

Lesson 5: Trading with the World

Focus Questions: Where do our goods come from, and how do they get to San Diego? What goods are made locally, elsewhere in the United States, and abroad?

Activity # 1 Transportation in San Diego

Materials needed: A map of *San Diego Region* for each group of students. American Automobile Association (AAA) maps work well. Also, collect various transportation brochures, such as trolley guides, bus route maps, and rail timetables.

Procedure:

Step 1: To each group of students, distribute a copy of a map of San Diego. Ask students, “From the map, what can we tell about transportation in San Diego?” Note the major highways systems.

Explain to students that freeways, buses, trains, ferries and trolleys make travel accessible and economical for commuters in San Diego. And the City is well-connected with the rest of the country and the world through highways, rail, sea and air. Bus and trolley service, as well as the commuter rail stations in the City are served by the Metropolitan Transit System. The Port of San Diego operates San Diego International Airport and the maritime activities of San Diego Bay.

Discuss each of the following. As it is discussed, locate each on the map of San Diego.

Streets and Highways

- San Diego has a well-developed **highway system**. Four major interstate freeways and six state highways serve the City. Since 1980, more than 1,000 miles of streets and highways have been added to the San Diego region. More than 50 miles of new and upgraded freeways and expressways are planned for development in the San Diego area by 2010.

Mass Transit

- Nearly 50 miles of **light-rail trolley lines** circle downtown San Diego and connect the area with East County, Old Town, South Bay, Mission Valley, Qualcomm Stadium and the international border with Mexico. Two new trolley line extensions are planned.
- **Passenger rail service** is provided by Amtrak and Coaster commuter trains. Amtrak operates nine daily trains to San Diego. The Coaster operates during peak hours connecting San Diego County coastal cities.
- The Metropolitan Transit System operates 29 **bus routes** covering 635 miles.

Airport

- **San Diego International Airport**, centrally located near downtown San Diego, accommodates daily flights to 158 cities serving an average 36,500 passengers daily, handles more than 70,000 tons of air cargo annually. Commuter flights also depart from McClellan Palomar Airport in North San Diego County. **Tijuana International Airport**, near the international border, is served by a number of major airlines.

Seaport

- The Port of San Diego controls the maritime operations of **San Diego Harbor**, and has three major terminals. San Diego has a growing cruise ship operation, and cargo operations are also a major sector with produce imports from South America, vehicle imports from Germany, Japan and Mexico, and other trade operations.

Freight

- **Daily freight rail service** is provided by the Burlington Northern Santa Fe Railway. Trains have direct connections to many major cities throughout the United States. There is also freight rail service to Mexico from San Diego. More than **80 trucking companies** are located in San Diego County providing freight, hauling or equipment services.

Step 2 Current Issues in Transportation: Discuss current problems in San Diego of moving people and goods. Encourage students to collect articles from newspapers about San Diego's transportation systems (i.e., trucks on the highway; increased traffic; the need for additional freeway interchanges; expansion of the airport) Discuss how communities work to solve their transportation problems.

Activity # 2 Where Do We Get the Things We Need?

Create partners of *only* boys with boys and girls with girls. Have each student pair identify the manufacturer's location (read the manufacturer's label) of one article of clothing worn to school. Record each pair's information (see below) on a chart or on the board.

<u>Type of Clothing</u>	<u>Brand Name</u>	<u>Country</u>
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Find the manufacturing locations on a world map. Total how many articles were made in the local community, elsewhere in the United States, and in countries abroad.

Activity # 3 We Depend on Each Other - International Trade

<p><u>Materials needed:</u> Harcourt <i>Reflections</i> textbook, World map, Copies for each student of <i>Family Homework – Household Survey</i> (Handout # 5.1)</p>

Procedure:

Step 1: Distribute a copy of *Family Homework – Household Survey* (Handout # 1). Ask students, "Have you or your family ever purchased a product made in a different country?" Encourage discussion by mentioning the brand names of various products and having students identify where those goods were made: Toyota cars- made in Japan; Mercedes automobiles- made in Germany; Sony television sets- made in Japan; and, Adidas tennis shoes- made in Taiwan.

Step 2: Explain the Household Survey assignment.

You will conduct a survey of goods at home to identify where they are made. For electronic products and household appliances, check the name plate generally found on the back or bottom of the product. If desired, brand names may be researched on the internet.

Step 3: When the class has completed the *Family Homework – Household Survey* (Handout # 1), make the following chart on the board or on a sheet of chart paper.

<u>Item</u>	<u>Brand Name</u>	<u>Country</u>
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By category (electronics, transportation, household appliances, clothing), have students report the names of the brands and the countries for each category. Ask students about the results of the survey. Were they surprised by the number of products they found in their homes from other countries?

- What areas or countries of the world do we seem to trade with the most? (e.g., Western Europe, Japan, Italy, Germany)

- With what countries do we appear to trade very little? (e.g., Africa, Australia, Mongolia, Columbia, Russia)
- Why would we tend to trade with some countries more than others? (Some countries **specialize** in producing goods that Americans want and offer goods at a price that Americans are willing to pay. The United States government has **trade agreements** with many countries, but not with all countries. For example, the United States trades heavily with Japan, but not with Libya.

