



UNIT 6: TRADE AND MARKETING

The Trade Game

Grade level: Upper elementary

NATIONAL STANDARDS

NSS-EC.K-4.1

NSS-EC.K-4.6

NSS-EC.K-4.8

Student Learning Objectives

By the end of this lesson, students will be able to:

1. Explain why the U.S. exports some agricultural products to other countries and imports others from other countries.
2. Define the concept of supply and demand.

Time: 50 minutes

Tools, Equipment, and Supplies:

Writing/Painting surface
4 large manila envelopes
4 task sheets, 1 for each of the 4 groups (see the next page)
3 pairs of scissors
20 paper clips
1 ruler
1 bottle of glue
2 felt pens
2 pencils
2 packages of colored paper – 8" x 11", 2 sheets red, 5 sheets gold, 5 sheets white, 3 sheets green, 3 sheets blue, 1 sheet purple
Assorted marker set for each group

Key Term(s): Supply
Demand

Background Information

Trade and marketing are vital to American agriculture. American farmers grow much of the food that feeds the world. About one-third of our grain crop is exported. The United States is the largest exporter of agricultural commodities in the world. In 2009, these exports had a value of \$96.6 billion. Our best customers are Japan, the European Union, Canada and Mexico.

The United States also sells processed and packaged foods to other countries. For example, frozen vegetables and boxed cereals are found on supermarket shelves around the world. These are called *value-added products*, and the sale of these products has increased over the years. In fact, consumer foods are the fastest-growing segment of U.S. agricultural products sold abroad.



NOTES

Some foods Americans eat are grown in other countries. They include products that cannot be produced here—for example, certain spices, coffee, tea, cocoa, and bananas. Seasonal items such as fresh fruits and vegetables from the southern hemisphere are imported during the United States off-season. Finally, agricultural products such as sugar are purchased in their raw form for processing and packaging in the United States.

Interest Approach

International trade is very important to American agriculture. It is important because it allows Americans to sell U.S. products to other countries and allows Americans to buy products from other countries. Let's explore how much we know about international trade process.

Pose the following question to students.

What products do we bring to the United States from other countries?

Take responses from students. You may need to prompt them with examples or hints.

OBJECTIVE 1: Explain why the U.S. exports some agricultural products to other countries and imports others from other countries.

Very good! It seems like all of us have at least some idea about international trade. Let's play the trade game to more completely understand this concept.

Prior to teaching the lesson, assemble your materials (see materials list above). Cut one sheet of the red paper and one sheet of the white into two squares, each 4" x 4". After you assemble your materials, fill the four manila envelopes as follows:

Envelope #1	Envelope #2	Envelope #3	Envelope #4
2 pairs scissors	1 pair scissors	2 felt pens	1 sheet of paper
1 ruler	1 bottle of glue	2 sheets of paper	in each of these
20 paper clips	2 sheets of paper	in each of these	colors: green,
2 pencils	in each of these	colors: green,	gold, blue, red
2 4" squares of	colors: blue, white	white and gold	and purple
red paper	and gold	1 task sheet	1 task sheet
2 4" squares of	1 task sheet		The task sheet
white paper			should look like
1 task sheet			the one below.



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Task sheet

1. Make four strips of gold paper, each 3" x 1".
2. Make a green "T" four inches high.
3. Make a four-link paper chain using a different color for each link.
4. Make a white square, 2 inches each side, and attach a gold triangle to one side of the square.

Let's get into communities to play the trade game.

Divide the class into four groups, representing four different communities.

Now each of us is in a community. When I say NAME IT, take 30 seconds and come up with the name of your community. Ready? – NAME IT

List communities on the board.

Now that we have a community and our community has a name, take 30 seconds and select a leader.

Call the leaders to the front of the class and give each an envelope along with the directions below.

This contains all the natural resources your community has to meet the needs of its citizens. Do not open the envelope until I tell you to do so.

Send the leaders back to their groups.

Let's keep in mind that each community must complete all the activities on the task sheet, even though the resources we need won't be in the envelope. Each community must trade with other communities in whatever way is necessary to complete the task sheet. The first community to complete the task sheet is the winner.

Let's begin.

Watch the groups as they complete their tasks. Make a few notes of the comments students make as they try to be productive. Write the order that the groups finish on the board.

It looks like we are done. Great job! Let's discuss the activity. Could you have completed your tasks without trading resources with another community? Why or why not? How did your community solve the problem of not having all the resources it needed to satisfy the needs of its residents? Were there conflicts between communities? Why or why not?



NOTES

The first thing we wanted to accomplish today was to determine why the U.S exports some agricultural products to other countries and imports others from other countries.

Think of your communities as different countries. Countries have differing resources for a variety of reasons. As long as people living in different communities or different countries want products that are not produced in their home countries, there will be a need for trade. Likewise, as long as products are made in home countries that people in other countries desire, there will be a need for trade. Some people refer to this concept as **supply and demand**. Let's talk more about supply and demand. Place your materials to the side and listen carefully.

OBJECTIVE 2: Define the concept of supply and demand.

Demand is the amount of product that buyers are willing to purchase.

Use a Choral Response e-Moment® to memorize the following definitions.

Or in our case, **demand** was what we had to acquire in our community.

Supply is the amount of product that is available for purchase.

Again, in our trade game, supply was what we could afford to give up; but remember that we wanted to receive something in return.

The law of demand states that when the price of a product increases with no change in anything other than price, fewer products will be taken. In other words, low price = higher demand for a product and high price = less demand for a product.

SUMMARY/REVIEW

Portray the concept of agricultural trade and the relationship between supply and demand with a Picasso e-Moment®. Then have students perform a gallery walk to analyze each other's work.

Supply and demand and agricultural trade are big-time issues. I am so proud of you for studying this important concept that impacts our world. Let's demonstrate our knowledge of this concept by illustrating the relationship between **supply and demand**. We will have 10 minutes to complete our artwork. When I distribute the markers, please begin.

Distribute markers and paper.



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Excellent! Leave your drawing on the desk and walk around the room with a pencil and a piece of paper in hand and evaluate each one. Take notes on each and try to identify what the artist was attempting to portray.

Ask students to comment on selected drawings in order to clarify the concept of supply and demand.

REFLECTIVE REVIEW QUESTIONS:

- If more people want a product, what happens to the **supply** of that product?
- If a product is overproduced across the world, what happens to people's desire to purchase more of it?

APPLICATIONS

APPLICATION 1: Sponsor a world trade conference. Divide the class into teams of three to five students each. Assign each team a country to represent. Students should study their country to learn what products they have available to export. In a trade conference, encourage each team to export their excess products and import what they need.

APPLICATION 2: Have students design labels for U.S. food products that would encourage foreign buyers to purchase them. Of course, these labels can be written in English, though a U.S. company must know about a country's language and customs to export products to them. Compare the students' labels to ads they have seen for foreign imports.