

FOLLOW UP EXERCISES AFTER BOOMERANG BOX JR. VISITS

We hope your students enjoyed their visit to Boomerang Box Jr. Here are some exercises you can continue in your classroom to keep students thinking and learning about international trade.

Use the Boomerang Box web site as a resource. Log onto the web site several times a month and:

1. Ask students to continue to track where the Boomerang Box is. Students may want to keep a world map that they update as the Boomerang Box travels. You may want to supplement this information with exercises or assignments about the geography, culture, or political structures of the countries the Boomerang Box visits.
2. Ask students to continue to track the products the Boomerang Box carries. Use the “Trade Topics” on the web site to learn more about these goods. Ask students to complete the exercises suggested in the “Trade Topics” section.
3. Ask students to continue to learn more about careers related to trade by reading the “People Profiles” on the web site. For older students, download the story problems for challenging, skill-building exercises.
4. Have students create their own “postage stamp” artwork, art they would design if they had the opportunity to decorate the Boomerang Box. Ask them to think carefully about their artwork before starting, using it to illustrate what they’d like people in other countries to know about their homes, home town, school, or country. They can visit the photo gallery sections of the Boomerang Box web site to view other students’ artwork. For older students, ask them to write a one-page essay describing their artwork.
5. Ask students to compose a question about international trade or transportation and e-mail it to the Boomerang Box project team via the web site. Assess them for their ability to write clearly in posing their question. Then, while you wait for an answer, ask them to research the answer to their question and write a 2-3 paragraph answer themselves.
6. Ask your students to think of something they could trade to other places based on their knowledge of the kinds of goods your community produces. How would they get those products to other places? How would they advertise them so that people in other countries would buy them? Ask students to create a poster advertising the product they have decided to trade.