

# Weeks 1–3: International Trade

## Importing and Exporting

### Objectives:

- Students will learn about international trade and why we do this.
- Students will play an interactive game to illustrate their knowledge of trade.
- Students will research imports to the US and create a collage to display their knowledge of international trade.
- Students will research exports from the US and create a collage to display their knowledge of international trade.
- Students will create a T-chart of imports and exports in the US.
- Students will read literature on international trade and discuss and participate in a discussion to demonstrate their knowledge of imports and exports.

### Materials:

- Paper
- Journals or notebooks
- Construction paper or poster board
- *Passport to the World: Your A to Z Guided Language Tour* by Craig Froman
- *What is Trade?* by Carolyn Andrews
- Pencils
- Magazines
- Scissors
- Glue
- Internet
- Computers
- Web map
- T-chart
- Miscellaneous materials for the Trading Game (Days 3–4)

Time Required: 9 Days

### Terms:

- International Trade
- Barter
- Trade
- Import
- Export

*SchoolhouseTeachers.com note: Parents should closely monitor children's use of YouTube and Wikipedia if you navigate away from the videos and articles cited in these lessons. We also recommend viewing the videos on a full screen setting in order to minimize your students' exposure to potentially offensive ads and inappropriate comments beside or beneath the video.*

## Procedures: Day 1

1. Read *Passport to the World: Your A to Z Guided Language Tour* by Craig Froman.
2. Facilitate an open discussion on the wonderful and unique things the world has to offer.
3. Ask the comprehension questions as you continue your discussion about the book.
  - What did you find interesting?
  - Was there somewhere you would like to travel to one day?
  - Did you see a food or item you have never seen before?
4. Ask students to discuss reasons they may trade an item they saw in the book above for something we have readily available in the US.
5. After students have had ample time to discuss their thoughts, facilitate an open discussion about this topic.
6. Have them think about a situation where this would be an equal trade.

## Procedures: Day 2

1. Read “Weeks 1–3: International Trade” (pp. 7–9).
2. Read *What is Trade?* by Carolyn Andrews.
3. Ask the students what the main idea of the book was.
4. Ask students about how trade was used in the book, if it was successful, and how it can help us.
5. Give students a piece of paper and a pencil.
6. Instruct students to write 3–5 sentences about how they have traded today or in the past. Each sentence needs to demonstrate a different trading situation.
7. Allow them to share their responses.

## Procedures: Days 3–4

1. Reread “Weeks 1–3: International Trade” (pp. 7–9).
2. (*Prepare in advance*) Click on the link and allow students to practice trading through this hands-on game: [The Trading Game](#).
3. Give students a [web map](#) and ask them to write the words “International Trade” in the middle. Instruct them to list as many reasons for international trade as they can think of.
4. Review results.

### Extension Activity:

Participate in a [Global Trading Game](#). This will take some time to prepare and several days to complete, but the hands-on learning will better assist students in grasping international trade concepts.

### Procedures: Days 5-6

1. Reread “Weeks 1–3: International Trade” (pp. 7–9).
2. Click on the link and watch the video on international trade: [Why Do Countries Trade?](#)
3. Discuss the video with your students.
4. Ask students to do research (on the Internet and with books from the library) on things we import into the United States.
5. Make sure students are keeping a log in a journal or notebook of their findings.
6. Once students finish their research, ask them to create a collage of pictures of goods and/or services we import into the US they feel make their life better. For this, students will need glue, scissors, magazines, Internet, and poster board or construction paper.
7. Instruct them that next to each import they should have an explanation of why that good or service is so valuable to them.
8. Share the results and display the charts.

### Procedures: Days 7–8

1. Give students a copy of “Weeks 1–3: International Trade” (pp. 7–9).
2. Instruct students to read the literature. You can help if it is too much for them.
3. Watch the video on imports and exports: [Import - Export Definition for Kids](#).
4. Discuss the video with your students.
5. Ask students to do research (on the Internet and/or in the library) on things we export from the United States to other countries.
6. Make sure students are keeping a log in a journal or notebook of their findings.
7. Once students finish their research, ask them to create a collage of pictures of goods and or services that we export from the US to other countries. For this, students will need glue, scissors, magazines, Internet, and poster board or construction paper.
8. Give students a [T-chart](#) and instruct them to use their research on imports and exports to complete the T-chart of things we import and export to and from the US.
9. Discuss what the students learned and the economic impact imports and exports have on our economy, both locally and nationally.

