



Are You Coming In or Going Out?

Middle School Food and Agricultural Literacy Curriculum

Precepts

C. Vision

C1. Contemplate the future.

National Standards

ABS.06.01.01.a. Investigate the meaning and methods of marketing in AFNR as related to agricultural commodities, products and services and to agricultural goods in domestic and international markets.

NL-ENG.K-12.5 – Communication Strategies

NL-ENG.K-12.12 – Applying Language Skills

NS.5-8.6 – Science in Personal and Social Perspectives

NSS-EC.5-8.1 – Productive Resources

NSS-EC.5-8.6 – Gain from Trade

NSS-EC.5-8.8 – Supply and Demand

NSS-EC.5-8.18 – National Productivity

NSS-G.K-12.2 – Places and Regions

Student Learning Objectives

As a result of this **unit** the student will...

Recognize local, state, national, global scope of agriculture.

As a result of this **lesson** the student will...

Compare **importing** and **exporting** practices related to agricultural commodities.

Content Outline

Objective 1. Compare **importing** vs. **exporting** practices related to agricultural commodities.

**** Note:** Check this information prior to teaching each year as it may have changed.

I. Imports

A. What is an **import**?

Time

Instruction time for this lesson: 45 minutes.

Resources

Import. (n.d.) In Ask.com, www.dictionary.com Retrieved from <http://dictionary.reference.com/browse/import>
Export. (n.d.) In Ask.com, www.dictionary.com Retrieved from <http://dictionary.reference.com/browse/export>
Top Trading Partners – Total Trade, Exports, & Imports. (2009). *Foreign Trade Statistics*. Retrieved July 18, 2009 from U.S. Census Bureau. Web site: <http://www.census.gov/foreign-trade/statistics/highlights/top/index.html>
American Farm Bureau Federation. (2009). Food and Farm Facts, *Who Imports U.S. Farm Products?* (p. 16). Washington, D.C.: American Farm Bureau Federation Public Relations Department.
American Farm Bureau Federation. (2009). Food and Farm Facts, *What Do We Trade on the World Market?* (p. 18). Washington, D.C.: American Farm Bureau Federation Public Relations Department.

Tools, Equipment, and Supplies

Writing surface
Projector
Assortment of markers
MS.IAS.4.2.TM.A – one per teacher
MS.IAS.4.2.AS.A – one per student
MS.IAS.4.2.AS.B-C – one per teacher
MS.IAS.4.2.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Import

Export

1. An **import** is a commodity brought in from abroad.
- B. What are the top United States **imports**?
 1. Bananas, coffee, tea, cocoa, spices
 2. Fresh and processed fruits
 3. Fresh and processed vegetables
- C. What countries does the United States **import** from the most?
 1. China
 2. Canada
 3. Mexico
 4. Japan



Are You Coming In or Going Out?

II. Exports

A. What is an **export**?

1. An **export** is a commodity shipped to other countries or places for sale or exchange.

B. What are the top 3 United States **exports**?

1. Soybeans
2. Corn
3. Wheat

C. What countries does the United States **export** to the most?

1. Canada
2. Mexico
3. Japan
4. China

Interest Approach

On **MS.IAS.4.2.AS.B-C** there are four scenarios. Divide the class into four groups by numbering them off evenly. After dividing the class into four groups, present each with a scenario. Groups will have four minutes to complete their scenarios. The goal of this activity is for groups to use each other to complete their scenarios, showing the value of working with each other. This will then be related to countries working together to fulfill their needs through the process of **importing** and **exporting**. This activity can be extended by having each group create a name for their country and illustrations of the products they have to start the activity. Then as groups are trading items, they can literally be passing the illustrations of their products from one group to the other. This extension will help create a more visual application.

Hello, it's great to see you today! Today we have a very important task ahead of us. We will soon be split into groups, and each group will be given the challenge of hosting a barbeque for ten people. Let's quickly count by fours. All the ones together, twos together, threes together, and fours together, move.

Allow a few seconds for students to move to their groups and pass out their scenarios from **MS.IAS.4.2.AS.B-C**.

At our barbeque, these ten people must each be given a hamburger and bun, bag of chips, and can of pop at your barbeque. When I say PARTY your group will have four minutes to complete their scenario.

Hint: you may use others in the classroom to help you with this task. Keep track of how to plan to make your barbeque work, as you will have to share with the rest of the class. What questions do you have? PARTY!

At the conclusion of four minutes, bring the groups together to discuss how they fulfilled their scenario. Lead this discussion into **importing** and **exporting**.

Let's share our results. How did each of your groups fulfill their scenario and host a successful barbeque?

Answers might include: worked with other groups, traded items, etc.

That's exactly right. In order to successfully host your barbeque, your group had to rely upon another group to fulfill your menu. One might say that we "traded" items in order to be successful. Why is it necessary for countries to trade products with one another?

Solicit answers that pertain to the fact that some countries are restricted to what items they can grow, may not have the demand for particular items, or may have a higher demand from what they can personally produce.

