

# Import Partners: A Lesson about International Trade on Items Found at Home

<b>Author</b>	Rhonda Gonzalez
<b>Grade Level</b>	7
<b>Duration</b>	4-5 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 4: Human Systems

11. The patterns and networks of economic interdependence on Earth's surface

#### Element 6: The Uses of Geography

18. How to apply geography to interpret the present and plan for the future

## Arizona Standards

### MATHEMATICS

#### Mathematical Practice

7.MP.2 Reason abstractly and quantitatively.

7.MP.4 Model with mathematics.

#### Statistics and Probability

7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.

### ELA

#### Writing

7.W.3 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Arizona Social Science Standards

### GEOGRAPHY

#### The use of geographic representations and tools helps individuals understand their world.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

#### Global interconnections and spatial patterns are a necessary part of geographic reasoning.

7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.

7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

### ECONOMICS

#### The interconnected global economy impacts all individuals and groups in significant and varied ways.

7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.

## Overview

In this global economy, no country is without imports and exports. Students need to understand how the interdependence of nations results in trade that benefits the populations of the countries involved.

## Purpose

In this lesson, students will explore the concept of international trade partners. They will gather data and conduct an inquiry as to who are the trade partners that most impact them. Then they will create a map and a bar graph to show the results of the information collected.

## Key Vocabulary

**goods:** products that are made to be sold or traded

**services:** activities that people do and for which they receive payment

**consumers:** people who buy goods and services

**producers:** people, companies or countries that make the goods or provide the services

**import:** goods brought into a country for sale

**export:** goods sold to another country

**economy:** a system for producing, distributing and consuming goods and services

**international:** an action involving two or more countries

## Materials

- Beginning Activity: Import Partners worksheet and Answer Key
- Document camera
- Import Partners Homework--20 Products
- World Map  
<https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Chart paper
- Current U.S. Trade Partners (internet source)  
Example could be:  
[https://en.wikipedia.org/wiki/List\\_of\\_the\\_largest\\_trading\\_partners\\_of\\_the\\_United\\_States](https://en.wikipedia.org/wiki/List_of_the_largest_trading_partners_of_the_United_States)
- Atlases or internet
- Colored pencils/markers
- Scoring Guide for Map Activity
- Scoring Guide for Graphing Activity
- 6 Traits Writing Rubric

## Objectives

The student will be able to:

1. Locate information from references sources.
2. Create a map.
3. Create a bar graph.
4. Locate countries on a world map.
5. Explain the concept of interdependence of nations and import partners.

## Procedures

### SESSION ONE

1. Pair students by gender. Distribute the Beginning Activity: Import Partners worksheet to each student. Have students look into their backpacks and on their own person (clothing tags) for items that come from another country. They each need

to find at least three items. Instruct students to record their finding on the worksheet.

2. Discuss as a class where the items came from and what the items were. Are there any patterns? Did the items come from the same countries or many different ones? Does the class think this will be the same at home if they look for items there or will it be different? Will they come from countries nearby or far away? Why?
3. Have students complete the vocabulary portion of the worksheet using a textbook glossary or dictionary.
4. Discuss the definitions and what they have to do with the earlier activity. What would the items we just found in our groups be called according to these definitions? (goods, imports, international imports) What are we according to these definitions? (consumers) What would these items be called in the country they came from? (exports, international exports)
5. Distribute the Imports Partners Homework--20 Products and explain the assignment. Tell students their information will be used in a class activity. Explain that you DO NOT want them to list souvenirs (items brought from another country and not purchased here). Why not? (They are not exports.) Allow one or two days for students to complete the assignment.

### SESSION TWO

1. Collate the data gathered as a class. As students voice their products and from where they came, write results under the document camera so that everyone can see the tally marks.
2. Then take a sheet of chart paper and begin by asking students which country has the most tally marks. Write that country (usually China) at the top of the chart paper.
3. Continue to write the results from all classes on the same chart paper, leaving space between countries for future additions and numbers from other classes.
4. Discuss results at the end of each period. Ask them if they see patterns. Are some things always from the same countries? (clothing-Central America, Mexico and Vietnam; lotions and soaps from Canada; fish from Germany; shoes from China; etc.)

### SESSION THREE

1. Give students a piece of graph paper and colored markers/pencils. Discuss how certain items could be combined (clothing, foods, cars,

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- beauty products, cleaning supplies, etc.) from the list generated in Session Two.
- Partner students and assign a category (beauty products, clothing, etc.) to each group.
  - Model basic graphing skills: one axis will be countries and one axis will be tallies of items reported from those countries. Model labeling the graph and how neatness and color make a good graph.
  - Allow students time to complete their graphs or send home as homework.
  - Project the most current list of U.S. trade partners. Various sites including the U.S. Census can be used for this but [https://en.wikipedia.org/wiki/List\\_of\\_the\\_largest\\_trading\\_partners\\_of\\_the\\_United\\_States](https://en.wikipedia.org/wiki/List_of_the_largest_trading_partners_of_the_United_States) is easily read and hopefully updated.
  - Discuss the countries listed and patterns seen.
    - Who are our biggest trade partners?
    - Why might that be?
    - Are they close to us geographically?
    - What was our past relationship with these countries? What is our present relationship?

### SESSION FOUR

- Distribute World map to students. <https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf> Explain that they will be making an import partner map therefore, the title should be "U.S. Import Partners." They will look at the data presented by the Internet site selected by the teacher and divide the countries into 3 divisions. (highest, middle, and lowest groups)
- Discuss the fact that the internet source is not listing every country in the world that might trade with the U.S. It is listing the highest amount of world trade with the U.S. So even though, they will be mapping the data, lots of the world's countries are not represented as their amount of trade with the U.S. is not considered very significant by this source. So using this data, we will be looking at the highest, middle and lowest amounts of trade reported by the Internet source.
- Instruct students to create a legend with 3 divisions and color and label the divisions. (highest, middle, and lowest groups)
- Provide time for students to look at the internet source, find the countries on their world map, label (name) the countries, and then color them according to the division assigned. Students may need to use an atlas or internet in order to locate some of the countries.

### SESSION FIVE

*Prior to class: Write the writing prompt on the whiteboard.*

- Have students complete the following writing assignment. "Using your map, graph, and evidence from class discussions, explain how the United States imports many things from other countries. Be sure to cite specific examples (countries and their products)."

## Assessment

### Social Science

The Import Partners Homework--20 Products can be graded for completeness. Mastery will be considered 16 or points or higher out of the 20 points possible.

### Mathematics and Social Science

The graph created by students can be graded for correctness. Mastery will be considered 16 or points or higher out of the 20 points possible.

### ELA and Social Science

A quiz can be given over the key vocabulary. Mastery will be considered correctly using or defining 5 out of the 7 words.

The writing assignment will be graded for Content and Ideas on the 6 Traits Writing Rubric. Mastery will be considered 4 or higher.

## Extensions

This lesson is perfect for teaching how to make a choropleth map. A choropleth map uses color to show value. The darker the color, the higher the value. So instead of students using any color to represent the high, medium, low, etc., values; students would use one color (example red). The import partners with the highest values would be dark red. The medium range would be red. The lowest range would be pink. The key would identify the values.

This lesson is a springboard to teaching about:

- world economies and governments
- why we trade with other countries
- why we aren't able to produce all of our own goods using our own resources
- labor issues and child labor
- trade agreements and tariffs

## Sources

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World map

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Various sites including the U.S. Census can be used for U.S. Trade Partners but this list was easy to read

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