

Lesson Plan – How Well Do You Know Your Cell?

Grade	6 th
Objective	Students will be able to identify goods and services that are imported and exported between South Korea and the United States. They will explain how these countries are interdependent with this trading. (6 th grade SS, Economics, Benchmark B, Indicator 4)
Duration	2 – 42 minute sessions
Prior Knowledge Needed	<u>Vocabulary:</u> Trade Goods Services Import Export Interdependent Intangible Cost Sweatshops
Materials	<ul style="list-style-type: none"> • Access to computer lab or laptop cart • Access to interactive white board(Smart or Promethean) • Flipchart or Power Point with vocabulary defined and graphics and graphs that show goods, services, import/exports, trade and interdependence of trade between countries • Grid to create class bar graph of homework activity(flipchart or last slide of Economy Terms Power Point) • Binder or Spiral designated for SS vocabulary /notes • http://news.bbc.co.uk/1/hi/world/asia-pacific/country_profiles/1123668.stm(for overview background on country and online newspapers) • http://www.korea.net/exploring.do (for information on exports) • Economy Terms.pptx • Recording sheet for South Korean products at home and American Exports • American and Korean newspaper sales ads for electronics(Korean if students do not have access to a computer lab)
Lesson	<p>DAY ONE</p> <ol style="list-style-type: none"> 1. Anticipatory set: Ask students where they “got” their cell; perhaps will say parents, Best Buy, etc. Discuss different brands (Samsung, LG, Apple, etc.) Challenge students by saying some of you really don’t know your cell! Have you heard of South Korea? What do you know about it? What does South Korea have to do with your cell? How could a small country so far away be important to the US economy and to the world economy? How did South Korean achieve its important position in the world economy? 2. Discuss phone as a “good” and their plan as a “service”. Define import, export, trade and interdependent allowing students to show their knowledge with examples. Show the power point with the definitions and examples for each. 3. Give overview of South Korea by displaying website via interactive white board or computer lab setting where each student can look at the website: http://news.bbc.co.uk/1/hi/world/asia-pacific/country_profiles/1123668.stm 4. Explain to students they will have homework tonight: looking for electronics in their home! Show them the main producers of electronics in South Korea : http://www.korea.net/exploring.do 5. Go over recording sheet that students will complete for HW. Explain they can look for products in their own home and/or sales ads.

DAY TWO

1. Whole class, teacher directed: Share types of South Korean products students found at home. Call on volunteers to create a bar graph to show the numbers for each type and/or brand (i.e. – record cell phones, TVs, appliances, cars or Samsung, LG, Kia, etc.) The graph can be created on interactive white board with grid paper background or on large tablet grid paper, butcher paper, etc.
2. Remind students of where they said they “got” their cell phones yesterday, and discuss how they feel about the class findings.
3. Ask: do you think South Koreans buy any American products? Have them predict American products or services they think they might be prevalent in South Korea.
4. Go to computer lab or use class set laptops to explore Korean online newspaper sales ads to find evidence of American exports to South Korea. Alternative: can print out these sales ads if computers are not available. <http://www.korea.net/exploring.do>
5. Students record American products in South Korea on the recording sheet.
6. Small group discussions: Have students compare the imported and exported products between the United States and South Korea. Discuss why we depend upon South Korea for these products and why South Korea may depend upon US for its exports.
7. Assessment: Have students write a short paragraph on the back of their recording sheets comparing the imports/exports between the two countries and explain why each country trades these products.

DAY THREE

1. Display the last slide of the Economy Terms Power Point.
2. Lead a discussion on intangible costs: have students give intangible costs they experience in their own lives (gossip, bullying – doesn’t cost in financial terms but affects their school work(i.e., productivity))
3. Show the YouTube clip in the Power Point and discuss how sweatshops are intangible costs associated with the low cost of many items they may purchase from South Korea.
4. Lead discussion on sweatshops, how students feel about it. Review the options about what consumers can do about sweatshops (introduced in the YouTube clip).
5. Extra credit: Students can research the abuses of sweatshops associated with one of the companies listed in the YouTube clip or a South Korean sweatshop and share their findings with the class.

Assessment

Short paragraph that lists at least 3 imports/exports for each country and reasonable explanations for why each country depends upon the other for these products.

