



# From Sea to Sea

## Unit Summary

This is a two-part project in which students look at cities in their region and the importance of the cities as commercial and trade centers. In the first part, students take on the role of Chamber of Commerce employees to inform visitors about local communities. Using the guidance of a WebQuest, students research local cities and write informative brochures. For the second part of the project, students delve into the economics of trade and its impact on local communities. They collect data on trade and apply analysis skills to better understand the implications of trade. Students learn the basics of importing and exporting, and share their knowledge about trade by teaching lessons to other students.

## Curriculum-Framing Questions

- **Essential Questions**  
How are we different from others?
- **Unit Questions**  
How is trade important to our community?  
How does physical geography affect the economics of our region?
- **Content Questions**  
What products do we import and export, and where do they come from and go?  
What modes of transportation are used for trading?

## Assessment Processes

View how a variety of student-centered [assessments](#) are used in the From Sea to Sea Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

## Instructional Procedures

### Prior to Instruction

This project is about commerce and trade. In advance of instruction, identify the major products that are grown or manufactured in your state or province, and select cities to study that are important commercial or trading hubs. This plan makes use of the [Port of Seattle Sea-Air School Curriculum Guide\\*](#) (PDF; 46 pages). You can likely find a similar curriculum to teach students about your area's commerce and economy.

In the first part of the project, student teams study cities in their economic and geographic region. Perform the following tasks to prepare for the unit:

- Create a WebQuest for your region to help students learn more about the area with features such as those shown in the [Puget Sound WebQuest\\*](#). Include research sites students can safely use, such as: [Fifty States\\*](#) or [Online Highways\\*](#).
- Collect addresses for Chambers of Commerce for cities near you. One month before the project begins, have individual students write letters to the Chamber of Commerce for each city they will be researching. You may want students to use a [letter template](#), or direct them to follow the hidden text prompts in the word document located on the WebQuest.
- During Week 8 activities, your class will trade a box of local goods with a partner school. Prior to starting the project, set up a class exchange with a cooperating school through a matching service, such as the [ePALS\\*](#).

## At a Glance

**Grade Level:** 3-5

**Subjects:** Social Studies, Mathematics, Language Arts

**Topics:** Communities, Global Awareness, Economics

**Higher-Order Thinking**

**Skills:** Data Analysis, Decision Making

**Key Learnings:** Communities, International Trade, Report Writing, Organizing and Interpreting Information

**Time Needed:** 10 weeks, 90 minutes per week

**Background:** [Odyssey Story](#) from Washington, United States

## Things You Need

[Assessment](#)

[Standards](#)

[Resources](#)

- During Week 9, your class will visit another school. Arrange for this visit in advance.

## **Part One: Get to Know Our Region**

### **Week 1: Introduce the Project**

Show the presentation [Sea to Sea: Thinking about Trade](#) to determine students' prior knowledge and understanding about trade in their city. Familiarize students with terms and concepts that arise during the project, and identify major cities in your region. Discuss the Essential Question, *How are we different from others?* Use the discussion from the presentation and the Essential Question to create a large K-W-L chart (What I **K**now, What I **W**onder, What I **L**earned) and a small one for students to record on. Brainstorm what students already know about exports and imports, transportation of goods, and concepts pertinent to the local region (for example, the Port of Seattle and the Pacific Rim). Record what students know (or think they know) on the large chart while students make notes on their own charts. Next, brainstorm what students would like to learn about those topics, and record their ideas in the Wonder column.

Present the [WebQuest\\*](#) to introduce the project. Discuss project outcomes and the [research process rubric](#). Explain that this rubric is for students to self-assess and for the teacher to assess individual research during the unit. Divide the class into heterogeneously grouped teams of three or four students.

Review anticipated vocabulary and concepts (such as agriculture, boom, bust, census, citizen, climate, county, economy, employment, history, immigration, incorporation, industry, manufacturing, population, recreation, and tourism). Have students write definitions, make diagrams, and practice using the terms in different contexts. Early vocabulary development makes the upcoming research phase more successful.

Have students collect comparative city data using the [quick fact log](#) (also located on the WebQuest). Model research processes for students, using your city as an example. Show them how they can research quick facts using a Boolean search on [Google\\*](#) or another search engine. For example, a search of combined terms, such as *Kent Washington "square miles"*, gives fast results. Challenge students to find the most up-to-date information (look for "last updated" stamps on Web pages) and to confirm research results in multiple resources.

### **Week 2: Conduct Research about the Region**

As information arrives from the various Chambers of Commerce, collect materials into separate boxes for each city. Examine the materials with the class, and demonstrate how to take notes from the Chamber correspondence using the [note-taking guide](#). This helps students find ideas related to the Essential and Unit Questions posed at the beginning of the unit:

- *How are we different from others?*
- *How is trade important to our community?*
- *How does physical geography affect the economics of our region?*

Have student teams research using the Internet and their city boxes to complete the note-taking guides. Remind them to frequently check the [research process rubric](#) to self-assess their research strategies.

