

BRIA

Bill of Rights In Action

IN THIS ISSUE

-  **World History:** Coffee and World History by Carlton Martz1
-  **Government/U.S. History:** The Story Behind School Lunches
by Kathleen Hughes5
-  **U.S. History:** How Global Entrepreneurs Shaped America's
Fast Food by Robert Medrano 9
-  **Government/Economics:** FYI Civics: Tariffs by Damon Huss . .12

VOLUME 2:2 (2025)



This engraving from Victorian England depicts a coffee house in Turkey in the 19th century.

Coffee and World History

Did you know that a person's morning cup of coffee has caused protests, royal bans, and religious debates in history? It has even fueled revolution. Coffee isn't just a drink that helps over one billion people across the globe wake up every day. Both beloved and banned since it was first sipped centuries ago, coffee's legacy in today's world is mixed.

The Origin of Coffee

The coffee plant originated in the forests of prehistoric East Africa where Ethiopia is today. According to the best available scientific evidence, people thousands of years ago probably observed animals eating coffee beans off the plants and becoming agitated. The people then tried chewing the beans themselves. They discovered that



A view of the port city of Mocha in Yemen in the 17th century. A Dutch East India Company ship is in the foreground. The Dutch East India Company eventually moved its coffee-bean cultivation to Indonesia and Brazil and away from Yemen.

it made them more alert because coffee beans contain caffeine, which is a stimulant.

The East African coffee variety is known as Arabica and makes up 60% of all coffee consumed in the world today. Sometime in the 1400s, merchants took Arabica plants across the Red Sea where they were planted successfully in what is now the highlands of Yemen. From Yemen's port of Mocha, coffee and coffee plants eventually spread to Arabia, India, Dutch Indonesia (Java), Europe and the rest of the world.

The First Brew in Muslim Lands

Sufis (Muslim mystics) in Yemen were the first known people to boil coffee beans to create a hot drink. Sufis performed lengthy prayer rituals, often late into the night. They drank coffee to stay alert during the rituals, and it helped them keep awake during Ramadan fasts, too.

In the 1500s, Yemen supplied coffee to the Ottoman Empire spanning Arabia, Turkey, Greece, and North Africa as well as parts of Eastern Europe. It was during this time that Muslim men invented the coffeehouse. Since alcoholic

drinks were prohibited in Islam, Muslim men could not gather socially in beer halls as men did in other parts of the world. Coffeehouses provided places where Muslim men discussed religion, current affairs, poetry, scientific developments, philosophy, politics, and even local gossip. Women were forbidden in public places like this, as was the case in most of the world at this time.

In 1511, Muslim scientists, doctors, and religious leaders debated banning coffee in Mecca, the center of Islam. They feared that coffee had intoxicating effects like alcohol and could even lead people to rebellion against the government. When the debate concluded that coffee was, in fact, dangerous, the governor of Mecca banned it. He ordered coffeehouses closed and bags of coffee beans burned. Those caught drinking coffee were beaten. But the ban lasted only a few years. The sultan of the Ottoman Empire in Cairo, Egypt — a coffee drinker himself — ordered the ban to be lifted.

Ottoman Sultan Murad IV tried another ban in 1633 in Turkey. Like the previous ban in Mecca, Murad IV feared that coffee drinkers were becoming too critical of his

ROBUSTA AND ARABICA



In 1862, scientists discovered a new wild species of coffee called Robusta in what is now the Democratic Republic of Congo. Robusta coffee plants are easier to grow and produce higher yields than Arabica, and they resist pests and diseases better. Robusta beans also have a more bitter taste and contain more caffeine than Arabica beans. Today, Robusta trees produce 40% of the coffee sold in the world. Your standard cup of instant coffee is likely made from Robusta beans.

government. The punishment this time, however, was more extreme. Disguised as a common person, Murad IV himself reportedly patrolled the streets of Istanbul with a broadsword. When he caught someone sipping coffee, he'd decapitate them on the spot!

Murad IV's successor continued the ban — but far less harshly. Eventually, enforcement became weak, coffee drinkers remained defiant, and the ban was lifted.

Coffee Spills Across Europe

By the early 1600s, European merchants were coming to Yemen's Mocha port in search of coffee. In 1614, the Dutch smuggled Arabica coffee plants from Mocha, which they eventually grew in their colony of Java, Indonesia. During the 18th century, they used native Indonesian people as forced labor to cultivate coffee beans, which the Netherlands supplied to the rest of Europe. Yemen no longer had a monopoly on growing and exporting coffee beans.

Coffee made its way into Austria in 1683. The Ottoman Empire was fighting a war against the Holy Roman Empire and others, but Ottoman forces failed in their second attempt to besiege the Austrian capital city of Vienna. When the Ottomans retreated to Turkey, they reportedly left behind bags of coffee beans. This supply led to the opening of the Blue Bottle Coffeehouse, the first in Vienna.

In the years that followed, coffee became especially popular in France. The Turkish ambassador introduced King Louis XIV and his court to the beverage in 1669. The ambassador added sugar to it when some in the king's court complained of coffee's bitterness. And so, the custom of sweetened coffee began, becoming fashionable among French aristocrats and merchant-class people alike. King Louis XIV himself grew coffee trees in his botanical garden. In 1723, some coffee seedlings were supposedly smuggled from his garden to the French Caribbean island of Martinique. There, coffee beans were grown and exported back to Europe.

In France, coffeehouses were (and still are) known as *cafés*. These *cafés*, such as the famous Café Procope in Paris, became hubs for philosophers to debate new and sometimes radical political ideas. Voltaire, Rousseau, and other philosophers discussed Enlightenment ideas openly, such as using reason in lawmaking; protecting individual rights; and questioning traditional authorities like the aristocracy and the church. People from different social classes engaged in *café* dialogues.

It's probably not surprising, then, that *cafés* helped produce ideas that challenged the French monarchy and brought about the French Revolution. For example, the

THE MUSIC OF COFFEE

After coffeehouses arose in Vienna, there was some public outcry against the stimulating drink. In 1732, German composer Johann Sebastian Bach wrote the "Coffee Cantata," a short comic opera that mocked the outcry. It was about a woman who demanded that her husband pledge "that he will allow me to drink coffee when I please." Bach was apparently a coffee lover.



Café de Foy in Paris was a rallying point for the call to arms that led to the storming of the Bastille, the start of the Revolution itself. During the Revolution, revolutionary clubs often used *cafés* as venues for public speeches and to distribute pamphlets.

'Penny Universities'

Perhaps no country in Europe was more enthusiastic about coffee in the 17th and 18th centuries than England. The first coffeehouse in England opened in the university town of Oxford in 1650. Two years later, coffeehouses were flourishing in London. By 1739, there were 500 coffeehouses in London alone and hundreds more in other English cities.

Coffeehouses became centers for business deals. Lloyd's Coffee House, for example, was the place to buy shipping insurance. Today, it is Lloyd's of London, among the world's largest and most influential insurance markets. Other coffeehouses operated stock exchanges.

London's coffeehouses gained the nickname "penny universities." Patrons could each pay a penny for a cup of coffee and then learn about and debate new ideas in science, economics, and philosophy. Scientists gave lectures on their latest discoveries in astronomy, chemistry, and mathematics. Writers and poets read aloud their new works and discussed them. As in France, political philosophers discussed Enlightenment ideas like republicanism (anti-monarchy) and secret voting ballots. Several newspapers started in coffeehouses, as well.

Some ideas discussed in the English coffeehouses did not make the king happy. One prominent loyalist to Charles II wrote that coffeehouses spread "sedition and treason [against the monarchy]" as well as "atheism, heresy, and blasphemy." In 1675, King Charles II issued a proclamation banning coffeehouses. But coffee drinkers widely protested the ban. Charles II quickly ended the ban before he was ever able to enforce it.



