

WHERE IT CAME FROM

Performance Standard 15D.E

Survey the classroom and determine the relative amount of items produced in the United States and produced in other nations accordingly:

- *Knowledge*: identify products that were made in other countries as well as in the United States;
- *Reasoning*: analyze what would change if the United States did not trade with other nations; and
- *Communication*: write a prediction that is well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand trade as an exchange of goods or services (15D)***, students should experience sufficient learning opportunities to develop the following:
 - Predict how people's lives would be different if they did not trade with others for goods and services they use.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students need to be taught about trade between the United States and other nations. Students need to be taught that trade results in greater variety and lower price for the consumer. To the extent that needed information is available on items themselves, students should label most things in the classroom including student outer clothing and footwear with a "Post It" type note that states the name of the nation that produced the item.
4. Each student will tabulate the number of products from each nation represented from the "Post It" activity.
5. Have the students develop a pie chart from the information.
6. Have students predict how his or her life would be different if there were not trade with others for goods and services.
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 product and the countries they came from is complete and accurate.
 - *Reasoning*: the analysis in the prediction, demonstrates awareness that common items might not disappear but instead there would be less variety and higher prices in a logical manner and is logical and well-reasoned.
 - *Communication*: the writing is well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work follow

Time Requirements

- One 50-minute period

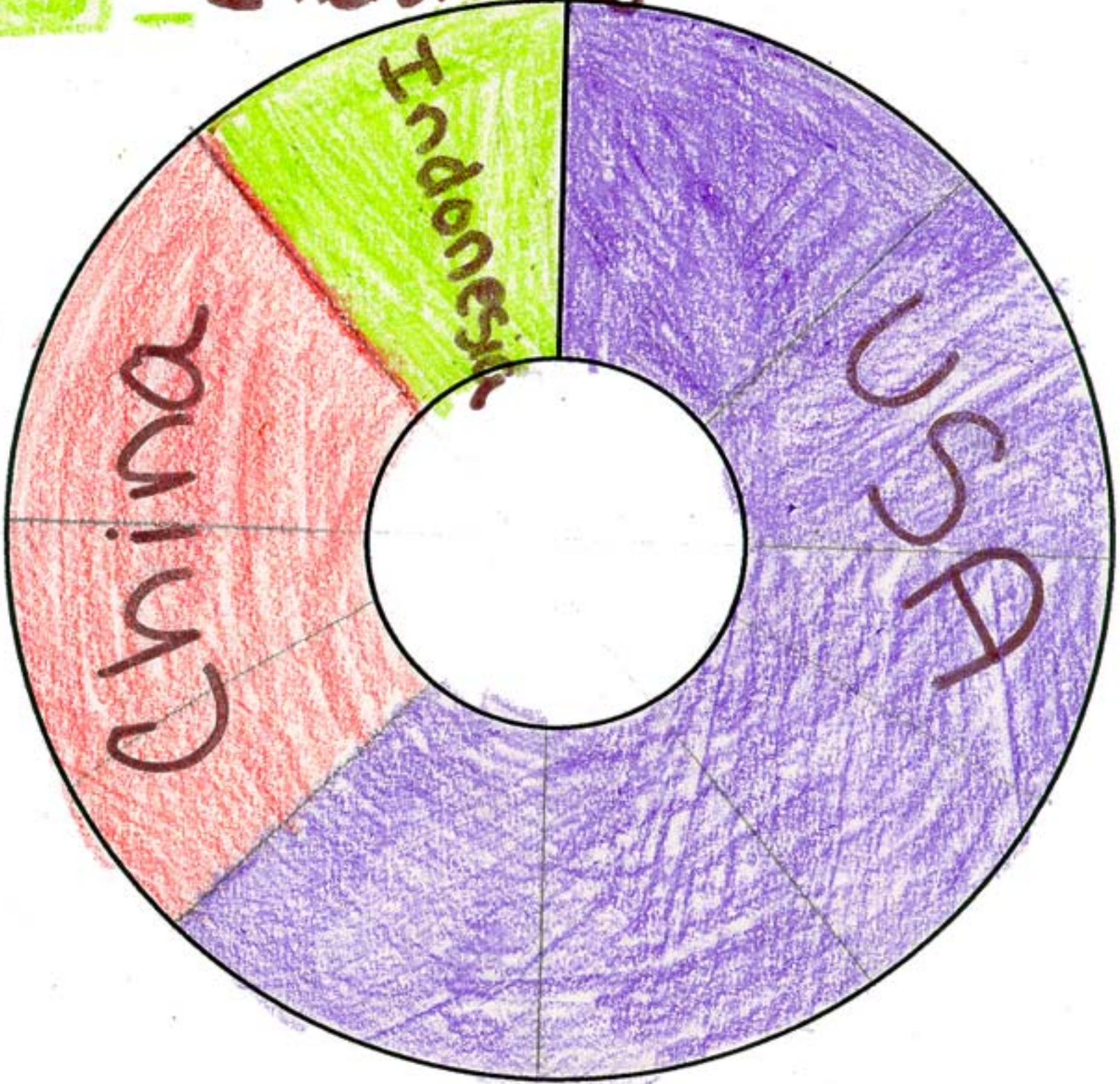
Resources

- Information on the nation of origin for most items in the classroom.
- Social Science Rubric

If there was
no Trade

This is how my life would be different if there was no trade. This is one of the problems with the food. Many of the goods we eat are from other countries. So if there was no trade we wouldn't get all the nutrients and other food we need. This would be the problems with the jobs. Since we trade so many things we depend on it. So people working would have to work harder and more hours. So people would be stressed. Products will cost more money, so people would not buy things so that could lead to a depression. This is why it would be hard to live without trade.

Indonesia
= China
= Indonesia



China

Indonesia

USSR

This is how and why my life would be different if there was no trade between other countries. First, we would have less food if our country doesn't have trade between other countries. Second, I would not have a chance to experience new things from other countries. Lastly, supplies would cost more money in the U.S.A if there was no trade between the countries. In conclusion this is how and why my life would be different if there was no trade between other countries.

Coffee mug - made in China
 Jacket - made in China
 Elmers Glue - Made in USA
 Smackers - Made in USA
 Storage Box - Made in USA
 Minute Minder - Made in Mexico
 Over Head - Made in Japan
 Calculator - Made in China

China		4	4/10	40%
Japan		1	1/10	10%
U.S.A		4	4/10	40%
Mexico		1	1/10	10%
				<hr/> 100%

25%