Post a large map of the region and identify the cities students are studying. Have them complete maps of their own using a blank 8.5 x 14-inch region map. Have students locate the cities on their maps and draw in landmarks, such as bodies of water and mountains.

### **Weeks 3 and 4: Focus on a City, Make a Brochure**

Student teams present what they learn about cities in informational brochures and teach each other about their cities. By creating brochures, tell students that they are discovering many things that distinguish one community from another.

Explain to students that they are taking on the role of Chamber of Commerce employees and developing informative brochures to highlight one of the cities in the region.

Demonstrate how to complete a brochure, supplying "quick fact" information students collected in the note-taking guide as well as history, places of interest, economy, recreation, a map, a representative picture, an appropriate city slogan, and sources. Go through the basic steps to create a brochure similar to the [student sample brochure](#). Have students complete brochures in small groups, using the [brochure checklist and rubric](#) throughout the project to make sure that their work is organized, that the brochures are high quality work, and that they are working well together.

Have teams present their cities to the class. Either make multiple copies of the brochures, or have students present digital versions using a projector. Invite other adults and encourage all to ask questions. Follow up with a discussion comparing the cities.

## **Part Two: Trade and Economics**

### **Week 5: Learn About Commerce**

Tell the students that over the course of the next few weeks, they will be strengthening their understanding of the Essential Question, *How are we different from others?* and they will be looking more closely at the Unit Questions, *How is trade important to our community?* and *How does physical geography affect the economics of our region?*

Introduce learning logs for recording and remembering key concepts as they arise during the project. For each concept or vocabulary term, have students write a teacher-provided definition and create an illustration. For example, if students

begin with the term *port*, they might define it as, *a place where ships bring products to unload (imports) and pick up products to take someplace else (exports)*. You might display pictures of a port using the [Port of Seattle Web site\\*](#) and have students refer to the pictures as they illustrate the *port* entries in their learning logs. (The next steps relate to container shipping. If you are a landlocked state, focus student attention on agriculture and manufacturing in their research cities, and track how products move in a similar manner.)

Have students refer back to their regional maps and draw a line from their city to the ocean showing how a cargo ship would leave the region. Put a ship stamp at the end of the line. Have them make a key of products and show products and destinations on the map. When they have finished, add the maps to their scrapbook folders. At this time, you may want to look at ship schedules (such as [Port of Seattle ship schedules\\*](#)) to see when ships from around the world are traveling in and out of the port.

In the next activity, students learn about container cargo and track one shipment as it travels to its destination. Introduce relevant vocabulary, such as cargo, container, container ship, crane, distribution center, railroad, terminal, and warehouse. Have the students write the definitions in their learning logs, and draw illustrations. Using a digital projector, introduce the [Boomerang Box Web site\\*](#). Show students how they can track the Boomerang Box as it travels across the globe. Discuss the type of information they can gather about the Boomerang Box, including where it is going, how it is being transported, what is inside the container, the dates of the trip, and so on. Show students how to look at the updated map. Give ample time to explore the site.

After students explore the Boomerang Box Web site, create a [journey log](#) to record the travel of the Boomerang Box. Provide each student with an electronic copy of the journey log spreadsheet template. Ask them to open it up and use the Save As option to save the file using their name or initials. On the first day, have students fill out the cells: date, location, contents, and company. Each day thereafter, ask them to track the Boomerang Box electronically by filling in the date and location, and then clicking Save. When the shipment reaches its final destination, have students refer back to their spreadsheet and plot each day's location on their own map.

### **Week 6: Where Did It Come From? Where Did It Go?**

In these lessons, students learn about imports and exports, and focus on the following Unit Questions:

- *How is trade important to our community?*
- *How does physical geography affect the economics of our region?*

To begin, have students write the following definition of *import* in their learning logs:

*Goods that are received from one place or country to be sold in another.*

Discuss familiar imports, and have students add an illustration of a common import, such as bananas or cars alongside the entry.

Next, have students identify countries where common items are made. They can look at items in their desks and backpacks as well as at clothes and shoes. Have each student find labels on 10 items, and record where each item was made. Have students meet in groups of five to combine their data. Then, combine group data into a whole class data set, and together with the students, create a graph showing how many items came from each country. Discuss the chart and the dynamics of importing, such as labor costs and different laws about product processing in other countries. Discuss local companies that import and sell foreign products.

Have students write the following definition of *export* in their learning logs:

*Goods that are made or grown in one place or country and shipped to another to be sold.*

Have students add an illustration showing local exports (such as apples and software).

