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Trading Favorites



LEVEL: Grades 7-12
SUBJECTS: Social Studies (Geography, Economics)

SKILLS: Analyzing, applying, collaborating, concluding, cooperating, developing cultural awareness, discussing, explaining, gathering information, inferring, interpreting, organizing, recognizing relationships, recording, role-playing, spatial visualizing, summarizing

MATERIALS

Writing materials, string, table-size world maps, and photocopies of the attached **Trading Favorites Cards**, **Trading Favorites Tasks** and **Trading Partners Chart** sheets; Internet access to *America's Heartland* Episodes. **Optional:** globe, wall-size world map, small world maps or an atlas.

VOCABULARY

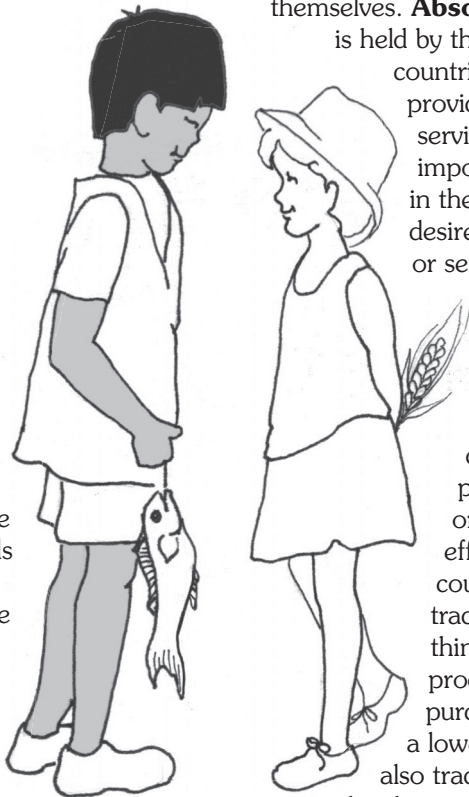
absolute advantage, comparative advantage, competitive advantage, ecological, equator, export, Foreign Agricultural Service (FAS), import, latitude, longitude, prime meridian, trade

RELATED LESSONS

Global Grocery Bags
Feed the Need
In Harmony

SUPPORTING INFORMATION

All over the world and throughout time, people have traded and will continue to trade. To trade is to engage in the exchange, barter, purchase or sale of goods. Goods conveyed out of a country for trade are called exports. Goods brought into a country from another country are called imports. World trade makes possible a diet that includes fresh fruits and vegetables throughout the year. Without world trade, we would not be able to eat what we do, when we do, or even as inexpensively.



For citizens of the United States, world trade provides many of our favorite foods and beverages. Coffee, tea, cola, chocolate, bananas, vanilla, pineapple, and most spices are all grown in tropical climates. The main landmass of the United States lies north of the tropics. Hawaii, Guam, The Mariana Islands, American Samoa, and Puerto Rico are able to produce all of these products, but not in the quantity that we consume.

Countries that produce goods wanted or needed by other countries have an absolute advantage to produce and export those goods, if those other countries cannot produce the goods themselves. **Absolute advantage**

is held by the country or countries able to provide a product or service that is nearly impossible to produce in the country that desires that product or service. Most often trade occurs when there is a **comparative advantage**, when one country can produce a product or service more efficiently than other countries. Nations trade to get the things they cannot produce or can purchase elsewhere at a lower price. Nations also trade when a market has been created based on perceived value. The United States may have the competitive advantage

BRIEF DESCRIPTION

Students use lines of latitude and longitude to locate homes where their trading partners live. The students explore global trade by assuming the identity of an exporter and importer. True-to-life scenarios are given to students to research in this lesson.

OBJECTIVES

The student will:

- gather and record information about one student's favorite imported food;
- give examples of products exported by countries due to the advantages of: climate, seasons, economics, geographic proximity, consumer demand, resource availability, technology, and cultural practices; and
- be able to locate a global address on a globe or map based on latitude and longitude.

ESTIMATED TEACHING TIME

Two sessions: 45 to 60 minutes each, with additional time needed, if the Internet activity is selected.

in selling blue jeans because those blue jeans come from the United States. A perceived advantage can be created even though real differences may be difficult, if not impossible to detect, giving a business or country the competitive advantage.

Factors That Influence Trade

There are many factors that influence why people and nations trade.

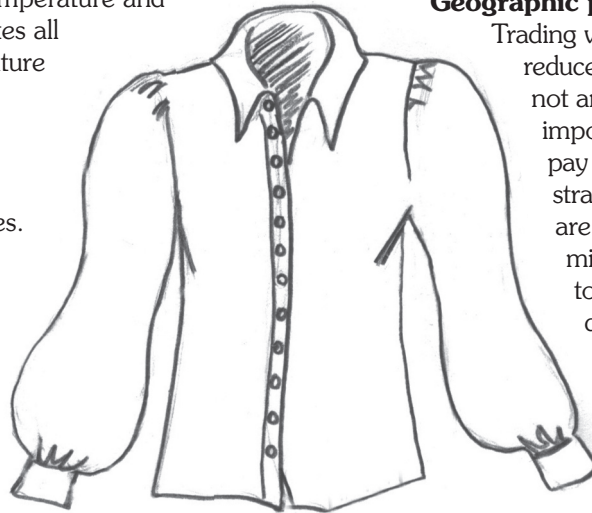
Climate and seasons offer trade advantages. As the characteristic weather of an area over time, climate is usually described by temperature and rainfall. (The term rainfall indicates all forms of precipitation.) Temperature and rainfall depend on latitude and altitude, which determine if a region is usually hot or cold, dry or wet, and whether it has strongly marked seasonal changes.

Near the equator, for example, the warm and relatively constant climate and frequent rainfall of the humid tropics is perfect for growing tea, cacao (cocoa), coffee, bananas, rubber, many spices, and silk. The mainland United States and other temperate-climate countries cannot produce these tropical products commercially. (With the technology available, we can produce these products, but at great expense.) Tropical countries have a trade advantage because they have all the right conditions and natural resources for growing large quantities of these crops economically.