However, the coffee rush did not last in England. In 1763, England defeated France in the Seven Years War. As a result, the English took possession of India, where tea-growing dominated. Tea was simpler to brew, and it became far more popular in Great Britain than coffee.

Coffee and Colonialism

European powers relied on supplies of coffee from their colonies. After the French introduced coffee production to Martinique in the Caribbean, for example, it spread to the French colony of Saint Dominique, an island now known as Haiti. In Haiti, enslaved African people, already laboring on sugar plantations, were shifted to coffee production. By 1789, Haiti supplied 60% of the world's coffee.

The Haitian Revolution began in 1791 as a slave revolt which successfully forced France to abolish slavery on the island. Eventually Haitians won independence from France in 1804. In the war for independence, most sugar and coffee plantations were destroyed. Haiti no longer supplied the world with coffee.

The Spanish joined the coffee rush in their Central and South American colonies including Guatemala, Colombia, and later Cuba. To meet labor demands, colonial authorities exploited indigenous populations, subjecting them to grueling conditions that led to widespread deaths. As indigenous labor diminished, the Spanish increasingly relied on the transatlantic slave trade to sustain their plantations.

After Spain abolished slavery in 1811, including in its colonies, powerful plantation owners seized land from native workers and small-scale coffee farmers. The only exception was Costa Rica where small coffee farmers were able to keep their land. Most Costa Rican coffee farms were small and family-run.

The English started growing coffee on the Caribbean island colony of Jamaica in the mid-1700s. By 1804, Jamaica

was exporting 22 million pounds of coffee, a significant rise from previous years. In 1807, Britain made the slave trade illegal, but slavery continued in British colonies, including Jamaica, until 1834. That year, the Slavery Abolition Act was passed, freeing slaves in most of the British Empire and including a compensation plan for slave holders. In Jamaica, enslaved people were required to work as “apprentices” until 1838, when true emancipation was achieved.

The Portuguese colony of Brazil then took over as a major coffee producer. As the demand exploded in Europe, massive numbers of enslaved African people were transported to Brazil and suffered extreme brutality. Slavery was not abolished in Brazil until 1888 and the labor was replaced by European indentured servants.

Brazil, now an independent nation, expanded coffee plantations through large-scale deforestation. This enabled Brazil to produce coffee more cheaply, but at the expense of the country's rainforests. By 1900, Brazil produced 70% of the world's coffee. Trade in cheaper Brazilian coffee also popularized coffee in the United States.

Writing & Discussion

1. Where did coffee originate, and how did it spread through Muslim lands?
2. Why were coffeehouses important in the Ottoman Empire and Europe?
3. Why did some leaders and governments try to ban coffee?
4. Describe a positive outcome and a negative outcome of the legacy of coffee.

Author: Carlton Martz is a retired high school teacher and librarian who is a longtime contributor to BRIA. See the feature about Carlton in BRIA Issue 1:1 (2023).

ACTIVITY: COFFEE'S INFLUENCE

A. In a small group with three or four other students, decide and explain which **three** of the following impacts of coffee's story you think were most influential in world history.

- | | | |
|---|------------------------|--|
| • religious debates over coffee's effects | • scientific discovery | • treatment of native peoples and small-scale coffee growers |
| • coffeehouses | • colonialism | • wars |
| • political revolutions | • capitalism | • a popular hot beverage |
| | • slavery | |

Use these guiding questions to help you discuss the impacts of coffee's story:

1. How did each impact affect global events, cultures, or economies?
2. How was coffee involved in shaping these impacts?
3. What might global society look like today without these impacts (e.g., the impact of coffee on religion, revolution, or capitalism)?

B. Write a well-developed paragraph answering the following question: *What are the three biggest impacts coffee has had on world history?* Give your reasons in your paragraph.



The Story Behind School Lunches



United States Department of Agriculture
Agriculture

Have you ever wondered where your school lunch comes from? The corn, beans, bread, chicken, spinach, tomatoes, potatoes, salt, pepper, cartons of milk, and everything else all come from somewhere. Much of the story of the lunch served to you is therefore about agriculture, dairy farms, and transportation.

But you might ask yourself, have schools always served lunches to students? And if not, when did all that start? And why? That part of the story is a tale of the law, policies, and the evolving science of nutrition. And all of it explains what's on your plate and why it's there in the first place.

Farmers, Students, and Soldiers

As you have probably already guessed, public schools have not always served lunches to students. In fact, for most of U.S. history until the last half of the 19th century, there were very few public schools at all. But private schools, often run by Christian churches like the Catholic Church or the Church of England, did exist in many places. And many served lunches to their students, especially based on need. In 1853, for example, the Children's Aid Society of New York served free lunches to the orphaned and homeless children attending their school.

The first public school lunch program began in 1894 at Boston Latin School, with all students receiving free meals. School lunch programs became more prevalent across the U.S. through the early 1900s, usually run by local charities. Eventually, some public schools took over the programs through state or local funding.

The first federally funded school lunch program began in 1933 to help farmers during the Great Depression. Unstable economic markets left many farmers with excess crops they could not sell. The United States Department of Agriculture (USDA) was tasked with finding a use for these crops that would not interfere with existing consumer markets.

Public schools presented an ideal opportunity to support farmers and impoverished children. In this new program, the USDA paid farmers directly for the crops, which were then sent to participating schools to be turned into students' lunches.

In addition to providing food, the New Deal jobs program paid women to prepare the food at their local schools, beginning the tradition of school "lunch ladies." Nearly 7,500 women were employed through the

GLOSSARY:

Food insecure: lacking access to affordable and nutritious food.

Agriculture: growing crops and raising livestock for food or other products.

Subsidies: money given by the government to a business or industry.

New Deal: a series of government reforms designed to help Americans recover from the Great Depression during the presidency of Franklin Delano Roosevelt.





Forsythe, Department of Agriculture
Harry S. Truman Library & Museum.

President Truman signs the National School Lunch Act in 1946.

program, preparing the lunches on site from scratch. The USDA-supplied food was often supplemented through community donations.

The onset of WWII caused several changes to the lunch program, which, at the time, had grown to serve over six million children. Soldiers needed the food that the USDA had been sending to schools. As a result, the USDA began sending cash subsidies to schools so they could purchase their own supplies. Congress would need to approve the federal funds for this program every year.

The Main Dish: National School Lunch Program

When World War II ended, what happened? In 1946, Congress secured permanent funding for the National School Lunch Program (NSLP), signed into law by President Harry Truman. The NSLP established nutritional standards for lunches as well as a system in which state agencies received funds and distributed them to participating schools. Schools, in turn, were required to provide reduced-cost or free meals to low-income students.

Over the years, Congress has amended and expanded the NSLP based on students' growing needs in the country. Examples include the School Breakfast Program, the Special Milk Program (providing free milk to schools on top of any other nutrition programs), and the Summer Food Service Program, launched in 1968, to provide free meals during summer break.

A major reform happened in 2010 with the Healthy, Hunger-Free Kids Act (HHFKA). This law increased funding for free lunches and set higher nutrition standards than what the NSLP already had. As examples, the HHFKA:

- required more whole grains, like whole wheat, which provide much more fiber than refined grains, like white bread.
- increased the foods that listed fruits, vegetables, and protein as a first ingredient.
- set lower maximum limits for sodium (salt), calories, and trans fats.
- created the Farm to School Program to increase the amount of locally grown food served in schools — lowering needs for chemicals to preserve foods transported over long distances.

Handling A Bitter Pandemic

The school lockdowns during the COVID-19 pandemic presented a unique challenge. Because many students relied on school lunches, school closures threatened to cut them off from that food. But Congress passed several measures to get food to students.

