What You Give

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School and District Names not available

Grade Level (Req.): 8th-9th grade	Content Area (Req.): English Language Learners	Unit (Opt.):
Connections to Other Disciplines (Opt.): • Geography • •		
Time Frame (Req.): Two 45 minute class periods	Goal (Req.): To help students understand what their native country exports to the U.S. and why.	
	Objective (Req.): Students will be able to identify the exports of their native country and why the U.S. needs/wants these imports.	
Materials Needed (Req.): • Atlases • Large map displayed on bulletin board • Resource/export map • Internet and/or encyclopedias • LCD projector with Internet photos and maps • •	New Vocabulary (Opt.): • • • • •	

Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What does your native country export to the U.S. and why?

Instructional Sequence/Procedure (Req.):
1. Start the lesson showing actual goods and telling ideas that are U.S. imports. Some goods might be bananas, oil, clothing, words such as barbecue (Mexico) and swine (Germany), etc. Discuss traditions such as a Christmas tree and why it's used as a decoration at Christmas.
2. On LCD, show product/resource map of U.S. showing its exports. Possible discussion questions: Location – 1) Where do you think these goods and ideas/traditions came from? 2) Get out atlases and find their native countries and mark on large map. Movement – 1) What are the exports of your country? 2) Why does the U.S. need these imports? Have students check clothing labels to see where their clothing is from. Why does the U.S. need to import these goods? Why are certain traditions part of the American culture? Why are certain traditions part of your native culture? 3) What might some ideas that have come to Mt. Pleasant, IA from your country? What might be some cultural traditions that you would like to see in our city?
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Formative Evaluation (Req.): Check for understanding during the discussion	Assessment (Req.): Have students create a PowerPoint showing exports of their native country to the U.S. This will be done individually.

Iowa Core Curriculum Standards Used (Req.):
- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space.
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities.
- Understand how to use spoken English for communication and discussion of ideas.
- Understand how to establish basic interpersonal communication with or without grammatical accuracy.
- Understand simple and complex sentences with key vocabulary support.
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Common Core Curriculum Standards Used (Opt.):
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NGS Standards Used (Req.):
- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- How culture and experience influence people's perceptions of places and regions
- The characteristics, distribution, and migration of human populations on Earth's surface
- The characteristics, distribution, and complexity of Earth's cultural mosaics
- The changes that occur in the meaning, use, distribution, and importance of resources
- How to apply geography to interpret the past
- How to apply geography to interpret the present and plan for the future
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Five Themes of Geography Used (Req.):	School District Standards and Benchmarks (Opt.):
• Location • Movement • • •	• • •

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):
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Other Essential Information (Opt.):

Other Resources (Opt.):
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