

Where Did That Come From?

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Abstract: Students will go on a scavenger hunt inventorying 20 items in their house finding country of origin, map this data, and then draw conclusions about global trade based on their maps.

Grade Level: 4

Time: 2-3 lessons

National Geography Standards:

11 The student will understand the patterns and networks of economic interdependence on Earth's surface.

#1 The student will understand how to use maps and other geographic representations , tools, and technologies to acquire, process, and report information from a spatial perspective.

Basic Geography Skills:

Geographic Question - Where do products in my house come from?

Acquire Information - Student inventory.

Analyze Information - Top section of Scavenger Hunt Analysis Form and mapping.

Answer to Geographic Question - ***Cool Challenge Question

Objectives:

Each student will collect product origin data using the Scavenger Hunt Inventory Form for 20 items in their home.

Each student will analyze product origin data using the Scavenger Hunt Analysis Form and world map to determine which country/region most of the items in each category came from.

Using atlases, the sub-prompts in the bottom section of the Analysis Form, and other classroom resources, each student will infer why most of their items came from the corresponding country/region.

Materials:

1 copy of How to Make an Apple Pie and See the World by Marjorie Priceman

1 blank world political map per student

1 ruler per student

regular writing supplies

5 colored pens per student

1 Scavenger Hunt Inventory Form per student

1 Scavenger Hunt Analysis Form per student

Procedures:

Read Apple Pie book and discuss global trade (incl. routes, why countries produce the things they do, and resources).

Explain scavenger hunt using Inventory Form, distribute 1 form to each student, and assign as homework.

<Students collect data>

Distribute world political maps and have students label title as "Where Products in My House Came

From". Distribute 5 colored pens per student.

Students create a legend on map where each colored pen corresponds to a category on the Scavenger Hunt Inventory Form (ex. blue = My Room, green = Kitchen).

Students put appropriate colored dot on each country where an item came from (see first Extension/Modification).

Using rulers students draw a straight line connecting each of their colored dots individually to their home (make a dot for Home - any color).

Clean up supplies and distribute Scavenger Hunt Analysis Form, which students individually fill out.

Each student presents their answer to the ***Cool Challenge Question to the class. Look for class-wide trends in global trade which can act as an conclusion (see example on attached page).

Assessment:

On-task behavior during class time activities

2 points per product filled out on Scavenger Hunt Inventory Form (1 point for Item & 1 point for Country of Origin).

Scavenger Hunt Analysis Form: 1 point per correctly spelled/cap. response (1/2 for incorrect conventions) and 1 point per sub-prompt in ***Cool Challenge Question.

Scoring guide for map:

20 - 20 dots on appropriate countries, in corresponding colors (as per legend), AND lines drawn connecting student's home to each product.

17 - 20 dots on appropriate countries, in corresponding colors (as per legend), OR lines drawn connecting student's home to each product.

15 - 18 to 20 dots on appropriate countries

12 - 10 to 17 dots on appropriate countries

7 - 1 to 10 dots on appropriate countries

1 - Name

Vocabulary/Spelling: 1. trade 2. products 3. inventory 4. origin 5. transportation
6. resources 7. raw materials 8. labor

Extensions/Modifications:

Students work in pairs to help each other locate countries (1 item from student A's list, then 1 item from student B's list, and continuing to take turns).

Mark map by general region instead of specific country (ex. SE Asia instead of Thailand, or even just Asia instead of Thailand).

+ Student does research to collect some proof of their theories answering the *** Cool Challenge Question.

Name:

Date:

5 items in my ROOM (not toys):

Item

Country of Origin

3 TOYS of mine:

Item

Country of Origin

5 items in my KITCHEN:

Item

Country of Origin

Flip this sheet over for rest of scavenger hunt.

1.

2.

3.

4.

5.

1.

2.

3.

1.

2.

3.

4.

5.

5 items in my BATHROOM:

Item

Country of Origin

2 items in my GARAGE/ STORAGE AREA/ CLOSET:

Item

Country of Origin

The country/region most of my BEDROOM items came from was:

The country/region most of my TOYS came from was:

The country/region most of my KITCHEN items came from was:

The country/region most of my BATHROOM items came from was:

The country/region most of my GARAGE/ STORAGE/ CLOSET items came from was:

☆☆☆ Cool Challenge Question 😊

The reason WHY I think most of my _____ items came from _____ is:
(category) (country/region)

1.

2.

3.

4.

5.

1.

2.

Name:

Date:

Distance:

Transportation:

Raw materials:

Labor:

Culture:

Other:

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