



Where in the World Were These Goods Produced?

By Marsha Masters, Economics Arkansas

Lesson Description

Dr. Martin Luther King, Jr. once stated that before we eat breakfast every morning, we have depended on half of the world. This lesson provides students an opportunity to put these words to a test as they guess where in the world twelve “morning time” goods are produced. Imports, exports and voluntary exchange are added to students’ academic vocabulary, and a home connection allows students an opportunity to conduct a scavenger hunt around their homes for imported goods.

Grades 3-4, 7

Concepts

- **Exports:** Goods and services produced in one nation and sold to consumers in other nations.
- **Goods:** Objects that satisfy people’s wants.
- **Imports:** Goods and services bought from sellers in another nation.
- **Interdependence:** A situation in which decisions made by one person affect decisions made by other people, or events in one part of the world or sector of the economy affect other parts of the world or other sectors of the economy.
- **Voluntary Exchange:** Trading goods and services with other people because both parties expect to benefit from the trade.

Standards

Arkansas Economics Standards

- E.7.3.1: Illustrate the relationships among imports, exports, and global interdependence D2.Eco.14.3-5
- E.7.4.1: Illustrate ways trade has led to economic interdependence between Arkansas, other states, and other countries D2.Eco.14.3-5
- HS.7.7.3: Analyze movements of people, products, and ideas through transportation and communication networks and how they vary among regions (e.g., regional, global) D1.2.6-8, D2.Geo.7.6-8

Arkansas English Language Arts Standards

Grade 3

- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Grade 4

- SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic .

Grade 7:

- SL.7. 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives

Students will be able to

- actively participate in a morning time guessing game
- verbally define imports and exports and explain the difference
- justify the benefits of voluntary exchange
- explain interdependence in the global marketplace and give an example from the lesson
- complete a home scavenger hunt searching for goods throughout their homes and identifying the country where the goods were produced
- bring a good from home, identify where in the world it was produced and plot it on a world map

Time required

Day 1: 45 minutes

Home Connection: 30 Minutes

Day 2: 45 minutes

Materials required

Day 1:

- Twelve morning time items
- Visual: Dr. Martin Luther King's quote
- Activity Sheet 1: Sheet for students to record their morning time guesses
- Home Connection: Activity Sheet 2 (one per student)

Day 2:

- World Map
- 12 inch pieces of yarn or ribbon (one per student)
- Tape (one piece per student to use when plotting good on the world map)

Teacher preparation

Prior to Day 1: Gather twelve morning time items (examples: alarm clock, toothbrush/toothpaste, t-shirt, baseball cap, milk, pop tarts, tv, plate, cup, shorts, tennis shoes, socks). Make a list of where each item is produced.

Procedure

Day 1:

1. Project the visual. Share Dr. Martin Luther King's quote with the students. "Before you eat breakfast this morning, you've depended on more than half the world." Allow students to discuss whether they agree or disagree with this statement.
2. Tell students that today you have brought a dozen "morning time" goods from home to put these words to the test. Review with students that a good is an object that can satisfy people's wants. Allow students to share some goods they use every morning. (*Examples: toothpaste, alarm clock, breakfast food, deodorant, soap, towel, etc.*)
3. Distribute Activity Sheet 1 to students. Display one item at a time and ask students to record where they believe the good was produced. After students have made their predictions, reveal the country that produced each item. (*Answers will vary depending on the items displayed.*) When all the items have been revealed, ask students to find the fraction or percent that were made outside the United States. (*Example: 8 out of the 12 goods were produced outside the United States... $8/12 = 67\%$*)
4. Group the items as to those produced in the United States and those produced outside the United States. As you group the goods that were produced outside the United States, introduce the concept of "import." Explain to the students that imports are goods and services that are purchased from sellers in other nations. Ask students why they think the United States imports goods. (*The countries that the United States imports from have an advantage in the production of those goods. They can produce them using a less expensive method, they pay their human resources less income than in the United States, they have more natural resources available to produce the good, etc.*)
5. Tell the students that just as we depend on other countries to import goods to the United States, many countries depend on the United States to send goods to them. Introduce the concept of "export." Exports are domestic goods and services that are sold to buyers in other nations. Encourage students to think of an exit sign when they think of exports. Goods that are exports, exit our country to be shipped all over the world. As an example, share with students that Stuttgart, Arkansas, is known for its rice production. Many bags of rice are exported to countries all over the world. Allow students to share examples of other Arkansas items that are exported. (*Examples: meat/food products, machinery, aircraft parts*)
6. Because the United States depends on other countries and other countries depend on the United States to satisfy wants for goods in the marketplace, economists define this as an example of "interdependence." Challenge students to decide if it is a good or bad thing to be dependent on other countries. (*Students may have varying opinions but may come to the conclusion that it's a good*