The Families First Coronavirus Response Act increased funding for nutritional programs. It enabled schools to send meals to students at home and allowed schools to exceed standard food servings per student. Through the 2021-2022 school year, NSLP funding was increased to provide free lunches to all students, regardless of need.

Don't Throw That Apple Away!

So we know that nutrition standards have increased with new laws. But what, exactly, is supposed to be on your plate once you go through the cafeteria line? Under the NSLP, every meal must include at least one serving each of milk, meat (or meat alternative such as tofu), grain, fruit, and vegetables. The specific serving amounts vary according to grade level. There are also weekly requirements for types of vegetables to ensure students get a variety of nutrients. Meals also have specific calorie ranges and limits on saturated fats, added sugar, and sodium, to help prevent type-II diabetes and high blood pressure.

The law allows for some modifications to these standards. For example, a serving of fruit can be replaced with a vegetable, although vegetables cannot be replaced with fruit. Milk can also be replaced with soy milk, if

CURRENT MINIMUM LUNCH REQUIREMENTS

Amount of Food per Week (minimum per day)

Component	Grades K-5	Grades 6-8	Grades 9-12
Fruit (cups)	2 ½ (1/2)		5 (1)
Vegetables (cups)	3 ¾ (¾)	3 ¾ (¾)	5 (1)
Dark Green vegetable (cups)	½	½	½
Red/orange vegetable (cups)	¾	¾	1 ¼
Beans, peas, lentils	½	½	½
Starchy vegetable	½	½	½
Other vegetable	½	½	¾
Grains (oz. eq.)	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat alternatives (oz. eq.)	8-10 (1)	9-10 (1)	10-12 (2)
Fluid Milk	5 (1)	5 (1)	5 (1)

requested by the student. These swaps can help schools handle budget issues, as fruits are generally more expensive to supply. They can also help reduce food waste by replacing items that students frequently discard, such as whole fruits and milk.

All schools enrolled in NSLP are also required to implement a local school wellness policy at the school or district level. Wellness policies state specific goals for nutrition education, set standards for snacks and class parties, and give students opportunities for physical activity during school. These goals and standards vary from school to school and must be made available to the public. They also ban the advertising of food and beverages on campus that don't meet nutritional standards — so you won't be persuaded to eat what's bad for you!

Of course, all this nutrition and wellness for you costs money. Federal reimbursement rates are given per meal, according to whether a student qualifies for free, reduced price, or fully paid lunch. The rates are higher in Alaska, Hawaii, and U.S. territories based on higher local food prices. Milk is either fully or partially reimbursed. The lowest rate is \$0.42 per lunch in the contiguous lower 48 states. The highest rate is \$7.52 per lunch in Alaska.

Recipes for Positive Impact

How many lunches does the NSLP provide? The short answer is more lunches than you can count. Specifically, about 28 million school lunches are served every day in the United States. In 2023, the NSLP served over 4.6 billion meals nationwide for the whole year. As large as that is, the figure is down from its peak of 5.3 billion in 2010.

ORIGINAL REQUIREMENTS (1946 LAW)

Milk	8 oz
Protein-rich food	2 oz meat or cheese, 1 egg, ½ cup beans, or 4 tbsp peanut butter
Fruits and vegetables	¾ cup total
Bread	One portion
Butter or Margarine	2 tsp

National School Lunch Program Meal Pattern. USDA, <https://www.fns.usda.gov/school-meals/nutrition-standards/nslp-meal-pattern>.

Over two-thirds of these daily meals are provided for free. And free meals at schools have been shown to have more than economic effects. A USDA study found that low-income families whose children receive free or reduced cost lunches are less likely to be food insecure. The program also has been linked to improved academic performance for children in low-income households.

At the beginning of this article, we mentioned agriculture and dairy farms. What effect has the NSLP had on American farmers? School nutrition programs account for eight percent of milk sales for U.S. dairy producers. During the 2022-2023 school year, local food producers received \$1.8 billion of federal funding through the Farms to Schools program.

Tough to Chew On

As with any government service, the NSLP has faced several major challenges. The first is cost. The program costs about \$17.8 billion each year at the federal level. Additionally, 36 states also fund their school lunch



programs to help offset meal costs. Even with these funds, over 92% of lunch programs face financial strain due to increased food, labor, and equipment costs. Nearly 97% also report struggles with unpaid lunch debt from students who do not qualify for free meals.

Food waste is another challenge. One downside of the HHFKA, for example, is that students were rejecting their healthier meals. One prominent study of the HHFKA's changes found that students nationwide were throwing away 60% of their vegetables and 40% of their fruits! Even though that was an improvement over what had happened before the HHFKA, it still wasn't good.

Schools try to meet nutrition standards, but they have limited budgets. So schools have little flexibility to customize lunches to students' tastes. Overall, only 36% of students say they like their school lunches. The foods students discard most are vegetables (31%) and milk (29%).

One way schools can reduce waste is the "Offer" versus "Serve" lunch model. In this model, schools offer all the required food groups, and students choose at least three, including at least one fruit or vegetable. This model would be mandatory in high schools and optional in elementary and middle schools.

Do you ever feel rushed to eat at school? Lunch times that are too short or too early in the day also cause food

waste. Without enough time to eat, students tend to throw away what's on their plates. Therefore, the Centers for Disease Control recommend that students have at least 20 minutes to eat after their lunch is served. Nationwide, only half of school districts meet this recommendation.

Students who eat lunch before noon tend to waste more food as they are not hungry enough to finish a meal. Some schools have tried to combat this by serving breakfast in the classroom instead of before school and adding more grab-and-go options to lunches so students can take unfinished items with them to eat later.

Writing & Discussion

1. Explain why a national school lunch program was needed in the 20th century.
2. What are the dangers of food insecurity in a community? How well do school lunches address food insecurity?
3. Of all the amendments to the National School Lunch Act over the years, which one do you think has had been the most important? Why?

Author: Kathleen Hughes is a program director at Teach Democracy.

ACTIVITY: CAN LUNCHES BE BETTER?

- A. Congratulations! You have been elected to the U.S. House of Representatives. You also are on a congressional committee to review the National School Lunch Program (NSLP). Working with 3-4 other representatives, decide what, if anything, needs to be reformed in the NSLP.

Look at each of the four areas listed below and, using information from the article, decide what, if anything, needs to be reformed in each area. Include reasons for your decisions. Your challenges are (1) the federal government's limited budget (\$17.8 billion in 2025 dollars), and (2) some areas cannot be addressed within the NSLP but may require new laws or other branches of government to make needed reforms.

The four areas are:

Food insecurity Food waste High cost of food Nutrition standards

If your committee decides that new laws are needed, summarize what those laws should be and why your committee thinks they are necessary.

Each committee will take turns sharing their proposals and reasons.

- B. Write a paragraph explaining what, if any, reforms you think are needed to make school lunches better for every student. Include your reasons for your answer.

