World on a String

Adapted from
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By

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Overview: This particular activity is a simulation to show interdependence demonstrating the global links in trade.

Grade Levels: Grades 4 through 12

Time Needed: One session of twenty to thirty minutes

Connections to Curriculum: Geography, economics

National Geography Standards:
2. How to use mental maps to organize information about people, places, and environments in a special context.
11. The patterns and networks of economic interdependence on Earth’s surface.
12. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

Kansas Social Studies Standards:
Economics standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, citizen of Kansas and the United States living in an interdependent world.
Fifth grade benchmark 1: The student understands how limited resources require choices.
Standard 4: (A) The student gives examples of economic interdependence at either the local state, regional, or national level.
Fifth grade Benchmark 2: The student understands how the market economy works in the United States.
Standard 2: △ (K) The student identifies factors that change supply or demand for a produce (e.g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather).
Third grade Benchmark 1: The student understands how limited resources require choices.
Standard 1: (K) The student knows that there are not enough available resources to satisfy all wants for goods and services.

Objectives:
The students will be able to list the three major exports of Kansas.
The students will be able to list the two countries to whom Kansas exports.
The student will be able to map at least five countries in the activity.

Materials Needed:
- Large ball of string or yarn
- Trading cards (included in this lesson)
- World map
- Handout “Kansas Exports” (included in this lesson)

Procedures:
1. Photocopy the two sheets (included in this lesson) containing the trading descriptions. Cut out each description, taking care to keep them in the order in which they appear (i.e.—Afghanistan should be on top and Angola on the bottom). Tip: Label the back of the cards 1 to 30 and they will be easy to put back in order for the next time they are used.
2. Count out the number of trading descriptions needed, based on the number of students in the class. Again, begin with Afghanistan and continue in order. Randomly distribute the descriptions, one to each student. Have students get up and form a circle in the room. An open space without desks in the middle is the ideal setting.
3. Ask who has the description that begins, “I am the country Afghanistan” and give that person the ball of string or yarn. The student should read their information then identify their trading partner, Libya. Ask the student to “carefully” toss the ball of string to their trading partner, being sure to securely hold the end of the string. That trading partner should then read their description and toss the ball of string to their trading partner. Continue the same pattern until every student has a hold on the string.
4. Ask student to look at the web of trading they have created.
   a. What does this tell you about world trade?
b. How would you trade with your partner considering your product”? (i.e.—transportation needs)
c. What might affect the ability to trade? (i.e.—famine, war, governmental crisis, natural disaster, technology level, etc.)
d. Have the students hold the string firmly and ask one or two to let go of their string. The students will be able to even a falter by only one player creates ripples in the whole world environment.

5. Roll up the ball of string and ask students to be seated. Have each student come up to the front to the class and identify the location of their country. (Some may need help.)

6. Now ask students to think of Kansas as a trading partner to the rest of the world.
   a. What does Kansas trade globally? (Most will think of agricultural products.)
   b. Use the handout “Kansas Exports”. Using the chart what is the most exported product? (Point out agricultural products are not the major part of Kansas’s exports.)
   c. Why do students think Canada and Mexico are Kansas’s largest trading partners? (Discuss location and accessibility.)

Assessment:
1. Involvement and participation in the activity.
2. Mapping activity may be utilized as part of the assessment.
3. What are Kansas’s major exports?
4. To what countries does Kansas export most of its products?
**Kansas Exports**


## Total U. S. Exports from Kansas
### Top 8 Based on 2011

<table>
<thead>
<tr>
<th>Rank</th>
<th>Description</th>
<th>2011 % Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Civilian Aircraft, engines and parts (Light planes, not commercial)</td>
<td>17.4</td>
</tr>
<tr>
<td>2</td>
<td>Wheat</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Medicines</td>
<td>4.7</td>
</tr>
<tr>
<td>4</td>
<td>Cattle meat (not frozen)</td>
<td>4.5</td>
</tr>
<tr>
<td>5</td>
<td>Dog and cat food</td>
<td>3.4</td>
</tr>
<tr>
<td>6</td>
<td>Corn</td>
<td>2.1</td>
</tr>
<tr>
<td>7</td>
<td>Cattle meat (frozen)</td>
<td>1.9</td>
</tr>
<tr>
<td>8</td>
<td>Whole hides and skins</td>
<td>1.7</td>
</tr>
</tbody>
</table>

