resource use
IMAGE ANALYSIS WORKSHEET

Select and analyze an image from this case study using the Image Analysis Worksheet. Compare your findings with those of your classmates.

A. Observations
Study the image for 2 minutes. First, consider any written information that accompanies the image (including title, date, source, comments). Next, form an overall impression of the image and then examine individual items in the image. Divide the image into four sections and study each to see what new details become visible. Use the chart below to write down your observations. List people, objects, and activities in the image.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Deductions
Based on your observations above, list three things you might deduce from this image.

1.

2.

3.

C. Questions
What questions does this image raise in your mind? List two.

1.

2.

How might you go about finding answers to your questions?
Rice
From the Gift of the Gods
to the San Francisco Treat
INTRODUCTION

Archaeological evidence indicates that rice has been cultivated for many thousands of years. In the Spirit Cave, a late neolithic site in northern Thailand, ten-thousand-year-old containers have been found that once held rice as offerings for the spirits of the dead. Although the Yangtze River valley was long believed to have been the site of the first rice cultivations, it is now believed that rice originated in an area extending from the foothills of the Himalayas in eastern India, through Burma (Myanmar) and Thailand, and into northern Vietnam and southern China.

Source: On the Trail of Rice

In the area where it was originally cultivated, rice became the people’s food. From there, it began to spread throughout the world, from the mouth of the Yangtze to the islands to the south. Rice arrived in Indonesia and the Philippines in the third millennium B.C., presumably with emigrants from the north, and quickly spread throughout the islands north and south of the Equator, where there was fertile land, jungles, sufficient moisture, an equitable climate and temperature all year around—in short, paradise. In India, the oldest literary sources, written in Sanskrit, refer to various species of rice around 2400 B.C.: dark rice was offered to Agni, the god of fire; a fast-ripening strain was dedicated to Savitar, the sun god; and a large-grained one given to Indra, both the king of gods and the god of storms in the Vedic tradition. ...

In spite of the great importance of rice in the diets and lives of Asian peoples for many thousands of years not a single printed word about it can be found in China before the first century B.C. Rice is not mentioned in the Bible, nor on the bas reliefs or papyruses of ancient Egypt.


Comprehension Exercises:

1. Where did the cultivation of rice originate? Where had it spread by the time that writing became widespread?
2. What was the climate like in the areas where rice was first cultivated?
3. Why do you think that rice is not mentioned in the Chinese records before 100 B.C., even though it had clearly been cultivated there for several thousand years?
4. Although there is no hard evidence about the beginnings of rice cultivation, what sorts of documents about the origins of rice might exist? Why?
Section 1: The Origins of Rice

Source 1: Rice origin myth from the Dayak tribes of Sarawak (Indonesia)

Once upon a time, mankind ate nothing but mushrooms, roots, fruits and seeds they collected, and animals they trapped.

One day, a young man named Se Juru and some of his friends went sailing on the sea. The wind drove them far out to sea until they came to a place where they could hear the roar of surf. There they saw a large sibau tree growing upside down with its roots in the sky and its branches, loaded with fruit, were touching the water.

Se Juru climbed up in the branches and began gathering fruit. After a while, his friends called for him to come back to the boat, but Se Juru kept climbing higher and higher. Eventually, his friends got tired of waiting and decided to sail on without him.

Se Juru kept climbing, however, determined to see what was at the end of the tree’s trunk and what it was rooted upon. He climbed and climbed, and finally came to a new and wonderful place high in the sky: the Pleiades, the Seven Stars. As he gazed around himself in wonder and admiration, he met Se Kera, who took him to his house. Se Kera set a cooking pot on the fire. After a while, the contents of the pot poured onto a dish, and a mass of soft white grains appeared.

“Eat,” said Se Kera.
“Eat what?” asked Se Juru.
“What’s in the dish,” replied Se Kera.
“What, those maggots?”
“Don’t be a fool. Those aren’t maggots, it’s boiled rice!”

Se Kera explained to Se Juru how to plant and harvest rice, how to pound it, and how to cook it for food. Just then, Se Kera’s wife went out to get some water and Se Juru looked into the empty water jug on the table. To his wonder, he could see through the jar as if it were a telescope. He saw his family gathered together, talking. Se Juru became homesick and lost his appetite.

