

## MAPPING WORLD INTERDEPENDENCE

### Performance Standard (14E/15A).B

Make a three-column chart to list and categorize goods and services families use, and products that come from another country accordingly:

- *Knowledge*: identify goods and services that families use and goods that come from a country outside of the United States;
- *Reasoning*: categorize goods and services that families use, and label products that come from outside the United States with the country of origin; and
- *Communication*: produce a three-frame chart showing goods and services that families use and products from other countries labeled with the country of origin; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. *In order to understand United States foreign policy as it relates to other nations and international issues (14E), and understand economic systems, with emphasis on the United States (15A)*, students should experience sufficient learning opportunities to develop the following:
  - Identify a product or artifact that comes from another country (e.g., food, toys); and
  - List and categorize goods and services families consume.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Discuss goods and services that families use and where these goods are manufactured.
4. Supply a variety of examples of products made in other countries. Have students bring in two or three non-valuable products made in different countries from home (e.g. souvenirs, toys, clothing). List examples on chart paper and label with the name of the country of origin. Find the country of origin on a world map.
5. Have students complete a three-column chart. Label the columns GOODS, SERVICES, FOREIGN PRODUCTS.
6. Have students categorize goods and services their families use in the first two columns. In the third column FOREIGN PRODUCTS, have them list the products and the name of the country of origin. (e.g. camera-Japan)
7. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: the identification of the goods, services and foreign products was complete and accurate;
  - *Reasoning*: the categorization of the goods, services and foreign products was logical and accurate;
  - *Communication*: the three-column chart was well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

#### Time Requirements

Three class periods, prior time for students to collect products

### Resources

- Large wall map of the world
- Examples of foreign products
- 11x17 construction paper divided into thirds
- Crayons, markers and pencil
- Social Science Rubric

"Meets"

# Goods

X-Box

glue

clack

C.D.S

Videos

T.V.

Computer

bike

Posters

cards

# Services

lawyer

vet

teacher

doctor

fire fighter

lunch mom

911 Operator

nurse

banker

chef

# Foreign Products

Star-Japan

book-U.S.A.

bear-China

shirt-Honduras

Santa cup-China

channel changer-China

towel-Mexico

toy-China

Soap-U.S.A.

Snowman-China

Goods "Exceeds"

Joy-doll, puzzle  
clothes-shirt, pants  
car-truck  
books-story, magazine  
flowers-rose  
Furniture-chair  
food-bread  
fruit-banana  
vegetable-carrot

Services

Guide-show  
bus driver-Jennifer  
waitress-hotel  
teacher-Mrs. Brook  
car driver-mom  
doctor-Dr. Johnson  
fire men-dad  
house cleaner-mom

Foreign  
Products

Joy doll-Switzerland  
money-Canada  
box-South America  
shirt-South Africa  
doll-Russia  
shoe-China  
doll-Mexico  
money-Mexico  
sweater-Madagascar  
scarf  
radio-Japan  
Coffee-Brazil  
plastic box-China  
glue-Canada  
shirt-Salvador  
pants-South Africa