

Lesson 1 (Core)

Global Trade and Interdependence

Description

Students sort everyday items, identify their countries of origin, and locate them on the map. They make observations and inferences about why certain items are produced close to home and others far away as they are introduced to the concepts of specialization and interdependence.

Objectives

- Explain how trade, specialization, and interdependence allow us to meet our needs and wants
- Explain how the exchange of goods connects us with other people and places around the world
- Sort goods by site of origin
- Exchange ideas through discussion

Assessment

- Review the [Interdependence exit ticket](#)
- Observe the Active Inquiry activities; look and listen for:
 - Examples of ways we are connected to the global community through what we produce and consume
 - Logical inferences about connections between what is produced and geography
 - Accurate use of vocabulary terms
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Materials & Prep

Lesson Vocab cards

Gather the following cards for this lesson:

- import
- export
- produce
- consume
- specialization
- trade
- interdependence

Product Tags

Print and cut out the cards. Students will affix the tags to the Global Connections Inquiry Wall.

Product bags

HEAVY LIFT

Gather a variety of items with “Made in ____” or “Product of ____” labels to create 1 bag per group of 3–4 students.

- Each bag should contain at least 5 items that vary in type.
- Some products will say “Distributed by ____” with a company name and domestic city, but this is not the site of origin; look for items with clear labels that students can easily identify.
- Preselect an item that students won’t use to model the product sort activity.
- Possible products to gather include:
 - Food packaging (ex. a bag that held rice or potatoes; a box that held fruit, coffee, or tea)
 - Clothing items
 - Household goods
 - Small electronics

Countries of the World map

OPTIONAL

Provide the labeled world map to support students in identifying the origins of common products, if desired.

Interdependence Anchor Chart

CLASSROOM SETUP INQUIRY-LONG DISPLAY

Used In Lessons: 1, 2, 3, 4, 5

Create an anchor chart according to the setup guide. The anchor chart should remain on display or readily accessible for the rest of the Inquiry.

Interdependence exit ticket

OPENING

Spark Thinking | Estimated time: 10 mins

- 1 Spark thinking about the origins of everyday items with a think-pair-share.
 - Invite students to make predictions in response to the prompts.
 - Reveal the map with the labeled countries of origin and confirm whether their predictions were correct.



- 2 Present new vocabulary terms: “import,” “export,” “produce,” and “consume.”
 - Invite students to share what they know about these terms.
 - Share the definitions and model a few examples using the terms:
 - Chile “produces” blueberries, then “exports” some of the blueberries that they “produce.”
 - Not all places “produce” the things they need, so they “import” other items that they need.

- Post the **Vocab cards** on the Vocab Wall.

Slide 3

Vocabulary

import	produce
export	consume

Slide 4

Vocabulary

import: to bring goods and services in from another place

export: to send goods and services out to another place

consume: to buy or use; to use up

produce: to make or grow something

3 Introduce the Essential Question.

- Tell students that they will be investigating this question for the next several lessons while learning about connections between people, processes, and resources involved in making the items they use every day.

Slide 5

ESSENTIAL QUESTION

How are we connected to the global community through what we produce and consume?

4 Present the challenge: Students will investigate where products come from and how we depend on people and places around the world to get what we need.

Slide 6

Today we will
 learn **where** everyday items come from
 --- and ---
 explore **how** we **depend** on people around the world to get what we need.

Teaching Note

Draw connections back to the previous module and what students have learned about the climate, geography, and industries in other countries. Students may not know the exact origins of items, but they can make inferences based on what they do know about the geography and culture of distant places.

ACTIVE INQUIRY

Guided Practice | Estimated time: 20 mins

- 1 Introduce the product sort activity, in which students will sort common items to investigate their origins.
 - Preview the **Product Tags** and model how to complete one with a preselected item.
 - Emphasize that, as students are locating countries of origin, they will use the projected map or the **Countries of the World map**.
 - Clarify the meaning of any unknown words, such as “textile.”
- 2 Arrange students into groups of 3–4 and provide each group with a **product bag**, a set of **Product Tags**, and a **Countries of the World map** (optional).
 - Set expectations for group work and assign group roles if needed.
 - Review the system for getting help from the teacher during independent work time.

Slide 7

Product Sort

1. Sort the items in your bag as “food,” “electronic,” “textile,” or “other”
2. Identify where each item is from
3. Fill in product tags
4. Find countries on the world map



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- 3 Facilitate the product sort activity. (10 minutes suggested)
 - Circulate to monitor group work and support students as needed.