Se Kera told him not to worry. First, he instructed Se Juru in all the mysteries of farming, told him how to clear land, and how to harvest and store the rice. After giving Se Juru three different kinds of rice, Se Kera lowered him down to earth on a long rope to rejoin his village and his family.

Ever since that time, the Dayak people farm according to the way that was shown to Se Juru by Se Kera.

H. Ling Roth, The Natives of Sarawak and British North Borneo (London: Truslove & Hanson, 1896).
The Origins of Rice

Source 2: Rice origin myth from Java

The god Batara Guru was given a jewel named Retna Dumilah ("The Glowing Jewel"). It was shaped like an egg, and of incomparable beauty. One day, while admiring the jewel, Batara Guru heard scratching noises from inside the jewel, and so he broke it open. To his surprise, a girl was born from the jewel, and he named her Tisnawati. Tisnawati was a beautiful young girl, and all were heartbroken when she died as a young woman. Sorrowful, the weeping gods buried her in the earth.

Some time later, the king of the country where Tisnawati was buried was out riding in the forest. As he came near the site of her grave, he saw a beautiful light shining from it. As he came closer, he found that from her head had come the coconut palm, and from her body sprang a sugar palm and rice plants.

P.E. de Josselin de Jong, "An Interpretation of Agricultural Rites in Southeast Asia, with a Demonstration of Use of Data from Both Continental and Insular Areas," *Journal of Asian Studies* 24 no. 2 (Feb 1965): 284–85.

Source 3: One of the origin myths of the Malayan people

On his great journey through the lands of the East, Raja Iskander [Alexander the Great] came to India and married the daughter of an Indian king. From this union sprang a long line of rulers. One of these, Raja Chulan, set out to conquer the whole world. When he had almost fulfilled his ambition, he had a glass case made and in it descended to the bottom of the sea. He found these nether regions to be inhabited, married the daughter of the ruler, and by her had children who remained under the sea after Raja Chulan himself had eventually returned to dry land.

Meanwhile, in Palembang (on the east coast of Sumatra), two widows, Wan Empok and Wan Malini, one night saw a mysterious glow over their rice field. The next morning they set out to investigate, and they found that their padi had golden grain, leaves of silver, and stems of gold alloy. Struck with astonishment, they saw three beautifully dressed young men appear, one of them riding on a white cow. The youths announced that they were descendants of Raja Chulan, from the land under the sea, and that the miracle of the growing, golden rice was their work. Shortly afterward, foam fell from the mouth of the silvery white cow that bore one of the young men, and out of this foam appeared a spirit who immediately recited a magical formula bestowing the title of King upon the young man seated on the cow.

He was to be the first of the Kings of Malaya; the man who was born from the foam that dropped from the cow's mouth became the ancestor of the heralds of the royal court, and between them and their descendents they brought order and justice to the land. At the time that these legends were first written, the heralds still bore the family name Muntah Lembu, "Cow's Vomit."

Source 4: One of the rice origin legends from China

Once upon a time before the unification of the Chinese Empire, there was a village of hardworking people that suffered from many floods. The people of the village had to leave their homes and climb into the hills because the water rose to cover even the highest trees and rooftops. There they remained as flood after flood washed through the land, until they became filled with despair and worry about whether they would ever be able to return home.

Finally the floods ended and the waters drained away. The people came down from the hills only to discover that their homes were gone and that all of the plants were destroyed. There were few animals left, and the people grew hungry and began to fear that they would starve to death.

One day, the people of the village saw a dog walking across a barren field. Hanging from the dog’s tail were bunches of long, yellow seeds. The people planted these seeds and from them sprang the first rice plants. Since that time, as long as there has been rice, the people will not go hungry.

Even today in China, people say that “the precious things are not pearls and jade but the fan, or “the noble grains”: rice, millet, wheat, and barley. Those who eat of the fan are true Chinese. Those who do not are barbarians.


