At Your Fingertips

Skills: Social Studies

Objective: On a world map, students will locate countries, using lines of latitude and longitude, from which we import foods that climatic conditions prevent us from growing locally.

Background

Have you ever had a craving for grapes in the middle of January? What did you do? The most logical solution would be to pick up a bunch at the store. But where does your grocer get grapes in January? Grapes are a minor commodity in Oklahoma, especially in LeFlore County, but the grape harvest doesn't start anywhere in the United States until summer.

Grapes available in January from Oklahoma grocery stores are imported. They are grown in another country, sold to a large distribution company, shipped into our country, and sold to food supply warehouses, which, in turn, sell them to your local grocery store. Americans have become accustomed to having all the foods they want available all year round. Imports fulfill this modern demand.

Grapes available in winter are usually imported from countries in South America. Chile, a country in South America, is one of the leading exporters of winter grapes to our country. Produce coming from South America is shipped on large cargo ships. When the produce arrives, customs and agricultural inspection agents examine the goods for diseased produce and review the import papers.

The grapes you bought in January fulfilled your craving, but you probably paid a high price for them. Imports cost more for a number of reasons, but the biggest factor is transportation. Weather is another factor. If the weather is favorable to a crop like grapes, there might be an overabundance of the product. This is good news for you, because it means the price might go down. If the weather is bad for grapes, the crop will be smaller, and prices may go up.

Governmental relationships between countries can affect the price of your grapes, too. If the US government gets into an argument with the government of Chile, the two governments may break their trade agreements, and the import/export business will not be allowed to function. That may mean you have to do without grapes until the crops in California and Texas are ready.

Eating a wide variety of foods keeps us healthy and enriches our lives. Imports help us make sure we have many different foods at our fingertips through all the seasons.

P.A.S.S.

GRADE 1

Social Studies—1.1,4.2,3; 5.1

GRADE 2

Social Studies—1.1; 2.3; 4.2; 5.2

GRADE 3

Social Studies—1.1; 2.4; 5.2,3

GRADE 4

Social Studies—1.1; 4.4

GRADE 5

Social Studies—7.1

GRADE 6

Social Studies—1.1,3; 2.1; 3.2; 4.2

GRADE 7

Social Studies—1.2; 4.2

GRADE 8

Social Studies—2.2

Materials

samples of food items that cannot be grown locally due to the climate—kiwi fruit, figs, coffee, bananas, chocolate, etc.

World maps with country boundaries and lines of longitude and latitude.

Vocabulary

commerce—the buying and selling of commodities on a large scale involving transportation from place to place.
export—to send or carry a commodity abroad for sale or trade.
import—to bring in or carry in from an outside source, to bring in goods from a foreign country for sale or trade.

Ag in Your Community

Invite a grocer to class to talk about factors that determine what foods show up in the grocery store. Students will prepare questions ahead of time.

Social Studies

1. Bring into the classroom items that cannot be grown locally due to the climate (kiwi fruit, figs, coffee, bananas, chocolate).
   —Ask students where they can purchase these items.
   —Review and discuss the term "import."
   —Students will use maps and reference materials to locate the origin of each item.
   —Have ready a list of prices for each item. Write the prices only on the chalkboard. As you hold up each item, challenge students to match it with one of the prices listed on the board.
   —Students will hypothesize how the prices reflect the origin and availability of the items.
2. Read and discuss background material.
3. Hand out student worksheets A and B.
   —Read through the directions with students.
   —Provide map pencils and world maps, with countries and boundaries marked.
   —Students will complete the student worksheets in groups of two or individually.
4. Hand out the reading page and student worksheet C.
   —Students will read the reading page and discuss latitude and longitude.
   —Students will use the world maps to locate countries mentioned on student worksheet A.
   —Students will complete student worksheet C.
5. Discuss the term "export." Divide students into groups of four. Give the groups five minutes to brainstorm agricultural products that would be exports from Oklahoma (wheat, soybeans, cotton, beef, etc.)
6. As a class, students will choose an item that cannot be grown in Oklahoma due to weather conditions.
   —Students will use an encyclopedia to find where the item grows, and locate the area on a world map.
   —Students will monitor news reports for information about the area.
   —Discuss the following questions: Does the political climate create a change in the price? Does weather play a part in the price? Are there local factors that might affect the price (competition between local grocery stores)?
   —Students will chart the price of the item over a month. After a month, ask the class to determine if the price has changed and draw conclusions.
7. Students will look at home for three things that would be considered imports. Students should write the name of each item, its use, and the country from which it originated.

