



World Web

Objective: Students will learn to use an atlas as they become aware of worldwide food and fiber production and imbalances in food distribution.

Summary: Students will map out major products that are traded internationally, noting who the producers and buyers are. Population figures will be related and food distribution discussed as they participate in a United Nations simulation.

Time: 1½ hours for introduction and research and ½ hour for world trade simulation and discussion.

Student Grouping: Individuals or two to three students per group

Materials: World atlases and encyclopedias that include demographic data

Background Information: Much of the wheat consumed worldwide is produced in the U.S. Bananas come from Central America and Hawaii; leather comes from Brazil and the U.S.; cocoa is grown and exported by tropical American countries. These are just a few examples of the things we commonly use but do not produce locally. On a world scale there are large discrepancies in how products are distributed. Many people believe inequitable food distribution is the root cause of hunger. The world does produce enough food to feed all its people; however, two-thirds of that food is consumed by the industrialized nations. Helping poorer nations grow their own food is one way to reduce world hunger problems. They need tools, land and education to achieve this goal. Addressing food distribution is another approach to easing world hunger.

Marin Ag. Facts: In the 1970s herring from San Francisco and Tomales Bays were marketed to Japan for their roe (eggs). On the national import and export scale, California provides a quarter of the nation's food and 40 percent of its fresh fruits and vegetables. Twenty-five percent of the Bay Area's milk comes from Marin County. There are at least 3,000 "small farms" which sell produce all over the state at farmer's markets.

Preparation:

1. Locate atlases, encyclopedias and any other sources which contain the type of information called for. If possible at your school, the whole class could go to the library to do their research. Obtain a large world map.
2. Decide how you will divide the class (see procedure #3). There are 11 countries/regions to be assigned, one to a group. Some students will be inspired if they are assigned an area they have relatives in, others will learn more by researching an area they are unfamiliar with.
3. Make copies of the handout for each student group. Make up 100 small squares (cut up scratch paper) of paper for students to make into "Export Commodity Units." (These "units" and tokens representing money will be traded during the activity.) Collect 400 tokens (pennies, chips, slips of paper, bottle caps, \$40,000 in Monopoly money) to be used as money.





Procedure:

1. Break class into country/region groups and give them each a handout.
2. Have students research their country by following the directions on their handout.
3. Explain to the students that, using the information they have gathered, they are going to buy and trade the things they need and want, attempting to reallocate and redistribute world resources. They will make "Export Commodity Units," one per export product per group member. When they have determined what commodities this country exports, they will write the commodities on the slips of paper provided. Each group member has one slip of paper for each exported commodity. For example, if the U.S. exports wheat, milk and corn, then each of the U.S. representatives has three "Export Commodity Units," one for each export product.
4. Distribute tokens that represent \$100 to each country in the amounts shown in the chart below:

Group Size	Region/Country	\$ = Tokens (tk)
2-3 (8%)	U.S./North America	\$10,000 = 100 tk
1 (4%)	Mexico/Central America	\$700 = 7 tk
1 (4%)	Brazil/South America	\$700 = 7 tk
3-4 (12%)	"Soviet Union"/ Eastern Europe	\$5,000 = 50 tk
2-3 (8%)	Great Britain/ Western Europe	\$6,000 = 60 tk
1 (4%)	Saudi Arabia/ Middle East	\$6,000 = 60 tk
1 (4%)	Kenya/Africa	\$500 = 5 tk
1(4%)	South Africa/ Southern Africa	\$600 = 6 tk
5-6 (22%)	India/South Asia	\$200 = 2 tk
6-7 (26%)	China/Southeast Asia	\$200 = 2 tk
1 (4%)	Japan/South Pacific	\$10,000 = 100 tk

(yields total of 24–29 students =100%)

5. *Round One:* 10 minutes. One representative from each country/region proposes a plan to reallocate world resources. A two-thirds majority is needed to have a plan accepted. Discuss this approach. Did it seem fair?
6. *Round Two:* Allow a 20-minute free market trade to occur. Countries can trade their "commodity units" and use money tokens to trade and buy. Anything goes: greed, charity, political pressure/dominance are all permitted. Stop and discuss what happened. Did it feel fair to everyone?
7. If time permits, repeat Round One.

Questions for Discussion:

- What can countries that need more food do to get it?
- Why do you think some countries are so much poorer than others?
- How can the richer countries help?
- Which were the poorest and richest countries?

Extensions:

- Use goodies like pennies, fruit, candy, pretzels for "commodity units" to inspire more involvement in trading.
- Have students collect newspaper articles that relate to this topic and share them with the class.
- Have a representative from the Peace Corps or other international organization talk to the class about where they are doing work and what they are doing.





1. What is the population of this region?
2. What is the Gross National Product (GNP) of this country?

The GNP is a number that represents the value of goods (saleable things) and services (things people can do to earn money) that can add to this country's wealth.
3. What is the GNP divided by the population? This number is an average of the wealth of the people in this country.
4. How much money do these people have? Do they need to export?
5. What does this country export? What agricultural products does it produce?
6. Write this region's exports on the slips of paper you were given. These are "Export Commodity Units," one per export product per group member. When you have determined what commodities this country exports, write the commodity on the slips of paper provided. Each group member has one slip of paper with each exported commodity. For example, if the U.S. exports wheat, milk and corn, then the U.S. representatives each have three "Export Commodity Units," one for each export product.
7. In terms of food, how self-sufficient is this country? Does it need imports?
8. What does this country import? What does it need to improve living standards? Remember what these are. You will be trying to buy and trade them.
9. What kind of climate does this country have? Is it a good climate for growing food?

Idea from "Conserve and Renew Energy Education for Grades 4-6."



Datos y cifras del mundo

1. ¿Cuál es la población de esta región?
2. ¿Cuál es el GNP (“Producción Nacional Bruta—Gross National Product”) de este país?—El GNP es el número que representa el valor de los productos (cosas que se venden) y servicios (cosas que la gente puede hacer para ganar dinero) que pueden contribuir a la riqueza del país.
3. ¿Cuál es el GNP dividido entre la población? Este número es una parte proporcional de la riqueza de la población de este país.
4. ¿Cuánto dinero tiene esta gente? ¿Necesitan exportar?
5. ¿Qué es lo que el país exporta? ¿Qué productos agrícolas produce?
6. En las hojas dadas con anterioridad, escribe lo que estas regiones exportan. Estas hojas representan (“Unidades de Productos de Exportación”), una por producto exportado por cada miembro del grupo. Cuando hayas determinado qué productos exporta este país, escríbelos en las hojas proveídas. Cada miembro del grupo tiene una hoja de papel con cada uno de los productos exportados. Por ejemplo: si Estados Unidos exporta trigo, leche, y maíz entonces cada representante de EE.UU. tiene tres “Unidades de Productos de Exportación,” una por cada producto exportado.
7. ¿Qué tan autosuficiente, en términos de alimentos, es este país? ¿Necesita importar alimentos?
8. ¿Qué importa este país? ¿Qué es lo que necesita para mejorar el nivel de vida? Recuerda cuáles son los productos porque vas a comprar y negociar con ellos.
9. ¿Qué tipo de clima tiene este país? ¿Es un buen clima para cultivar alimentos?