Slide 8



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- 4 Invite groups to place their completed **Product Tags** on the Global Connections Inquiry Wall and discuss findings.
 - Encourage students to use vocabulary terms to respond to the prompts and share what they learned during the activity.

Slide 9

Discuss

- What patterns do you notice?
- Do items from our daily lives come from near or far? Give an example.
- Why might we import items we use from other places?

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Teaching Note

This activity depends heavily on the items you've gathered. While a larger selection of items will take longer, it will provide stronger evidence that things we use sometimes come from faraway places. However, make it clear to students that when a container of blueberries says "Product of Chile," it does not mean that Chile is the only place that produces blueberries.

As groups attach their Product Tag cards to the Global Connections Inquiry Wall, they do not need to present to the class, so representatives from multiple groups can do this at the same time. The point here is for students to make observations about where all the items come from; they will have already located the countries on a labeled world map with their groups.



Learner Support

Support students by providing a personal set of vocab cards that they can refer to throughout the module.

Challenge students to create a graph showing the origins of their collected items. For example, they might create a bar graph with each bar representing one of the continents. Then, they can analyze the graph and note any trends.

Apply Learning | Estimated time: 10 mins


- 1 Briefly analyze a scenario to introduce new economic concepts.
 - Read the scenario.
 - Invite students to discuss the prompt with a turn-and-talk.

Slide 10



Country A and Country B both have very fertile land for growing food. Country A grows citrus very well and has been trying to grow rice with no success.

Slide 11



People living in Country B are experts at growing rice. However, the demand for citrus fruits like oranges is rising. Farmers are not able to grow the fruits because the soil is too soggy.

Slide 12

Discuss

How can Country A and B work together to meet their needs and wants?

- 2 Present new vocabulary terms: "specialization" and "trade."
 - Invite students to share what they know about the terms.
 - Reveal the definitions and model a few examples using the terms. Emphasize:
 - Country A has a specialization in citrus farming. Country B has a specialization in rice.
 - Country A and Country B can trade the products they have specializations in to meet each other's needs and wants.
 - Post the **Vocab cards** on the Vocab Wall.

Slide 13

Vocabulary

specialization

trade

Slide 14

Vocabulary

specialization: the process of becoming good at doing or making something in order to be more efficient

trade: to buy and sell goods and services

- 3 Connect back to the product sort activity to discuss specialization and trade.
- Emphasize:
 - Specialization allows countries to focus on their strengths.
 - It is important for countries to trade so that they can meet their needs and wants.
 - Trade allows countries to be able to specialize and improve their production.

Slide 15

Discuss


- What examples of specialization and trade did we see during the product sort?
- Why do you think it's important for countries to specialize in something?
- Why do you think it's important for countries to be able to trade?


- 4 Introduce new vocabulary term: “interdependence.”
- Share the definition and post the **Vocab card** on the Vocab Wall.
 - Emphasize that in each of the examples, when countries specialize and trade, they are experiencing interdependence.

Slide 16

Vocabulary

interdependence: when we rely on others and others rely on us to get the things we need and want

 **Teaching Note**
The concepts of specialization, trade, and interdependence are the foundation of this module. The scenario provides specific examples of these concepts. You may wish to provide additional examples to ensure students grasp the meanings and connections between these concepts.

 **Learner Support**
Students may benefit from additional prompting questions as they discuss the scenario. Consider additional questions, such as: What can each country specialize in? What can they trade with one another? How might they rely on each other?

CLOSING

Process Findings | Estimated time: 10 mins

- 1 Introduce the **Interdependence Anchor Chart** and record key ideas using a think-pair-share.
 - Ideas about trade may include:
 - What: *People and regions exchange goods and services*
 - Why: *To get things they don't produce, to meet needs and wants*
 - Ideas about specialization may include:
 - What: *People and regions focus on making or providing one thing (good or service)*
 - Why: *We can't make everything that we want or need; we can trade to get goods from other places*
 - Invite students to discuss the prompt, referring back to the larger Inquiry to draw connections between being citizens of a global community and interdependence. Ideas may include:
 - What: *People and regions depend on goods and services from different places; trade to get what they want/need*



- 2 Prompt students to complete the **Interdependence exit ticket** independently.



Teaching Note

The anchor chart will help reinforce the meaning of “interdependence” and support learning throughout this module, which revolves around the complex and critical concepts of trade and specialization, and analyzing the many ways that we are connected to our global community through production and consumption.



Learner Support

Allow students to refer to the [Global Connections Inquiry Wall](#) as well as the anchor chart when generating responses. Students should not feel limited to responses based on the items that they sorted, but can include responses from the whole class experience. Support students in identifying a new global connection by asking about items they like or use and modeling how that connects them to a new place.