

Boomerang Box – Introduction to Trade

Lesson Plan 1: Why do we Trade?

Appropriate Grade Levels: 4– 5

Implementation Time: One class period (30 to 45 minutes)

Materials Needed:

- Teaching notes included with “Why do we Trade?” lesson plan
- Photos or slides of people trading or of goods that are traded or access to Boomerang Box Web site for these types of photos
- *Paper and pencils for students to use*

Learner Outcome(s): What will happen for learners as a result of this lesson?

Students will explore the reasons people trade. They will increase their understanding by identifying tangible items that have been traded. They will then summarize what they learned through a short written report.

Academic Skills: How will students learn?

- ***Communication:*** *Students will demonstrate listening and observation skills to gain understanding; they will practice communicating ideas clearly and effectively; and they will demonstrate communication strategies and skills to work effectively with others during the trading exercise.*

- *Writing: Students will demonstrate writing skills by clearly summarizing their understanding of what they have learned.*
- *Economics: Through classroom discussion and a hands-on exercise, students will gain a basic understanding of trade, a major economic activity. They will discuss the reasons for trade and observe their own role in trade.*

***How will this lesson plan prepare students to be assessed?** This lesson plan will help students strengthen their listening and writing skills. The in-class written exercise will permit students to demonstrate their ability to respond to an expository writing prompt.*

Closure/Assessment:

Review students' written work both for basic writing skills as well as for their ability to explain what they have learned about why people trade.

Boomerang Box – Introduction to Trade

TEACHING NOTES for Lesson Plan 1: Why do we Trade?

People have been trading between themselves for thousands of years.

- They've traded to get things they couldn't produce themselves or to get things more cheaply than they could produce them.
- They've traded to get better, newer technology that someone else had developed.
- And they've traded when they themselves had more of something than they could use.

Nearly 2000 years ago, the philosopher Plutarch wrote this about trade:

“...the sea brought the Greeks the vine from India, from Greece transmitted the use of grain across the sea, from Phoenicia imported letters as a memorial against forgetfulness, thus preventing the greater part of mankind from being wineless, grainless, and unlettered.”

We've traded non-stop since then, all over the world.

Today, of course, nearly everything we eat, wear, or use is a product of trade. Most of us don't grow our own cotton, weave our own cloth, and then sew our own clothes; or grow our own crops for food; and we don't build our own radios or toasters or computers. Instead, we buy the goods we need at the store, knowing that some of them are produced in the U.S. and that some of them are produced in other countries, traded for the goods we sell in those countries.

Like nearly everything else in our lives, trade has grown larger and more complex over the last half century. Staff at the World Trade Organization, the organization charged with overseeing world trade, estimate that total world trade in 1997 was 14 times the level of 1950. In addition, the range of things being traded has grown: from basic goods and food to services (such as telecommunications or banking services) to intellectual property. Goods are now traded over the Internet, often in the form of electronic data.

The objective of this lesson plan is to have students understand the general reasons people trade and understand as well that they themselves trade. They will also learn the difference between exports and imports. As they grow older, they will be able to learn more about trade: why it happens, how it works, and what challenges it poses.

The following several pages provide quick facts about California's trade with other countries from information compiled by the California Trade and Commerce Agency. You may find it helpful to provide background information for your students.

Information about California Trade from the California Trade and Commerce Agency

Overview

- California exported over \$100 billion in goods and services in 1998.
- This total made California the nation's largest exporting state, accounting for 15.4 percent of total US exports.
- California exports in 1998 directly and indirectly supported approximately 1.47 million jobs in the Golden State, according to estimates made by the US Department of Commerce.

Top California Export Sectors

- California's top two export sectors - electronics and electrical equipment and industrial machinery and computer equipment - totaled \$55.4 billion or nearly 53 percent of total California exports in 1998.
- California exports of transportation equipment, the state's third largest export sector, totaled \$11.4 billion for the year, accounting for nearly 11 percent of total California exports.
- Instruments and related products, California's fourth largest export, totaled \$9.1 billion in 1998, comprising 8.6 percent of total state exports.

