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Food for America - Demonstration Plan

Unit: Trade and Marketing

Demonstration: Product Origin Map (20 minutes)

Objective(s):

1. Students will discover that the items they use each day come from many different places.
2. Students will verbalize that trade is important for agriculture.

Materials, Supplies, Equipment, References, and Other Resources:

- Large wall map
- Fruits/vegetables from different countries
- Blank paper
- Copy of world maps for each student

***NOTES – Have fruit and vegetables set out in front of class. Make sure all have labels indicating their country of origin.

Introduction:

Connection to students – Take a moment and think about what you had for breakfast. (pause) What did you think of? Who grew their breakfast in their back yard? It is not very common any more because we have the ability to transport food all over the country and world. This is what we call trade. Who has traded something with a friend? What did you trade? The way trade works in the world is very similar. One country will trade things they have with another country for things they want. This can be food, clothes, materials, toys, or supplies.

Motivation – Trade is very important for agriculture! Because of trade we can have fruits and vegetables from all over the world, all year, in our grocery stores. Trade allows us to sell what we make all over the world. It also allows us to buy things from all over the world. Today you get to be a trade detective!

Overview – Get your detective minds ready because we are going to search for things we use every day in this class, and find out where they came from!



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Plans for Learners/Participants to Practice the Skill/Task:

- Explain procedure
- Give students time to explore in their class
- Share findings as a whole and have students capture items on their individual maps

**Adaptations for Lower Elementary

- If students are not at a suitable reading level, follow this procedure: Have students each find an item in the room and take that item to their desk. When all students have an item, go around the room and find out where it is from with them. Draw a picture of the item to place it on the map. Depending on time, all or a few items can be used. This can be done in a large group or small groups with aides.

**Adaptations for Upper Elementary

- Brainstorm Session— what factors affect trade? (politics, money, trade agreements, government) Where have we seen these in the news lately?

Summary of Key Points:

- Have students return the items they found to their original location.

Conclusion – Take a look at your maps. How many countries are represented? Trade affects our lives each day. Understanding how trade works and where our items come from helps us to better understand the world we live in. As agriculturists, trade is very important to our industry. When you get home or next time you are at the store with your mom or dad, look at the labels. You might be surprised where your food comes from, thanks to trade.

http://www.essex.ac.uk/armedcon/Countries/country_maps/WorldM1.jp