Display a products picture map for your state. Pass out a record sheet with regional headings. Have students write names of products that come from different regions on the T-chart. Discuss with students the differences between manufactured products, agriculture, and natural resources, such as timber. Have students use different colored markers to color-code products based on these three categories. Discuss the charts and local companies that export products.

### **Week 7: Practice Trading**

In this lesson, students practice their trading skills by playing a game. The goal of the game is to end up with a complete set of school supplies.

Prior to the lesson, collect a class set of each of the following items:

- Paper clips
- Rubber bands
- Sticky notepads
- Pencils
- Glue sticks

Give each student five of the same object (for instance, one student should have five paper clips, the next student should have five rubber bands, and so on).

Tell students the object of the game is for each of them to trade what they have so they end up with a complete set of

school supplies. Carry out the trading. Take note of the number of minutes this activity takes to complete, and record bargaining language you hear students use as they trade. The idea behind this activity is for the students to see what vocabulary and techniques they naturally use to get their full set of items. Intentionally leaving it up to the students to develop their own "rules" for the simulation allows you to gather discussion points based on situations you saw occurring.

When trading is done, share the language of trade that you heard and show students how long it took them to complete the trading. Discuss the activity, and talk about how supply and demand factor into trading.

For example, *Why did Suzy decide to give James TWO pencils for the ONE eraser? What would a country be willing to do if they were in real need of a certain item?*

### **Week 8: Send a Local Products Package**

Learn which countries are common trade partners for your state and choose a partner school accordingly. Agree with your partner school which goods will be traded. Items should be inexpensive and nonperishable. For agriculture items, send reproductions that you purchase or that students make themselves (such as waxed or papier-mâché apples). In advance of this lesson, create a bookmark template in a word processing or drawing program.

Explain to students that they are going to do a real trade with a school in a country that is a trading partner with your state. You want to send items that represent exports from your state as well as bookmarks for each student.

Create bookmarks that have a picture and biography of one student on one side, and a picture and information about a state product or company on the other side. Assign each student a company or product to research and write about on the bookmark. Supply information and guide students as they read, take notes, and create a rough draft. Have them share their drafts with one another and get advice before moving on to desktop publishing. Have students make drawings of company or product logos, and then scan them. (Do not copy from the Internet.) Take digital photos of each student. Place scanned images and digital photographs in a computer folder on a shared drive, CD-ROM, or floppy disk. Have students type from their bookmark drafts onto the bookmark templates and insert the pictures. When bookmarks are finished, print them in color, mount them onto stiff paper, and laminate.

Send a letter asking parents or local businesses to donate state products.

Assemble and send the following:

- Letter of introduction (translated into the language of the receiving class, if possible)
- State products
- Products map showing where each item was manufactured or grown
- Bookmarks
- School pencils

When the trade package arrives from the partner country, explore and discuss the items, what they are, where they came from within the country, and how they compare to items that students are accustomed to using. If possible, continue the communication with the partner class through e-mail.

### **Week 9: Share What You Learned**

Make arrangements to visit a class of your same grade at another school to share what your students have learned. Also ask the school board if you might send representatives from the class to share the project at an upcoming meeting.

Explain that in the final task and assessment for this project, student teams are going to prepare lessons to teach other students about imports and exports. Go over the [presentation checklist and rubric](#), and explain individual and group assessment. Divide the class into four to six groups. Assign tasks and have students rotate so they share responsibilities of leader, recorder, and materials keeper. Give groups a week to prepare their lessons. Have like teams meet before they plan their entire lesson so they do not overlap or repeat content or activities. Each lesson should include an introduction, definitions, history, commerce, production and shipping of exports, and movement and dispersal of imports. The lessons should focus on how trade is important to the community and how the physical geography affects the economics of the region.

Give groups access to materials for visual aids that support their lessons, including multimedia software, poster paper, maps, overheads, and various art materials. After groups develop scripts and visual aids, have them practice in their groups and then in front of the class. Use the [presentation rubric](#) to guide class feedback. Set a high standard for practices, and videotape and assess each presentation. Base your choice of the group that presents to the school board on the most polished [presentation](#).

Visit the neighbor school and present the lessons. Bring imported items from the partner country to display as well as items that are exported. Ask the hosting students to provide feedback. Back at school, review the feedback and watch a video of the presentations. Have students focus this time on the response from the audience.

Have the group that was selected to present at the school board attend a regular meeting and present their lesson.

### **Week 10: Tie It Together**

Discuss with students what insights they have gained from their projects in regards to the questions that they have been addressing:

- *How are we different from others?*

- *How is trade important to our community?*
- *How does physical geography affect the economics of our region?*

To wrap up the unit, have students revisit the K-W-L charts from the beginning of the project, make their work into keepsake scrapbooks, and visit a place integral to local trade.

Discuss what students learned about imports and exports, transporting goods, and trading partners. Have students look at the W section of the chart and ask them, *Did you learn what you wanted to learn during this unit?* Have the students complete the third column of their K-W-L charts and return the charts to their scrapbook folders.