thing since both countries are happier or better off as a result of the trade. This would be a perfect place to tie in headline news articles on goods being imported or exported.)

Closure/Assessment

1. Tell students that you want to review Dr. Martin Luther King’s quote again. Ask them to share whether their thoughts have changed about Dr. King’s words. If so, why? *(Allow students to share thoughts on the subject. Students may share how they now realize that we truly do depend on the world to satisfy our economic wants.)*
2. Review the concepts introduced in this lesson by asking students to define each concept and give examples:
 - a. imports *(Goods and services bought from sellers in another nation. Ex. Sony televisions are made in Japan and imported to the U.S. for consumers to purchase.)*
 - b. exports *(Goods and services produced in one nation and sold to consumers in other nations. Ex. Tyson sells chickens and other meat products produced in Arkansas to consumers in other nations.)*
 - c. voluntary exchange *(Trading goods and services with other people because both parties expect to benefit from the trade. Ex. The United States chooses to export rice to other countries, and other countries wish to import it to satisfy their want for that good in their diet.)*
 - d. interdependence *(A situation in which decisions made by one person affect decisions made by other people, or events in one part of the world or sector of the economy affect other parts of the world or other sectors of the economy. Ex. The United States depends on Canada for goods and services, and Canada depends on the United States for goods and services.)*

Home Connection:

Distribute Activity Sheet 2: “What in the World is in My...?” sheet. Explain to the students that they are to go on a scavenger hunt around their home, search for goods produced in and outside the United States, and record their findings on the sheet. Encourage each student to bring the good to school that they think is most unique or that was produced in the most unique country. Remind students to ask their parents for permission before bringing the item to school.

Assessment

Day 2:

1. Ask students to review their scavenger hunts and choose two goods, from the list, they would most like to share with the group. They will share the location, the good, and the country where the good was produced.
2. Review the concepts from Day 1 again. Ask students to count the number of goods they found that were imported. Ask students to share examples of goods they found on their scavenger hunt that the United States produces that might be exported to other countries.
3. Place a world map on the floor. Distribute to each student a piece of yarn/string and tape. Tell students that now the challenge begins because they will select one good to plot on the world map. They must find “where in the world their good was produced” and plot it.

4. Debrief the scavenger hunt by referring to the economic principle that states, “Voluntary Trade Creates Wealth.” Allow students to respond to this principle by stating examples of costs and benefits of voluntary trade (*higher standards of living, broader choices of goods and services, higher level of satisfaction or gain, etc.*)

Extension Activities:

Visit the following links to see who Arkansas’s trading partners are and locate on a world map.

- <https://www.census.gov/foreign-trade/statistics/state/data/ar.html>
- http://www.arkansasedc.com/sites/default/files/content/downloadable-files/2016_export_statistics_-_final_pdf.pdf

