

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Analysis/Evaluation	Correlation to Framework - 02.04, 02.05, 02.06	Lesson Number - 38
<p><b>Activity Title - The Global Village and Trade</b></p> <p><b>Goal/Objective</b></p> <p>To analyze maps of trade patterns between the United States and other nations and identify factors that may influence the production of goods.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>Discuss that when we shop, many of the items that we purchase are not manufactured in the United States. Provide examples of food products, clothing, furniture, building materials, etc. that are actually manufactured elsewhere and then shipped to the United States.</p> <p><b>Activity</b></p> <p>Have students list 10 to 15 items in their homes or at a large store. Have them research these items providing information on the type of item, location of production, and cost. Encourage students to select a variety of things. Collect all the student data in single database. Have the students map the locations of the origin of the different items on a world map. Have them identify what countries produce the products, whether there are patterns that emerge, what regions are most linked to the U.S. through the movement and flow of goods. Ask questions about any patterns that are noted regarding categories of items, such as do more expensive items come from specific regions whereas less expensive items are produced by different regions.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have students debate the pros and cons for the American shopper when products are made internationally. One subject of debate may be that the product may have a lower price, but that lower price is at the expense of a local job.</p>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Computer with Internet access and database program</li> <li>• Chart paper/board and markers</li> <li>• Paper and pencils</li> <li>• Large world map</li> <li>• United Nations statistics on gross domestic product per capita - <a href="http://www.un.org/Depts/unsd/social/inc-eco/html">http://www.un.org/Depts/unsd/social/inc-eco/html</a></li> </ul>
			<p><b>Extension Activity</b></p> <p>Have students write an expository essay answering one of the following questions:</p> <ul style="list-style-type: none"> <li>• Should the United States trade more often with Canada and Mexico?</li> <li>• What is your position on unlimited international trade?</li> <li>• What would be the effects of decreasing trade with other</li> </ul>
<p><b>Real-Life Connection</b></p> <p>Have students pretend that they own a large company that wishes to expand. Have the students access the statistics on the United Nations website and identify reasons why their U. S. company might want to locate its headquarters or manufacturing plant in Mexico, Canada, or an Asian country rather than the United States.</p> <p>Have the students share their reasons for their decision with the class.</p>			<p><b>ESE/ESOL Accommodations</b></p> <p>Have students work in small groups or with a peer tutor.</p> <p>Provide specific areas of research for students to locate on the World Wide Web.</p> <p>Model how to find the different production locations on items, such as clothing, food, furniture, etc. through demonstrations.</p>

## GED 2002 Teachers' Handbook of Lesson Plans - Script

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### Activity Title - The Global Village and Trade

#### Introduction

*Ask:* Where were your shoes manufactured? Where was the candy bar or soda that you consumed at break made? Where was the furniture in this class manufactured? *Say:* When we shop, many of the items that we purchase are not manufactured in the United States. The bananas that we eat may be from South America. The clothing that we wear may have been made in China or Taiwan. In fact, sometimes it seems difficult to find something made entirely in the United States. *Ask:* Why does this occur? First, let's explore a little bit.

#### Main Activity

*Say:* Your assignment for the next class is to list 10 to 15 items in your homes or you may wish to complete the assignment at the mall. Research where each of these items was made and the cost. You may wish to document your findings on a simple chart divided into three columns.

Collect all the student data in single database. Make sure that a variety of items have been researched. Give the students copies of the database.

*Say:* Let's see where all of the different things that we have listed are made. Find each of the locations on the large world map. Place a pin on the location where the item was made along with a paper strip that lists the name of the item.

After students have identified all of the locations for the products, *ask:*

1. What regions are linked to the United States through the flow of goods?
2. Where do specific items come from in the world? Do you see any patterns emerge?
3. What areas of the world specialize in the production of certain commodities?
4. What advantage do other countries have in the production of certain goods or products?

Discuss the different types of answers provided by students and the impact of their answers to global trade.

#### Closure/Conclusion

*Ask:* What are the pros and cons for the American shopper when products are made internationally?

Have students debate this topic. One subject of debate may be that the product may have a lower price, but that lower price is at the expense of a local job.

#### Follow-Up Lessons/Activities

Have students pretend that they own a large company that wishes to expand. Have the students access the statistics on the United Nations website and identify reasons why their U. S. company might want to locate its headquarters or manufacturing plant in Mexico, Canada, or an Asian country rather than the United States. Have the students share their reasons for their decision with the class.