

The Global Web: How Trade Connects Us

Materials Needed

- Notebook or large sheets of paper
- Pens, markers, or highlighters
- Access to the internet (for research) or pre-printed world maps/atlasses
- Sticky notes or small index cards
- A common everyday item (e.g., a chocolate bar, a denim jacket, or a phone)

Introduction: The Six Degrees of Separation (15 Minutes)

The Hook: Where Did This Come From?

Educator Talk: Look at the common item we have (e.g., a chocolate bar). Before this wrapper was opened, how many people and places do you think had a hand in making it? Take a guess: 10? 50? Hundreds? Every single thing we use connects us to a vast global network. Today, we are going to act like detectives and map that network.

Learning Objectives (Tell Them What We Will Learn)

By the end of this lesson, you will be able to:

1. Define key trade terms (goods, services, supply chain) and explain how they connect places.
2. Map the movement of a common product from its raw material stage to the finished item across local, regional, and global scales.
3. Analyze and evaluate the positive and negative impacts that global trade has on different communities.

Key Vocabulary Check

- **Trade:** The voluntary exchange of goods and services.
- **Goods:** Physical, tangible items that can be bought or sold (e.g., oil, cocoa beans, clothes).
- **Services:** Intangible activities or work performed for others (e.g., shipping, banking, advertising, software development).
- **Supply Chain:** The sequence of processes involved in the production and distribution of a commodity.

Body: Mapping the Supply Chain (60 Minutes)

Phase 1: I Do (Modeling the Concept - The Simple Trade Route)

Success Criteria: I can successfully trace the journey of a single commodity, identifying both goods and services required at each step.

Educator Talk: I am going to show you how even the simplest things involve trade. Let's trace a simple pencil.

1. **Raw Material (Goods):** Graphite (China/Mexico), Wood (Pacific Northwest, USA/Canada), Eraser Rubber (Malaysia/Thailand).

2. **Processing/Manufacturing (Services & Goods):** All materials shipped (service) to a factory (e.g., Germany) where machinery (good) and factory labor (service) turn it into a pencil.
3. **Distribution (Services):** The finished pencils are packaged, insured (service), and trucked/shipped (service) to stores near us (local trade).

(Educator demonstration on paper or whiteboard, clearly separating the physical goods from the services needed to move them.)

Formative Assessment Check: Based on the pencil example, what is an example of a service needed in the global stage? (Answer: Shipping/Insurance/Banking).

Phase 2: We Do (Guided Practice - The Global Item Map)

Activity: Supply Chain Scavenger Hunt

Instructions: Heidi, let's choose a more complex item, like a common T-shirt or athletic shoe. We will work together to build its supply chain map using sticky notes (or index cards).

1. **Step 1: Raw Materials (Where is the cotton grown? Where are the dyes made?)** Place initial sticky notes on a world map identifying these locations. (Focus on global trade.)
2. **Step 2: Manufacturing (Where is the cloth woven and sewn?)** Add notes for the countries that specialize in assembly (often Southeast Asia). (Focus on regional trade within Asia.)
3. **Step 3: Distribution & Sales (How does it get to us?)** Identify the shipping ports, the advertising agencies (a key service!), and finally, the store where it is sold (local trade).

Transition: Now that we know *where* these products come from, we need to understand *who* is affected by all this trade.

Phase 3: You Do (Independent Application - Trade Impact Analysis)

Activity: Two Sides of the Coin

Success Criteria: I can articulate one positive and one negative consequence of global trade on a chosen country.

Instructions: Choose one country from your Global Item Map that is heavily involved in the production phase (e.g., Vietnam for shoes, Brazil for coffee, or the USA for software services).

1. **Research Task:** Use the internet (or provided texts) to research the impact of the specific trade item on that chosen country.
2. **The Positive Impact:** How has this trade created jobs, brought in new technology, or improved infrastructure (like roads and ports) in the area?
3. **The Negative Impact:** What challenges has this trade caused? (Consider environmental issues like pollution, social issues like poor working conditions, or economic risks like dependence on a single crop/product.)

Conclusion: The Takeaway (15 Minutes)

Recap and Discussion

Educator Talk: Our maps showed that almost nothing we use is truly local. Trade creates incredible efficiency and variety, but we also saw that it can create challenges.

- What was the most surprising country you discovered was connected to your everyday item?
- If you were the leader of the country you researched, what is one change you would make to improve the trade system there?

Summative Assessment: Reflection and Synthesis

Write a short reflection (3-5 sentences) responding to the following prompt:

Prompt: Explain how the interconnectedness of places through trade is a "double-edged sword." Use your chosen country and its specific trade item as evidence for your answer.

Success Criteria Review

Did you meet all three objectives?

1. Did you define trade terms? (Check your vocabulary list.)
2. Did you map your product across all three scales? (Check your sticky note map.)
3. Did you identify both a positive and negative impact of trade? (Check your synthesis paragraph.)

Differentiation and Extension

- **Scaffolding (For learners needing support):** If research is difficult, provide pre-written summaries of trade impacts for 3-4 countries and ask the learner to categorize them as positive or negative before writing their synthesis paragraph. Focus solely on the movement of the primary raw material (e.g., just the cocoa bean, not the entire candy bar).
- **Extension (For advanced learners):** Research a trade dispute or a tariff recently imposed by a major government (e.g., US-China tariffs). Analyze how this political decision immediately impacts the supply chain you mapped and how it affects the price consumers pay locally. Design a new, "ethical" supply chain model that attempts to eliminate the negative impacts you identified in Phase 3.