Countries in the Southern Hemisphere experience seasons just the opposite of countries in the Northern Hemisphere. (See the FLP lesson “Seasons Through the Year.”) Seasonal items such as fresh and processed fruits and vegetables are imported from other countries where they grow during “off season” periods. For example, if people living in the Northern Hemisphere want kiwi and strawberries for breakfast in the winter and spring, that fruit will probably come from the Southern Hemisphere where the summer and fall growing season occurs from December through June.

There are **economic** reasons for trade. Political boundaries between and within countries tend to separate markets, which leads to price differences and creates an incentive to trade. Trading to get food and other goods at a cheaper price than you can produce it makes economic sense. Those countries able to produce goods at the least cost have a comparative advantage over other countries. Imports provide people

with a wider variety of lower priced goods than would be available by relying solely on the domestic or at home market. The economic benefits of trade are so great that both growers and food processors are concentrating on exporting more than ever. The reverse also is true. Imports are competing more than ever with goods domestically produced. Whether the domestic goods are produced at a comparative advantage or whether the advantage is artificially enhanced by governmental policies such as import tax is of great issue in world trade.



Geographic proximity

also influences trade. Trading with countries in close proximity reduces transportation costs. This is not an issue, if the consumers of the importing company are willing to pay transportation costs. When fresh strawberries, raspberries or kiwis are flown to the United States in mid-winter, those that can afford to purchase them and desire to do so, do not hesitate to pay twice as much as they would for that same fruit in season. A large portion of the added cost off-season, is due to transportation.

Consumer demands

are always changing and that influences trade. Demand is sometimes so great for a product that a country already producing it may also have to import more of the product to get adequate quantities. As people travel and learn more of the world, their lifestyle and food habits can change with new knowledge. Many Americans have added kiwi, jicama, star fruit, seaweed, tofu, varieties of salsa, and other “new” foods to their diets. Some Russians prize American hamburgers for which people stand in line to dine at a popular American-style, fast-food restaurant in Moscow.

Unique cultural practices and consumption preferences influence trade. European countries import a lot of organ meats such as kidney, heart, brain, liver, and testicles because they are preferred in the diet. There is a huge demand in China and other parts of Asia for chicken feet, a popular fast food that is even served in Chinese movie theaters. The trade export of chicken feet shows how a low-value product in the United States can be supplied as a high-demand product to Asia and China due to cultural preference. Sales of chicken feet or paws from the United States to China currently have an annual market value of about \$167.5 million and account for about 50 percent of total boiler meat cuts exported to China. The United States is China’s largest supplier. About 650 million pounds of chicken paws are sold each year.

As the nation's leader in poultry production, Georgia is responsible for about 20 percent of the nation's chicken paws. The Peach State benefits from this foreign demand for chicken paws through increased production, more jobs, and more trade dollars. Poultry producers in rural Georgia have the opportunity to expand their supply as the Asian market expands. The Georgia poultry business also takes advantage of the Port of Savannah to export large quantities of its chicken paws to China. Major chicken processing businesses have located near the port.

Because many conditions can impact the size and quality of the chicken foot, scientists and poultry specialists at the University of Georgia and Auburn University have studied how to protect the quality of the chicken paw from diseases such as dermatitis. Dermatitis in humans can make skin itch and burn. When it hits chickens, it drastically reduces farmers' profits and cuts the supply of the Asian delicacy. Quality matters. Chinese and other people in Asia pay more per pound for chicken feet than people in America pay per pound for chicken breasts. The chicken paw has risen to the third-most popular part of the chicken below the breast and wing.

Resource availability influences trade. Countries export products for which they have the resources to produce goods and services more efficiently than countries that lack these same resources. Resources include productive soils, adequate water supplies, trained workforce, and the infrastructure (equipment, machinery, factories, plants, efficient transportation system) for producing, processing, distributing and storing goods. The United States and Brazil have the grazing lands necessary for raising beef cattle. Japan has the well-trained people necessary to produce high quality electronics. The United States has 25 percent of the world's best land for crops and the climate suitable to produce vast quantity of grains; corn, wheat and soybeans; and other crops such as cotton, tobacco and almonds. Because of its comparative advantage, the United States brings more to the world's food table. U.S. exports include 39 percent of the corn, 38 percent of the soybeans, 22 percent of the beef and veal, 21 percent of the cotton, 19 percent of the milk, and 9 percent of the wheat and eggs available on the world market.

Compared to the general economy, U.S. agriculture is twice as reliant on overseas markets. American farming outputs exceed the domestic demand. Bulk commodities have long depended on overseas markets. Feeding others abroad keeps U.S. agriculture growing at home. Nearly half of our wheat and rice crops are

exported; about one-third of soybean, tobacco and cotton production is shipped overseas; and 20 percent of the corn crop is exported. High-value products, including fruits, vegetables and animal products, are increasingly dependent on overseas markets as well, and many are approaching or have already reached the same level of export dependency. One-third or more of fresh table grapes, dried plums, raisins, canned sweet corn, walnuts and animal fats is exported. The export dependency of the almond industry is even higher, with 67 percent of the crop shipped overseas.