Comprehension Exercises:
1. What is a myth? Two of these documents contain myths, and two do not. Briefly describe each of the four documents and explain why it is or why it is not a myth.
2. What does this collection of stories say about the importance of rice in these societies? Explain your answer citing the documents.
3. What theme is common to the origin of rice in Source 1 and 2?
4. Source 3 does not explain the origin of rice, but rice plays an important role in the story. What is it?
5. What is the common theme between the stories told in Source 3 and 4?
SECTION 2: FROM STAPLE FOOD TO HIGH CUISINE

Source 1: Family rice dish of wood, Kayan tribes, Borneo


Source 2: Silver and horn rice server, Kelantan, Malaysia

From Staple Food to High Cuisine

Source 3: A sufurtas—a four-tiered lunch box for rice, stew, salad, and sweets, Iraq


Comprehension Exercises:

1. Compare the various serving implements pictured in Source 1, 2, and 3. Compare and contrast the eating styles demonstrated by each of the dishes and utensiles. Do they seem to represent a communal eating style or an individual eating style? Explain your answer by analyzing the images.

2. Based on these illustrations, do you think that rice was an ingredient, a side dish, a main dish, or the only main dish? Explain your answer by analyzing the images.
Source 4: 13th-century recipe for Isfanakhiya from the ‘Abbassid Court, Baghdad

Take fatty meat and cut it into medium-sized pieces. Slice the fresh tail and dissolve, and remove the solids. Put the meat into this oil and stir until browned. Then cover with water that has been heated separately. Add a little salt, boil and remove the foam.

Throw in a handful of chickpeas that have been soaked and peeled. Take fresh spinach, wash, remove the stems, and cut with a knife into finger-lengths. Pound it in a stone mortar and add it to the saucepan.

When nearly cooked, add dry coriander, cumin, ground pepper, mastic, small pieces of cinnamon bark and a little garlic crushed fine. Now fill with water as required, letting the water be lukewarm. When it has boiled awhile, add clean washed rice as required placing it over the fire until it is set firm and smooth. Then leave over a small flame for an hour and remove.

Meanwhile prepare red meat minced fine and make into kabobs and fry these in oil with the usual seasonings. When the concoction is ladled out, strew over it this fried meat, together with the oil as required, sprinkle with fine-ground cinnamon and serve.


Source 5: Lord Curzon describes the Persian dish “pullow,” 1681

The [Pullow] of Persia, which is a triumph of cookery, comes in the form of a whole pyramid of steamed rice, every grain of which is dry outside, but inside is full of juice, and is served with a large number of entrees ...

To make Pullow, the Meat is first Boiled to Rags, and the Broth or Liquor being stranded, it is left to drain, while they Boil the Rice in the same; which being tender, and the aqueous parts evaporating, the Juice and Gravy incorporates with the Rice, which is Boiled almost dry; then they put in the Meat again with Spice, and at last as much Butter as necessary, so that it becomes not too Greasy or Offensive, either to the Sight or Taste; and it is then Boiled enough when it is fit to be made into Gobbets, not slabby, but each Corn of Rice is swelled and filled, not burst into Pulp.


Source 6: Two Syrian proverbs

“What do the people of paradise eat?”
— “Rice with butter.”

“Good living is with rice, and let the burghul wheat go hang itself.”
Source 7: A 14th-century French recipe for Blanc Mangier

If you wish to make blanc mangier, take the wings and feet of gelines [quail or cornish hens] and put them to cook in water; then take a little rice and soak it in that water, then let it cook on a low fire, then cut the meat into thin strips, and set it to cook [with the rice] with a little sugar. . . . And if you wish, use whole rice [that is, instead of pounded rice] in the bouillon, or almond milk; it is then called angoulée.


Comprehension Exercises:

3. Summarize this collection of documents. What geographic locations are mentioned?

4. Do the recipes mentioned in Source 4, 5, and 7 seem simple or complex? How much time does it take to prepare them? Based on this, do you think that these are dishes that would be served in the home of the average person, or in the homes of those rich enough to afford a cooking staff? (Hint: think about the fact that these are written recipes. Who is able to read in 13th-century Baghdad and 14th-century France?)

5. Based on your answer to #2, what do you think Arab, Persian, and French attitudes toward rice were like? Was rice as important in these places as it was elsewhere?
Source 8: Woodcuts from the *Gengzhitu (The Book of Planting and Weaving)*, China, 11th century

**Figure 1:** This woodcut depicts the process of soaking the rice seed, which must swell and germinate before it can be planted.

**Figure 2:** This woodcut depicts a rice farmer using a wooden stick to drive a water buffalo yoked to a wooden plow to prepare the fields for planting.