 <https://facebook.com/TeachDemocracy.org>

 <https://youtube.com/@TeachDemocracy>

 <https://www.linkedin.com/company/teachdemocracy>

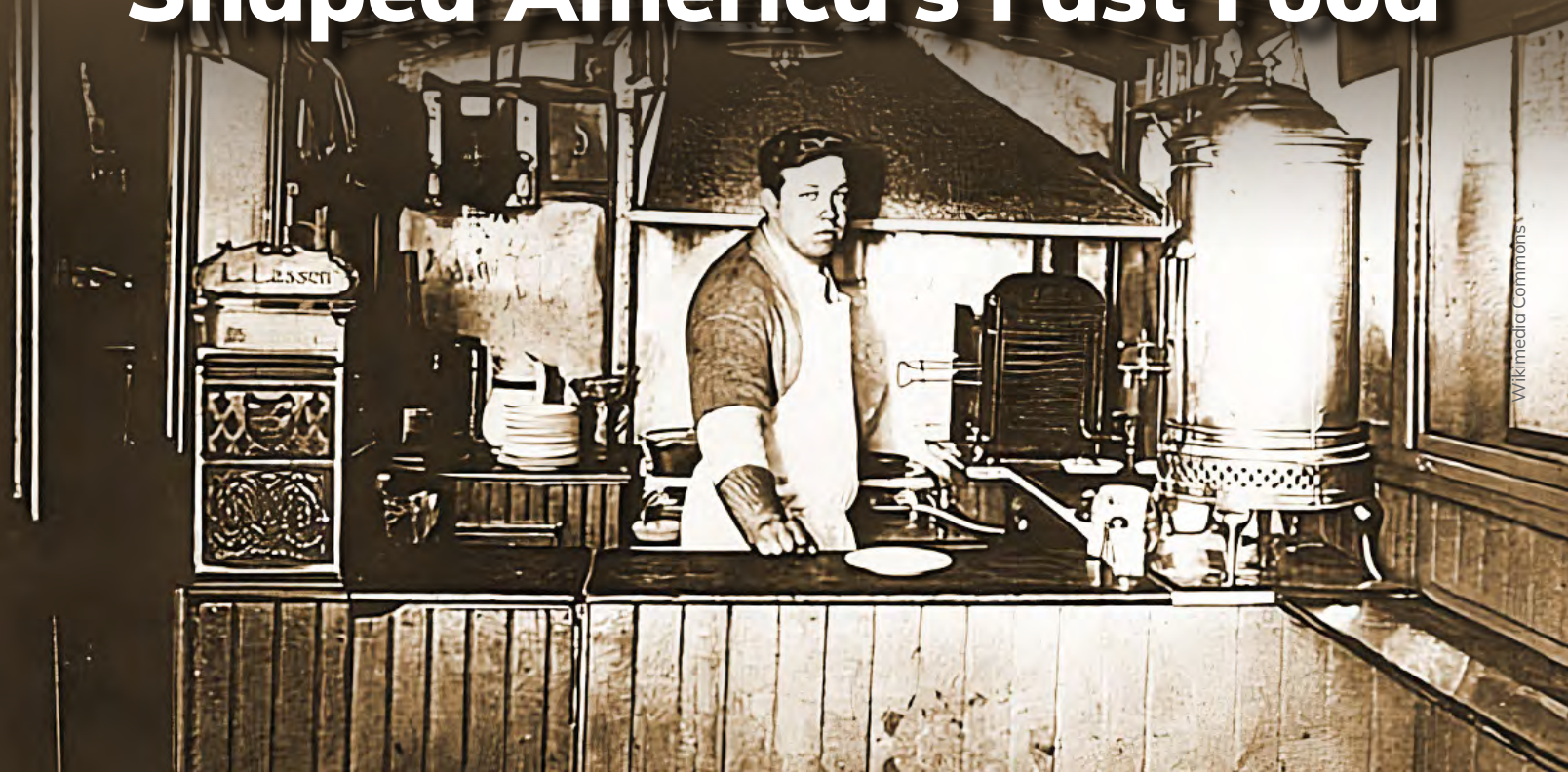
 <https://TeachDemocracy.org>

 https://instagram.com/Teach_Democracy

 https://x.com/_Teachdemocracy



How Global Entrepreneurs Shaped America's Fast Food



Danish immigrant Louis Lassen in his burger restaurant Louis' Lunch in New Haven, Connecticut. Lassen is known as the originator of the hamburger sandwich in 1900.

While burgers and fries might seem distinctly American, the story behind America's favorite fast foods is surprisingly global. In fact, America's fast-food industry owes much of its success to global roots. It's a story of immigrant entrepreneurs, risk-takers from around the world, who brought diverse culinary traditions and innovative business approaches to American diners. Their ingenuity didn't just feed communities. It helped transform the fast-food industry into the one we know today.

The Hamburger in America

The roots of the fast-food industry in America can be traced back to immigrant communities who adapted traditional recipes into quick, affordable meals for American consumers. A prime example of this is hamburgers. In the 19th century, a dish known as hamburger steak was popular in Hamburg, Germany. The dish consists of minced beef mixed with spices. German immigrants brought this dish with them to the U.S., where it eventually evolved into the hamburger.

One of the most famous origin stories comes from Louis Lassen, a Danish immigrant who settled in New Haven, Connecticut. He opened a small restaurant there called Louis' Lunch. According to popular accounts, in 1900, a customer requested something quick and portable from Lassen. He responded by placing a patty of ground steak trimming between two slices of toast. The result was the first hamburger sandwich.

Louis' Lunch still operates today, serving hamburgers made using the original method. While there are several contested origin stories about the invention of the hamburger, what's clear is that the dish quickly gained popularity across the country.

A major turning point came in the 1920s, when entrepreneur Billy Ingram helped launch White Castle, one of the first fast-food chains to introduce the concept of carry-out dining. By packaging hamburgers for takeout, White Castle revolutionized how Americans ate by making fast, affordable meals accessible beyond the traditional restaurant. This model laid the groundwork for a booming industry that would expand nationwide.





Courtesy of San Bernardino Sun/SCNG

This announcement of the grand opening of the Mitla Cafe appeared in the San Bernardino Sun newspaper in October 1945.

Mitla Cafe's Tacos

As fast food expanded and evolved in the 20th century, global entrepreneurs influenced the founding of major fast-food chains that have become household names. In 1937, Salvador and Lucia Rodriguez, immigrants from Jalisco, Mexico, opened their restaurant, Mitla Cafe, in San Bernardino, California. There, they served hard-shell tacos using a family recipe from Jalisco. These tacos featured a crispy, deep-fried corn tortilla filled with seasoned meat, shredded lettuce, and cheese. Mitla Cafe gained a reputation for its flavorful food and welcoming atmosphere. It quickly became a local favorite, especially among the growing Mexican American community.

Glen Bell, who operated a hamburger stand across the street, was fascinated by the tacos and their popularity in the community. Bell frequently visited Mitla Cafe to learn more about tacos. Noticing his interest, the Rodriguez family invited him into their kitchen, where he was taught how to make their tacos.

Inspired by what he learned, Bell adapted the taco recipe and simplified the cooking process to suit a larger customer base. He opened several taco stands, experimenting with the menu, before launching the first official Taco Bell in Downey, California, in 1962. Taco Bell was a resounding success and helped introduce the hard-shell taco nationwide.

The Mitla Cafe still operates today as a family-run restaurant and symbol of culinary heritage and community pride. Meanwhile, Taco Bell grew into a global brand with thousands of locations worldwide.

Ted Ngoy's Donut Empire

Beyond influencing the development of fast food, global entrepreneurs have also helped transform operations in the industry. One striking example is Ted Ngoy, a Cambodian immigrant who not only built a donut empire in America from scratch but also opened the door for hundreds of other Cambodian families to thrive in the industry.

Ngoy arrived in California in 1975 after escaping Cambodia's civil war. His family was among the first wave of Cambodian refugees who resettled in the U.S. Initially living at Camp Pendleton, California, he was then sponsored by a church in Tustin, California. Struggling to support his family, Ngoy worked multiple jobs, including

THE DOWNSIDES OF FAST FOOD?

While global entrepreneurs helped shape the fast-food industry into a symbol of innovation, the rise of fast food has also sparked important debates.

Critics have raised concerns about:

Public health. Fast food is often high in calories, fat, and sodium. Frequent consumption of fast food can contribute to health challenges like obesity, diabetes, or cardiovascular disease.