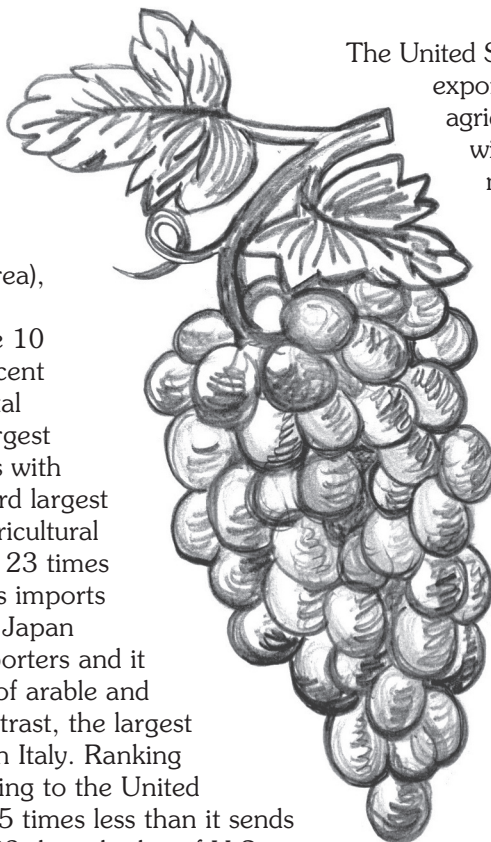
Research and technology play an important role in world trade. Fragile products like strawberries and fresh flowers can be flown to trading partners. Refrigerated ships, rail cars or trucks can ship unripened bananas or fresh oranges to their final destination in good condition. The technology of controlled storage for apples and pears has improved the amount, availability, and quality of the fruit people can enjoy. Scientists at Clemson University in South Carolina developed durable packaging to protect fresh produce during shipment. They also developed a controlled atmosphere storage system to boost exports of watermelon, peaches, tomatoes, and other highly perishable items. Even old-fashioned technology can have significant impacts upon global trade. Researchers in Kansas developed a portable mill to grind wheat into flour. The mill is easily set up in remote, rural areas in developing countries. They also developed wheat varieties that meet milling, protein, and baking qualities desired in both domestic and foreign markets. Idaho researchers developed a wheat variety that can be used to make Asian noodles creamcolored rather than white.

Severe natural and ecological events influence trade. When unusual freezing temperatures, hail, drought, floods, hurricanes, volcanic eruptions, fires, pollution, soil erosion, pest infestations, etc. disrupt a large growing area, significant production may be decreased or totally lost altogether. Countries must then trade (import) the products from some place that has had a successful harvest.

U.S. Trade Partners

The United States is both a major exporter and importer in agricultural products. In 2007, the United States exported agricultural products valued at more than \$89.8 billion and imported more than \$71.4 billion of products, according to the FAS. With more exports than imports, the positive balance of agricultural trade for 2007 was \$18.4 billion, the highest such positive balance since 2001 and significantly higher than the five-year average of \$8.0 billion since 2002.

The top ten trading partners with the United States – exports and imports combined – are (in order) Canada, Mexico, The People’s Republic of China (Mainland China), Japan, the Republic of Korea (South Korea), Italy, Netherlands, Indonesia, Taiwan, and Australia. These 10 countries represented 59 percent of all U.S. trade activity in total dollar value for 2007. The largest agricultural trade imbalance is with Japan. Japan receives the third largest total of U.S. exports, with agricultural products valued at more than 23 times that of what the United States imports from it. Of interest, in 2007, Japan ranked 30th among U.S. importers and it has the 44th largest amount of arable and permanent cropland. By contrast, the largest import trade imbalance is with Italy. Ranking third among countries importing to the United States, Italy receives about 4.5 times less than it sends to the United States. Italy is 23rd on the list of U.S. trade exports.



The United States leads the world in agricultural exports. About 17 percent of raw U.S. agriculture products are exported yearly, with one-fourth of the world’s beef and nearly one-fifth of the world’s grain, milk and eggs produced in the United States. Furthermore, one in three U.S. farm acres is planted for export, and 25 percent of gross farm income comes directly from exports, according to the American Farm Bureau. U.S. cropland accounts for almost one-eighth of the world’s total arable and permanent cropland.

For many reasons, the United States has the comparative advantage to produce the products it exports. It sells to more than 185 countries each year. The products exported by the United States include bulk commodities such as soybean, wheat, corn, red meats and value-added consumer goods. Such value-added goods include brand name frozen foods, cereals, snack foods, and vegetable oils.

The top ten export partners of the United States account for 64.1 percent of all exports. As our top export partner, Canada accounts for 15.6 percent of all trade, with the top four partners, also including Mexico, Japan and China, accounting for half of all trade. Annual trends show that the United States imports a greater dollar value of goods from Canada than it exports, but it exports more to Mexico than it imports. Both are fairly balanced in total exports and imports.

2007 U.S. Agricultural Trade Exports with Top Ten Partners

<u>Export Rank</u>	<u>Country</u>	<u>Dollar Amount</u>
1	Canada	\$14.06 billion
2	Mexico	\$12.69 billion
3	Japan	\$10.12 billion
4	China	\$ 8.31 billion
5	Korea	\$ 3.53 billion
6	Taiwan	\$ 3.09 billion
7	Indonesia	\$ 1.54 billion
8	Turkey	\$ 1.50 billion
9	Netherlands	\$ 1.48 billion
10	United Kingdom	\$ 1.32 billion
All Others	(Rest of World)	\$32.29 billion

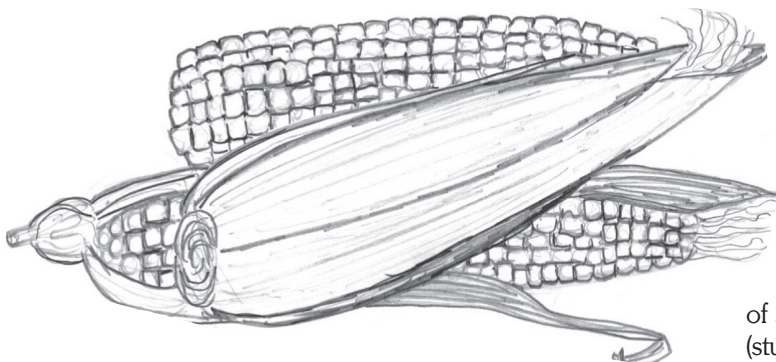
2007 U.S. Agricultural Trade Imports with Top Ten Partners

<u>Import Rank</u>	<u>Country</u>	<u>Dollar Amount</u>
1	Canada	\$15.24 billion
2	Mexico	\$10.17 billion
3	Italy	\$ 3.06 billion
4	China	\$ 2.92 billion
5	Brazil	\$ 2.64 billion
6	Australia	\$ 2.63 billion
7	Ireland	\$ 2.28 billion
8	Netherlands	\$ 2.26 billion
9	France	\$ 2.20 billion
10	Indonesia	\$ 2.08 billion
All Others	(Rest of World)	\$26.44 billion

The top ten import partners of the United States account for 63.2 percent of all imports. Imports coming from Canada and Mexico account for more than 35 percent of all imports. The United States imports goods from more than 170 countries each year. The United States imports lumber, wine, beer, shrimp, natural rubbers, snack goods, sugar, coffee, fruits, processed fruits and vegetables, red meats, live animals, tropical oils, rice, ornamental plants and many other products.