Top California Export Industries				
INDUSTRY	% Change 1995-96	% Change 1996-97	% Change 1997-98	% of Total CA Exports
Electronic, Electrical Equipment	5.1	3.4	-4.0	27.8
Industrial Machinery, Computers	15.1	3.5	-8.1	24.9
Transportation Equipment	-6.3	19.1	2.0	10.9
Instruments and Related Products	17.1	13.4	-0.7	8.6
Food and Kindred Products	7.6	1.0	-3.9	5.0

Source: Massachusetts Institute of Social and Economic Research (MISER), Series 1 Data.

***Information about California Trade
from the California Trade and Commerce Agency (cont'd.)***

California Exports to Key Markets

NAFTA Partners

Mexico

- Mexico was California's second largest export market in 1998. Total California exports to Mexico were \$13.3 billion - a mere \$1.3 billion behind Japan.
- California exports to Mexico continue to be driven by exports of electronics and electrical equipment (\$4.5 billion) and industrial machinery and computer equipment (\$2.3 billion). These two sectors account for 51 percent of total California exports to Mexico.
- In the first five years of NAFTA, California exports to Mexico have increased 104 percent or \$6.8 billion. Today California exports to Mexico directly and indirectly support approximately 186,800 jobs in the Golden State, with 95,000 of these jobs resulting from export growth under NAFTA.

Canada

- In 1998, California exports to Canada totaled \$12.7 billion.
- In the first five years of NAFTA, California exports to Canada have increased 66.3 percent or \$5.1 billion. California exports to Canada directly and indirectly support approximately 177,400 jobs in California, with 70,700 of those resulting from export growth under NAFTA.

California Exports to Regional Trade Groups				
	1998	% Change 1997-98	% of Total CA Exports	CA % of US Exports
Asian 10	41,301,078,834	-20.3	39.4	26.0
NAFTA	26,016,614,916	10.7	24.8	11.1
EU	23,221,691,614	9.9	22.1	15.5
ASEAN	10,366,278,288	-25.9	9.9	26.4
MERCOSUR	2,396,843,834	7.7	2.3	8.9

Europe

- California exports to the EU totaled \$23.2 billion. EU exports currently account for 22 percent of total California exports.
- The UK ranked as California's largest European market and fifth largest overall with exports increasing 6.3 percent in 1998.

Information about California Trade from the California Trade and Commerce Agency (cont'd.)

Asia

- California exports to the Asian 10 (Japan, Korea, China, Taiwan, Hong Kong, Singapore, Thailand, Indonesia, the Philippines, and Malaysia) declined 20.3 percent in 1998. This follows on a 2.5-percent decline in 1997. Of these markets, only mainland China recorded export growth in 1998.
- Exports to the Asian 10 comprised 39.4 percent of total California exports in 1998, down from a peak of 47 percent in 1997.

Japan and Korea

- Following declines in 1997, California exports to Japan and Korea continued to suffer in 1998. This trend is directly related to the severe economic problems experienced by both domestic economies, which in turn has led to weak corporate and consumer demand. In recent months, Korea has shown signs of economic recovery.

ASEAN

- The impact of the Asian financial crisis has been most deeply felt in the markets of Southeast Asia. After declining 2.4 percent in 1997, California exports to the ASEAN countries declined an additional 25.9 percent in 1998.
- California exports to the top five ASEAN markets all suffered significant setbacks in 1998. Due to tight credit and financial austerity, California exports to Singapore, Malaysia, the Philippines, Thailand, and Indonesia have fallen 17, 20, 26, 43, and 62 percent respectively from 1997 levels.

China

- While California exports to Hong Kong were down 12.8 percent, exports to China (mainland) grew 9.3 percent in 1998. Combined exports to China and Hong Kong would make it California's fourth largest export destination, with exports topping \$6.1 billion in 1998.

Australia

- Along with China, Australia was the only other key Asian market to show export growth in 1998. Australia was California's 11th largest export market in 1998.