Labor practices. Many fast-food workers have historically faced low wages and limited health benefits. Some studies have shown that fast-food workers are more likely to be experiencing poverty.

Environmental impact. Fast food production, particularly meat, significantly contributes to global greenhouse gas emissions. In addition, packaging waste and litter from fast food are major sources of pollution in the world's oceans.

In response, some fast-food companies have expanded their menus to include healthier options and pledged to improve their environmental practices. Several cities and states have also passed laws mandating higher minimum wages and protections for fast-food workers. These efforts reflect an ongoing dialogue about how to balance fast food's convenience with public health and community well-being.



as a gas station attendant next to a donut shop. One night, he tasted a donut for the first time. It reminded him of *nom kong*, a fried pastry from Cambodia.

With encouragement from the donut shop employees, Ngoy joined a training program at Winchell's Donuts, where he became their first Southeast Asian trainee. After several months managing a store, he saved enough money to purchase his own: Christy's Donuts in La Habra, California, named after his wife.

He increased freshness by baking multiple times a day, developed strong customer relationships, and streamlined operations by using a family-run staff. One notable cost-saving innovation was that Ngoy bought pink donut boxes. They were cheaper than white boxes, about 10 cents less per box. The color stuck and became a signature of California's donut culture to this day.

But Ngoy's influence went far beyond business practices. He actively supported other Cambodian refugees, mentoring and leasing shops to newly arrived families. Over time, he helped more than 100 families open their own donut shops. This network created an economic foundation for the Cambodian American community in California, leading to an estimated 2,400 Cambodian-owned shops in the state by the mid-1990s.

A Legacy of Innovation

The stories of Louis Lassen, the Rodriguez family, and Ted Ngoy represent just a few chapters in the rich history of how global entrepreneurs have shaped America's fast-food landscape. From the adaptation of the hamburger and hard-shell taco to the transformation of donut shops, these innovators influenced culinary institutions that are now inseparable from American identity. This legacy continues with entrepreneurs behind restaurants like Panda Express and PF Chang's, which helped popularize Asian cuisine for American consumers and reflect ongoing global influence on U.S. dining culture.

Today, when we see a fast-food restaurant, we're experiencing more than just convenience. We're witnessing a legacy built by global entrepreneurs who turned traditional recipes and bold ideas into community

TOP U.S. FAST FOOD RESTAURANTS, 2024

By annual revenue.

Rank	Company	Revenue (Billions)
1	McDonald's	\$ 53.14
2	Starbucks	28.70
3	Chick-fil-A	21.59
4	Taco Bell	15.00
5	Wendy's	12.29
6	Dunkin'	11.92
7	Burger King	10.96
8	Subway	10.37
9	Domino's	9.03
10	Chipotle	8.60
11	Pizza Hut	5.50
12	Popeyes	5.00

Source: "QSR50," QSR Magazine, August 2024.

staples and national brands. Over time, this exchange has gone both ways. American fast food has spread across the globe, influencing diets and dining habits, while global entrepreneurs have reshaped what Americans eat. Their stories remind us that American fast food is, in many ways, a global creation powered by resilience and innovation.

Writing & Discussion

1. Compare the ways in which Louis Lassen, the Rodriguez family, and Ted Ngoy contributed to the development of fast food in the United States.
2. Which global entrepreneur's innovation has had the most impact on America's fast-food dining? Use evidence from the article to support your answer.
3. Review the debates about fast food. Which response to the concerns about public health, labor, and the environment do you think would be most effective? Why?

Author: Robert Medrano, Ed.D., is a program director at Teach Democracy.

ACTIVITY: INVESTIGATING GLOBAL INFLUENCE IN LOCAL FOOD

Explore how global entrepreneurs have shaped your local food scene. Research a restaurant or food item in your community and connect it to global roots. Consider how the food reflects global culture. You may ask:

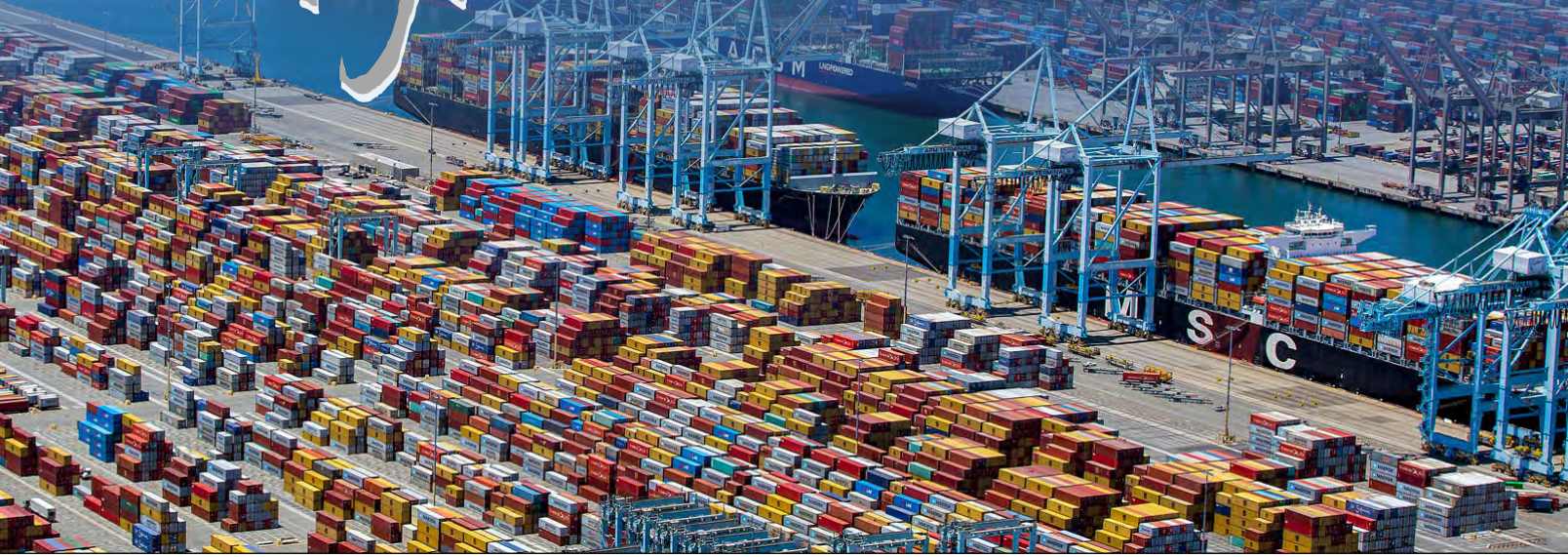
- What global culinary traditions are represented?
- How has the food been adapted to local tastes?

Present your findings through a short slide presentation, written report, or visual poster. Your project may include:

- The origin of the restaurant or food
- An explanation of how it represents global entrepreneurship in local food
- Key cultural influences



fyi CIVICS: Tariffs



Denise is a middle school student. As she arrived in her homeroom one day, she saw her teacher, Mr. Sykes, walking around the room and talking with students who brought their lunches from home. Denise noticed that he was asking each of them to give him dimes, nickels, or quarters.

Since Denise brought her lunch from home, he stopped to chat with her, too. “May I see what you brought for lunch?” he asked. Denise showed him a sandwich, a granola bar, a can of sparkling water, and a bag of carrots. “OK,” said Mr. Sykes, “I’ll need to collect 50 cents from you.”

“Why is that?” Denise asked, politely, despite her bewilderment.

“Sorry, Denise,” Mr. Sykes said. “It’s a new school policy: all homeroom teachers must collect money from each student who brings food onto campus, and the money goes to fund the cafeteria.”

“Why would the school do this?” Denise asked as she fished in her pocket for two quarters.