A Historic Trade Shift: Economics in Action

Since 1980, the United States has experienced a shift in where its exports go. The shift is away from traditional European markets and toward Eastern Asia and Mexico. Several reasons lie behind this development, underscoring the importance of economic reasons why countries trade. The fast-growing economies in Eastern Asia and Mexico have resulted in expanded markets for U.S. products and for goods from throughout the world. The previous two charts make it clear that Mexico is a major trading partner of the United States. The progress toward trade liberalization in many countries, best exemplified by implementation of the North American Free Trade Agreement (NAFTA) in 1994, has reduced trade barriers (taxes, regulations, and others) that interfere with the U.S. import-export trade. Even though this shift is occurring, Canada still remains our major trading partner. A reduction in trade barriers (taxes, fees, regulations, varying restrictions, and others) has expanded the amount and types of agricultural products that are both exported and imported. The lifting of trade barriers has been most exemplified by the North American Free Trade Agreement (NAFTA) in 1994. Years later, Canada remains our leading trade partner and has replaced Japan as the largest importer of our agricultural products.



Mexico also remains a major trading partner and may become the largest importer of U.S. products. Trade data indicate that before NAFTA in 1993, the United States exported 21 percent of its agricultural products to Canada and Mexico; in 2007 that total increased to 29.7 percent. Before NAFTA, U.S. imports from Canada and Mexico accounted for 29.4 percent of all products, in 2007 that total increased to 35 percent. Before NAFTA, U.S. exports exceeded Canada and Mexico imports by 21 percent; in 2007 exports exceeded imports by 5.3 percent. Another example of the impact of economics on trade, the nation's exports were increasing at a record pace in 2008 because other countries could afford to buy more U.S. agricultural products because of the shrinking value of the U.S. dollar in foreign markets.

Linking Trade: The Foreign Agricultural Service

U.S. farm exports generate employment, income, and purchasing power in both the farm and nonfarm sectors in our country. The Foreign Agricultural Service

(FAS), an agency of the U.S. Department of Agriculture (USDA), represents the diverse interests of U.S. farmers and fosters international trade for American food and agricultural businesses.

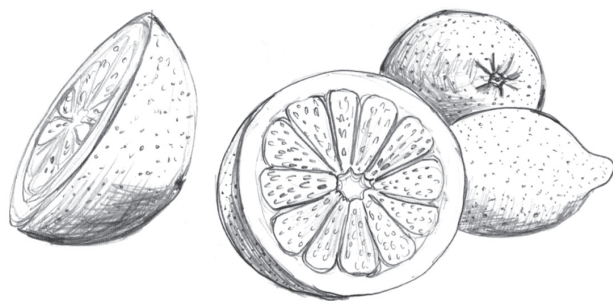
Formed in 1953, FAS operates worldwide with personnel located in 102 offices in 82 countries around the world. FAS staff also monitor and report on the agricultural trade matters of an additional 71 countries. Its overseas staff is supported by many analysts, negotiators, and marketing specialists located in Washington, D.C. FAS influences the imports of about 85 percent of all cheese and most other dairy products coming into the United States. FAS also administers the tariff rate quota for sugar and sugar syrups, as well as several programs that permit domestic refineries to use foreign sugar without disrupting U.S. sugar production. FAS also helps U.S. AID programs overseas in their efforts to stimulate economic growth in developing countries through agricultural assistance coupled with good environmental approaches. A goal has been set by the FAS to help American farmers increase U.S. agricultural exports. Refer to the FAS Web site at <http://www.fas.usda.gov/> to obtain current information about markets, products, trends, and commodity statistics related to U.S. trade and the world.

GETTING STARTED

Gather writing materials, string, and table-size world maps. You need one table-size world map for every four to six students. Photocopy the **Trading Favorites Tasks** sheet. Make a photocopy and cut apart the **Trading Favorites Cards** sheets so you have one card per student for up to 36 students. The cards are organized by pairs. Use only the number of pairs that you need. If you have an odd number of students, invite someone to participate in this lesson (student from another classroom, office staff, volunteer parent). Make photocopies of **Trading Partners Chart** sheet, one copy per student. You need to determine the latitude and longitude of your town or city for Procedure, Step 1. **Optional:** globe, wall-size world map.

PROCEDURE

1. Introduce this lesson by showing *America's Heartland* episode #210, segment **To the Sea in Ships** at http://www.americasheartland.org/episodes/episode_210/index.htm, episode #213 segment **Going with the Grain** at http://www.americasheartland.org/episodes/episode_213/index.htm to depict how U.S. grains travel down the Mississippi for export to other countries and episode #312, segment **Crops and Cars** at http://www.americasheartland.org/episodes/episode_312/index.htm to explain how commodities travel in both directions to and from the United States and its trading partners.



2. Introduce this lesson by reviewing latitude and longitude. Remind students that every place on Earth has a location fixed by geographers or a global address that is identified at the intersection of a line of latitude by a line of longitude. Maps and globes have imaginary lines that form a grid pattern. Thus, every place can be located by two numbers of degrees (°) and two directions (north or south and east or west). Latitude lines measure distance from 0° to 90° north and south of the equator. Longitude lines measure distance from 0° to 180° east and west of a “prime meridian” that passes through Greenwich, England.

Divide the class into groups of four to six. Give each group a table-size world map. Ask them to give you the latitude and longitude for each of the following locations.