Source 9: Miniature painting in the Persian style, Kashmir, India, 1850s
In this anonymous painting several registers are used to depict various groups at task in the threshing, weighing, and packing of the rice harvest.

The top register shows a heap of freshly harvested sheaves of rice being pecked at by birds, while bare-chested laborers beat it to separate the rice grains from the chaff. The bottom register shows rice being weighed before being packed into twin-chambered saddlebags for carrying to the market on horseback. The laborers in these scenes are wearing traditional Kashmiri Muslim headgear. The middle register depicts a Hindu holy man being consulted by a farmer, possibly to read astrological signs in order to predict future harvests.

Source 10: Filipino work song, recorded in the 1960s

Planting rice is never fun;
Bent from morn till set of sun;
Cannot stand and cannot sit;
Cannot rest for a little bit.
Oh, my back is like to break,
Oh, my bones with dampness ache,
And my legs are numb and set
From the soaking in the wet.

From Staple Food to High Cuisine

Source 11: French engraving of a machine for bleaching and separating rice, Egypt, late 18th century

This machine used water power from the Nile to separate and bleach rice for distribution.

*Description de l’Égypte, Vol 8: État Modern II* (Paris: Institut de l’Egypt, 1818), IX.

**Comprehension Exercises:**

6. What kind of picture do these sources (8–11) give of the life of a rice farmer?

7. Write out the series of steps in the planting, harvesting, and production of rice described in these documents. Does it seem like there are steps missing? Based on this, is rice farming a labor-intensive process? Cite evidence from the documents to support your answer.

8. Do you think these rice farmers are subsistence farmers (those who grow enough for themselves), commercial farmers (those who grow vast quantities to sell at a profit), or contract farmers (those who lease land from a landowner)? Examine each source in turn and cite evidence from them to support your answer.
Source 1: Anthropologist Judith Carney describing connections between West Africa and Mexico’s Gulf Coast

On a research trip along the Gulf Coast (of Mexico) in 1998, I came across a road sign south of Veracruz that caused me nearly to veer off the road. The name of the approaching hamlet was Mandinga, the same as that of the rice-growing ethnic group with whom I worked in the Gambia. A stop in the village revealed a Mexican population of mixed African descent and the presence of some abandoned rice fields.

Only in 1993 ... I discovered that rice formed the basis of the plantation system in coastal South Carolina. The argument of historians ... that Africans brought with them skills crucial to the making of the Carolina rice economy proved a revelation to me. ...


Source 2: French lithograph of African-Mexican field workers, 1828

Source 3: Notice of slaves for sale, Charleston *Evening Gazette*, July 11, 1785

Just arrived in the Danish ship Gen, Keith, Captain Kopperholt, and to be sold, on Friday, the 15th instant, on board the vessel at Prioleau’s wharf, a choice cargo of windward and gold coast negroes, who have been accustomed to the planting of rice. The appearance of the negroes will sufficiently quiet a report which has been circulated of their being much infected with scurvy.


Source 4: Gullah slave song from the South Carolina Low Country, recorded in 1862

*This song is in Gullah, the language that developed among the slave population in the coastal regions and offshore islands of South Carolina. The language is a creole—linguistic mixture—of English and at least forty different African languages reflecting the wide swath of the continent from which slaves were brought. Only since the mid-twentieth century has Gullah been recognized as a language in its own right, instead of, as was often assumed, a poorly phrased and grammatically incorrect version of English.*

Come listen, all you darkies, come listen to my song,
It am about ole Massa, who use me bery wrong:
In de cole, frosty morning’, it an’t so bery nice,
Wid de water to de middle to de hoe among de rice

Edmund Kirke, *Among the Pines; or, South in Secession-Time* (New York, 1862), 22.

Comprehension Exercises:

1. Summarize this collection of documents. How was rice cultivation brought to the New World?
2. What is the significance of Source 3? What do you think the relative value of this group of slaves would be in relation to other groups of slaves? Cite evidence from these documents to support your answer.
3. Although it is not described in this case study, use what you know about world history to “fill in the gaps” between Section 2 and Section 3 and surmise how rice might have been brought to West Africa.
Source 5: A Gullah woman describes a typical meal at home, 1930s

And speaking of rice. I was sixteen years old before I knew that everyone didn’t eat rice every day. Us being Geechees* we had rice every day. When you said what you were eating for dinner, you always assumed the rice was there. That was one of my jobs too. To cook the rice. A source of pride to me was that I cooked rice like a grown person. I could cook it till every grain stood by itself.