Mr. Sykes shrugged. “I’m not in charge of it, but it’s the policy of the school from now on.” Then he quickly collected the two quarters from Denise. “Again, so sorry.”

Now, we will just have to imagine that Denise’s parents and other students’ parents would challenge such a policy! But, in the meantime, how should we *characterize* such a policy? What is it doing?

It is somewhat like a national tax policy called a *tariff*. A tariff is a tax that a country puts on goods (physical products or parts of products) that come from another

country, known as imports. Examples of imports include toys, clothes, medicine, cars, electronics (phones, laptops, tablets, microchips for computers), and food.

Tariffs are measured as a percentage of the value of imported goods collected as a tax. For example, a tariff of 10% means that an importer would have to pay \$1 in tax on an item valued at \$10.

Just like Denise bringing her lunch into her homeroom, companies bring goods into the United States with a purpose. Denise hoped to eat her food at lunchtime, and companies hope to sell their products to consumers after importing them.

KEY TERMS

domestic – having to do with one’s own country as opposed to foreign countries (e.g., *The congressperson talked about domestic policy, not foreign policy.*)

goods – physical items made by private or public industry, as opposed to services

manufacture – to make goods on a large scale (e.g., *Some countries manufacture automobiles, while others manufacture computers.*)

revenue – the funds a government has, through taxes, fees, and sales of goods and resources (e.g., *The government’s revenue grew when it levied a new tax.*)

tariff – a tax on imported goods



Why Do Countries Use Tariffs?

Unlike the homeroom “lunch-grabbing” policy, tariffs are not obviously wrong in the United States and elsewhere. Most countries in the world have tariffs. Economists who support tariffs argue that they:

- **Make domestic businesses more competitive** by taxing goods produced by foreign businesses, which in turn can create domestic jobs as companies manufacture goods domestically.
- **Generate revenue**, or money, to fund the operations and services of the government.
- **Can make trade fairer for domestic companies** if foreign companies are deliberately making and selling goods cheaply to crush domestic companies, or if they’re ignoring environmental standards or workers’ rights in making the goods.

In 2024, some of the world’s highest tariffs were in Tunisia, with an average import tariff (all goods taxed) of 19.5%, and Chad with 18.1%. India also had a high average import tariff of 17.1%.

The U.S. government has used tariffs as far back as the Tariff Act of 1789, signed into law by President George Washington. Alexander Hamilton strongly supported taxing imported goods. He believed tariffs would help American businesses compete with those of other countries, and that tariffs would raise revenue for the new U.S. government. These are the same reasons used today to justify tariffs.

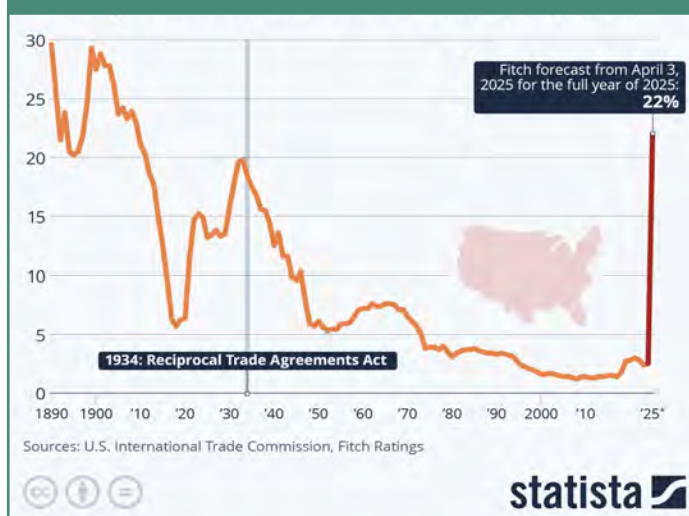
Throughout the 19th century, the U.S. continued using tariffs as a major source of revenue. As a young politician in 1847, Abraham Lincoln said, “Give us a protective tariff and we will have the greatest nation on earth.” In some years in the late 19th century, tariffs funded 95% of the total federal budget.

Who Opposes Tariffs and Why?

Economists who oppose tariffs argue that they:

- **Increase prices** on consumer goods (like food, cars, electronics, and all those listed above) because the companies in the U.S. that use imported parts to make goods or sell imported goods pass the cost of paying the tariff onto consumers in the form of higher prices in stores and online.
- **Decrease the choices** of consumer goods because companies that can’t pay the tariffs will either import fewer items or just go out of business.
- **Provoke reciprocal tariffs** from the exporting countries, so that any domestic business hoping to

U.S. AVERAGE TARIFF RATE ON IMPORTS



sell goods overseas won’t be able to do so without losing a lot of profits.

When the U.S. created the federal income tax in 1913, the government relied less and less on tariffs for revenue. As a result, international corporations thrived by selling goods to U.S. consumers in the 20th and early 21st centuries. In turn, U.S. companies were increasingly able to have products made cheaply in foreign countries and then imported into the U.S. just as cheaply with low or no tariffs.

Certainly, international and domestic corporations that manufacture goods overseas oppose tariffs. The corporations want to make profits. Banks and individual wealthy people who loan money to corporations also make a lot of money when tariffs are low because the corporations can afford to pay them back — with interest.

Writing & Discussion

1. On April 2, 2025, President Donald Trump announced tariffs of 10% on imported goods from all countries in the world, except Canada and Mexico. He also announced reciprocal tariffs on countries whom he said were being unfair in their trade with the U.S., like China on whose goods would be a tariff of 125%. Trump called April 2 “Liberation Day.” Though Trump’s tariffs were paused and then challenged in court, what could be the possible benefits and harms of the tariffs?
2. Do you think the Liberation Day tariffs are more beneficial than harmful? Why or why not?

Author: Damon Huss, M.Ed., JD, is director of publications at Teach Democracy.

Standards Addressed

Coffee and World History

Common Core State Standards: RH.6-8.4, RH.6-8.10; RL.8.10; WHST.6-8.10, SL.11-12.1, SL.11-12.3, RH.11-12.1, RH.11-12.2, RH.11-12.10, WHST.11-12.10.

C3 Framework Indicators: D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.

California History-Social Science Framework, Ch. 11, p. 224, *Global Convergence, 1450-1750 (Grade Seven)*: What impact did human expansion in the voyages of exploration have on the environment, trade networks, and global interconnection?

California History-Social Science Framework, Appendix B, Key Theme 3: *Worlds of Exchange*, p. 654: People tend to take today's complex world economy for granted. . . . Columbian coffee, Argentinian beef, and Senegalese peanuts are consumed without awareness of the webs of exchange that brought those products to local stores.

The Story Behind School Lunches

Common Core State Standards: SL.11-12.1, SL.11-12.3, RH.11-12.10, WHST.11-12.10.

C3 Framework Indicators: D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

California History-Social Science Standard 11.6: Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

California History-Social Science Framework, Ch. 16, p. 397 (Grade Eleven): How did the New Deal attempt to remedy problems from the Great Depression? Key New Deal innovations included the right to collective bargaining for unions, minimum wage and hours laws and Social Security for the elderly, disabled, unemployed, and dependent women and children. Taken together, these new developments created the principle that the government has a responsibility to provide a safety net to protect the most vulnerable Americans; the legacy of these safety net programs created the notion of the modern welfare state.

Standards reprinted with permission:

California Standards copyrighted by the California Department of Education, P.O. Box 271, Sacramento, CA 95812.

Common Core State Standards used under public license. © 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

How Global Entrepreneurs Shaped America's Fast Food

Common Core State Standards: SL.11-12.1, SL.11-12.3, RH.11-12.1, RH.11-12.2, RH.11-12.10, WHST.11-12.10.