South America

- California exports to the MERCOSUR economies (Brazil, Argentina, Paraguay and Uruguay) and its associate members (Chile and Bolivia) increased 7.7 percent in 1998.
- Of the key MERCOSUR markets, exports to Brazil (8 percent) and Argentina (17 percent) showed strong growth while exports to Chile (-5 percent) declined.
- Despite this dramatic export growth, exports to the Southern Cone economies still only represent 2.3 percent of total California exports and offer a tremendous opportunity for future export growth for California firms.

***Information about California Trade
from the California Trade and Commerce Agency (cont'd.)***

Saudi Arabia

- Saudi Arabia became California's fifteenth largest export market in 1998 by virtue of a 126 percent increase in exports. This follows on 215 percent growth in 1997. This was primarily due to a 184-percent increase in exports of transportation equipment, which accounted for \$1.46 billion or 88 percent of total California exports to Saudi Arabia.

Leading California Export Markets					
COUNTRY	1996	1997	1998	% Change 1996-97	% Change 1997-98
Japan	18,881	17,460	14,602	-7.5	-16.4
Mexico	9,087	12,082	13,344	33.0	10.4
Canada	10,767	11,426	12,673	6.1	10.9
Taiwan	5,613	6,991	5,926	24.6	-15.2
UK	5,074	5,414	5,756	6.7	6.3
Singapore	5,925	5,674	4,723	-4.2	-16.8
Germany	4,133	4,108	4,700	-0.6	14.4
South Korea	8,585	7,046	4,413	-17.9	-37.4
Netherlands	2,395	3,411	3,893	42.4	14.1
Hong Kong	3,620	4,153	3,620	14.7	-12.8
Australia	2,076	2,457	2,647	18.3	7.7
China (mainland)	1,913	2,287	2,499	19.5	9.3
France	2,377	2,469	2,457	3.9	-0.5
Malaysia	3,184	2,996	2,399	-5.9	-19.9
Saudi Arabia	233	734	1,659	214.9	126.1
Total CA Exports	103,254	109,537	104,968	6.1	-4.2

Source: MISER, Series 1 data.

Boomerang Box – Introduction to Trade

Lesson Plan 1: Why do we Trade?

Begin the lesson by asking students if they have ever traded anything.

Prompt students to share personal experiences of trading – perhaps trading their lunch with a friend to get a better dessert or trading Pokemon cards.

Ask each student who shares an example of trade to explain WHY he or she traded.

What made the student decide to trade?

And how did he or she convince someone else to trade?

Ask them if they can think of other things that are traded.

Build on examples students have already given to ask them about other things they use every day:

What about the food they buy from the grocery store or get at the school cafeteria? Who trades? Talk about the transition from farmer to grocery store to someone buying food with money.

What about the clothes they wear or the video games they play?

Now, show photos or slides of people trading products and explain:

People have been trading for thousands of years for the exact same reasons that you trade. People trade to get things they want from other people who have them. Someone who grows apples might trade some apples for a new pair of shoes. Someone who bakes bread might trade some bread for a new shirt.

Over the years, people have started using money to make trading easier. People can earn money by selling things they make or by working at a job. They can use the money they earn to buy things they need.

Next, explain the difference between exports and imports. First, ask students if they know what an “export” is and what an “import” is.

Explain that an “export” is something that is made in our country and then sold to people in other countries. Ask if students can identify any exports from their own country. (They might list agricultural products such as almonds, apples, or beef; airplanes; or software, etc.) Note their answers on the board.

Then explain that an “import” is something that is made in another country and then shipped to our country to be purchase. Ask if students can identify any imports. (They might list electronics, video games, clothing, etc.)

Now begin the trade game. Divide the students into small groups of three to four students each. Make sure each group has a pencil and piece of paper. Ask the students to move about in the classroom and identify ten imports and ten things that are made here that could be exported. Ask students to record the item’s name and the county where it was produced. (HINT: suggest students check clothing labels for imports, think about lunch contents (bread, fruit) as possible exports)

Give students approximately 20 minutes to complete their trade “scavenger hunt.” Then bring students back together and compare notes. How many different items did students identify? How many different countries did those items come from?