* Geechee is another term for Gullah (see Source 4).


Source 6: Samuel Gaillard Stoney describes a meal in Charleston, South Carolina, 1932

Figure 1: The Charleston Rice Spoon, as depicted by Betti Franceschi.

On Every proper Charleston dinner table [there is] a spoon that is peculiar to the town. Of massive silver, about fifteen inches long and broad in proportions, it is laid on the cloth with something of the reverential distinction that surrounds the mace in the House of Commons at Westminster. ... If you take away the rice spoon from the Charleston dinner table, the meal that follows is not really a meal.


Comprehension Exercises:

4. Are Source 5 and 6 reminiscent of other documents in this case study? Which ones? Why?

5. Is there a difference between the way rice was produced and consumed in the United States and other examples shown in this case study? If so, what is it?
SECTION 4: FEEDING A HUNGRY PLANET

Source 1: U.S. rice consumption by state in 1955–56 (pounds per person)

Comprehension Exercises:

1. Use the data in Source 1 to make some generalizations about the consumption of rice in the U.S. in 1955–56. Which regions have the highest rice consumption? Which regions have the lowest?

2. Use the documents in Section 3 and what you know about U.S. history in the late 19th and early 20th centuries to identify some reasons why rice consumption is highest in the regions indicated.

3. How do you think consumption in the United States may have changed since the 1950s? Think of the rice products available and how they are marketed. Would you expect rice consumption to go up or down? Would a map of rice consumption in 2000 be more evenly distributed or less? Why?
### Source 2: The top ten rice producing countries, 2001

<table>
<thead>
<tr>
<th>Country</th>
<th>Amount (metric tons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>179,303,895</td>
</tr>
<tr>
<td>India</td>
<td>136,580,992</td>
</tr>
<tr>
<td>Brazil</td>
<td>69,115,552</td>
</tr>
<tr>
<td>Indonesia</td>
<td>50,096,000</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>38,500,000</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>31,970,100</td>
</tr>
<tr>
<td>Thailand</td>
<td>26,954,068</td>
</tr>
<tr>
<td>Burma (Myanmar)</td>
<td>20,600,000</td>
</tr>
<tr>
<td>Philippines</td>
<td>12,954,900</td>
</tr>
<tr>
<td>Japan</td>
<td>11,320,000</td>
</tr>
</tbody>
</table>

**Total World Production** 595,267,724


### Source 3: The highest rice-consuming countries, 2003–04

<table>
<thead>
<tr>
<th>Country</th>
<th>Rank by total consumption</th>
<th>Rank by per-capita consumption</th>
<th>Consumption (in thousand metric tons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>1</td>
<td>7</td>
<td>135,000</td>
</tr>
<tr>
<td>India</td>
<td>2</td>
<td>9</td>
<td>85,250</td>
</tr>
<tr>
<td>Indonesia</td>
<td>3</td>
<td>5</td>
<td>36,950</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>4</td>
<td>3</td>
<td>26,400</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>5</td>
<td>2</td>
<td>17,700</td>
</tr>
<tr>
<td>Thailand</td>
<td>6</td>
<td>4</td>
<td>10,200</td>
</tr>
<tr>
<td>Burma (Myanmar)</td>
<td>7</td>
<td>1</td>
<td>10,200</td>
</tr>
<tr>
<td>Philippines</td>
<td>8</td>
<td>6</td>
<td>9,700</td>
</tr>
<tr>
<td>Japan</td>
<td>9</td>
<td>11</td>
<td>8,658</td>
</tr>
<tr>
<td>Brazil</td>
<td>10</td>
<td>14</td>
<td>8,100</td>
</tr>
<tr>
<td>South Korea</td>
<td>11</td>
<td>8</td>
<td>5,016</td>
</tr>
<tr>
<td>United States</td>
<td>12</td>
<td>17</td>
<td>3,882</td>
</tr>
<tr>
<td>Egypt</td>
<td>13</td>
<td>15</td>
<td>3,300</td>
</tr>
<tr>
<td>Iran</td>
<td>14</td>
<td>13</td>
<td>3,100</td>
</tr>
<tr>
<td>North Korea</td>
<td>15</td>
<td>10</td>
<td>1,640</td>
</tr>
<tr>
<td>Taiwan Taoyuan</td>
<td>16</td>
<td>12</td>
<td>1,150</td>
</tr>
<tr>
<td>South Africa</td>
<td>17</td>
<td>16</td>
<td>675</td>
</tr>
</tbody>
</table>