C3 Framework Indicators: D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy. D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

California History-Social Science Framework, Ch. 16, p. 383 (11th grade): Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?

FYI Civics: Tariffs

Common Core State Standards: Common Core State Standards: RH.6-8.4, RH.6-8.10; RL.8.10; WHST.6-8.10, SL.9-10.1, SL.9-10.3, RH.9-10.1, RH.9-10.2, RH.9-10.10, WHST.9-10.10.

C3 Framework Indicators: D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings. D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes. D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

California History-Social Science Standard 8.12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution. (3) Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

California History-Social Science Framework, Ch. 12, p. 271-272 (Grade Eight): How did America's economy, industries, and population grow after the Civil War? . . . Governments promoted the wealth consolidated by these men and supported business expansion and prosperity through favorable economic policies such as tariffs and land grants.

California History-Social Science Framework, Ch. 15, p. 347 (Grade Ten): How did the post-World War I world order contribute to the collapse of the worldwide economy? . . . [The Great Depression] further undermined liberal democratic regimes and was a major blow to global trade. As a result, many nation-states developed policies that strengthened the national economy and raised tariffs, turning away from the free market and open trade. . . .

☒ **Yes! I want to help Teach Democracy prepare and empower students for college, career, and civic life.**

☐ \$100 ☐ \$250 ☐ \$500
☐ \$1,000 ☐ Other \$ _____

☐ Please subscribe me to your electronic newsletter.
☐ I would like information to include Teach Democracy in my estate plan.

Credit Card: ☐ American Express ☐ MasterCard ☐ Visa

Card No. _____ Exp. _____ / _____ Security Code _____

Name on Card _____ Billing Zip Code _____

Phone _____ Email _____

Signature _____

Mail to: Teach Democracy
601 South Kingsley Drive
Los Angeles, California 90005

213.487.5590
<https://teachdemocracy.org/donate>
Federal Tax ID# 95-2219680

Your donation is 100% tax deductible.

Ways to Give

Check: Payable to Teach Democracy and mail to our address below.

Online: <https://teachdemocracy.org/donate>

Credit Card: Complete the form below and return to our address below.

Sources

Coffee and World History

Allen, Stewart Lee. *The Devil's Cup, A History of the World According to Coffee*. New York: Soho Press, 1999. • Associated Press. "Starbucks Wins Key Labor Dispute." *San Bernardino Sun*, 14 May 2024. • "Café Procope." *Wikipedia*, 4 April 2025, <https://en.wikipedia.org>. Accessed 27 May 2025. • "Coffee, Its History, Health and Caffeine." *Facts and Details*. March 2022. Accessed 11 April 2024. <https://factsanddetails.com>. • Cole, Adam. "Drink Coffee? Off With Your Head!" *NPR*, 17 Jan 2012, <https://www.npr.org>. Accessed 5 June 2025. • Elder, Gregory. "Early Coffee Houses Were Controversial." *San Bernardino Sun*, 11-12 May 2024: A11. • Herzig, Ilana. "Coffee's Epic Journey." *Archaeology*, September/October 2024: 48. • "History of Coffee." *Wikipedia*, 31 Mar. 2024, <https://en.wikipedia.org>. Accessed 11 April 2024. • "History of Robusta." *World Coffee Research*, 2024, 5 Sept. 2024, <https://varieties.worldcoffeeresearch.org>. Accessed 20 May 2025. • "How Has Coffee Consumption Changed Over Time?" *MS Copilot [AI]*. Accessed 11 April 2024. • Metcalfe, John. "Unlocking the Curiosities of Coffee." *San Bernardino Sun*, 1 Sept. 2024: E1. • Millet, Claude Patrick. "Guadeloupe and Haiti's coffee genetic resources reflect the crop's regional and global history." *Plants, People, Planet*, Wiley Online Library, 10 Oct 2024, <https://nph.onlinelibrary.wiley.com/doi/full/10.1002/ppp3.10584>. Accessed 27 May 2025. • Moreno, J. Edward. "Starbucks and Union Restart Contract Talks After Bitter Standoff." *New York Times*, 25 April 2024, <https://www.nytimes.com>. Accessed 19 May 2024. • Morris, Jonathan. *Coffee, a Global History*. London: Reaktion Books, 2019. • Pendergrast, Mark. *Uncommon Grounds, the History of Coffee and How it Transformed the World*. New York: Basic Books, 2019 edition. • Roland, Karla. "From Dancing Goats to the Daily Buzz: A History of Coffee." *East Tennessee State University*, December 2011, <https://faculty.etsu.edu>. Accessed 11 April 2024. • Roman, Ivan. "6 Ways Coffee Helped Transform the World." *History.com*, 11 Mar 2022 (Updated 27 May 2025), https://www.history.com/articles/coffee-history-facts?utm_source=chatgpt.com. Accessed 27 May 2025. • Starbird, Ethel A. "The Bonanza Bean Coffee." *National Geographic*, March 1981: 388-405. • Ukers, William H. *All About Coffee*. New York: The Tea and Coffee Trade Journal Company, 1922. • Wild, Anthony. *Coffee, A Dark History*. New York: W. W. Norton, 2004. • Yaqub, Mohammed. "How Many People Drink Coffee in the World?" *CoffeeDasher*, 31 May 2025, <https://www.coffeedasher.com>. Accessed 5 June 2025.

The Story Behind School Lunches

Reducing Food Waste at K-12 Schools. US Department of Agriculture, <https://www.usda.gov/foodlossandwaste/schools>. Accessed 24 April, 2025. • Gunderson, Gordon W. "The National School Lunch Program: Background and Development." 1971 US Government Printing Office. <https://www.fns.usda.gov/nslp/program-history>. • *School Meals*. CDC School Nutrition, www.cdc.gov/school-nutrition/school-meals. Accessed 24 April 2025. • Time for Meals. CDC School Nutrition, <https://www.cdc.gov/school-nutrition/school-meals/time-for-lunch.html>. Accessed 24 April 2025. • "FACT SHEET: Healthy, Hunger-Free Kids Act School Meals Implementation." *US Department of Agriculture*, 20 May 2014, www.usda.gov/about-usda/news/press-releases/2014/05/20/fact-sheet-healthy-hunger-free-kids-act-school-meals-implementation. Accessed 24 April 2025. • *School Meal Statistics*. School Nutrition Association, <https://schoolnutrition.org/about-school-meals/school-meal-statistics/>. Accessed 25 April 2025. • *National School Lunch Program Meal Pattern*. Food and Nutrition Service, USDA. <https://www.fns.usda.gov/school-meals/nutrition-standards/nslp-meal-pattern>. Accessed 28 April 2025. • School Nutrition and Meal Cost Study. US Department of Agriculture Food and Nutrition Service. April 2019. <https://www.fns.usda.gov/research/school-meals/nutrition-meal-cost-study>. Accessed 28 April 2025. • Percentage of public schools and students that participated in the Title I and federal free or reduced-price lunch programs, by state: 2017-18. National Center for Education Statistics. https://nces.ed.gov/surveys/ntps/tables/ntps1718_table_01_s1s.asp. Accessed 6 May 2025. • Newman, Constance et al. "Balancing Nutrition, Participation, and Cost in the National School Lunch Program." *Amber Waves*, 1 Sept. 2008, <https://www.ers.usda.gov/amber-waves/2008/september/balancing-nutrition-participation-and-cost-in-the-national-school-lunch-program>. Accessed 8 May 2025.

