

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

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Grade Level	7th
Duration	4-6 class periods

National Geography Standards

ELEMENT ONE: THE WORLD IN SPATIAL TERMS

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
11. The patterns and networks of economic interdependence on Earth's surface

Arizona Geography Strand

Concept 1 The World in Spatial Terms

PO 4. Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.

Other Arizona Standards

SOCIAL STUDIES

Strand 5 Economics

Concept 4 Global Economics

PO 2. Identify the patterns of economic interaction (e.g., national debt, balance of trade) between countries.

AZ COLLEGE AND CAREER READY STANDARDS

Reading Standards for 6-8 for Literacy in History/Social Studies

Craft and Structure

6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Writing Standards for 6-8 for Literacy in History/Social Studies, Science, and Technical Subjects

Production and Distribution of Writing

6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Import Partners

Overview

No modern day country is without imports and exports. Students need to understand that an interdependence of nations results from trade partners.

Purpose

In this lesson, students will explore the concept of international import partners. They will find trade information in resources not used previously and locate countries on a world map. Then they will create a map and a bar graph to show the results of the information collected. They will write about their findings.

Key Vocabulary

1. goods: products like baskets or automobiles that are made to be sold or traded
2. services: activities that people do and for which they will receive payment
3. consumers: people who buy goods and services
4. producers: people, companies or countries that make the goods or provide the services
5. import: goods or services brought into a country for sale
6. export: goods or services sold to another country
7. economy: a system for producing, distributing and consuming goods and services
8. international: an action involving two or more countries

Materials

- Beginning Activity: Import Partners worksheet and Answer Key
- Document Camera
- Import Partners Homework 20 Products
- The World map
- World Map (tiled version) (assembled)
- Chart Paper
- Typed copies of the Results of Import Partners
- Atlases or internet
- Example Import Partners 2009-2010

- Colored Pencils
- Scoring Guide for Map Activity

Objectives

The student will be able to:

1. Locate information from references sources
2. Create a map and
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 with students of the same sex. There may be groups of three.
 2. Have students look into backpacks and on their own person for items that come from another country. They may need to look at tags from t-shirts or jeans into shoes or inside backpacks. They each need to find at least three items.
 3. When they have the items and have written them down on their Beginning Activity Import Partners Worksheet.
 4. 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 near by or far away? Why?
 5. Have students complete the backside of the worksheet and defining terms needed using a textbook glossary or dictionary (working together or separately).
 6. Discuss the definitions and what they have to do with the activity just completed. 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)
 7. Give the Imports Partners Homework 20 Products as homework. Give one or two days to complete. 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

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exports, sent to this country from another and bought HERE.)

SESSION TWO

1. Have students get out their homework.
2. Collate the information as a class.
3. Use calculators, when necessary and write results under the document camera so that everyone can see the results as you tally (tally marks are the easiest) them up.
4. 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.
5. 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.
6. 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; etc.)

SESSION THREE

Prior to class: Typed up the classes' results similar to the Import Partners 2009-2010 sheet. Put in lines to show the highest to the lowest of the import partners.

1. Distribute the typed up classes' results. Refer to wall chart created prior to class.
2. Discuss the countries listed and patterns seen, especially with the first classes who did not see the results yesterday.
 - Who are our biggest trade partners?
 - Why might that be?
 - Are they close to us geographically?
 - What was our past relationship with these countries?
 - When you get to the bottom of the list what might one or two items mean? (They may or may not really be our trade partners, more results would need to be gathered to prove them to be, but they will still be included.)
3. Give students a blank piece of graph paper. They will make a bar graph showing the import partners.
4. Students can graph one category (highest, lowest) or graph by country names. If you graph country names, it would be better if to use a computerized graphing program.

SESSION FOUR AND FIVE

Prior to class: Assemble tiled map of world if students will be working in groups.

1. Distribute a blank map of the world to students or groups of students. (Tiled map of the world works best for group work but they can use a smaller map if students are making an individual map.)
2. Explain that they will be making an Import Partners Map. They will also need copies of the typed results from last class period.
3. Explain the map will need a title, key and will show the information gathered.
4. Explain the requirements: The title should be "Import Partners." The key will a different color chosen for each of the categories. Each student's map does NOT have to be exactly the same colors. So the highest countries might be colored red, the high countries blue, the medium countries orange and so on. The key needs to be made first, before any coloring is started.
5. Provide time for students to color the map to show the results.
6. Use an atlas or internet to find some of the countries is expected.

SESSION SIX

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

1. 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) that document by your argument.**

Assessment

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.

The graph created by students can be graded for correctness. Mastery will be considered 12 or points or higher out of the 15 points possible.

The map activity can be graded using the scoring guide. Mastery will be considered 28 or points or higher out of the 35 points possible.

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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 highest, high, etc., values; students would use one color (example red). The import partners with the highest values would be dark red. The next highest would be slightly lighter. The medium range would be red. The low range would be pink. The lowest range would be faintly 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
- North American Free Trade Agreement

An electronic version of recording the class finding is available at

http://education.nationalgeographic.com/education/media/globalcloset/?ar_a=1

Sources

World Map (Tiled) and The World map can be found at <http://geoalliance.asu.edu/maps/world>

Robert Rothrock, AzGA Teacher Consultant, gave me help with this lesson.