

Guided Reading Level: R**Genre:** Informational**Text Features:** table of contents, chapter titles, art, illustrations, sidebars, primary sources, photographs, maps, captions, glossary, index**Lesson Objective: Social Studies**

Students will explain how trade leads to increasing economic interdependence among nations.

Essential Question

What is trade and how do nations use trade to benefit their economies and advance their international relationships?

Lesson Objective: ELA

Students will use the words *export* and *import* to learn the Latin root *port* and develop a list of other words with the same root.

Background Knowledge

Ask students if they can define the concept of trade. As students respond, ask follow-up questions about the various ways people exchange goods and services, such as *What is money? What gives money value? How did people acquire the things they needed before money existed?* or *Who engages in trade?* As the discussion draws to a close, try to develop a class definition of *trade*. As students read the book, have them compare their definition to the one on page 6, “Trade is the exchange of goods and services for other goods and services or for money.”

Vocabulary

access (p. 6)	raw materials (p. 24)
barter (p. 10)	services (p. 6)
currency (p. 17)	specialize (p. 24)
export (p. 20)	tariff (p. 26)
imports (p. 22)	trade (p. 6)
merchants (p. 10)	triangular
natural	trade (p. 18)
resources (p. 21)	wampum (p. 16)



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What Is Trade?

by: Carolyn Andrews

Why This Text?

This text explains the key principles of trade and its history in a way that is easy for students to access and understand. It gives students a good foundation in the basics that they can build upon in later grades as they go on to become members of a global marketplace.

Preparing to Read

Introduce the book and point out the “Economics in Action” logo on the cover. Note that trade is an important part of a nation’s economy. Ask students whether they believe that the United States’ trade policies affect them. Guide students to think about goods they consume, such as food and drink, and where they come from. Ask, *If the U.S. did not engage in trade, could we still get everything we need?*

Reading Informational Text

Have students read the book independently. Point out the format of the book, noting that each subtopic is contained on two facing pages, with key terms in bold letters. Suggest that they pause after reading each section and jot down a question prompted by the material.

Connect and Respond

1. *Why were coins first made of precious metals or other rare materials?* (Something rare or hard to find has more value than things that appear everywhere. So, coins made of these materials were valuable.)
2. *Page 24 notes that the U.S. does not trade with Cuba because it disagrees with its government. What does this suggest about how the U.S. and other nations use their trading power?* (Not trading with Cuba hurts their economy. It gives their people less choice of goods.)
3. *Based on the text about the history of trade, what was the relationship between trade and exploration? Include evidence from the text to explain your response.* (Answers will vary. Remind students to cite specific examples with details and page numbers.)

The Latin Root *port*

Call students’ attention to the word *export* on page 20. Ask students if they can find the root of this word. Explain that *port* is a Latin root meaning “carry.” Then ask a volunteer to use the word parts in *export* to explain its meaning. (The prefix *ex-* means “out” and *port* means “carry”; *export* means “carry, send, or ship out.”) Ask students to name other words with the root *port*, including *airport*, *carport*, *deport*, *import*, *important*, *passport*, *portal*, *portable*, *porter*, *portfolio*, *porthole*, and *transport*. For each word, have students identify its parts and explain its meaning—including how the meaning derives originally from the Latin root.

Language Arts Activity

Point out the last paragraph on page 26 and have a volunteer read it aloud. Ask students what they think of the idea of importing goods from countries that pay their workers less, rather than making those goods here. Have them respond to the claim that Americans benefit from this policy because we pay less for those goods. Then ask whether this policy takes jobs away from Americans. Ask, *Are trade policies that benefit the U.S. government and its corporations also good for average Americans?* Have students write a two-paragraph response to this question. Encourage them to consider how low wages in countries like Mexico and China affect wages and jobs in America. Have students debate the idea by sharing their responses with the class.

Primary Source Activity

Have students review the photos on page 17. Invite volunteers to compare and contrast the currency, considering colors, sizes, and materials. Note that some countries make each bill a different color. Discuss the possible benefits of this approach. Review with students the definition of a primary source, noting that in the study of history, a primary source is a document, interview, diary, article, photograph, illustration, or artifact that was created during the time under study.

Have students review the photo on page 19. Discuss why the United States may have decided to trade jeeps to other countries during World War II. Students may conclude that countries need more vehicles during war, or they have more difficulty manufacturing vehicles when they are at war.

Social Studies Activity

Have students break into two groups to research the pros and cons of free trade. One group will be the Pro side, planning an argument in favor of free trade based on their research. They should also research arguments against free trade and construct rebuttals to these arguments. The other group will be the Con side. It will plan an argument against free trade and construct rebuttals to arguments in favor of free trade.

When students are ready, each side presents a two-minute argument summarizing its position. Then the Pro group presents a specific argument in favor of its side, and a volunteer from the Con side has an opportunity to rebut the argument. The Con side then presents an argument, which the Pro side can rebut. Continue until all students have had a chance to speak and the topic has been fully explored.

Materials/Resources Needed

dictionary
paper
pencils
index cards
computers
internet access

Support English Learning

Pair English learners with more advanced English speakers to read the book aloud, alternating every two pages. They should stop after each section to pose questions to each other about main ideas and figure out unfamiliar words.

Pair students with more advanced English speakers to develop a set of flash cards of words with the Latin root *port*. One side of the card should contain the word. The other side should break the word into parts, define each part, and define the word.

Pair students with more advanced speakers to work on the Language Arts Activity. Before they begin writing their responses, have them discuss the issue with each other. If partners agree, have them write the response together, reading aloud the sentences as they go.

Research Connection

Images of world currency:
<http://www.traveller.org/currency/>