Homework Assignment: Ask students to write you a report (approximately 3 paragraphs) about the products of trade that they use in their daily lives. (Students might chronicle their wardrobes; search their kitchen cupboards; or write an essay about the electronic goods in their home. The intent of the essay is to make sure students understand why goods are traded and to identify the difference between exports and imports.)

Boomerang Box – Introduction to Trade

Lesson Plan 2: How do we Trade?

Appropriate Grade Levels: 4-5

Implementation Time: One class period (30 to 45 minutes)

Materials Needed:

- Teaching notes included with “How do we Trade?” lesson plan
- *Photos or slides of ships, container cranes, and Boomerang Box and/or access to Boomerang Box Web site to print out photos from the web*
- *A large tub filled with water*
- *A large, flat, rectangular wooden block plus approximately 20 small rectangular blocks*
- *A pair of kitchen tongs*

Learner Outcome(s): What will happen for learners as a result of this lesson?

Students will explore how goods are moved around the world. They will increase their understanding by engaging in a simulated example to demonstrate how container ships are loaded. They will then use mathematics skills to demonstrate a practical application of what they have learned.

Academic Skills: How will students learn?

- Communication: Students will demonstrate listening and observation skills to gain understanding; and they will practice communicating ideas clearly and effectively.
- Writing: Students will demonstrate writing or pre-writing skills by clearly summarizing their understanding of what they have learned.
- Social Studies/History: Students will gain an understanding of technological changes in shipping and world trade. They will discuss how trade affects their own lives.
- Mathematics: Students will add, subtract, multiply, and divide whole numbers, estimate values, demonstrate their understanding of the concepts of area and volume, and simulate an example of how mathematics is used in everyday life.

How will this lesson plan prepare students to be assessed? This lesson plan will help students strengthen their listening, reading, math and writing skills.

Closure/Assessment:

Review students' written and/or oral work both for basic writing skills, as well as for their ability to explain what they have learned about how goods are traded.

Boomerang Box – Introduction to Trade

TEACHING NOTES for Lesson Plan 2: How do we Trade?

The first lesson plan explored the reasons people trade. This lesson plan focuses on how goods are moved from place to place so that they can be traded. It focuses in particular on a transportation innovation of the last 50 years that revolutionized the way goods are moved: containerization.

From the early days of sailing until the 1960s and 1970s, cargo was shipped around the world in bulk. Products were held together with a crate, burlap, or rope. Shipping cargo in bulk was a hard and messy job. Bulk cargo was heavy and awkward, difficult to load or unload from a ship. In fact, it took four to five days to unload a conventional ship. Cargo that was protected only with nets or crates could easily be damaged or stolen. And longshore workers were often injured by heavy cargo.

During World War II, the U.S. Government began experimenting with a new way to ship goods: loading them into large metal boxes or containers that could be moved directly from ship to a truck chassis or rail car. The containers were impervious to water damage or theft. With the use of huge gantry cranes to lift containers on and off a ship, a ship could be loaded or unloaded in less than a day with much less risk of injury.

Unfortunately, even though the benefits of containers were immediately apparent, the costs of moving to containers were so high that containerization did not truly take hold until the early 1970s. Shipping companies had to build new ships capable of holding containers. Ports had to build terminals complete with the large cranes needed to lift containers in and out of ships. And in many countries, particularly in Asia, roads and bridges had to be rebuilt to accommodate trucks and trains towing cargo containers.

By the 1970s, however, ports and shipping companies around the world had made the shift to containerization. Now, products from apples to hay to computers to clothing could be loaded into a cargo container, transported to the port by truck or train and then lifted directly onto the ship.

The Boomerang Box project tracks a real cargo container to show how containers are used, where they go, and what they carry.

Boomerang Box – Introduction to Trade

Lesson Plan 2: How do we Trade?

Begin the lesson by reminding students of the work they did in lesson plan #1 by talking about why people trade.

Now ask them if they know how the things they trade – such as food or clothing or video games – get to their stores. How are those things moved?

Prompt students to volunteer answers. They may say that goods are moved by trucks or by planes or by ships. Note their answers on the board.