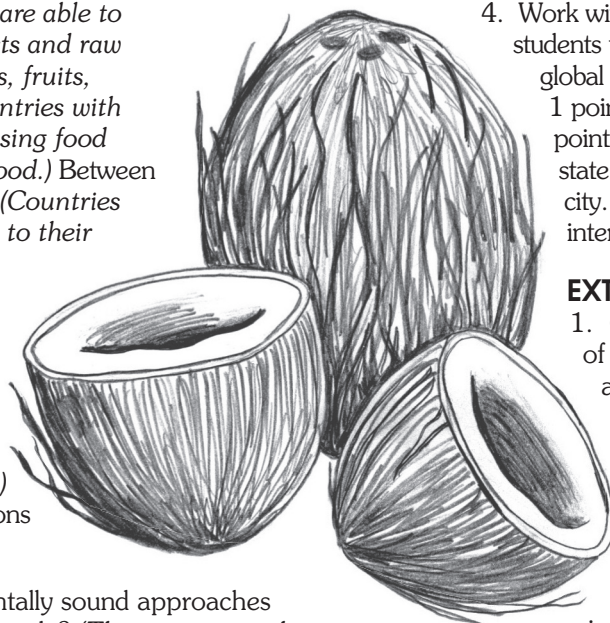
- Monterey, Nuevo Leon, Mexico (25.4°N, 100.2°W)
- Albany, Western Australia (35°S, 117.5°E)
- Nairobi, Kenya, Southern Africa (1.4°S, 37.1°E)
- Your town or city

3. Explain to students that they are going to learn about imports, exports, and the many reasons for trading among countries. Tell students they will each select a card with the name, location, and favorite food of a student from the United States or another country. The card also will identify that student’s favorite food(s) and food(s) exported from his/her city, state, and/or country.
4. Display the transparency **Trading Favorites Tasks** and review each of the tasks with the students. Each student becomes both an exporter and importer from a specific city, state and/or country. They use the global address (latitude and longitude) on their **Trading Favorites Card** to locate their “home.” They then need to find the person that exports their favorite food(s). That person becomes their trading partner or the person with whom they will import and export goods.

5. Have each student select one of the **Trading Favorites Cards**. They read their card and begin completing the tasks. Assist students as necessary. Use the **Trading Partners Answers** sheet to assist those students who are having difficulty using latitude and longitude to locate their city, state and/or country.
 6. Once students have found their trading partner, distribute the **Trading Partners Chart**, one copy per student. Tell students to complete their chart. If they are having difficulty writing their summary sentences, share the following example: “I am Sally from Denver, Colorado, 40°N, 105°W. I import coffee from Jose in Ecuador throughout the year because they have the right climate to grow it. I export apples to Jose because it is too hot for apples to grow there.”
 7. When students have completed their **Trading Partners Chart**, have them use string to connect the homes of each pair of trading partners. If you do not have one large wall-size world map, use the table-size world maps from Step 1. Once all trading partners have located their homes on the world map, have them share their summary sentences with the rest of the class.
- Optional:** Use the classroom to create a world map. Place the equator along the longest part of the room to represent the east-west line of longitude. The prime meridian is the center of the width of the room, perpendicular to the equator, and represents the north-south lines of latitude. You may want to use string to show the equator and prime meridian and place direction cards (N, S, E, W). Have students use their global address to physically locate themselves on this classroom-size world map, using string to connect trading partners.
8. Summarize the lesson by asking the following questions:

- Which trades occur because of climate advantages? (*chili peppers, blueberries, apples, bananas, orange juice, cocoa, almonds, cantaloupe, coffee, sugarcane, tea, cola, kiwi*)
- Which trades occur on a seasonal basis? (*fresh fruits and vegetables*)
- Which trades occur because of resource advantages? (*all*)
- Which trades occur for economic reasons? (*all*)
- Which trades occur to meet consumer demand throughout the year? (*all*)

- Which product was exported from one country where there is little or no demand? (*chicken feet*)
- Which products have a trading advantage due to technology? (*all*)
- What patterns, if any, did you observe between the amount of arable land available and the foods exported/imported? (*Countries with abundant land are able to export cattle products and raw and processed grains, fruits, and vegetables. Countries with minimal land for raising food must import more food.*) Between climate and exports? (*Countries export foods unique to their climate.*) Between latitude and exports? Between longitude and exports? (*Have students use their maps to respond to the latitude and longitude questions.*) What other connections can you make?



- Why are environmentally sound approaches important to export trade? (*They maintain the country's ability to continue producing its food products.*)
- Which of the traded foods could be affected by natural or ecological disasters? (*all*) Ask for anecdotes of disasters affecting food through which students may have lived or about which they may have heard.
- Why does the United States export foods to so many places? (*Accept all reasonable responses.*)
- How many of the imported foods have you eaten? Which ones are available locally at some time during the year? Which ones are never grown or produced locally?
- What are your "real" favorite foods (*raw and/or processed*)? Which ones are imported at some time during the year?
- Could you eat the way you do without trade? Why or why not?

EVALUATION OPTIONS

1. Have teams of students list the many reasons why countries might trade. (*absolute advantage, comparative advantage, competitive advantage, whim, fads, cultural reasons, etc.*)

2. Ask students to identify their favorite imported food and the possible reasons why the food is imported.
3. Provide a short story about their favorite food. Have students make a Trading Favorites Chart to identify the who, what, when, where, and why for their food. The foods can be a raw product or a finished product that combines ingredients from many countries.
4. Work with the world map and challenge students to identify the location of several global addresses (latitude, longitude). Give 1 point for locating the continent, 2 points for the country, 3 points for the state or province, and 4 points for the city. Students may be timed to increase interest.

EXTENSIONS AND VARIATIONS

1. Conduct research to learn which of the products listed in this lesson are available from local, regional, and national sources at some time during the year. Which ones are never produced locally? Why? From what other countries do we import some of these foods?
2. Challenge students to investigate the technologies and infrastructures, which facilitate trade of these and other commodities, and to determine where their favorite foods are being imported from today and throughout the year. They can begin by checking Web sites by specific commodities and by countries (many have agriculture and trade sites). The Foreign Agricultural Service has several helpful sites. Start with its primary Web site at <http://www.fas.usda.gov/> to learn about trade markets, commodities, trends, agreements, and agricultural products in the global market. Also, see http://www.usda.gov/wps/portal/!ut/p/_s.7_0_A/7_0_1OB?contentidonly=true&contentid=FAS_Agency_Splash.xml for an overview of the FAS and its offices, programs and services and see <http://www.fas.usda.gov/ustrade/> to research United States international trade statistics on agricultural, fish, forest and textile products. Also, use Google.com or Dogpile.com to search for multiple topics related to the research.
3. If your school or students have Internet access, have them search the World Wide Web for information about their country and commodity. The Foreign Agricultural Service (FAS) of the USDA has several helpful sites. Start with its Web site address <http://www.fas.usda.gov/> on the Internet. Use the listings included in the Additional Resources section or use Google.com or Dogpile.com to search for multiple topics related to research.