**TOTAL** 366,921

**Average** 21,583.6

Comprehension Exercises:

4. On your world map, label and underline the biggest rice producers (Source 2). In a different color, label the countries that consume the most rice by total consumption. Then create a new chart that reorders the top rice-consuming countries according to per-capita consumption. Are the rice producers and rice consumers the same? Why do you think rice has become popular in these countries? Think about what you know about food trends and what you have observed.

5. Based on these documents and information that you already know, can you make any observations about how the cultivation of rice has changed since its origins? Where is it grown? How have consumption patterns changed over the past 50 years?

6. Considering this case study as a whole, as well as your knowledge of rice in the United States, how has the cultivation and consumption of rice changed since its earliest uses? Chart its progress on a timeline with at least 5 stops.
<table>
<thead>
<tr>
<th>Was rice a luxury item or a primary foodstuff?</th>
<th>Who were the primary producers?</th>
<th>Who were the primary consumers?</th>
<th>Where is rice cultivated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The Origins of Rice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) From Staple Food to High Cuisine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Rice Comes to the New World</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Feeding a Hungry Planet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graphic Organizer 2

Fill in the following chart for each stop along the rice trail from its mystical origins to worldwide commodity?

<table>
<thead>
<tr>
<th>To what extent has rice been harmful or beneficial to society?</th>
<th>How were people’s lives affected by rice?</th>
<th>What role did rice play in people’s lives?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) The Origins of Rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) From Staple Food to High Cuisine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Rice Comes to the New World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Feeding a Hungry Planet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
About Hemispheres

Created in 1996, Hemispheres is the international outreach consortium at the University of Texas at Austin. Hemispheres utilizes University resources to promote and assist with world studies education for K–12 and postsecondary schools, businesses, civic and non-profit organizations, the media, governmental agencies, and the general public.

Comprised of UT’s four federally funded National Resource Centers (NRCs) dedicated to the study and teaching of Latin America; the Middle East; Russia, East Europe & Eurasia; and South Asia, Hemispheres offers a variety of free and low-cost services to these groups and more. Each center coordinates its own outreach programming, including management of its lending library, speakers bureau, public lectures, and conferences, all of which are reinforced by collaborative promotion of our resources to an ever-widening audience in the educational community and beyond.

Hemispheres fulfills its mission through: coordination of pre-service and in-service training and resource workshops for educators; promotion of outreach resources and activities via exhibits at appropriate state- and nation-wide educator conferences; participation in public outreach events as organized by the consortium as well as by other organizations; and consultation on appropriate methods for implementing world studies content in school, business, and community initiatives.

For more information, visit the Hemispheres Web site at:
http://www.utexas.edu/cola/orgs/hemispheres/
or e-mail: hemispheres@austin.utexas.edu
Teresa Lozano Long Institute of Latin American Studies
Natalie Arsenault, Outreach Director
(512) 232–2404
(512) 471–3090 FAX
The University of Texas at Austin
SRH 1.310
1 University Station D0800
Austin, TX 78712
E-mail: n.arsenault@mail.utexas.edu

Center for Russian, East European and Eurasian Studies
Allegra Azulay, Outreach Coordinator
(512) 471–7782
(512) 471–3368 FAX
The University of Texas at Austin
GRG 106
1 University Station A1600
Austin, TX 78712
E-mail: aazulay@mail.utexas.edu

Center for Middle Eastern Studies
Christopher Rose, Assistant Director
(512) 471–3582
(512) 471–7834 FAX
The University of Texas at Austin
WMB 6.102
1 University Station F9400
Austin, TX 78712
E-mail: csrose@austin.utexas.edu

South Asia Institute
Rachel Meyer, Outreach Coordinator
(512) 475–6038
(512) 471–1169 FAX
The University of Texas at Austin
WCH 4.134
1 University Station G9300
Austin, TX 78712
E-mail: outreach@uts.cc.utexas.edu

http://www.utexas.edu/cola/orgs/hemispheres/
hemispheres@austin.utexas.edu