Now ask if anyone knows what a cargo container is.

Write the words “cargo container” on the board. Again, prompt students to volunteer answers. Can any of them describe what a container is and how it is used? Have any of them ever driven by the port and seen containers stacked up or getting loaded onto a ship?

Now, show photos or slides of cargo containers or the Boomerang Box poster and explain:

Decades ago, people used to move things around just bundled up in ropes. Now, can you imagine how dirty and messy goods became when they were shipped across the Pacific Ocean just wrapped up in a net?

It was very difficult to move goods this way. Things got damaged by the weather. Or they got stolen. And it was very hard to get goods on and off ships to move them from country to country.

About 30 years ago, people who had products to trade started using large metal boxes – called cargo containers – to protect their goods while they were being moved.

Cargo containers were designed to fit on truck beds, on train cars, or on ships. Cargo containers are typically either 20 or 40 feet long and usually about eight or nine feet high. (Compare this to the size of your classroom.)

You probably see cargo containers a lot and just haven't realized it. Because every time you see a big truck drive by pulling a trailer, that trailer is probably really a cargo container. And who knows... maybe that cargo container just arrived in our country from somewhere across the ocean.

Ask students to reiterate the reasons containers are used: to keep goods safe and dry and to make it easier to move them on trucks, trains, or ships.

Then ask students if they know how containers are loaded. Show them photos (if possible) of container cranes and explain:

Cargo containers are lifted on and off ships using huge cranes called gantry cranes. The people who operate those cranes work about 115 feet above the ground and control the large crane by a set of joysticks. They watch what they're doing through a window in the floor.

Ask students if they think they could load a container. Then, prepare them for the “container loading race” by showing them the large tub of water with the large flat block floating in it.

Announce that each student will have 20 seconds to use the kitchen tongs and load as many “containers” (the smaller blocks) onto the “container ship” (the large block) as possible. Students cannot use their hands; they can only handle the containers with the kitchen tongs. And they are immediately disqualified if they drop a container or cause a container to fall off the ship.

Allow each student to attempt to “load” the container ship. How did they do?

Now ask students if they can imagine how the cargo containers themselves are loaded with goods. Can you just put as much in as the container will hold?

Distribute the attached math exercise/worksheet to students. Have them read it silently (or read it aloud to them) and complete it either in class or as a homework assignment. The attached answer key will help you assess your work.

As you collect students work, ask them to explain the difference between “weighting out” and “cubing out” a container. Did they think loading a container was that complicated?

TEST YOUR MATH SKILLS! LOADING A CONTAINER

You probably think it's pretty easy to load a cargo container, right? Just stack boxes of whatever you're shipping into the container until it's full and then close the doors. Well, it's not quite that simple... and people who are shipping goods in a container need to use math before they even go near the container.

It's probably obvious that the amount you can fit in a container is limited by **volume**. That is, you simply can't stuff more boxes into a container than will fit. If you do, the doors won't close and all your goods will be damaged. A 40-foot container like the Boomerang Box can hold 2,090 cubic feet of product.

We'll talk more about volume later. But, in addition to volume, did you know that a container also has a weight limit? **The Boomerang Box can carry no more than 55,000 pounds of goods.** Why a weight limit? Well, if the box gets too heavy it could be damaged, it could damage the crane trying to lift it, it could unbalance the load on a ship, or it could damage the truck pulling it.

OK, so how would you do filling a container? Let's go head to head with the pros and see how you do!

JET Equipment & Tools ships many different types of products in containers. Two of the products JET ships are scrubbing sponges and hydraulic jacks. Let's figure out how many boxes of these products we could ship in the



JET scrubbing sponges

Boomerang Box.

First let's figure out the volume of each of the boxes of products. For volume, we use the measurement "cubic feet."

Do you know what cubic feet means? It is how much space things like these boxes take up. You can figure it out by multiplying the length x width x height of each box.

