

4: In With the Imports

Based on the American Samoa quarter reverse



OBJECTIVE

Students will understand exporting and importing. Students will be able to recognize where resources are located, who needs them, and how they are transported. Students will understand interdependence in the production of goods and services.



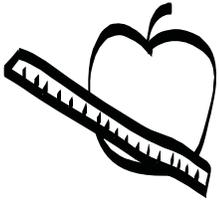
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “American Samoa Quarter Reverse” page
 - “Island Imports Research” worksheet
 - “Illustrated Map Rubric”
- Copies of the following:
 - “Imports and Exports” worksheet
 - “Island Imports Research” worksheet
 - “Illustrated Map Rubric”
 - “Illustrated Map Guide” worksheet
- Copy of the Resource Guide (available at www.usmint.gov/kids)
- 1 class map of the United States and its territories
- Chart paper
- Samples of products imported into the United States, such as coffee, fruit, cars, umbrella, clothes, toys. Be sure they are labeled with country or state of origin.
- Computers with Internet access
- Poster board or large construction paper
- Markers, colored pencils, or crayons
- Glue
- Scissors
- Rulers



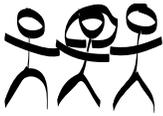
PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “American Samoa Quarter Reverse” page
 - “Illustrated Map Rubric”
 - “Island Imports Research” worksheet



In With the Imports

- Make copies of each of the following:
 - “Imports and Exports” worksheet (1 per student)
 - “Island Imports Research” worksheet (1 per student)
 - “Illustrated Map Rubric” (1 per student)
 - “Illustrated Map Guide” (1 per student)
- Collect samples of labeled products imported into the United States (see “Materials”).
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information on the economy and imports of American Samoa and Hawaii.
- Gather poster board or large construction paper (1 per student)



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Four 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

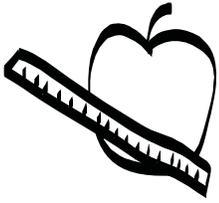
- Quarter
- Economics
- Obverse (front)
- Imports and exports
- Reverse (back)
- Interdependence



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Geography
- Resources
- Goods and Services
- Parts of a map
- Industries



In With the Imports



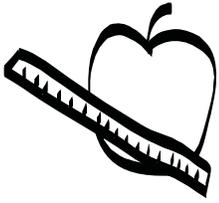
STEPS

Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of your own state's or territory's quarter. Then display the "American Samoa Quarter Reverse" overhead transparency or photocopy. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. Locate American Samoa on a classroom map. Note its position in relation to your school's location. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at www.doi.gov/oia/Islandpages/political_types.htm.
2. With the students, examine the coin design. Have the students identify the images and the writing included in this design and what they may represent. After listening to the student responses, refer to the Resource Guide for a description of the images. Have the students focus on the palm tree and beach.
3. Discuss with the students the definition of the word "geography" and record the final definition on chart paper.
4. Explain to the students that this lesson will examine where resources are located, who needs them, and how they are transported.
5. Show examples of products made in other countries and brought into the United States. Have the students read the labels to determine which country each product came from. Write responses on chart paper.
6. Distribute the "Imports and Exports" worksheet. Read the text as a class. Write key words and phrases on the chart paper. Focus on the words "imports," "exports," and "interdependence." Ask the students for definitions of the words and write answers on the chart paper. Relate imports and exports to interdependence.
7. Have the students complete the "Imports and Exports" worksheet. Then collect the worksheets.

Session 2

1. Review the charts and worksheets from the previous session.
2. Point out American Samoa on the classroom map. Ask the students what types of products they think American Samoa would import. Record responses on chart paper.
3. Point to Hawaii on the classroom map. Ask students what similarities they see between American Samoa and Hawaii. Answers should include both are islands in the Pacific Ocean.
4. Display the transparency of the "Island Imports Research" worksheet. Explain to



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the students that they will be researching imports of American Samoa and Hawaii. They will then be creating an illustrated map that shows the major imports for American Samoa and Hawaii. Review the parts of a map.

5. The students' illustrated map should include a short narrative that explains the map. It should show the connections and movement of the products. It should explain the similarities between the two island groups.
6. Distribute the "Island Imports Research" worksheet. Take the students to the computer lab and allow them time to research.

Sessions 3 and 4

1. Review interdependence, imports, and exports. Display the "Illustrated Map Rubric" overhead transparency and distribute an "Illustrated Map Rubric" to each student. Review the rubric with the students.
2. Distribute the "Illustrated Map Guide" worksheet and review the directions with the students. Distribute poster-making materials. Allow time for the students to complete their illustrated maps and their narratives.
3. Collect the maps and the rubrics. Display the maps.



ASSESSMENT

- Use the "Illustrated Map Rubric" to evaluate whether the students have met the lesson objectives.
- Check the "Island Imports Research" worksheet for accuracy.



