

Title: Where in the World Did It Come From? *Economic Interdependence in the Past and Present* (Lesson 3)

Lesson Author: Mary Plank

Key Words: Interdependence, past, present, goods, global, compare, contrast

Grade Level: 3rd

Time Allotted: 35 minutes

Lesson Overview	This is a follow-up lesson to the first two lessons on George Washington's Study and Thomas Jefferson's Cabinet. This lesson is designed to reinforce the idea that our country's commerce was interdependent with other countries from its inception, and that this interdependence continues today. Students will examine favorite personal belongings that they have brought to class to find where those belongings came from and locate those items on a world map. They will then use a world map to locate where some of the personal items from Washington's Study and Jefferson's Cabinet came from.
Guiding Question(s)	Where are some of the foreign countries that you get your personal belongings from? From what foreign countries did Washington and Jefferson get some of their important personal belongings? Does the map of the origin of the belongings of the class look different from the map of the origin of the belongings of Washington and Jefferson? Why do you think that is?

Learning Objectives (SWBAT)

The students will be able to locate places on a world map.

The students will be able to locate where the items that they brought came from on a world map.

America on the World Stage
Teacher Scholars Program
Module 3

The students will be able to draw a line from the pictures of the items from George Washington's study and Thomas Jefferson's cabinet to the place on the map where those items came from.

The students will be able to draw conclusions about where most items came from on each of the two maps.

The students will be able to compare and contrast where the preponderance of items came from for each map.

The students will be able to argue whether or not it is important to trade with other countries.

Essential Historical Skills Taught:

OAH National History Standards, Part 1
Standards in Historical thinking

Standard 1, Chronological Thinking:

Students Should Be Able to

A. Distinguish between past, present, and future time.

Chronological Thinking in Lesson: *Students will compare and contrast the two maps with items from the past and present.*

Assessment Tool(s):

1. Students will be asked to write a short paragraph telling why they think it is important to trade with other countries.
2. Students will be given a blank map of the world and asked to identify the countries of France and England and other countries at the teacher's discretion.

Materials/Resources (List of Annotated Primary Sources [embed or attach if possible] and Additional Materials – ppt and question frames, class worksheets/assessments, and answer keys)

--See attached SMART Notebook file "SMART Notebook World Maps"
(SMART Notebook can be downloaded from the internet if it is not available at your school.)

--See attached Word document "Study Images for Map"

Modifications (to meet needs of diverse learners):

Struggling Learners: Students work in pairs with a stronger student to complete the tasks in the lesson.

Grouping to meet different needs: The higher ability group works independently while the teacher works with the needier group.

Extension: Students choose more items from the first two lessons on Washington's study and Jefferson's cabinet and map those items. Students choose items from the dining rooms on the Mount Vernon and Monticello websites. They research several items and locate the origins on the world map.

Instructional Procedures/Process (How will you guide your students through this activity)

1. Pre-lesson Assignment. Ask students to bring in from home a favorite thing of theirs that comes from a foreign country. Suggest that students look at their toys and clothing.
2. Whole Group. Teacher puts the SMART Notebook file with the world map on the SMART Board. Students share what they brought and where it came from. (The teacher can use items from the classroom as well.) As each student shares, he or she comes to the SMART Board and marks where that item comes from. This activity can also be done using an overhead projector or a document camera and a copy of a world map.
3. The teacher explains that the students are now going to map where some of the items from Washington and Jefferson's studies come from. The teacher hands out individual world maps and the "Images for map activity" page.

4. Guided Individual Activity. Students cut out the images. They then glue the top six items, from George Washington's study, on the left side of the page and the bottom six items, from Thomas Jefferson's cabinet, on the right side of the page.
5. Guided Individual Activity. With teacher guidance students then use a ruler to draw a line from each item to the place on the map where it came from.
6. Teacher and students then make two lists. The first list is where items from Washington's and Jefferson's studies came from and the second is a list of the places where their items from.

Closure (How does this come back to the guiding question)

The teacher asks the students if they notice anything different about the two maps and the two lists. The class discusses the following questions:

- Where are some of the places that you get your personal belongings from?
- Where did Washington and Jefferson get some of their important personal belongings?
- Does the map of the belongings of the class look different from the map of the belongings of Washington and Jefferson?
- Why do you think that is?

The teacher then asks students what other information they would want to see on the map to add to their picture of where belongings came from in the past and where they come from in the present. Teacher and students discuss what other research they could do to make the maps more accurate.