- Each box of scrubbing sponges measures 1 foot in length x 1 foot in width x 3 feet in height. Multiply $1 \times 1 \times 3 =$ _____ cubic feet per box.
- Each box of hydraulic jacks measures 2 feet in length x 1 foot in width x 1 foot in height. Multiply $1 \times 1 \times 2 =$ _____ cubic feet per box.
- Each box of scrubbing sponges weighs 6 pounds.
- Each box of hydraulic jacks weighs 112 pounds



JET hydraulic jacks

Now, how many boxes can fit into each container?

Hydraulic Jacks	Scrubbing Sponges
2,090 cubic feet in a container 2 cubic feet for each box	2,090 cubic feet in a container 3 cubic feet for each box
$2,090/2 =$ _____ boxes to fill the container	$2,090/3 =$ _____ boxes to fill the container

You can see that we can fit more boxes of hydraulic jacks in a container. But remember, we still have to check the weight! The container cannot carry over 55,000 pounds.

How much would each container weight if it were full of boxes?

Hydraulic Jacks	Scrubbing Sponges
1,045 boxes Each box weighs 112 pounds	696 boxes Each box weighs 6 pounds
1,045 x 112 = _____ pounds <i>Is the answer more or less than 55,000?</i>	696 x 6 = _____ <i>Is this more or less than 55,000?</i>
<p>Can we ship this many boxes? No? Well, how many can we ship?</p> <p>55,000/112 pounds = _____ This is the number of boxes of jacks we can ship.</p> <p>This is called "weighted out."</p>	<p>Can we ship this many boxes? Yes, we can ship all these boxes.</p> <p>This is called "cubed out."</p>

Now we can find the answer to our question. Can we ship more boxes of scrubbing sponges or hydraulic jacks in a container? We can ship _____ boxes of scrubbing sponges and _____ boxes of hydraulic jacks.

Answers on following page.

[Home](#) [Journey Log](#) [Trade Topics](#) [People Profiles](#) [Index](#) [Ask the Eagle](#)



TEST YOUR MATH SKILLS! LOADING A CONTAINER

Answers:

- Each box of scrubbing sponges measures 1 foot in length x 1 foot in width x 3 feet in height. Multiply $1 \times 1 \times 3 = 3$ cubic feet per box.
- Each box of hydraulic jacks measures 2 feet in length x 1 foot in width x 1 foot in height. Multiply $1 \times 1 \times 2 = 2$ cubic feet per box.
- Each box of scrubbing sponges weighs 6 pounds.
- Each box of hydraulic jacks weighs 112 pounds

Now, how many boxes can fit into each container?

Hydraulic Jacks	Scrubbing Sponges
2,090 cubic feet in a container 2 cubic feet for each box	2,090 cubic feet in a container 3 cubic feet for each box
$2,090/2 = 1,045$ boxes to fill the container	$2,090/3 = 696$ boxes to fill the container

How much would each container weight if it were full of boxes?

Hydraulic Jacks	Scrubbing Sponges
1,045 boxes Each box weighs 112 pounds	696 boxes Each box weighs 6 pounds
$1,045 \times 112 = 117,040$ pounds <i>Is the answer more or less than 55,000?</i>	$696 \times 6 = 4,176$ <i>Is this more or less than 55,000?</i>

**Can we ship this many boxes?
No? Well, how many can we ship?**

55,000/112 pounds = **491**
This is the number of boxes of jacks we
can ship.

This is called "weighted out."

**Can we ship this many boxes?
Yes, we can ship all these boxes.**

This is called "cubed out."

Now we can find the answer to our question. Can we ship more boxes of scrubbing sponges or hydraulic jacks in a container? We can ship **696** boxes of scrubbing sponges and **491** boxes of hydraulic jacks.

[Home](#)

[Journey Log](#)

[Trade Topics](#)

[People Profiles](#)

[Index](#)

[Ask the Eagle](#)

Boomerang Box – Introduction to Trade

Lesson Plan 3: Where do we Trade?

Appropriate Grade Levels: 4-5

Implementation Time: One class period (30 to 45 minutes)

Materials Needed:

- Teaching notes included with “Where do we Trade?” lesson plan
- A globe or large world map
- Paper plus crayons, markers, pencils for students

Learner Outcome(s): What will happen for learners as a result of this lesson?

