

How Trade Works

OVERVIEW

South Korea has become one of the world's major trading partners. It exports many products to other countries of the world. Major exports include ships, electronic products, clothing and automobiles. South Korea operates the second largest steel complex in the world.

PURPOSE OF THE LESSON

- Students will learn about products exported from South Korea.
- Students will be introduced to examples of how and where products are made
- Students will recognize the importance of global interdependence in keeping nations' economies healthy.

MATERIALS

- worksheet #1-5 (products: shoes, ships, automobiles, clothing, computers)
- worksheet #6 (map of world)
- atlases

Time Frame: 1 Day

THE LESSON

1. Ask students to look at labels on their shirts or to have a partner do it. On the chalkboard, list all the countries and states mentioned. Find the places on a world map and label the locations with a self-adhesive dot. Which continent has the most dots? How far did their T-shirts travel to get to this classroom? (Remove dot after the lesson. Dots become increasingly difficult to take off as they sit.)
2. Ask students if they know of any items made in Korea. Tell them that their homework is to go home and find items that have been made in Korea. They can bring the items in or make a list of them. Share this information the next day.
3. Make a list of all the Korean-made items on the board. Additional items can be added by looking through an atlas for information.
4. Give directions for the following activities.
 - Show a T-shirt, preferably made in Korea.
 - Talk about the total production of the shirt. Did the cotton come from Korea? Was the shirt designed in Korea?
 - Tell students that they are going to look at the production and distribution of five products.
 - Write the following products on the board:

shoes
ships
automobiles
clothing
computers
5. Cut up worksheet #1-5 so that you have five separate sheets. Divide the class into five groups and assign each a product.
6. Ask students to read the worksheet about their product and to locate the countries that their product traveled to on the map (worksheet #6). Draw arrows on the map that indicate sequence of product building.
7. Have students read their product story to the class and display maps.

EXTENSIONS

1. Have a global T-shirt day. Ask students to bring or wear a shirt with a geographic location or physical feature on it. Have the students sit in groups by states and countries, and physical features such as mountains and oceans. Make a graph of the places of origin.
2. Examine the labels on the shirts. Locate the places on the map (worksheet #6) and color them in.
3. Have students make a T-shirt of their own (either reproducible cut-out or plain white T-shirts). Save these and use them for a bulletin board.

ASSESSMENT

1. Discuss the difference between non-essential luxury and essential products. Have students make a list of products that have come from Korea. Ask them to list the products according to how essential they are (essential to luxury).
2. Have students research a packaged food product such as cereal, snacks or baking mix. Ask students to research and map where the ingredients for the food product came from.

WORKSHEET #1

AUTOMOBILE

Name: _____ Date: _____

In California, _____ went out and bought a new car, a Hyundai.

In Korea, _____ designs a new car that is shipped to California.

In Brazil, _____ is gathering sap from a tree. Rubber will be made out of the sap.

In India, _____ is weaving material for seat cover.

WORKSHEET #2

COMPUTER

Name: _____ Date: _____

In Japan, _____ is planning a computer game to teach people about Asian animals.

In Korea, _____ puts together a computer with new software installed about the animals of Asia.

In South Africa, _____ opens up her new present. It is a computer.

In Germany, _____ works in a plant that makes plastics.

WORKSHEET #3

SHOES

Name: _____

Date: _____

In Italy, _____ designs a beautiful box to sell shoes in.

In Korea, _____ sews straps on shoes and puts them in a box.

In Argentina, _____ gets the cow hide ready to be transported to the docks.

In Australia, _____ goes to the store to buy new shoes for school.

WORKSHEET #4

SHIPS

Name: _____

Date: _____

In Korea, _____ gets up early to go to the docks to help load a ship.

In Indonesia, _____ works with his chain saw to cut down trees.

In Seattle, Washington, _____ makes an anchor.

In Australia, _____ loads sheep to send to Brazil.

WORKSHEET #5

CLOTHING

Name: _____

Date: _____

In Korea, _____ cuts and sews the cloth into a shirt.

In Egypt, _____ works along the Nile River growing cotton.

In Indonesia, _____ takes the cotton and spins it into thread and then into cloth.

In England, _____ goes to the mall to buy a new shirt for school.