That is exactly right. Different countries have different needs, and they have various products that they are willing and able to produce. Trade between countries has become increasingly popular and necessary for the United States and other countries in order to accurately supply food for their countries. Let's recall what we already know. What are some of the top commodities in our city, state, and nation?

Allow students to respond with answers such as corn, cattle, etc.

Do you think all of these commodities are grown in every country around the world? No, probably not. Do you think countries just don't use these commodities? How do they get them into their country?

Solicit answers and lead to the words "**import**" and "**export**."

That's correct, countries **import** and **export** commodities and agricultural products in order to supply for their people. Today we have a great



Lesson Number: MS.IAS.4.2

Middle School Food and Agricultural Literacy Curriculum

Are You Coming In or Going Out?

opportunity to become more educated consumers. We're going to dive into some of our favorite foods and discover exactly where it is that these products come from. Are they grown within the United States or do we have to bring them in? Is there an excess of these products? If so, what do we do with the extras? It's going to be an exciting time today, so get your thinking caps on and get ready to explore the world of **imports** and **exports**.

Summary of Content and Teaching Strategies

Objective 1. Compare **importing** and **exporting** practices related to agricultural commodities.

Use **MS.IAS.4.2.TM.A** to help students define **import** and **export**. The Motion e-Moment® will be used to create a motion for **export** and a motion for **import**.

Import: An **import** is a commodity brought in from abroad

Export: An **export** is a commodity shipped to other countries or places for sale or exchange

We just discovered that countries rely upon each other to provide for much needed agricultural commodities and products. When a country brings in a commodity from abroad it is called an **import**. As you say this definition extend your hands straight out in front of you. As you say the word **import** bring your hands in motioning that your hands are coming in towards you.

Have the students copy this motion as they say and review the word.

When a commodity is shipped to other countries or places for sale or exchange it is called an **export**. As you say this definition hold your hands at your chest. As you say the word **export** extend your hands out as to represent the **export** going out and away from your body.

Have the students copy this motion as they say and review the word.

Hand out **MS.IAS.4.2.AS.A**. This map will help guide the discovery of the top three **imports**, top three **exports**, top four countries **exported** to, and the top four countries **imported** from. As information is presented, the Hieroglyphics e-Moment will be used to depict a symbol for each commodity.

The Crayon e-Moment will then be used to draw arrows connecting the **export** symbols to the top four nations the U.S. **exports** to. Another color will be used to draw arrows connecting the **import** symbols to the top four nations the U.S. **imports** from.

Let's begin our discovery of **imports** and **exports**. In front of you, you will find a world map. The top United States **imports** are:

1. Bananas, coffee, tea, cocoa, spices
2. Fresh and processed fruits
3. Fresh and processed vegetables

Choose a location on your map that is within the boundaries of the United States. Draw a symbol to represent each of these items in that chosen location. Label the group of symbols "**imports**." Your 90 seconds begin now. GO.

Give the students 90 seconds to finish their symbols. At the conclusion of this time, choose a color to represent the word **import**. Using this color, have students highlight the word **import** in their notes. Present to students the top four countries in which the U.S. **imports** from. Identify these countries on the students' world maps. Using the same color as above, have students draw arrows from each of those four countries to the group of **imports**.

Those symbols look great! Now let's discover where a majority of these **imports** come from. The top four countries the United States **imports** from are:

1. China
2. Canada
3. Mexico
4. Japan



Lesson Number: MS.IAS.4.2

Middle School Food and Agricultural Literacy Curriculum

Are You Coming In or Going Out?

It will be helpful to assist the students in identifying the four countries on their world map. If students are in need of assistance, the countries can be revealed one at a time giving students a chance to make an educated guess about where that country is located on their map. If correct, identify this for the entire class and demonstrate how they should draw the arrow to that specific country. Complete this task with all four countries to ensure students have labeled the correct locations on their world map.

Label these countries on your world map. Using the same color as before, draw an arrow from each one of these countries to the group of **import** symbols you just drew. Take another 30 seconds to complete this task.

Use the *Motion e-Moment* to develop motions for the top three **imports**. As you orally review these and the countries in which the United States **imports** from, use both the **import** motion designated earlier and the new motions the students have come up with.

Let's review. With the person sitting next to you, come up with a motion for each one of the top three **imports**. As you review these **imports** and the top four **importing** countries, use these motions and the "**import**" motion we learned earlier today. Your motions begin now!

Allow the students to review for one minute with their motions. At the conclusion of this minute, have them share with another group.

Now let's move on to the **exports**. Remember, an **export** is a commodity shipped to other countries or places for sale or exchange.

The top three United States **exports** are:

1. Soybeans
2. Corn
3. Wheat

Choose a location on your map that is within the boundaries of the United States. Draw a symbol to represent each of these three items in that chosen location. Label the group of symbols "**exports.**" Your 60 seconds begin now. GO.

Give the students 60 seconds to finish their symbols. At the conclusion of this time, choose a different color from before to represent the word **export**. Using this color, have students highlight the word **export** in their notes. Present to students the top four countries in which the U.S. **exports** to. Identify these countries on the students' world maps. Using the same color as above, have students draw arrows from their group of **exports** to these four countries.