4. Have students complete the **Trading Partners Chart** during interviews with local grocers. Learn which foods are always, sometimes or never imported to your area and under what circumstances. What factors influence the foods which are imported? Learn how prices on fresh fruits and vegetables vary throughout the year. What other factors do parents and other food shoppers consider when purchasing imported foods? What relationships appear to exist among cost, country of origin, weather, season, consumer demand, cultural and religious preferences, and other trade factors? Prepare summaries of the interviews and discuss the findings.
5. Have students explore what major exports are produced in their state in addition to commodities (e.g., farm equipment in Iowa).
6. Have students research the histories of:
 - A. Trade by civilizations, e.g. Roman, Mayan, Chinese, or by time periods, e.g. Renaissance, American Colonial period, etc. What effect did waterways, continental boundaries, and political boundaries have?
 - B. Map making and the challenge of representing the spherical Earth in two dimensions and materials used (e.g., cloth, parchment).
7. Help students determine approximate distances between producers and consumers using the circumference of the Earth (about 25,000 miles) and at a 90 degree longitude difference at the equator (more than 6,000 miles). Computer software programs are available that calculate point-to-point mileage.
8. Choose a country and research its top 10 imports and exports and what the trade relationship is with the United States.

CREDITS

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Litter Moisture and Footpad Dermatitis as Affected by Diets Formulated on an All-Vegetable Basis or Having the Inclusion of Poultry By-Product. The Journal of Applied Poultry Research. 2007. G. Eichner, S. L. Vieira, et. al. Department of Poultry Science, Auburn University, Auburn, AL <http://japr.fass.org/cgi/content/abstract/16/3/344>

ADDITIONAL RESOURCES

CIA World Factbook, Central Intelligence Agency, United States Government, 2008. <https://www.cia.gov/library/publications/the-world-factbook/>

Economic Research Service, United States Department of Agriculture, 2008. <http://www.ers.usda.gov>

The Europa World Yearbook 2008. 49th Edition. Routledge, Taylor and Frances Group, June 24, 2008.

Foreign Agricultural Service, United States Department of Agriculture, 1400 Independence Avenue, S.W., Washington, DC 20250 or <http://www.fas.usda.gov/ustrade/>

State Exports, United States Department of Commerce, 2008. <http://www.ita.doc.gov/td/industry/otea/state/index.html>

General Web site address to reach foreign embassies in the United States is <http://embassy.org/embassies/index.html>

WEB SITES

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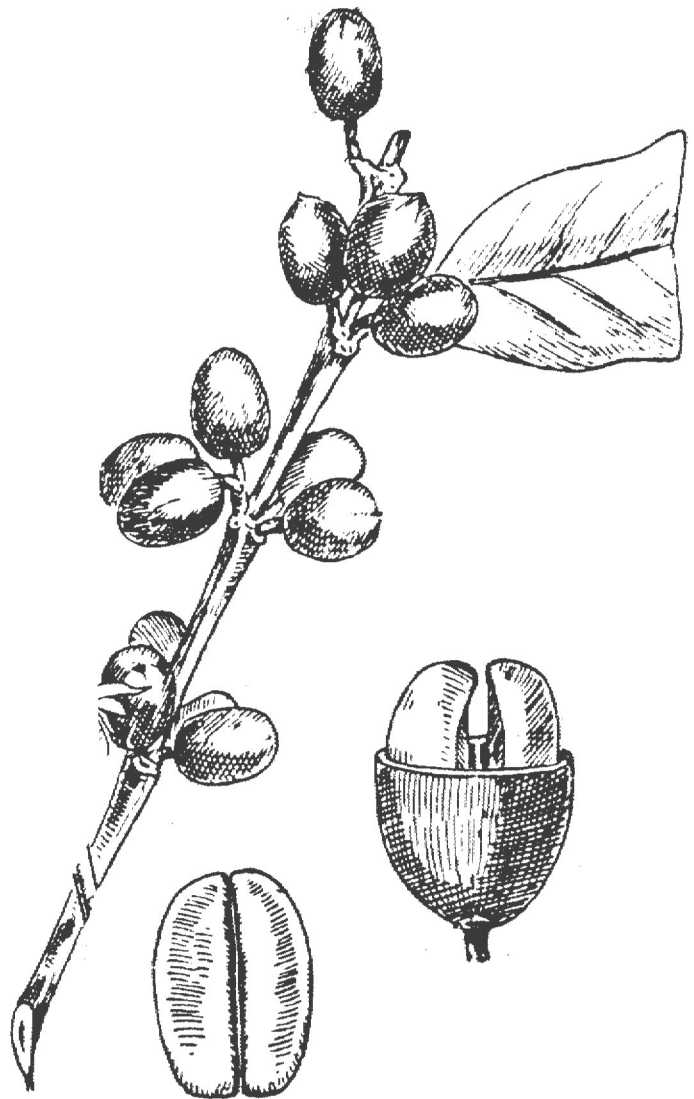
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EDUCATOR'S NOTES



TRADING FAVORITE TASKS

Directions: Select a Trading Favorites Card. Read the student's name and complete the following tasks.

TASK 1

Use the latitude and longitude given as your global address on your card to physically locate your "home" on the world map. You are now the expert for your country's export.

TASK 2

Identify the country your favorite food comes from by thinking about and/or talking with others about where the food might originate. Identify whether the source is local or if the source might be another country.

TASK 3

Once you identify the country, go meet the person from that country. That person is your trading partner.

TASK 4

Work with your trading partner to complete the ***Trading Partners Chart***.