Extra Reading

Busenberg, Bonnie, *Vanilla, Chocolate and Strawberry: The Story of Your Favorite Flavors*, Lerner, 1995.

Name_____

At Your Fingertips A

import—Products brought into one country from another country for trade or sale.
export—Products sent to foreign countries for trade or sale.

In the spaces provided, write whether the products mentioned in the following statements are imports or exports. Use colored pencils, a world map and Student Worksheet B to complete the instructions in each statement. Read and follow the directions carefully.

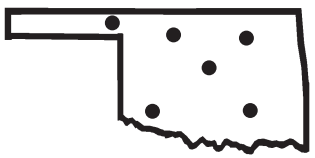
1. A garden center in Tulsa orders tulip bulbs from Amsterdam in The Netherlands. Draw a red arrow from Holland to Tulsa. _____
2. Coffee is served at the town cafe in Woodward. The coffee beans were grown in Columbia. Draw a black arrow from Columbia, South America, to Woodward. _____
3. A home-based sweater business in McAlester orders the finest merino wool from Australia. Draw a yellow arrow from Australia to McAlester._____
4. Olive oil from Spain is a new item featured in an Oklahoma City grocery store. Draw a green arrow from Spain to Oklahoma City._____
5. Green tea is served during a business meeting in Lawton. Draw a brown arrow from China to Lawton._____
6. Cotton from Egypt can be found in a fabric store in Enid. Draw a pink arrow from Egypt to Enid. _____
7. Bison meat is exported to England, to be served in restaurants. Draw an orange arrow from Oklahoma to England._____

Oklahoma Ag in the Classroom is a program of the Oklahoma Cooperative Extension Service, Oklahoma Department of Agriculture, Food and Forestry and the Oklahoma State Department of Agriculture, Food and Forestry.

Name_____

At Your Fingertips B

Identify the points on the Oklahoma map below. The points represent the following cities— Oklahoma City, Tulsa, Lawton, Enid, Woodward, and McAlester.



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Name_____

At Your Fingertips (Answers)

Identify the points on the Oklahoma map below. The points represent the following cities—Oklahoma City, Tulsa, Lawton, Enid, Woodward, and McAlester.

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Reading Page

At Your Fingertips

Use a world map with lines of longitude and latitude to locate the countries mentioned in student worksheet A. Longitude is the **distance measured by degrees or time east or west from the prime meridian**. Recall that lines of longitude run north and south on the earth, and lines of latitude run east and west. Latitude is the distance north or south from the equator measured in degrees. These lines create an imaginary grid to mark the location of places on the earth.

On a map, latitude lines run horizontally. Latitude lines are also known as parallels since they are parallel and are an equal distant from each other. Each degree of latitude is approximately 69 miles (111 km) apart; Degrees latitude are numbered from 0° to 90° north and south. Zero degrees is the equator, the imaginary line which divides our planet into the northern and southern hemispheres.

The vertical longitude lines are also known as meridians. They converge at the poles and are widest at the equator (about 69 miles or 111 km apart). Zero degrees longitude is located at Greenwich, England. The degrees continue 180° east and 180° west where they meet and form the International Date Line in the Pacific Ocean.

