Trade — The Great Balancing Act
Students will learn how our trade with Japan reflects imports, exports, and a trade deficit.

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Grade Level
6-8

Duration
1 class period

Overview
The balance of trade (imports and exports) between two nations provides students with a good way to practice math skills and interpret geographic information from graphs and charts.

Purpose
In this lesson, students will learn about the balance of trade between the U.S. and Japan by creating charts and graphs based on import and export data.

National Geography Standards

**ELEMENT FOUR: HUMAN SYSTEMS**
11. The patterns and networks of economic interdependence on Earth’s surface.

Arizona Geography

**Strand 4**

**CONCEPT 2**
Places and Regions
GRADE 6
PO 3 Describe the interactions of people in different places and regions.
GRADE 7
PO 3 Compare the historical and contemporary interactions among people in different places and regions.

**CONCEPT 4**
Human Systems
GRADE 8
PO 7 Describe how changes in technology, transportation, communication and resources affect economic development.

**CONCEPT 6**
Geographic Applications
GRADE 6
PO 2 Use geographic knowledge and skills (e.g. recognizing patterns, mapping, graphing) when discussing current events.
GRADE 7 and 8
PO 3 Use geographic knowledge and skills (e.g. recognizing patterns, mapping, graphing) when discussing current events.

Arizona Math Standard

**STRAND 1 Number Sense and Operations**
CONCEPT 2 Numerical Operations
GRADE 7
PO 2 Subtract integers

**STRAND 2 Data Analysis, Probability, and Discrete Mathematics**
CONCEPT 1 Data Analysis
GRADE 6
PO 2 Construct a histogram, line graph, scatter plot, or stem-and-leaf plot with appropriate labels and title from organized data
PO 3 Interpret simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.
PO 4 Answer questions based on simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs and line graphs.

GRADE 7
PO 4 Interpret simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs
PO 5 Answer questions based on displays of data including a histogram, stem-and-leaf plots, circle graphs and double line graphs.
PO 7 Interpret trends from displayed data

GRADE 8
PO 7 Formulate reasonable predictions based on a given set of data.
PO 9 Solve contextual problems using scatter plots, box-and-whiskers plots, and double line graphs of continuous data.
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Materials
- US Trade with Japan Worksheet and Line Graph Comparison of US Trade with Japan Worksheet
- US Trade with Japan Worksheet and Line Graph Comparison of US Trade with Japan Worksheet Answer Key
- Sampling of 2001 Goods Traded Student Worksheet and Answer Key
- US Trade with Japan Assessment and Answer Key

Objectives
The student will be able to:
1. Figure trade deficit.
2. Construct a line graph of U.S. exports from Japan.
3. Identify a trend from a double line graph.
4. Analyze a chart.
5. Draw conclusions about the trade relationship between the U.S. and Japan.

Procedures
Pre-requisite skills: Students need to know how to create and interpret line graphs and charts.
1. Before beginning lesson, ask students to:
   - define the terms import and export
   - predict which is greater: U.S. imports or U.S. exports to Japan
   - brainstorm which products the U.S. imports from Japan and which products the U.S. exports to Japan
   - record and save this information for use at end of lesson
2. Distribute copies of U.S. trade with Japan worksheet. Explain how trade deficit is figured (subtract exports from imports). Have students complete the chart by calculating the trade deficit column. Explain to students that if the deficit is greater than the exports, it is a negative balance of trade; if the deficit is less that the exports, it is a positive balance of trade.
3. Distribute Line Graph Comparison of U.S. Trade with Japan Worksheet. Using the U.S. Trade with Japan Worksheet, have students graph U.S. exports to Japan. Note: Students in Gr. 7-8 could graph both imports and exports
4. Distribute Sampling of 2001 Goods Traded Worksheet. Use this worksheet with the other two to complete a multiple-choice assessment.
5. Post information gathered at beginning of lesson. Ask students if there is any of it they would change and why.

Assessment
Math- Questions 1, 2, 3, and 5 on the U.S. Trade with Japan Assessment assess math. Three out of four correct is considered mastery

Geography- Questions 4, 6, 7, and 8 on the U.S. Trade with Japan Assessment assess geography. Three out of four correct is considered mastery

Extensions
1. Think of a time in your life when a deficit affected your spending. What caused the deficit and how did you correct it?
2. Have the students conduct a survey of automobiles owned by people they know. Create a tally chart that shows American brands vs. Japanese brands

Sources