

RESOURCE LIBRARY  
ACTIVITY : 30 MINS

## Interdependence and You

Students explore the ways in which they are globally connected by identifying and mapping where the products they use come from, and then analyzing the import and export patterns.

### GRADES

6 - 8

### SUBJECTS

*Geography, Human Geography, Social Studies, Economics*

### CONTENTS

1 Link, 1 Video

## OVERVIEW

Students explore the ways in which they are globally connected by identifying and mapping where the products they use come from, and then analyzing the import and export patterns.

For the complete activity with media resources, visit:

<http://www.nationalgeographic.org/activity/interdependence-and-you/>

## Program

**ILLICIT**  
THE DARK TRADE

## DIRECTIONS

### 1. Have a whole-class discussion about global connections.

*Ask: Do you feel connected to the rest of the globe on a regular basis? How, or in what ways?*

Students may include examples of connecting to others through technology. They may also

describe travel to other countries, contact with relatives abroad, or being first- or second-generation immigrants. Some students may say they are not connected.

## **2. Have students identify global connections through products.**

Explain to students that they are globally connected every day through clothing and other products. Have them look at their own shoes and at the neck tags of a classmate's piece of clothing and determine where the clothing was made. They can also identify items from around the classroom. Have students clearly label items according to each item's country of origin. Write a running list of country names on the board as students find them.

## **3. Have students map where the products were made.**

When you have a list with variety, ask students to locate these countries on a wall map of the world using push pins or removable adhesive dots.

## **4. Introduce the vocabulary words import and export.**

Explain to students that to *import* means "to bring from a foreign or external source; especially to bring—as merchandise—into a place or country from another country." To *export* means "to carry or send—as a commodity—to some other place, such as another country." Ask students to brainstorm common examples of each.

## **5. Have students analyze patterns of import and export on the map.**

Discuss the following questions:

- *Are there any interesting patterns on the map? Where are most of the points? Which areas do not have any points?*
- *Who is exporting and who is importing goods?*
- *What countries are exporting what goods?*
- *Why do you think different countries specialize in the production of specific items?*
- *Do countries only import items they need?*
- *Why might countries import items they do not need?*

# Extending the Learning

Go to the *Illicit: The Dark Trade* website to find out how globalization and interdependence have affected illegal trade. If possible, have students watch the National Geographic film *Illicit: The Dark Trade*. An excerpt of the film is provided in this activity. Go to the [PBS](#) website to find out where you can get the full DVD.

# OBJECTIVES

## Subjects & Disciplines

### Geography

- Human Geography

### Social Studies

- Economics

## Learning Objectives

Students will:

- identify the countries of origin of clothing and other products
- map the countries of origin
- describe patterns of import and export on the map

## Teaching Approach

- Learning-for-use

## Teaching Methods

- Discussions
- Hands-on learning

## Skills Summary

This activity targets the following skills:

- Critical Thinking Skills
  - Analyzing
  - Understanding
- Geographic Skills
  - Acquiring Geographic Information

- [Analyzing Geographic Information](#)
- [Organizing Geographic Information](#)

# National Standards, Principles, and Practices

## NATIONAL GEOGRAPHY STANDARDS

- **Standard 11:**

The patterns and networks of economic interdependence on Earth's surface

## VOLUNTARY NATIONAL CONTENT STANDARDS IN ECONOMICS

- **Standard 2: Marginal Cost/Benefit:**

Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.

### **Preparation**

### **What You'll Need**

### **MATERIALS YOU PROVIDE**

- Push pins
- Removable adhesive dots
- Wall map of the world

### **REQUIRED TECHNOLOGY**

- Internet Access: Optional
- Tech Setup: 1 computer per classroom, Projector, Speakers
- Plug-Ins: Flash

### **PHYSICAL SPACE**

- Classroom

### **GROUPING**

- Large-group instruction

## BACKGROUND & VOCABULARY

# Background Information

Resources are unevenly distributed across the surface of the Earth, and no one country has all the resources it needs. Therefore, each country must trade with others, resulting in a world of global economic interdependence—an exchange between producers who produce or manufacture goods, and consumers who purchase or use the goods.

## Prior Knowledge

### []

## Recommended Prior Activities

- None

## Vocabulary

Term	Part of Speech	Definition
export	<i>verb</i>	to transport goods to another place for trade.
import	<i>verb</i>	to bring in a good or service from another area for trade.
interdependence	<i>noun</i>	people relying on each other for goods, services, and ideas.

## FUNDER