Each trading partner writes a two- or three-sentence summary of the data gathered. The summary should include your name; global address (latitude, longitude, city, state, and/or country); the favorite food(s) you import, from where, and why; and the food(s) you export, to whom (your trading partner), where (global address), and why.

NOTE: A good summary provides the most important factual information and avoids giving unnecessary information.



TRADING FAVORITES CARDS

(Cut cards apart.)

Name: Bill

Favorite food: cashews

Global address: 35°N, 92°W

Area exports: Poultry, including chicken feet for which there is no demand in U.S.; chicken feet are exported throughout the year to Asia where they are a very popular food.

Name: Melissa

Favorite food: cantaloupe

Global address: 44°N, 79°W

Area exports: Carrots exported during season (June to August) to nearby countries, meeting demand that cannot be met in other places.

Name: Ying

Favorite food: barbecued chicken feet

Global address: 22°N, 114°E

Area exports: Cashews, the fruit of a nut tree that grows in tropical areas originated in the Americas, but is now grown throughout the world; exported throughout the year.

Name: Ernie

Favorite food: miso soup (fermented soybean paste soup)

Global address: 40°N, 88°W

Area exports: Soybeans grow in this area's rich soil and abundant land; exported dried throughout the year.

Name: Charles

Favorite food: french fries

Global address: 49°N, 2°E

Area exports: Cheese, including feta, blue, Roquefort, and other varieties are exported throughout the year; large workforce for processing food; good technology.

Name: Lee

Favorite food: tofu

Global address: 36°N, 140°E

Area exports: Miso soup and other products made from imported soybeans; has workforce and technology to produce many packaged foods; limited land to grow food.

Name: Allison

Favorite food: feta cheese

Global address: 44°N, 116°W

Area exports: Potatoes grow extremely well in the rich soils of this area; fresh, frozen, and dried, potatoes are the number one export any time of the year.

Name: Beverly

Favorite food: lobster

Global address: 29°N, 98°W

Area exports: Cattle, which thrive in the open spaces; high-end cuts of meat are sent throughout the world all during the year.

Name: Ana

Favorite food: carrots

Global address: 33°N, 115°W

Area exports: Cantaloupe exported from March to July; need subtropical climate for growth.

Name: Lu

Favorite food: filet mignon (beef steak)

Global address: 1°N, 104°E

Area exports: Very little food grown here; lobsters grow in the surrounding ocean; shipped frozen throughout the year.

TRADING FAVORITES CARDS (Continued)

(Cut cards apart.)

Name: Ben
Favorite food: chili peppers
Global address: 35°N, 77°W
Area exports: Blueberries grow best in temperate climate; shipped May to July to nearby and distant countries.

Name: Sue
Favorite food: Macintosh apples
Global address: 23°N, 122°E
Area exports: Soy sauce and other processed foods made from imports; not enough land to grow fresh foods; shipped throughout the year.

Name: Juan
Favorite food: blueberries
Global address: 21°N, 103°W
Area exports: Chili peppers grow best in warm, moist climates with growing seasons of at least 125 days.

Name: Lonna
Favorite food: instant coffee
Global address: 37°N, 120°W
Area exports: Almonds, the fruit of trees grown in orchards; grow best in regions without early frost; shipped raw or processed throughout the year.

Name: Gene
Favorite food: English biscuits (shortbread cookies)
Global address: 41°N, 97°W
Area exports: Corn grows on many acres of land; used for cereals and other processed foods sent throughout the world all year.

Name: Hans
Favorite food: almonds
Global address: 54°N, 10°E
Area exports: Instant coffee made from imports of raw coffee from tropical places; sent throughout the year; good technology, trained workforce.

Name: Jane
Favorite food: corn flakes
Global address: 54°N, 3°W
Area exports: Cookies (biscuits) and many other processed sweets, jams, cheeses, and meats sent during the year throughout the world; not much land available for growing crops; large workforce and technology for processing food.

Name: Duane
Favorite food: ginseng tea
Global address: 42°N, 94°W
Area exports: Hogs are raised on large farms throughout the area; fresh and smoked pork, ham, and bacon sent throughout the year.

Name: Betty
Favorite food: soy sauce (on everything!)
Global address: 43°N, 76°W
Area exports: Apples exported fresh from September to November and from controlled storage throughout rest of year; apple trees need winter freeze; grow best in temperate climates.

Name: Rosie
Favorite food: pork
Global address: 35°N, 129°E
Area exports: Ginseng tea; very little food grown here; ginseng roots take up little space; roots are also imported; packaged and shipped throughout the year.

TRADING FAVORITES CARDS (Continued)

(Cut cards apart.)

Name: Lyn
Favorite food: freshly brewed coffee
Global address: 40°N, 80°W
Area exports: Broccoli and other vegetables are exported in early summer season.

Name: Clyde
Favorite food: orange juice
Global address: 6°S, 107°E
Area exports: Shrimp abundant in surrounding ocean; sent to countries throughout the world, even those with a shrimp industry, to help meet demand.

Name: Ricardo
Favorite food: broccoli
Global address: 23°S, 46°W
Area exports: Roasted coffee shipped throughout the year; coffee is a tropical plant which cannot be grown economically outside tropics.

Name: Kathy
Favorite food: bananas
Global address: 45°N, 88°W
Area exports: Cheese processed from dairy cows on large farms; exported throughout the year, especially to nearby countries.

Name: Shaw
Favorite food: cocoa
Global address: 39°N, 92°W
Area exports: Rice grows in subtropical conditions; exported throughout the year.

Name: Costa
Favorite food: cheddar cheese
Global address: 10°N, 84°W
Area exports: Bananas grow best in tropical climates; exported throughout the year, especially to nearby countries.

Name: Moser
Favorite food: rice
Global address: 6°N, 0°
Area exports: Cocoa can only be grown in tropical areas; exported throughout the year.

Name: Jill
Favorite food: tuna fish
Global address: 48°N, 97°W
Area exports: Thousands of acres of land grow wheat, which is exported throughout the year; recent severe flooding will harm crop.

Name: Doty
Favorite food: shrimp
Global address: 29°N, 81°W
Area exports: Orange juice is sent throughout the year; oranges grow best in subtropical areas.

