

Title: The World In My Community

Grade Ranges:

____ K-4
 X 5-8
____ 9-12

Subject Tag:

Business Education

Social Studies: Social Sciences: Economics

Synopsis:

In this activity students will research to identify import products that are used on a daily basis in their local community. Once they identify the import products, they will use a world map to identify and locate the country of origin for the import. From the research, students will understand the role and the impact of imports in their daily lives.

Keywords:

imports, exports, products

Body:

Class Session #1:

1. Establish focus for the lesson by holding up a handful of products, such as a watch, one at a time. Ask if a product is an export or an import. Allow for several responses. As a follow-up question to each of the responses, ask students why they think something is an export or import?
2. Ask students to define import and export. Allow for several responses. Be sure students understand that an import is a product received from outside our country and an export is a product we send to other countries.
3. Remind students that the U.S. imports many products daily. You may want to obtain current statistics on imports from *Statistical Abstract* (<http://www.census.gov/statab/www/>) or some similar resource. As an option, you may ask for a volunteer to check out the library and find the number of imports that come into the United States.
4. Explain that the class is going to conduct a three-part test to examine the impact of imports on our daily lives.
5. Distribute to each student a copy of the accompanying handout.
6. As a class team, have individuals rotate around the room to look at various classroom items to identify imports. As each item is identified, all students should write that item on their chart.
7. As each item is identified, another set of students can use a world wall map to locate the country of export. Again, students should write the country of origin on their chart.
8. Refer to the handout. As an outside assignment, tell students to look first at their personal life and identify (take inventory of) imports they use. Then, they should look at (take inventory of) items in their homes to identify imports and the

country of origin. Personal items may be in their homes, but home items should be used by all or most of a student's family.

Class Session #2

1. Establish focus for the lesson by asking students if they enjoyed taking the inventory. Encourage feedback.
2. Build a discussion on imports by asking the following questions:
 - What is an import?
 - Do you use many imports?
 - Was one country more represented than any others?
 - What item were you most surprised to learn is an import?
 - If these items were not imported, do you think we would still have access to them? Why or why not?
3. In a round robin fashion, ask students to talk about what they found when they took their personal and household inventories. Encourage responses. Ask for a show of hands as to whether there were more personal or household imports.
4. Either refer to the import statistical number you provided in Session 1 or ask the student who agreed to do the research to provide the import statistic found. Write that number on the board. Ask if the class has a better understanding for the number of imports. This lesson should help them realize that the total number of imports relates to the number of imports that each individual in the US uses.
5. Bring closure to the lesson by asking, "What impact do imports have on your life?" Encourage responses.

Related Links:

Statistical Abstract of the United States

<http://www.census.gov/statab/www/>

This book, put together by the US Census Bureau contains statistics on US culture and economics. Online and paper versions are available.

The US Census Bureau of statistics

<http://www.census.gov/briefrm/esbr/www/esbr042.html>

This site contains a graph that shows both import and export figures over the last two years.

Objectives:

Students will:

- understand the concept of import.
- recognize the impact of imports on our daily lives.
- practice map skills.
- have increased curiosity about the local community.

Standards:

NY: Language Arts 1 – Students will read, write, listen, and speak for information and

understanding. **3** – Students will read, write, listen, and speak for critical analysis and evaluation. **Social Studies – Economics 3. 1.** The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

NYC: A3a – Gather information to assist in completing project work.

CT: Social Studies – Economics 3 – Economic Interdependence – Students will demonstrate how the exchange of goods and services by individuals, groups, and nations create economic interdependence and change. **Technology Education 3** – Career Awareness – Students will become aware of the world of work and its function in society, diversity, expectations, trends, and requirements.

NJ: Cross-Content Workplace Readiness. 2 – All students will use technology, information, and other tools. **3** – All students will use critical thinking, decision-making, and problem-solving skills.

Time Required:

Two class sessions with sufficient time between sessions for students to complete their assignment.

Technology and Materials Needed:

- World Wall Map
- Handout: Imports All Around Us

Assessment Criteria:

1. Did the students complete the inventory assignment?
2. Did the students make the connection with the impact that imports have on an individual's daily life?

Recommended Lesson Plan Review Date:

Review Comments:

There may be updated statistics for US imports and exports available online.