Students will explore some of the places around the world where goods are traded. They will increase their understanding of geography by identifying their own town on a map and then expressing information about it in words and pictures.

Academic Skills: How will students learn?

- Communication: *Students will demonstrate listening and observation skills to gain understanding; and they will practice communicating ideas clearly and effectively.*
- Writing: *Students will demonstrate writing skills by clearly summarizing their understanding of what they have learned.*
- Social Studies/Geography: *Students will gain practice with using maps to gain information. They will then demonstrate their ability to communicate information about their own home to others.*

How will this lesson plan prepare students to be assessed? This lesson plan will help students strengthen their listening and writing skills. The in-class written exercise will permit students to demonstrate their ability to respond to an expository writing prompt.

Closure/Assessment:

Review students' written and/or oral work both for basic writing skills as well as for their ability to explain what they have learned about the place they live.

Boomerang Box – Introduction to Trade

TEACHING NOTES for Lesson Plan 3: Where do we Trade?

The first lesson plan explored the reasons people trade. The second examined a particular logistical innovation – the use of containers – that helped make trading easier. This lesson plan focuses on where goods are traded and will help students gain practice using maps and globes.

In 1998, California businesses exported over \$100 billion worth of goods and services to other countries. With that total, California continued to hold the position of the nation's largest exporting state. Top goods exported by Californians, in order, included electronics and electrical equipment; industrial machinery and computers; transportation equipment; instruments and related products; and food and related products.

California's top trading partners in 1998 were Japan, Mexico, Canada, and China (Taiwan).

Since 1997, the Boomerang Box has traveled to a number of ports in Asia and the United States. With its new base in Oakland, California, the Boomerang Box will be able to travel to even more ports.

Using an atlas and/or the map on the Boomerang Box poster, locate and mark some or all of these Boomerang Box destinations for your students:

In the United States:

Seattle, Washington

Lewiston, Idaho

Kearny, New Jersey

Oakland, California

In Asia:

Yokohama

Kobe

Hong Kong

Manila

Kaohsiung

Shanghai

Boomerang Box – Introduction to Trade

Lesson Plan 3: Where do we Trade?

Begin the lesson by asking students to find the location of your town on a large map or globe or on a small map at their desks.

Prompt students to volunteer the name of their city, state, and country. Then, see how many of them can find their town on a map.

Now, using a map, the Boomerang Box poster, or a globe, show students some of the ports the Boomerang Box has visited. Ask them how they think the Boomerang Box traveled to these places.

For instance, the Boomerang Box traveled around the United States on truck and train. It traveled across the Pacific Ocean to ports in Asia by ship. Once it was in Asia, it traveled from the water's edge by truck to the place – usually a store – where its goods were needed.

Now, using the Boomerang Box poster or a picture of the Boomerang Box, show students the “postage stamp” artwork on the sides of the box.

Explain that this artwork was created by students in Seattle, Washington. They created the art to send their greetings to people in other countries where the Boomerang Box would travel and to share information about their home.

Ask students what they would want to tell about their hometown or school to share with people in other countries.

Prompt students to explain what they would want to share with other people. Start a list on the board.

Then, hand out drawing paper and ask each student to create a drawing that they would want to share with someone in another country. It can be of anything: a local sports team, weather, a building, their home, food they eat, scenery, anything they feel would show where they live to someone who lives far away.

Ask students to complete the exercise by preparing a 3-paragraph report explaining the significance of their artwork.

OPTIONAL homework assignment: Ask students to use an encyclopedia, the Internet, or the local library to research your town's history. Ask them to prepare a one-page report focusing on any aspect of your town and its history.

Boomerang Box – Introduction to Trade

Lesson Plan 4: Using the Boomerang Box Web Site

Appropriate Grade Levels: 4-5

Implementation Time: One class period (30 to 45 minutes)

Materials Needed:

- Teaching notes included with “Using the Boomerang Box Web Site” lesson plan
- *Access to a computer lab and the Internet OR printouts from the Boomerang Box Web site for students to work from*
- *Copies of the worksheets included in this lesson plan for students*

Learner Outcome(s): What will happen for learners as a result of this lesson?