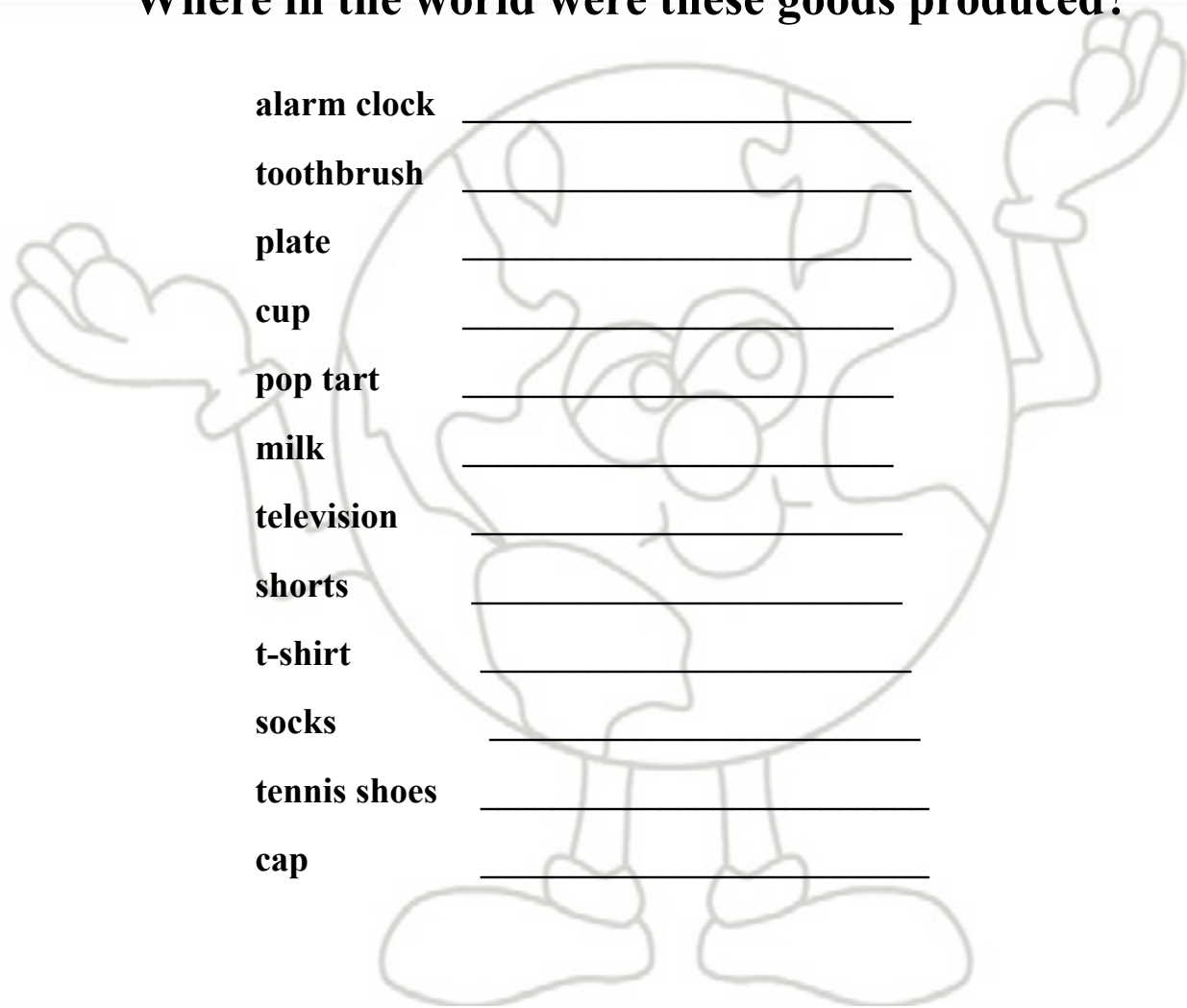
“Before you eat breakfast this morning, you’ve depended on more than half the world. This is the way our universe is structured...We aren’t going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality.”

Dr. Martin Luther King, Jr.

Source:

<http://www.urbanoptions.org/SustainEdHandbook/TheApproach.htm>

Where in the world were these goods produced?



What in the  is in my...?

Room	Good	Country Produced
Bedroom	_____	_____
	_____	_____
Closet	_____	_____
	_____	_____
Bathroom	_____	_____
	_____	_____
Living Room	_____	_____
	_____	_____
Kitchen	_____	_____
	_____	_____
Garage	_____	_____
	_____	_____
	_____	_____