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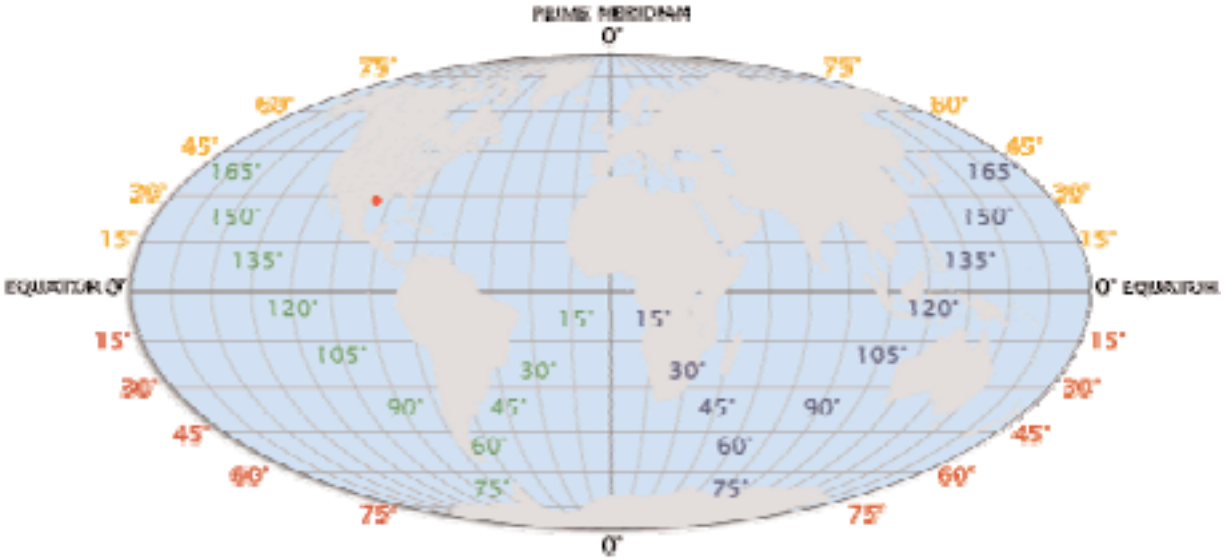
Name _____

At Your Fingertips C



1. What country will you find at 30 degrees south latitude and 135 degrees east longitude?
   Columbia Australia China

2. What country will you find at 45 degrees north latitude and 105 degrees east longitude?
   Australia Holland China

3. What country will you find at 10 degrees north latitude and 75 degrees west longitude?
   Spain China Columbia

4. Zero degrees longitude is located in which country?
   China England Australia

5. What country will you find at 40 degrees north latitude and 100 degrees west longitude?
   Spain England United States

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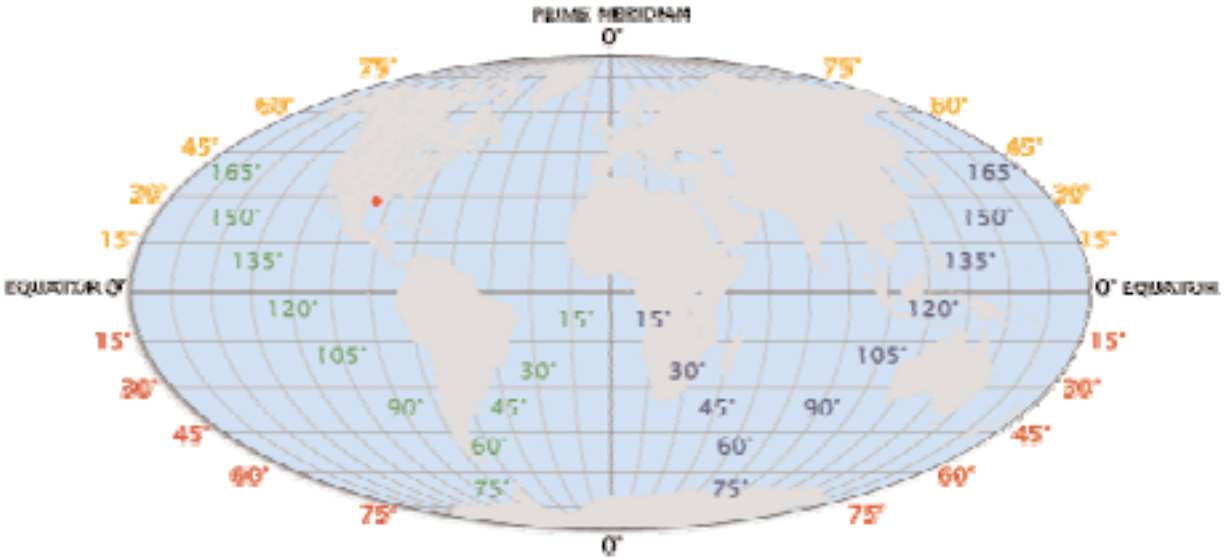
Name_____

At Your Fingertips (answers) C



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5. What country will you find at 40 degrees north latitude and 100 degrees west longitude?
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