Students will explore the Internet, using a Web site to gain information and answer questions they have been asked. Students will apply information they have learned in other lessons and will summarize what they have learned.

Academic Skills: How will students learn?

- Communication: *Students will demonstrate listening and observation skills to gain understanding; and they will practice communicating ideas clearly and effectively.*
- Writing: *Students will demonstrate writing or pre-writing skills by clearly summarizing their understanding of what they have learned.*
- Social Studies/Geography: *Students will gain practice using maps and other geographic information to gather facts. They will then demonstrate their ability to summarize this information.*

How will this lesson plan prepare students to be assessed? This lesson plan will help students strengthen their listening and writing skills. The worksheets students will complete will permit them to demonstrate their ability to effectively seek, interpret and summarize information.

Closure/Assessment:

Review students' worksheets for their ability to incorporate the correct information.

Boomerang Box – Introduction to Trade

TEACHING NOTES for Lesson Plan 4:

Using the Boomerang Box Web Site

There are many ways you and your students can follow the Boomerang Box this year: When you log on to the Boomerang Box Web site, you will see four logos or “hot buttons” at the top of the page: “Journey Log,” “Trade Topics,” “People Profiles” and “Index.”

Clicking on the “Index” button gives you an overview of all the material on the Web site. The index is a great way to explore the Boomerang Box archives, which contain information from previous years’ travels, or to find a specific piece of information about the project.

Clicking on the “Journey Log” button will take you to an update page with the Boomerang Box’s location and contents. The Journey Log also contains a world map and a local map so your students can see exactly where the Boomerang Box is and where it’s come from.

The Journey Log has been designed specifically for students in grades K-3. By following the Boomerang Box on a map, young students can learn the basic concepts of geography and transportation. Older students, too, can benefit from the Journey Log. Have them research the port or city the Boomerang Box is visiting and write a report about its history, culture, or products. Or have them research the products the Boomerang Box carries.

Clicking on the “Trade Topics” button will take you to a classroom study exercise designed around either the product the Boomerang Box is currently carrying or a related issue in international trade. Want to learn how ships float? Why containers are used? Why hay is shipped to Asia? Or how new airplanes are delivered to their customers? The trade topics answer these questions and many more.

The trade topics are designed for students in grades 4 and 5. Each includes study questions and a written exercise based on academic standards. Younger students can benefit from many of them as well – particularly if the teacher reads the trade topic aloud – and older students can use the trade topics to supplement their own work.

Clicking on the “[People Profiles](#)” button will take you to a classroom exercise based on someone who works in international trade, usually someone connected to the Boomerang Box’s current shipment. Each people profile is linked to a downloadable story problem (complete with teaching notes) based on that person’s job. The people profiles and story problems are designed for students in grades 6-12 and include writing exercises based on academic standards.

Boomerang Box – Introduction to Trade

Lesson Plan 4: Using the Boomerang Box Web Site

Take students to a computer lab where they will have access to the Internet OR provide them with printouts from the Boomerang Box Web site. Have students work in small teams of three to four.

Help students log on to the Web site (www.apl.com/boomerangbox) OR explain the printouts to them.

Prompt students to tell you what kind of information they would get by clicking on each of the buttons at the top of the home page. What kind of information does the Web site give them about the information they will find?

Next, help students enter the “Trade Topics” page (or provide them with a printout).

What information did the Web site give them about how to find the “Trade Topics” page?

Now, have students work in groups on the web or with printouts to complete the attached worksheet. Help them as they work to find the correct information and record it appropriately.

Please note that there is no answer key for this assignment as the answers will change depending on when you do the assignment. (The Trade Topics are updated regularly.)

The Boomerang Box Project – Trade Topic

Name: _____ *Date:* _____

What is the current Trade Topic about?

Please list three things you learned from reading the Trade Topic.

Now, move to the “Journey Log.” Where is the Boomerang Box now?

What is it carrying?

Explore the Web site with your group. Write at least three sentences about what you learned from the Web site.