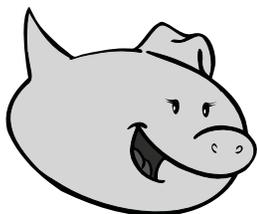
ENRICHMENTS/EXTENSIONS

- Have students write a story about a product and how it gets to its final destination.
- Have the students research products imported and exported from their own area.



DIFFERENTIATED LEARNING OPTIONS

- Have students work in pairs.
- Have the students use video or visual media to find products.



CONNECTIONS TO WWW.USMINT.GOV/KIDS

- Have students learn more about industries through the Michigan quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/0406-1.pdf.
- Have the students learn about other territories with other District of Columbia and U.S. Territories Quarters Program lesson plans at www.usmint.gov/kids/teachers/lessonPlans.



Name _____

Island Imports Research

Directions: Answer these questions when you are doing your research on American Samoa and Hawaii.



Economy, Imports	American Samoa	Hawaii
What types of jobs do people have?		
What are the main industries?		
What products are imported?		
Where do these imports come from?		
Why are these products imported?		

What are the similarities and differences between American Samoa and Hawaii?

Why does it make sense that there are similarities between the two?



Name _____

Imports and Exports

International and interstate trade are two important topics in economics. Foods and products that are grown or produced in another country or state and are brought into our country or state are called **imports**. More than 10 percent of the goods purchased in the United States are imported from other countries.

Goods that are produced or grown in the United States and sent to other countries are called **exports**. The reasons goods and services are imported and exported are many.

One of the reasons relates to the seasonal or regional weather. For example, some produce can only be grown in warm seasons, so its source alternates between the hemispheres; some can only be grown in tropical regions, near the equator. Imports provide people living in the United States with products that they otherwise would have to live without, like fruit during winter.

The need to export and import causes nations and states to be interdependent. **Interdependence** occurs when people or countries depend on each other to provide the goods and services they consume. We rely on other countries and states to supply us with some of the goods and services we want or need and they depend on us for others. This trade affects the economies in each of the countries or states involved.

QUESTIONS

1. What is an import? What is an example of an import?

2. What is an export? What is an example of an export?

3. What impact does climate have on importing and exporting?

4. What is interdependence and why is it important?



Name _____

Illustrated Map Rubric

Teacher Name: _____

CATEGORY	4	3	2	1	Self	Teacher
Neatness of Color and Lines	All straight lines are ruler-drawn. Corrections and coloring are neat.	All straight lines are ruler-drawn. Corrections and coloring are generally neat.	Most straight lines are ruler-drawn. Corrections and coloring are fairly neat.	Lines, error corrections, and/or colored features are not very neat.		
Map Summary	All words are spelled and capitalized correctly.	Most words are spelled and capitalized correctly.	Some words are spelled and capitalized correctly.	Few words are spelled and/or capitalized correctly.		
Accuracy of Labels	All items are labeled and located correctly.	Most items are labeled and located correctly.	Some items are labeled and located correctly.	Few items are labeled and located correctly.		
Neatness of Labels and Features	All can be read easily.	Most can be read easily.	Some can be read easily.	Few can be read easily.		
Map Legend/Key	Legend is easy to find and contains all symbols and a compass rose.	Legend contains all symbols and a compass rose.	Legend contains most symbols and a compass rose.	Legend is absent or lacks symbols or a compass rose.		
Title	Title tells the purpose/content of the map, is clearly a title (larger letters, underlined, etc.), and is at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map but is not clearly a title.	Title is located at the top of the map but is neither clearly a title nor descriptive enough.	Title is misplaced, too small, or not descriptive enough.		
Totals						

Teacher Comments



Name _____

Illustrated Map Guide

Directions: Create an illustrated map that shows the major imports for American Samoa and Hawaii. Include all the elements of a map. Cut out the boxes at the bottom of the page to use on your map. Use the checklist below and review the rubric to be sure your project is complete.



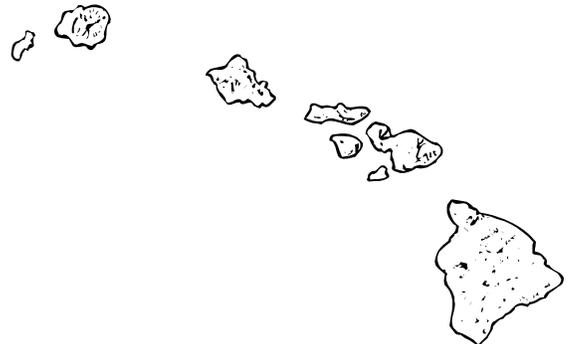
CHECKLIST

- Draw clear arrows between the island groups to illustrate trade.
- Include a summary of the purpose and content of the map.
- Label all items, including the Pacific Ocean.
- Include a title, map legend (key), and compass rose.



American Samoa

Hawaii





American Samoa Quarter