### Procedures: Day 9

1. Give students a copy of “Weeks 1–3: International Trade” (pp. 7–9).

2. Instruct students to read the literature independently and highlight anywhere they learned about imports and exports.
3. Discuss student's highlighted sections.

Extension Activity: Discuss the following questions:

- What are the various resources of different countries?
- Consider the foods we regularly purchase and eat. Where do they come from?
- We import a lot of food into the US. Why do you think we do this?
- In your own words, define *import* and *export*.
- What are some things countries other than the US import and export?

SAMPLE

## Weeks 1–3: International Trade



Have you ever **traded** with a friend? Maybe you know someone who has traded a lollipop or piece of candy for a cool pencil. This is an example of bartering.

**Bartering** is trading without the use of money. In order to properly barter with someone, both people need to have something the other person wants, and they have to be of equal value to both parties. This week, we are going to learn about **international trade**. This is how the United States of America and other countries trade goods and services all over the world.

International trading between countries can yield many benefits. It can help economically poor countries prosper as well as help wealthy countries get the resources they need. Sometimes countries decide to make a trade when they do not have the resources or the ability to fulfill their needs and/or wants. Remember a *need* is something we must have to survive, and a *want* is something we would like to have, but can live without.

Many times, a country that is very wealthy may have limited or scarce resources and a country that is economically poor may have an abundance of scarce resources. Can you see where a trade can be negotiated?



Due to the growing number of people in the world and, oftentimes, our “unlimited” wants, we can cause scarcity to become an economic problem. When an item is scarce, it is in very limited quantities, meaning there is only a small amount, and

then it is gone. When this happens, those items or resources become more expensive to buy. Coal, petroleum, and even water can be scarce.

International trade has been going on for thousands of years. Nowadays, international trade is responsible for much of the growth and success of our modern world! Goods and services are imported internationally for many reasons. They may be cheaper or better quality than what that country can produce. Another reason for international trade can be that some goods may be more desirable than the local goods. Have you ever eaten a mango or papaya from your local grocery store? Many of these fruits are imported to us from Mexico.

Another reason for international trade is that a country may not have any other option and the good or service they want does not exist in their country. For example, Japan has no oil reserves in their country. This is a big deal, especially since Japan is the fourth-largest consumer of oil in the world! All the oil they consume has to be imported from other countries.

International trade has many benefits to a country. Trade encourages a country to specialize in producing the goods and or services they can make effectively. Creating a specialized good or service means a country can produce more volume of a product, which allows them to make more money for their economy when they trade. When we trade internationally, it increases competition, which lowers prices. Think about it this way: There are many stores that sell skateboards. Because of this, they all must keep their prices low in order to sell. If one store sells the exact same skateboard for \$50.00 more than another store, the store selling the skateboard for \$50.00 more will likely not stay in business long.

Trading internationally can also produce more jobs for people to make a living. The quality of goods and services will increase as local **monopolies** (when one business controls the trade of a particular good or service) are eradicated. Having more countries offer the same goods and/or services will cause the goods and or services they produce to not only be at a lower price, but also to be higher quality. When we trade with other countries, we encourage each other to be imaginative and innovative as we share and create new technologies. International trade can help bring about prosperity, freedom, and even opportunity for each citizen.

Let's talk more about what it means to **import** and **export** goods and services. When countries trade internationally, they are importing and exporting goods and services. If you owned your own business, importing and exporting could grow

your business where you live and also internationally. When a business imports and exports goods and services, they must pay close attention to our laws and regulations in the US.

Any type of service, good, or resource that is made in one country and is sold to another country is called an import. If you own a business and you are looking to import a good or service into the US, you may need a license or permit depending on the specific item you are importing. In fact, some of the following items may require a special permit or license to import to the US: animals, prescription medications, food, and even trademarked items like name-brand shoes.

Now let's switch gears to talk about some specific facts on exports. Goods and services a buyer in one country purchases from a seller in another country are called exports. Just like with imports, exports can greatly benefit a company's business. Also, like imports, it is vital to know and understand the laws and regulations when exporting goods and services. Some items need special permits and or a license to export. Items like software and certain technologies require a special license to export.