Those symbols look great! Now let's discover where a majority of these **exports** go. The top four countries the United States **exports** to are:

1. Canada
2. Mexico
3. Japan
4. China

Label these countries on your world map. Using the same color as before, draw an arrow from the group of **exports** you just drew to each of these countries. Take another 30 seconds to complete this task.

Use the *Motion e-Moment* to develop motions for the top three **exports**. As you orally review these and the countries in which the United States **exports** to, use both the **export** motion designated earlier and the new motions the students have come up with.

Let's review. With the person sitting next to you, come up with a motion for each one of the top three **exports**. As you review these **exports** and the top four countries the U.S. **exports** to, use these motions and the "**export**" motion we learned earlier today. Your motions begin now!

Allow the students to review for one minute with their motions. At the conclusion of this minute, have them share with another group.



Are You Coming In or Going Out?

Review/Summary

Begin a discussion about **imports**, **exports**, and the trade process leading students to the conclusion that although the commodities are different, the top four countries in each category are the same. Lead this discussion into more futuristic thinking. Use “what if...” questioning to get students thinking about what would happen if the trading of **imports** and **exports** did not exist. Lead students to think about the interest approach. What would be the result of their barbeque if they had not traded in order to adequately host their party? On the flip side, what happens when a country becomes dependent upon trading?

Take a look at the map in front of you. What do you notice about the map?

Expect student answers to be similar to: we **export** to, and **import** from, the same four countries.

Did anyone find it surprising that the United States **imports** agricultural products when we are able to produce so many of them ourselves? Agriculture is a unique industry in that it has a positive trade balance. This means that the United States **exports** more food and fiber than they **import**. Why do you think it is important for the United States to maintain this balance?

Why should the United States maintain its ability to **export** more than it **imports**?

Answers to the questions above may include some of the following: The U.S. has the ability to produce adequately for their people, so they should continue to use as much of our resources as possible instead of relying on **importing** practices. Being such a powerful country, we should maintain our ability to **export** more than we **import** – we shouldn't rely on other countries to take care of us. The U.S. should support American farmers and agriculturalists as much as possible – if we can produce it efficiently, we should use the supply.

That was a great discussion. Thank you for being attentive learners today as we explored the world of **imports** and **exports**.

Application

Extended classroom activity:

Assign students or group of students an **import** and an **export**. Using the Internet, research each **import** or **export** and create a profile of the product depicting why it is relevant to the United States and world production.

FFA activity:

Host an FFA open house, serving food to community members and educating them and others about important agricultural commodities. Provide informational brochures or text on healthy eating and the importance of specific agricultural products in your diet.

SAE activity:

Research a commonly **imported** or **exported** food product, discovering the growing conditions the commodity requires. Locate areas across the United States that produce the particular commodity. Discover which proficiency award areas these commodities would fit.

Evaluation

MS.IAS.4.2.ASSESS.A.

Answers to Evaluation

1. Export – A commodity shipped to other countries or places for exchange or sale
2. Import – A commodity brought in from abroad
3. Soybeans, corn, wheat
4. Bananas, coffee, tea, cocoa, and spices, fruits, vegetables



Import

An import is a commodity brought in from abroad

Export

An export is a commodity shipped to other countries or places for sale or exchange

World Map





Group 1

You are hosting a barbeque for 10 people. You plan to serve hamburgers with a bun, chips, and pop. Each person at your party must be served all four of these items. Your group has spent all of their money, and only has the following items: 12 hamburgers, 16 hamburger buns, 3 bags of chips, and 6 cans of pop. Your group must somehow come up with the items they are lacking and get rid of your excess.

Group 2

You are hosting a barbeque for 10 people. You plan to serve hamburgers with a bun, chips, and pop. Each person at your party must be served all four of these items. Your group has spent all of their money, and only has the following items: 5 hamburgers, 15 hamburger buns, 17 bags of chips, and 7 cans of pop. Your group must somehow come up with the items they are lacking and get rid of your excess.



Group 3

You are hosting a barbeque for 10 people. You plan to serve hamburgers with a bun, chips, and pop. Each person at your party must be served all four of these items. Your group has spent all of their money, and only has the following items: 8 hamburgers, 5 hamburger buns, 11 bags of chips, and 3 cans of pop. Your group must somehow come up with the items they are lacking and get rid of your excess.

Group 4

You are hosting a barbeque for 10 people. You plan to serve hamburgers with a bun, chips, and pop. Each person at your party must be served all four of these items. Your group has spent all of their money, and only has the following items: 15 hamburgers, 4 hamburger buns, 9 bags of chips, and 14 cans of pop. Your group must somehow come up with the items they are lacking and get rid of your excess.



Name _____

Directions: Define the following terms:

1. Export

2. Import

3. Identify three of the top three United States exports.

1. _____
2. _____
3. _____

4. Identify the top three United State imports.

1. _____
2. _____
3. _____

5. Why should the United States maintain its ability to export more than it imports?
