

THE WORLD ON A STRING

Purpose: An interdependence simulation game demonstrating the global links in trade.

Grade Levels: 4 through 12

Estimated Sessions: one

National Geography Standards:

2. How to use mental maps to organize information about people, places, and environments in a spatial 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.

Indiana Social Studies Academic Standards:

4th grade – 4.3.10, 4.4.1, 4.4.3; 6th grade – 6.4.9; 7th grade – 7.4.1; 8th grade – 8.4.9
High School – Economics 8.1, World Geography 4.14, 6.4

Materials:

- Large ball of string
- Trading description cards
- World Map or overhead transparency of world map
- *Indiana in Maps: A Geographic Perspective of the Hoosier State* (optional)

Procedures:

1. Photocopy the two sheets containing the trading descriptions. Cut out each description, taking care to keep them in the order in which they appear (ie-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 you use them.*
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 the 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. They should read their information and 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 [or facilitate the transfer of string if students don't follow directions]. Continue the same pattern until every student has a hold of the string.
4. Ask student to look at the web of trading they have created. What does this tell you about world trade? How would you trade with your partner considering your product? (ie-transportation needs) What might affect your ability to trade? (ie-famine, war, governmental crisis, natural disaster, technology level, etc.) You can try having the students hold the string firmly and then ask one or two to let go of their string. The students will see even a falter by only one player creates ripples in the whole global environment.
5. Roll up the ball of string and ask students to take their seats. Have each student come up to the front of the class and identify the location of their country. Some may need help.
6. Now ask students to think of Indiana as a trading partner to the rest of the world. What does Indiana trade globally? Most will think of agricultural products. Have the student look at the **Indiana in the Global Economy Map** from *Indiana in Maps*. Ask students why they think Canada and Mexico are Indiana's largest trading partners. Discuss the importance of location and accessibility. Have the students look at Indiana's primary exports. Point out that agricultural products are only a very small portion of the goods and services traded by Indiana.

Assessment:

Students demonstrate understanding of the activity through involvement and participation; Possible mapping and/or research assignments.

Extensions:

1. Have students research one of Indiana's trading partners and the key products being traded.
2. Create a bulletin board using a world map, string and tacks depicting the global trading partners' connections, just as the students did in their circle.

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**



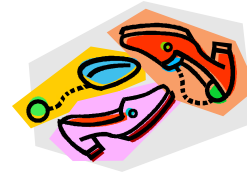
I am the country **FRANCE**; I produce textiles which are exported to **Italy**



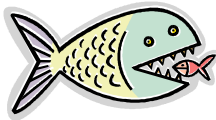
I am the country **LIBYA**; I produce oil which is exported to **Norway**



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**



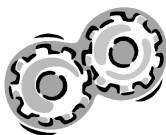
I am the country **SWEDEN**; I produce wood which is exported to **Germany**



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**



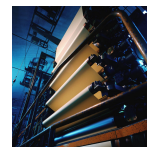
I am the country **PORTUGAL**; I produce cork which is exported to **Great Britain**



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



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



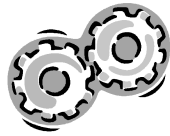
I am the country **SWITZERLAND**; I produce watches which are exported to **Albania**



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**



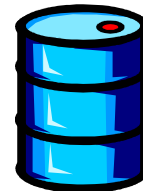
I am the country **CUBA**; I produce sugar which is exported to the **United Arab Emirates**



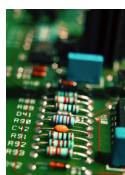
I am the country **AUSTRIA**; I produce machinery and equipment which are exported to **Singapore**



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**