Activity # 4 Trading with the World

Materials needed: For each student, a copy of the Harcourt *Reflections: Communities* textbook
 For each pair or triad of students, a copy of *U.S. Imports from other Countries, 2006 – Listed in millions of dollars: Rankings of the Top 14 Importers to the United States* (Handout # 5.2)

Procedure:

Step 1: Explain to students that because resources are limited, countries need to trade with each other to get the goods they need. In *Reflections*, read “Trading with the World” on pages 428-433.

Ask questions such as:

- Where do our goods come from and how do they get to San Diego?
- What is the difference between an *export* and an *import*?
- Of the products manufactured or grown in San Diego, which ones do you think are exported to other states or countries?

Step 2: Display a World map (*Reflections* pages R2 and R3). Ask each student to make a list of at least 5 countries in the world that they think might **export** goods to the United States.

Step 3: Share the information on the chart below. (Refer to Handout # 5.2 for a copy of the chart.) Ask different students to read the value of the imports in millions of dollars.

**U.S. Imports from other Countries, 2006 – Listed in millions of dollars
 Rankings of the Top 14 Importers to the United States**

Rank	Country	Imports
1	Canada	\$302,437
2	China	\$287,774
3	Mexico	\$198,253
4	Japan	\$148,180
5	Germany	\$89,082
6	United Kingdom	\$53,513

7	South Korea	\$45,803
8	Taiwan	\$38,211
9	Venezuela	\$37,133
10	France	\$37,039
11	Malaysia	\$36,533
12	Italy	\$32,655
13	Saudi Arabia	\$31,689
14	Ireland	\$28,525

Source: The World Almanac and Book of Facts, 2008 page 67. U.S. Bureau of Economic Analysis, U.S. Dept. of Commerce

Compare the data on this chart with the results of the students’ hypotheses and with their Household Surveys. Ask students, “Why might there be some differences?”

(In the rankings listed above, U.S. imports are grouped into categories such as agricultural commodities, manufactured goods, mineral fuels, and other commodities. Not all of these categories are on the list of items surveyed by the students.)

Activity # 5 Busiest Ports in the United States

Materials needed: For each student, a copy of the Harcourt *Reflections: Communities* textbook
For each pair or triad of students, a copy of *Busiest U.S. Ports, 2005* (Handout # 5.3)

Display a map of the United States (*Reflections* pages R8 to R11). Ask students to list five cities in the U.S. they think might have large ports that import or export goods to and from other countries.

After students have made their lists, share the information on the chart below. (Handout #5.3) Compare the results of this chart with the results of the student's hypotheses. Why might there be differences?

Rankings of the Top 14 Busiest U. S. Ports, 2005

1	South Louisiana, LA	8	New Orleans, LA
2	Houston, TX	9	Baton Rouge, LA
3	New York and New Jersey	10	Texas City, TX
4	Huntington, WV-KY-OH	11	Mobile, AL
5	Long Beach, CA	12	Los Angeles, CA
6	Beaumont, TX	13	Lake Charles, LA
7	Corpus Christi, TX	14	Tampa, FL

Source: The World Almanac and Book of Facts, 2008, page 70

Note: The ports of Louisiana, Mississippi, and Alabama are vital outlets for U.S. agricultural products; oil is the chief import. These ports handle almost 25% of all U.S. imports and exports. Hurricane Katrina had a serious impact on these ports. Hurricane Rita caused minor damage to ports in Texas.

The Port of San Diego handles hundreds of merchant ships each year; nearby Tijuana, Mexico, is also a duty-free port. The Burlington Northern Santa Fe (BNSF) railroad connects San Diego to major market areas. More than 80 trucking companies are established in metropolitan San Diego, providing freight, hauling, or equipment services. Air cargo services are maintained at San Diego International Airport, which handles more than 70,000 tons of cargo annually. The Port of San Diego is not included in the rankings of the Top 40 Busiest U.S. Ports.

Assessment:

- Use a map of San Diego to locate major transportation systems (Activity #1).
- Student pairs identify the manufacturer's location of one article of clothing worn to school and locate the manufacturing locations on a world map (Activity #2).
- Conduct a Survey of Household Goods to identify where they are made and report the names of the brands by category (electronics, transportation, household appliances, clothing) and the names of the countries for each category (Activity #3).
- Make a list of at least 5 countries in the world that you think might export goods to the United States and compare your hypotheses with the data on the chart *U.S. Imports from other Countries Rankings of the Top 14 Importers to the United States, 2006* (Activity #4).
- Make a list of five cities in the United States that you think might have large ports that import or export goods to and from other countries of the world and compare your hypotheses with the data on the chart *Busiest U. S. Ports, 2005 Rankings of the Top 14 Busiest U.S. Ports* (Activity #5).

Family Homework – Household Survey

Directions: Use this chart to search for products in your home. In the columns provided, write the brand name of the product and the country it came from. In the blank columns, add items of your choice. Include products made in the United States as well as those made in other countries.

	Electronics	Brand Name	Country
1.	Television		
2.	Radio		
3.	Calculator		
4.	Stereo		
5.			

	Transportation	Brand Name	Country
1.	Car		
2.	Bicycle		
3.			
4.			

	Household Appliances	Brand Name	Country
1.	Toaster		
2.			
3.			
4.			
5.			

	Clothing	Brand Name	Country
1.	Shoes		
2.	Shirt/blouse		
3.			
4.			
5.			

Name _____ Date _____

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