



# THEME 3

## INTERDEPENDENCE

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### INTRODUCTION

Students don't always understand just how interconnected their own community is with the rest of the world. These students are consumers of goods and services produced in other regions of the world. The community they live in also produces goods and services for other regions of the world. This unit demonstrates how local businesses depend on other regions of the United States and the world for resources and markets. Students will collect data about businesses in their own community and produce a display that highlights these connections. They will identify products they consume that are produced in other countries. They will also learn about the infrastructure that helps move these goods and services between a community and the rest of the world.

### ACADEMIC STANDARDS

#### Social Studies

**Economics.** Students should be able to:

- Explain how increased specialization and trade make countries more wealthy, yet more interdependent;
- Identify categories of goods and services provided by various levels of government.

**Geography.** Students should be able to:

- Explain the meaning of the word *infrastructure* and analyze its relationship to economic development;
- Explain how changes in communication and transportation technologies contribute to the movement of ideas and cultural change.

**Related Content Areas:** Language Arts, Science, Practical Arts



# LESSON 1

## Geography in the Mall

### LESSON DESCRIPTION

This lesson demonstrates that students are interconnected with the rest of the world. Students visit a local mall and determine where the goods they consume originate. By purchasing these products, students become interdependent with other regions of the world.

### OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify products, available locally which are manufactured in other countries;
2. Locate on a world map the countries where these goods are produced;
3. Explain, with examples, how they are interdependent with other regions of the world.

### KEY IDEAS

Interdependence. People depend upon each other for the goods and services they need.

Specialization. People specialize when they produce a few specific goods and services. When people specialize, they can produce more. They also must depend upon other people for the additional good and services they need.

### TIME REQUIRED

Four class periods.

### MATERIALS

- Atlases
- Map of the world (page 38)
- Handout 1: Did You Know? Card: **The Birth of the Blues (Jeans, That Is)**
- **Handout 2: The Geography of Your Local Mall**

### PROCEDURES

1. Hand out copies of the **Did You Know? Card: The Birth of the Blues (Jeans, That is)** and discuss the international connections that led to the birth of blue jeans. Explain to the students that

their families depend on the world. Many of the products in their homes come from all over the world. This means that the students are connected with the rest of the world. The rest of the world also depends on them. People from other countries make their living by selling goods to the people of Indiana, just as the people of Indiana make their living by selling goods to people in other countries. Economists call this **interdependence**. People in some regions of Indiana specialize in the production of certain goods, such as corn and steel, and export those goods to other countries. Producers in other countries specialize in goods that we consume and export them to Indiana. This specialization and interdependence make all of us better off.

2. Pass out **Handout 2: The Geography of Your Local Mall**. Students may work individually or in teams to complete the handout. If a mall is not in the area, students can gather data in their homes.
3. Have students share their findings. Using a world map, locate each country. Ask students to identify any patterns. From what continents do most of the goods come? (Asia and North America)
4. Have students speculate about how these goods arrived at their local mall.

#### CLOSURE

Have students work in small groups or individually to create a poem, song, cartoon, or a graphic design that explains how they are personally connected to the world economy.

#### ASSESSMENT

First, have each student identify the non-U.S. countries in which ten items that he or she uses regularly are produced. Second, highlight the countries on a map of the world.

#### EXTENSIONS/CONNECTIONS

1. Have students use colored pencils to make a bar graph showing areas of the world that produce specific types of products. Then have them color a world map using colors that correspond to the bar graph.
2. Have students use the *Material World* CD-ROM, book, or posters to explore the types of material goods used by families around the world. Discuss similarities and differences. Have students create their own *Material World* posters.

The Material World project uses family portraits to compare the material possessions of 30 statistically average families from countries all around the world. Available in both book and CD-ROM format. The book and CD-ROM can be ordered off the website <http://socialstudies.com/>.

Menzel, Peter. *Material World: A Global Family Portrait*. Sierra Club Books. 1994.

To discuss the Material World project contact Material World, 199 Kreuzer Lane, Napa, CA 94559, e-mail: [MaterialW@AOL.com](mailto:MaterialW@AOL.com)

3. Have students speculate about why many goods we use are made in other countries. Have them break into pairs, examine the facts, and develop a theory about why each product is made in a specific country.

HANDOUT 1

**DID YOU KNOW? CARD**

**DID YOU KNOW?**

***The Birth of the Blues (Jeans, That Is)***

The "all-American" blue jeans worn around the world were not created by a fashion designer. Their history goes back to the fourteenth century. At that time, a sturdy fabric was being woven from a tough, blue-dyed, cotton thread in the French city of Nimes. It was famous throughout Europe and was called "Serge de Nimes." There is a legend that the sails on Christopher Columbus' ships were made from this fabric and that it first reached America in this way. In any case, it would be another 400 years before anyone thought to make pants out of this strong material. By that time, Americans had changed the French "Serge de Nimes" into their own word, "denim." They also coined another word. In Genoa, Italy, work pants were made from a strong cotton. They were called "Genes" after the city where they were made. Americans turned this word into "jeans." In 1850, the Gold Rush brought Levi Strauss, an immigrant tailor from Buttenheim, Frankonia, in Germany, to San Francisco. Strauss started to make almost indestructible pants or "Genes" for the gold miners from "Serge de Nimes" or, in other words, denim jeans. Levi Strauss was so successful that he patented his pants in 1873 and blue jeans were born!

Source: <http://www.edwin-jeans.de/facts/facts1.htm#name> Theme III - Interdependence - Lesson 1

HANDOUT 2

THE GEOGRAPHY OF YOUR LOCAL MALL

First, make a list of all the brand-name goods in your house. Go to your local mall, look for these goods, and fill in the sheet. Look for a label that reads: "Made in \_\_\_\_." You might want to introduce yourself to a salesperson and explain what your assignment is about.

After your trip to the mall, label the countries of the goods on your list on a map of the world. See for yourself how you and Indiana connect with the rest of the world.

Category of Goods	Brand Name	Where It Is Produced
PERSONAL ITEMS		
watch		
T-shirt		
sneakers		
tapes/CDS		
video games		
hat/cap		
jeans		
camera		
backpack		
pens/pencils		
jewelry		
ELECTRONICS		
TV		
CD player		
VCR		
stereo		
camcorder		

Category of Goods	Brand Name	Where it is Produced
clock radio		
computer		
cordless phone		
walkman		
microwave		
coffee maker		
satellite dish		
APPLIANCES		
stove		
refrigerator		
SPORTING GOODS		
football		
basketball		
soccer ball		
skateboard		
bike		
tennis racket		
golf irons/putter		