

## **Teaching News Is Elementary**

### **November 18, 2016**

Each week, this lesson will share some classroom activity ideas that use the newspaper or other NIE resources. You are encouraged to modify this lesson to fit the needs of your students. For example, some classrooms may be able to use this as a worksheet and others might need to ask and answer the questions in a class discussion.

*Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for all of your students.*

**Materials you will need for this lesson:** The Seattle Times print replica, computer or smart board, pencils or pens, paper, map print outs and/or large display map

**Article: “Marine Transportation”**

**Pages: News, A2**

**Date: Wednesday, November 16, 2016**

#### **Standards:**

##### **Social Studies EALR 2: ECONOMICS**

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

#### **Objectives:**

Students will examine and discuss the role of international trade and how it relates to their own purchasing choices.

#### **Pre- Reading Discussion Questions:**

Display collection of familiar objects (none of which have to have been made in the US). Have students make a guess about which of the objects were made in the US and which of the objects were not.

Once students have guessed, reveal where each of the objects was made.

#### **Vocabulary:**

Read the following quotes and determine the meaning of the word based on how it's used in the sentence.

“At **chokepoints** for the movement of ships, Panama and Suez Canals, Straits of Malacca and Gibraltar, you can see many ships, of many types, densely packed.”

**Chokepoints:** A narrow passage, such as a strait, through which shipping must pass

“The ship was the largest refrigerated **container ship** in the world at the time.”

**Container ship:** a ship that is designed to carry goods stowed in containers

“The next time you fill your tank with petrol carried by **tanker** from abroad, or have a sandwich with bread made from Australian wheat brought by **bulker** from down under, or slip on a pair of running shoes brought by containership from the Far East, think of those hardy souls aboard ship who brought those to you, and thank them for their skill and expertise!”

**Tanker:** a ship, road vehicle, or aircraft for carrying liquids, especially petroleum, in bulk

**Bulker:** another term for bulk carrier

“Millions of these containers packed full of **manufactured** good arrive each year.”

**Manufactured:** something made on a large scale using machinery

“Merchant (non-military) ships generally have a crew of 20-25 trained **mariners** of many nationalities”

**Mariners:** a person who directs or assists in the navigation of a ship; sailor

### **Journal Writing Prompts:**

Why do you think that we import some things from other countries instead of making them in the US?

### **Discussion Questions:**

Why do you think that countries trade goods instead of making everything themselves? What are some positive things about trade? What are some negative things about trade? Do you think that you would like working on a ship? Why or why not?

### **Small group discussion and activity:**

***“The next time you fill your tank with petrol carried by tanker from abroad, or have a sandwich with bread made from Australian wheat brought by bulker from down under, or slip on a pair of running shoes brought by containership from the Far East, think of those hardy souls aboard ship who brought those to you, and thank them for their skill and expertise!”***

- 1) Display a world map on the board/smartboard/TV screen.
- 2) Hand out copies of a world map, one per student.
- 3) Ask students to check the tags on their shoes – can they figure out which country they were made in? Have students mark the country where their shoes were made on their personal map and label it “shoes”. If students cannot find where their shoes are made, have them check their backpack or coat.
- 4) Encourage students to look for other things on their person or around the classroom. For each object, they should mark/label their map to show what country the object was made in and what the object is.
- 5) After students have had 10-15 minutes to fill up their map, ask them to return to their seats.
- 6) As a class, take turns labeling the different goods that were found and where they were imported from on the large map.
- 7) Revisit the journal prompt and have a class discussion about trade. What sorts of things are made in other countries? What sorts of things are made in the US? Why do you think this is?