Name: Sam
Favorite food: white bread (made from wheat)
Global address: 14°N, 101°E
Area exports: Tuna is abundant in surrounding ocean; sent even to countries with a tuna industry to meet high demand.

TRADING FAVORITES CARDS (Continued)

(Cut cards apart.)

Name: Maria
Favorite food: soft drinks
Global address: 15°N, 121°E
Area exports: Sugar made from sugarcane is sent throughout the world to meet high demand, even to countries that produce sugar; grows best in warm climates.

Name: Frank
Favorite food: fresh asparagus
Global address: 46°N, 6°E
Area exports: Chocolate candy, which is made of cocoa imported from other countries, is processed and exported throughout the year.

Name: Al
Favorite food: sugar products
Global address: 34°N, 84°W
Area exports: Exports soft drinks throughout the world, all year.

Name: Brenda
Favorite food: strawberries
Global address: 41°S, 175°E
Area exports: Kiwi fruit sent throughout the world when ripe in December and January; grow best in mild climate.

Name: Mark
Favorite food: dark chocolate candy
Global address: 39°N, 122°W
Area exports: Asparagus, sent fresh during January to March throughout the world.

Name: Nancy
Favorite food: kiwi fruit
Global address: 37°N, 122°W
Area exports: Strawberries grow best in cool, moist climate, but can be grown commercially in almost every country.

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TRADING PARTNERS CHART

Write a summary of the data for both exporting and importing with your trading partner. Include the WHO, WHERE, WHAT, WHEN, and WHY in your summary.

Name: _____

WHO are you? (name on card)
WHERE do you live? (city, state, and/or country, latitude, longitude)
WHO is your trading partner?
WHERE do they live?
WHAT do you export?
WHEN do you export?
WHY do you export?
WHAT do you import?
WHEN do you import?
WHY do you import?

TRADING PARTNERS ANSWERS

NOTE: Consumer demand, economics, resource availability, and technology apply to each of these food exports. Only climate (c), season (s), and geographic proximity (gp) are listed with the names as reasons for trade. Latitudes and longitudes are rounded to the nearest whole degree.

Al, 34°N, 84°W, Atlanta, Georgia, exports soda pop to Maria in Philippines

Maria, 15°N, 121°E, Manila, Philippines, exports sugarcane to Al in Georgia (c)

Allison, 44°N, 116°W, Boise, Idaho, exports french fries (potatoes) to Charles in France

Charles, 49°N, 2°E, Paris, France, exports feta cheese to Allison in Idaho

Ben, 36°N, 77°W, Greenville, North Carolina, exports blueberries to Juan in Guadalajara (c, s, gp)

Juan, 21°N, 103°W, Guadalajara, Jalisco, Mexico, exports chili peppers to Ben in North Carolina (c)

Betty, 43°N, 76°W, Syracuse, New York, exports apples to Sue in Taiwan (c)

Sue, 23°N, 122°E, Yushan, Taiwan, exports soy sauce to Betty in New York

Beverly, 29°N, 98°W, San Antonio, Texas, exports beef (filet mignon) to Lu in Singapore

Lu, 1°N, 104°E, Singapore, exports lobster to Beverly in Texas

Bill, 35°N, 92°W, Little Rock, Arkansas, exports poultry to Ying in Hong Kong

Ying, 22°N, 114°E, Hong Kong, Xianggang, China, exports cashews to Bill in Arkansas

Brenda, 41°S, 175°E, Wellington, New Zealand, exports kiwi fruit to Nancy in California (c, s)

Nancy, 37°N, 122°W, Watsonville, California, exports strawberries to Brenda in New Zealand

Costa, 10°N, 84°W, San Jose, Costa Rica, exports bananas to Kathy in Wisconsin (c, gp)

Kathy, 45°N, 88°W, Green Bay, Wisconsin, exports cheddar cheese to Costa in Costa Rica (gp)

Clyde, 6°S, 107°E, Jakarta, Indonesia, exports shrimp to Doty in Florida

Doty, 29°N, 81°W, Orlando, Florida, exports orange juice to Clyde in Indonesia (c)

Duane, 42°N, 94°W, Des Moines, Iowa, exports hogs (pigs) to Rosie in Korea

Rosie, 35°N, 129°E, Pusan, Korea, exports ginseng tea to Duane in Iowa

Mosenr, 6°N, 0°, Accra, Ghana, exports cocoa to Shaw in Missouri (c)

Shaw, 39°N, 92°W, Jefferson City, Missouri, exports rice to Mosen in Ghana (c)

Ernie, 40°N, 88°W, Champaign, Illinois, exports soybeans to Lee in Japan

Lee, 36°N, 140°E, Tokyo, Japan, exports miso soup to Ernie in Illinois

Frank, 46°N, 6°E, Geneva, Switzerland, exports chocolate candy to Mark in California

Mark, 39°N, 122°W, Sacramento, California, exports asparagus to Frank in Switzerland (s)

Gene, 41°N, 97°W, Lincoln, Nebraska, exports corn (flakes) to Jane in England

Jane, 54°N, 3°W, Lancaster, England, United Kingdom; exports biscuits to Gene in Nebraska

Jill, 48°N, 97°W, Grand Forks, North Dakota, exports wheat to Sam in Thailand

Sam, 14°N, 101°E, Bangkok, Thailand, exports tuna fish to Jill in North Dakota

Lonna, 37°N, 120°W, Fresno, California, exports almonds to Hans in Germany (c)

Hans, 54°N, 10°E, Hamburg, Germany, exports instant coffee to Lonna in California

Lyn, 40°N, 80°W, Pittsburgh, Pennsylvania, exports broccoli to Ricardo in Brazil (s)

Ricardo, 23°S, 46°W, Sao Paulo, Brazil, exports roasted coffee beans to Lyn in Pennsylvania (c)

Ana, 33°N, 115°W, Yuma, Arizona, exports cantaloupe to Melissa in Toronto (c, s)

Melissa, 44°N, 79°W, Toronto, Ontario, Canada; exports carrots to Ana in Arizona (s, gp)