

Where Does Our Stuff Come From?

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Grade Level (Req.): 10th grade	Content Area (Req.): Human Geography	Unit (Opt.): Globalization
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> • Economics-Discussion/analysis of where our products are made and how it affects our country's balance of trade • • 		
Time Frame (Req.): Two 45-minute class periods	Goal (Req.): Students will be able to write generalizations that describe where certain types of products are made. Students will be able to describe the major imports and exports of the U.S.	
	Objective (Req.): Students will understand the importance of globalization by seeing how much of our everyday items come from other countries. Students will further be able to understand the huge quantities of items that come from other countries and will work on analyzing how this affects the U.S.'s balance of trade.	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> • Chart entitled "Where does our stuff come from?" • Graph paper • Colored pencils • Laptops or pictures of maps projected on board • Guiding questions to accompany maps • • 	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> • imports • exports • Balance of trade • • 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Use a bell ringer; the students should be working on it when they come into the room. Bell Ringer question: Where were your shoes made? After students have a minute to look on their shoes and find the answer, go around the room and see what students have discovered. Orally, discuss any patterns with them. Are there any countries that we hear more than once?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Go over/discuss bell ringer (see above). 2. Explain that we are going to see how much globalization and international trade truly affect our everyday lives. Hand out paper entitled "Where does our stuff come from?" 3. Give students about 15 minutes to complete the first half of the assignment, which asks them to find out where several pieces of clothing were made, where their school supplies were made, and where their accessories were made. Some students may need to go to the restroom to check the tags on their jeans, shirts, etc. 4. The second half of the assignment asks the students to find out where their home appliances, sports equipment, electronics, etc. were made. Assign this to finish for day 2. 5. Last thing on Day 1: Watch 2-3 video clips (about 5 minutes each) from abcnews.com called "Made in America." This takes a typical American home and looks at what items in it were 		

actually made in America. The producers then try to furnish a home with only American-made products. Students will see what a struggle it was to accomplish that. Tie into tomorrow's assignment and explain that they will be doing the same thing in their homes. What's In Your Home?: <http://www.youtube.com/watch?v=38MfZ17nT50>, All-American Home part 1: <http://www.youtube.com/watch?v=0kgIkvs4Xos>, All-American Home Part 2: http://www.youtube.com/watch?v=YkQXs_Tn7H4, Part 3: <http://www.youtube.com/watch?v=EED9s5uQxo8>.

6. Start on Day 2: Bell Ringer: Count up how many products there are from each country you have listed on your assignment. (Ex: China: 21 products, Japan: 13 products, Pakistan: 7 products, etc.)
7. On the board, write a list (before class) of the typical countries from which our products come. Leave a relatively generous amount of space after each one, and leave room at the end for other countries to be added.
8. After the students have counted up how many products come from each country, have them come up to the board, grab a marker, and write tally marks behind each country for the number of products they counted from each country. Give them about 5 minutes to do this.
9. Count up the tallies and write the total next to each country.
10. Assign a color to each continent, and make a colored mark or underline each country according to its continent.
11. Hand out graph paper to each students, and have them take out colored pencils or provide them for students.
12. Title the Graph "Where does our stuff come from?", and have students make a key in the corner that shows each continent's color.
13. Guide the students through making a graph of where our items are made. Do one continent at a time. For example, when graphing Asia, graph China, Japan, South Korea, Pakistan, etc. all right next to each other; when graphing North America, graph the U.S., Canada, and Mexico at the same time. Use the colors in the key to draw in the bars for the bar graph. Write the countries along the x-axis and the number of items along the y-axis.
14. After completing the graphs, guide the students through making generalization statements, such as "Most of our clothes come from... (a certain continent/region)" and "Most of our electronics come from... (a certain continent/region)." Have students write these on the back of their graphs.
15. Ask students if this is good or bad? Why? Discuss the positives and negatives of this amount and type of trade of goods.
16. Have the students take out laptops or personal devices and go to the website worldmapper.org.
17. Students need to click on "Map Categories" and then click on "Manufacturer" on the left hand side. This will pull up a list of maps for the students to look at. (Each map looks at and measures some category, and territories are re-sized on each map according to the subject of interest. For example, countries on a "population" map are bigger if they have higher populations and smaller if they have smaller populations.)
18. Students will need to look at several different maps based on the guiding questions, which explain what maps students need to examine. (see attached for guiding questions).
19. Review at the end of class with an exit ticket. On a scrap piece of paper, have the students answer 3 questions: 1) Where do most of our items come from?, 2) Is this development good or bad?, 3) Why?
- 20.

Formative Evaluation (Req.): Students will complete an exit ticket before they leave (see above) that will allow me to see if they understood the basic content and if they can evaluate and provide reasoning for their judgment.

Assessment (Req.): I will collect both the chart assigned to students on day one as well as the worldmapper.org guiding questions.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how physical and human characteristics create and define regions
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities
- Economics, grade 9-12: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives
- Economics, grade 9-12: Understand the local, state, regional, national, and international factors that create patterns of interdependence in the global economy
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- Standard 1: How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report information from a Spatial Perspectives
- Standard 11: The patterns and networks of economic interdependence on earth's surface
- Standard 18: How to apply geography to interpret the present and plan for the future
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Five Themes of Geography Used (Req.):

- Movement (of goods/products/trade items)
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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A Balance of Trade?

Name:

Directions:

1. Go to www.worldmapper.org.
2. Click on "Map Categories" on the menu along the top.
3. Click on "Manufacturers" from the list along the left-hand side of the screen.
4. On the list that comes up, click on "Car Exports".
5. Using your atlas if you need to, determine which three countries appear to export the largest number of cars.
 - a.
 - b.
 - c.
6. Look for the United States. It should be light blue and in-between Mexico and Canada. What do you notice about it on this map?
7. Click the back arrow, and then click on "Car Imports".
8. Using your atlas if you need to, determine which three countries appear to import the largest number of cars.
 - a.
 - b.
 - c.
9. Look for the United States. It should be light blue and in-between Mexico and Canada. What do you notice about how it compares to the "Car Exports" map?
 - a. Is this good or bad for the U.S.? Why?
10. Click the back arrow, and then click on "Electronics Exports".
11. Using your atlas if you need to, determine which three countries appear to export the largest number of electronics.
 - a.
 - b.
 - c.
12. Look for the United States. It should be light blue and in-between Mexico and Canada. What do you notice about it on this map?

13. Click the back arrow, and then click on "Electronics Imports".
14. Using your atlas if you need to, determine which three countries appear to import the largest number of electronics.
 - a.
 - b.
 - c.
15. Look for the United States. It should be light blue and in-between Mexico and Canada. What do you notice about how it compares to the "Electronics Exports" map?
 - a. Is this good or bad for the U.S.? Why?
16. Click the back arrow, and then click on "Food" from the menu along the left-hand side.
17. Click on "Cereals Exports." "Cereals" include wheat, rice, barley, and corn.
18. Look for the United States. What do you notice about it on this map?
19. Click the back arrow, and then click on "Cereals Imports."
20. Look for the United States. What do you notice about how it compares to the "Cereals Exports" map?
21. Pick 2 more categories of imports/exports under either Food, Manufacturers, or Goods.
 - a. Category 1:
 - i. What do you notice about the U.S. on each one?
 - b. Category 2:
 - i. What do you notice about the U.S. on each one?

A **balance of trade** is the difference between a country's imports and exports. A country wants to have more exports than imports because then it earns more money. This is called having a *favorable* balance of trade. Based on what you have seen on worldmapper.org, does the U.S. seem to have a favorable balance of trade? Provide 2-3 sentences explaining your answer.