

**Shipping Goods** by David McCoy. Newbridge Discovery Links, Newbridge Educational Publishing, 2001. ISBN 1-58273-581.

**Literature Annotation:** There are separate sections about shipping bicycles, eggs, and computers from the producer to the market.

**Grade Level:** Grade 3

**Duration:** 40-45 minutes

**Economic Concepts:** Production, Specialized work

### **Maryland State Curriculum**

**Economics Standard:** Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

*Indicator:*

4.A.3.b Describe how changes in technology have affected lives of producers.

4.B.1.b Describe how countries around the world trade in the global market.

**Reading Standard:** Students will read, comprehend, interpret, analyze, and evaluate informational texts.

1.D.1 Develop and apply vocabulary through exposure to a variety of texts.

2.A.4.f Identify and explain relationships between and among ideas.

2.A.4.g Draw conclusions and make generalizations from text to form new understanding.

**Objective:** Students will describe various ways that countries around the world trade by explaining how goods are shipped to consumers.

### **Vocabulary**

**interdependence:** the condition in which events in one part of the community, state, nation, or world or one sector of the economy affects events in another part or sector; occurs as a result of the loss of self-sufficiency which accompanies specialization and, hence, the need to exchange resources, goods and services with other producing and consuming units.

**producer:** an individual or group who combine economic resources to make goods and/or services.

**consumer:** an individual or group who uses resources, goods and services to satisfy economic wants.

**technology:** skills, methods, tools, machines and other things used to perform activities. Technology changes over time and affects the way we live, work, and play.

**global market:** world wide trading that increases the relationships and interdependence among regions of the world.

## Teacher Materials

- A banana, mango or another tropical fruit
- 2 or 3 Items with labels that show where the item was made, one from the United States and the others from other countries of the world
- A classroom globe

## Student Materials

- 1 copy of *Shipping Goods* by David McCoy
- 6 step sequence chain or 6 squares of paper that are connected to create a sequence fold out.
- 1 copy of Resource Sheet #1: *Clip Art for Sequence Fold Outs*
- 1 copy of Resource Sheet #2: *Shipping Goods in a Global Market*

## Teacher Background

Today students and their families are able to buy many goods made in other parts of the world. The United States also ships goods made here to many countries around the world. This trading of goods creates a global market.

## Motivation

Hold up the tropical fruit and ask students how fruit like this gets to the grocery store. Students may say boat or airplane. Trucks are also used to get the fruit to individual grocery stores. If needed, tell students that these fruit only grow in the tropics where the weather is very warm all year and that they cannot be grown in the United States.

## Development

1. Show an item made in the United States. Ask students how this item may have been transported from the producer to the store or market. Students may suggest truck, train, airplane, or boat. These are all possible choices.
2. Show an item that is not made in the United States and again have students suggest ways that the good was transported to the store.
3. Ask students to think about how producers decide which type of transportation to use to ship their products. Tell students that today they are going to read about three goods that many boys and girls use and find out how these goods travel to the stores and markets so that families like theirs can buy them.
4. Review the vocabulary words, **producer** and **consumer**. Then discuss the term **global market**. Explain that producers and consumers around the world buy and sell goods in a global market.
5. Have students look at the inside cover with the contents. Divide the class into three groups and assign each group one of the sections. Have students read their section to find out how their good gets from the producer to the consumer.

6. Have students create a fold out sequence chain that illustrates the trip from the producers to the store in the United States. Give students 6-8 squares to illustrate the sequence and a copy of Resource Sheet #1: *Clip Art for Sequence Fold Outs*. For example, bikes would start with Italy, to large metal containers, to the containers on a ship, traveling across the Atlantic Ocean to New York, the container goes by crane from the ship to a truck, and a truck takes it to your store in your town.
7. Have several students from each group from a new group. Have students share their fold out sequence chain with the new group and explain how the good was transported from the producer to the store. There should be about 3 students from each section in the new group that can share with the whole new group.
8. As a whole class, have students discuss the different choices for transportation that producers have. Then ask students to evaluate these choices by the goods that are being shipped. For example, why did some products travel by boat and truck, while others moved by boat and train?
9. Have students think about some important considerations to producers, such as “Will the product spoil and go bad?” “Is something very fragile and would break?” “Is the item big and takes up more shipping space?” or “Is it heavy or light?”
10. On a globe, locate the United States, Japan and Italy. Then have students travel from Italy across the Atlantic Ocean to New York City. Then trace from Japan across the Pacific Ocean to the west coast of the United States. Ask students why these ways were chosen. If needed, have students look at the opposite routes and compare the distances.

### **Assessment**

Have students complete Resource Sheet #2: *Shipping Goods in a Global Market*.

### **Additional Activities and Resources**

- Have students name some human resources (workers) that helped to transport the bikes, eggs, and computers. Workers may include sailors, stevedores, port workers, ship captains, truck drivers, tug boat pilots, crane operators, railroad engineers, airline pilots, and ground crew at the airport.
- Have students find an item that was made either in the United States, or in another country. Have students identify different transportation choices available to move the product from the producer to the consumer.

## Economic Vocabulary

### interdependence



The condition in which events in one part of the community, state, nation, or world or one sector of the economy affects events in another part or sector; occurs as a result of the loss of self-sufficiency which accompanies specialization and, hence, the need to exchange resources, goods and services with other producing and consuming units.

### producer

An individual or group who combine economic resources to make goods and/or services.



### consumer

An individual or group who uses resources, goods and services to satisfy economic wants.



### technology

Skills, methods, tools, machines and other things used to perform activities. Technology changes over time and affects the way we live, work, and play.



### global market

World wide trading that increases the relationships and interdependence among regions of the world.



**Clip Art for Sequence Fold Outs**









