

<b>Title of Today's Lesson:</b> The Mystery of Goods and Trade	
<b>Your Name:</b> Lindsay Smith	<b>Grade Level:</b> 6 <sup>th</sup>
<b>Subject:</b> Social Studies / Economy and Trade	<b># of students:</b> 24

### Unit Essential Question/Central Focus

**Central Focus:** This lesson will focus on the economic concepts of how different goods are produced as well as specialization leading to global trade. Students will investigate where specific items come from and how trade and specialization influences the production.

**Essential Question:** Where do our goods come from? How does global trade affect you? Why can't people have everything they want?

### Lesson Summary and Rationale

In this lesson, students will be trying to solve the mystery of where our goods come from. They will investigate clues and form a hypothesis with a small group. Then, students will test their hypothesis and research a specific product. Students will try to uncover the production of the specific good as well as specialization and sale/trade of the good at the global level. This lesson will hopefully grab students' attention and foster their need to solve mysteries. They are being active learners in an economic learning environment. Students gather their evidence, form hypotheses, and test their hypotheses by conducting further research. Then, students share their information in visual/written format to their peers. It helps students engage in an investigation as well as learn concepts that are relevant to their daily lives. It is important for students to recognize that the majority of items they use daily are produced elsewhere and sold/traded on the global level. It is important for them to know where their goods come from and be an informed consumer in the economy.

### Standards/Common Core Alignment

List ONLS here and cite accordingly. List strand, topic, and content statement(s)		
Strand	Topic	Content Statement
Economics	Scarcity	14. When regions and/or countries specialize, global trade occurs.

### Lesson Objectives

- Students will be able to explain how specific goods are produced.
- Students will be able to explain how specialization leads to global trade.
- Students will be able to demonstrate how global trade affects them personally.

### Materials/Reference List

- Computer
- Journal
- Pencil / Pen
- Tablets
- Research Handout
- Clues:
  - Nike Manufacturing Map shown on tablet (<http://manufacturingmap.nikeinc.com/>)

- Trade Video playing on tablet (<https://vimeo.com/92829504>)
- Trade Map (<http://www.trademap.org/Index.aspx>)
- News Article about Colombia specializing in flower production and trade (<https://newsela.com/articles/colombia-flowers/id/7409/>)
- Pieces of different clothing items with tag sticking out (variety of places of production)
- Coffee Beans
- Avocado
- Silk

## Procedures

### 1. READINESS

- There will be a question displayed on the board – Where do our goods come from?
- Students will be prompted to think about the question, and share one idea with another classmate.
- Have students look at each other’s shirt tags to see if there is a “Made in” tag. This is meant to interest the students in the question.

### 2. CENTRAL LESSON OR ACTIVITY

- The problem of the mystery was already presented – students are trying to decide where goods come from.
- First, group students in small groups of three.
- Students will be presented with a variety of clues that are scattered throughout the room on tables or hanging on chalkboards. Clues will help students to piece together information and form a hypothesis. (See materials for list of clues)
- Students will walk around the room, examining the clues and recording their observations and thoughts in their journal.
- The teacher will act as a guide throughout the examination of the clues, asking prompting questions such as “How do these two clues relate?”, “What’s your reasoning for thinking that?”, and “How does this help us figure out where our goods come from?”.
- Once students examine the clues, they will form a hypothesis with their group about where they think our goods come from. Each group will then share their hypothesis with the whole class and take turns evaluating each other’s hypothesis.
- In order to test the students’ hypothesis, they will work as a group to investigate an example of the production and sale of a specific good. Students can choose their own good or choose one of the following: oil, coffee, soybeans, silk, toys, clothing, shoes, video games, etc.)
- Students will receive a handout to record their research. The handout will have guiding questions for students to answer that revolve around the resources needed to produce the good, where the resources are found, specialization, and trade.
- Students will create a written and visual representation of the production, sale, and trade of their product – this is student choice so it could be a presentation, poster, written report, etc.
- Students will then present their project to the class and share whether their initial hypothesis was correct and if they would add anything to their answer to the question “Where do our goods come from?”

### 3. CLOSURE

- Students will be engaged in a written reflection.
- Students will write an individual response to the prompt on the board – “How does global

trade affect you?"

- Students will turn in this reflection to the teacher as an informal assessment.

#### 4. ASSESSMENT

- Students' reflection will be assessed informally.
- Students presentations / projects will be assessed to see if students understand the concept of specialization and global trade. This will be an informal assessment.

#### **Enrichment/Extension**

- In order to offer an extension activity for this activity, students could research the production, sale, and trade of another good at home. Then, they could compare and contrast the different resources and what regions specialize in those resources. Students could then reflect on how this impacts the global trade of that specific good.
- Students could watch the news, read the newspaper, or find a news article that deals with current day specialization or global trade. Students could write a summary of the article and share with their classmates. For example, students could explore issues of illegal global trade or how countries are trying to make trade arrangements.

#### **Reflection**

Group Research  
**Where do our goods come from?**

Good / Product: \_\_\_\_\_

How is this good produced (made)?

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Where is this good produced (made)? How many countries produce this good?

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Where is the good sold or traded?

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How does the specialization of the production of the good affect how the good is traded?

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Any other interesting facts / information you discovered:

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