## Total U. S. Exports to Countries
### Top 10 Based on 2011

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>2011 % Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Canada</td>
<td>22.1</td>
</tr>
<tr>
<td>2</td>
<td>Mexico</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>China</td>
<td>5.8</td>
</tr>
<tr>
<td>4</td>
<td>Japan</td>
<td>5.7</td>
</tr>
<tr>
<td>5</td>
<td>Nigeria</td>
<td>5.1</td>
</tr>
<tr>
<td>6</td>
<td>Brazil</td>
<td>3.9</td>
</tr>
<tr>
<td>7</td>
<td>United Kingdom</td>
<td>3.6</td>
</tr>
<tr>
<td>8</td>
<td>Ireland</td>
<td>3.5</td>
</tr>
<tr>
<td>9</td>
<td>Germany</td>
<td>3.5</td>
</tr>
<tr>
<td>10</td>
<td>Australia</td>
<td>3.2</td>
</tr>
</tbody>
</table>
Trading Description Strips
For the World on a String Lesson

Cut out each of the following descriptions. Be sure to keep them in the order in which they appear. Count out one for each participant.

I am the country **AFGHANISTAN**; I produce dried fruit which is exported to **Libya**

I am the country **FRANCE**; I produce textiles which are exported to **Italy**

I am the country **LIBYA**; I produce oil which is exported to **Norway**

I am the country **ITALY**; I produce footwear which is exported to the **United States**

I am the country **NORWAY**; I produce fish which is exported to **Sweden**

I am the country of the **UNITED STATES**; I produce industrial goods which are exported to **Canada**

I am the country **SWEDEN**; I produce wood which is exported to **Germany**

I am the country **CANADA**; I produce wheat which is exported to **Venezuela**

I am the country **GERMANY**; I produce machinery which is exported to **France**

I am the country **VENEZUELA**; I produce gold which is exported to **Brazil**
I am the country **BRAZIL**; I produce coffee which is exported to **Djibouti**

I am the country **ALBANIA**; I produce wheat which is exported to **Greece**

I am the country **DJIBOUTI**; I produce animal hides which are exported to **Somalia**

I am the country **GREECE**; I produce tobacco which is exported to **Portugal**

I am the country **SOMALIA**; I produce food goods which are exported to **Saudi Arabia**

I am the country **PORTUGAL**; I produce cork which is exported to **Great Britain**

I am the country **SAUDI ARABIA**; I produce oil which is exported to **Switzerland**

I am the country **GREAT BRITAIN**; I produce manufactured goods which are exported to the **Netherlands**

I am the country **SWITZERLAND**; I produce watches which are exported to **Albania**

I am the country of the **NETHERLANDS**; I produce chocolate which is exported to **Japan**
I am the country JAPAN; I produce machinery which is exported to China

I am the country AUSTRALIA; I produce coal which is exported to Argentina

I am the country CHINA; I produce manufactured goods which are exported to Algeria

I am the country ARGENTINA; I produce wheat which is exported to Cuba

I am the country ALGERIA; I produce wine which is exported to Austria

I am the country CUBA; I produce sugar which is exported to the United Arab Emirates

I am the country AUSTRIA; I produce machinery and equipment which are exported to Singapore

I am the country of the UNITED ARAB EMIRATES; I produce oil which is exported to Angola

I am the country SINGAPORE; I produce electronics which are exported to Australia

I am the country ANGOLA; I produce coffee which is exported to Bahrain