How Global Entrepreneurs Shaped America's Fast Food

Allegretto, Sylvia, Doussard, Marc, Graham-Squire, D, Jacobs, Ken, Thompson, Dave, and Thompson, Jeremy. *Fast Food, Poverty Wages: The Public Cost of Low-Wage Jobs in the Fast-Food Industry*. Berkeley, CA. UC Berkeley Center for Labor Research and Education, October 2013. • Chandra, Gowri. "How One Cambodian Refugee Started Southern California's Doughnut Empire." *Food & Wine*, 29 Sept. 2022, <https://www.foodandwine.com/travel/southern-california-donut-empire-origin-story>. • Farley, David. "How Taco Bell 'Stole' the Taco." *BBC*, 1 July 2021, <https://www.bbc.com/travel/article/20210701-how-taco-bell-stole-the-taco>. • Fleming, Daniel, Burns, Patrick. *Hungry Cooks: Poverty Wages and Homelessness in the Fast Food Industry*. Economic Roundtable. May 2023. • Fuhrman, Joel. "The Hidden Dangers of Fast and Processed Food." *American journal of lifestyle medicine* vol. 12, 5 375-381. 3 Apr. 2018, doi:10.1177/1559827618766483. • Medina, Jennifer. "Best Burger? In New Haven, the Claim Is First Burger." *The New York Times*, 17 Jan. 2007. • Ofgang, Erik. "Who Invented the Hamburger? Biting into the Messy History of America's Iconic Sandwich." *The Washington Post*, 28 May 2021. <https://www.washingtonpost.com/food/2021/05/28/hamburger-origin-story/>. • "Lost LA: Taco Bell's Fast Food Origin Story." *PBS SoCal*, aired 23 Dec. 2023, Season 6, Episode 1, <https://www.pbs.org/video/taco-bells-fast-food-origin-story/>. • Morales-Casselles, Carmen, et al. "An inshore-offshore sorting system revealed from global classification of ocean litter." *Nature Sustainability*, <https://www.nature.com>. Accessed 13 June 2025. • Pan, An, et al. "Exporting Diabetes to Asia: The Impact of Western-Style Fast Food." *Circulation*, National Library of Medicine, 10 Jul 2012, 126(2), <https://pmc.ncbi.nlm.nih.gov/articles/PMC3401093/>. Accessed 13 June 2025. • Ritz, Jessica. "The SoCal Roots of Panda Express." *PBS SoCal*, 12 Nov 2013, <https://www.pbssocal.org/food-discovery/food/the-socal-roots-of-panda-express>. Accessed 13 June 2025. • Rogers, Owen. "Louis' Lunch and the Birth of the Hamburger." *Connecticut History*, 5 May 2022, <https://connecticuthistory.org/louis-lunch-and-the-birth-of-the-hamburger/>. • Seda, Payton. "How LA Became a Donut Town and the Man Who Started It All." *LAist*, 6 Oct. 2024, <https://laist.com/brief/news/la-history/how-la-became-a-donut-town-and-the-man-who-started-it-all>. • Smith, Lee, et al. "Secular Trends of Fast-Food Consumption Among Adolescents Aged 12-15 Years: A Global Analysis Including 18 Countries." *Advances in Public Health*, Wiley Online Library, 19 Dec 2024, <https://onlinelibrary.wiley.com/doi/10.1155/adph/6560025>. Accessed 13 June 2025. • "The California Taco Trail: 'How Mexican Food Conquered America.'" *All Things Considered*, *NPR*, 23 Apr. 2012. • Venema, Vibeke. "The Donut King Who Went Full Circle—from Rags to Riches, Twice." *BBC News*, 27 Nov. 2020, <https://www.bbc.com/news/stories-54546427>. • Wolfson, Julia A., et al. "Effect of Climate Change Impact Menu Labels on Fast Food Ordering Choices Among US Adults." *JAMA Network*, 27 Dec 2022, <https://jamanetwork.com>. Accessed 13 June 2025.

FYI Civics: Tariffs

Brown, Courtenay, and Neil Irwin. "Inflation report suggests damage from Trump's tariffs isn't guaranteed." *Axios*, 11 Jun 2025, <https://www.axios.com/2025/06/11/cpi-inflation-report-may-trump-tariffs>. Accessed 12 Jun 2025. • Halloran, Tyler. "A Brief History of Tariffs in the United States and the Dangers of their Use Today." *Fordham Journal of Corporate & Financial Law*, 17 Mar 2019, <https://news.law.fordham.edu>. Accessed 20 May 2025. • Hansen, Sarah. "Which Countries Have the Highest Tariffs?" *Investopedia*, 4 Apr 2025, <https://www.investopedia.com>. Accessed 20 May 2025. • Harithas, Barath, et al. "'Liberation Day' Tariffs Explained." *Center for Strategic & International Studies*, <https://www.csis.org/analysis/liberation-day-tariffs-explained>. Accessed 3 June 2025. • Hawkins, Eleanor. "How American CEOs are reacting to Trum tariffs." *Axios*, 6 Mar 2025, <https://www.axios.com/2025/03/06/trump-tariffs-american-ceos-reaction>. Accessed 20 May 2025. • Siripurapu, Anshu, and Noah Berman. "What Are Tariffs?" *Council on Foreign Relations*, 1 April 2025, <https://www.cfr.org/background/what-are-tariffs>. Accessed 20 May 2025. • World Trade Organization. *World Tariff Profiles 2024 (PDF)*, <https://www.wto.org>. Accessed 20 May 2025.

CONSTITUTIONAL RIGHTS FOUNDATION
IS NOW



Since 1963, we've been known as Constitutional Rights Foundation. Now, six decades later, in 2023, we have changed our name to Teach Democracy!

Our materials, our approach, and our vision have not changed. But the scope of our work has expanded beyond teaching about the Constitution to include engaging students in all facets of civic learning.

To reflect this historic change, we are excited to present to you, our dear readers, a new look and layout for BRIA curricular magazine! You will see the same high quality of content you have come to know in this publication, now with a bold and even more readable format.

We know that civic participation begins with civic education. That's why we are more committed than ever to ensuring that our representative democracy is brought alive for those who hold its future in their hands: students.

Join us as we become Teach Democracy.

<https://teachdemocracy.org>

About Teach Democracy

BRIA is published by Teach Democracy, a nonprofit, non-partisan civic-education organization whose offices are in Los Angeles, California. Learn more at <https://teachdemocracy.org>.

Board Chair: Jason C. Lo

Publications Committee (this issue's reviewers in bold): Kimberly A. Dunne, *Chair*; Vikas Arora; Jay Bhimani; Lizel R. Cerezo; Jason Erb; Derek Havel; **Josh Kitchen**; Amy Longo; William Lowell; Joy Meserve; Julia Mosel; Ron Nessim; Hon. Tara Newman; Anthony Oncidi; Gary Olsen; Becky O'Malley; Emil Petrossian; **Patrick Rogan**; **Gloria Franke Shaw**; Joel Siegel; Leah E.A. Solomon; **Hon. Marjorie S. Steinberg**, (Ret); Gail Migdal Title; Doug Thompson; **Collin Wedel**; on. Gregory Weingart; Jonathan Umanzor; Jason C. Lo, *Ex-Officio*.

Chief Executive Officer: Stephanie Doute, CAE

Vice President: Keri Doggett

Editor: Damon Huss, *Director of Publications*

Assistant Copy Editor: Phoebe Huss

Writers: Kathleen Hughes, Damon Huss, Carlton Martz, Robert Medrano

Production: Andrew Costly, *Senior Publications Manager*



601 South Kingsley Drive
Los Angeles, CA 90005
213.487.5590

<https://teachdemocracy.org>
publications@teachdemocracy.org

-  <https://facebook.comTeachDemocracy.org>
-  <https://www.linkedin.com/company/teachdemocracy>
-  https://instagram.com/Teach_Democracy
-  <https://youtube.com/@TeachDemocracy>
-  <https://TeachDemocracy.org>
-  https://x.com/_Teachdemocracy