

Trade — The Great Balancing Act

Students will learn how our trade with Japan reflects imports, exports, and a trade deficit.

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| Grade Level | 6-8 |
| Duration | 1 class period |

National Geography Standards

ELEMENT

FOUR: HUMAN SYSTEMS

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

Arizona Geography Strand 4

CONCEPT 2

Places and Regions

GRADE 6

PO 3 Describe the interactions of people in different places and regions.

GRADE 7

PO 3 Compare the historical and contemporary interactions among people in different places and regions.

CONCEPT 4

Human Systems

GRADE 8

PO 7 Describe how changes in technology, transportation, communication and resources affect economic development.

CONCEPT 6

Geographic Applications

GRADE 6

PO 2 Use geographic knowledge and skills (e.g. recognizing patterns, mapping, graphing) when discussing current events.

GRADE 7 and 8

PO 3 Use geographic knowledge and skills (e.g. recognizing patterns, mapping, graphing) when discussing current events.

Arizona Math Standard

STRAND 1 Number and Operations

CONCEPT 2 Numerical Operations

GRADE 7

PO 1 Add, subtract, multiply, and divide integers.

STRAND 2 Data Analysis, Probability, and Discrete Mathematics

CONCEPT 1 Data Analysis

GRADE 6

PO 1 Convert between expressions for positive rational numbers, including fractions, decimals, percents, and ratios.

PO 4 Compare and order integers; and positive fractions, decimals, and percents.

GRADE 7

PO 3 Compare and order rational numbers using various models and representations.

PO 4 Model and solve simple problems involving absolute value.

GRADE 8

PO 1 Solve problems by selecting, constructing, interpreting, and calculating with displays of data, including box and whisker plots and scatterplots.

Overview

The balance of trade (imports and exports) between two nations provides students with a good way to practice math skills and interpret geographic information from graphs and charts.

Purpose

In this lesson, students will learn about the balance of trade between the U.S. and Japan by creating charts and graphs based on import and export data.

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Materials

- US Trade with Japan Worksheet and Line Graph Comparison of US Trade with Japan Worksheet
- US Trade with Japan Worksheet and Line Graph Comparison of US Trade with Japan Worksheet Answer Key
- Sampling of 2001 Goods Traded Student Worksheet and Answer Key
- US Trade with Japan Assessment and Answer Key

Objectives

The student will be able to:

1. Figure trade deficit.
2. Construct a line graph of U.S. exports from Japan.
3. Identify a trend from a double line graph.
4. Analyze a chart.
5. Draw conclusions about the trade relationship between the U.S. and Japan.

Procedures

Pre-requisite skills: Students need to know how to create and interpret line graphs and charts.

1. Before beginning lesson, ask students to:
 - define the terms import and export
 - predict which is greater: U.S. imports or U.S. exports to Japan
 - brainstorm which products the U.S. imports from Japan and which products the U.S. exports to Japan
 - record and save this information for use at end of lesson
2. Distribute copies of U.S. trade with Japan worksheet. Explain how trade deficit is figured (subtract exports from imports). Have students complete the chart by calculating the trade deficit column. Explain to students that if the deficit is greater than

the exports, it is a negative balance of trade; if the deficit is less than the exports, it is a positive balance of trade.

3. Distribute Line Graph Comparison of U.S. Trade with Japan Worksheet. Using the U.S. Trade with Japan Worksheet, have students graph U.S. exports to Japan. Note: Students in Gr. 7-8 could graph both imports and exports
4. Distribute Sampling of 2001 Goods Traded Worksheet. Use this worksheet with the other two to complete a multiple-choice assessment.
5. Post information gathered at beginning of lesson. Ask students if there is any of it they would change and why.

Assessment

Math- Questions 1, 2, 3, and 5 on the U.S. Trade with Japan Assessment assess math. Three out of four correct is considered mastery

Geography- Questions 4, 6, 7, and 8 on the U.S. Trade with Japan Assessment assess geography. Three out of four correct is considered mastery

Extensions

1. Think of a time in your life when a deficit affected your spending. What caused the deficit and how did you correct it?
2. Have the students conduct a survey of automobiles owned by people they know. Create a tally chart that shows American brands vs. Japanese brands

Sources

U.S. Census Bureau, Foreign Trade Statistics, www.census.gov/foreign-trade/balance