Make covers for trade scrapbooks using a word processing or drawing software. Have students organize all their work and mount pages onto construction paper. Include presentation rubrics and pictures from the lessons. Bind the pages together to make books. When the books are complete, have students look through them and write reflections to the following questions:

- *What part of the book are you most proud of? Why?*
- *What part of the book do you wish you had spent more time on?*
- *What would you do differently if you were to redo one activity?*
- *What did you like most about this unit?*
- *If you were to summarize your book to someone, what would you say?*

If possible, arrange for a field trip to a place integral to trade, such as a factory, port, or distribution center.

### Prerequisite Skills

- Basic computing
- Desktop publishing
- Internet research skills

### Differentiated Instruction

#### Resource Student

- Supply extra time for research
- Get support from specialist educators, parents, or peer tutors
- Provide visual aids
- Provide support during tasks that require reading

#### Gifted Student

- Ask the student to take on leadership roles when working with groups
- Have the student create an advertising campaign for a local product
- Have the student research a trading partner and its economy, and report to the class

#### English Language Learner

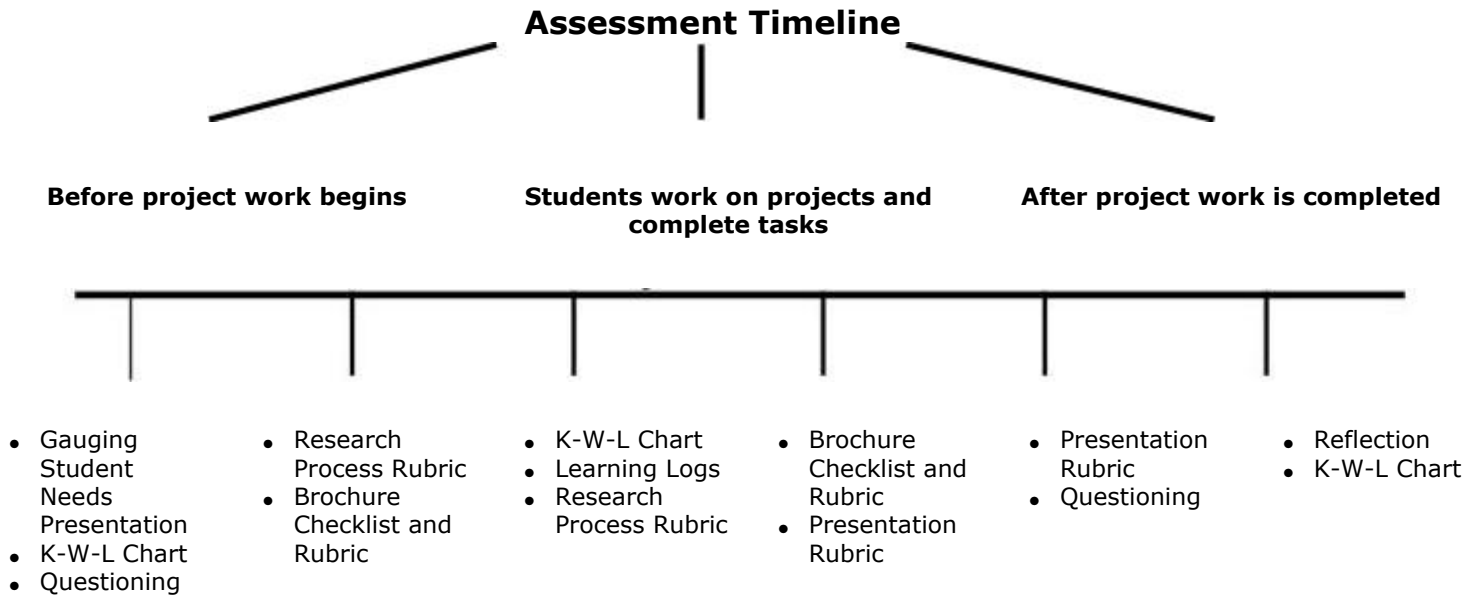
- Pair the student with a bilingual peer who has greater English fluency
- Use visual aids
- Allow extra time for work
- Get support from specialists
- Have the student research trade between the United States and their country of origin

### Credits

This project was created by Michelle Kam, Anne Martin, Tim Martin, and Jennie Mong, third- and fourth-grade teachers from Emerald Park Elementary School in Kent, Washington. Their project was featured in *An Innovation Odyssey*, a collection of stories of technology in the classroom, Story 263: [From Sea to Sea](#). A team of teachers expanded the plan into the example you see here.

# Designing Effective Projects: From Sea to Sea Assessment Plan

## Assessment Plan



The presentation, [Sea to Sea: Thinking about Trade](#) is shown to gauge student needs, help students access their prior knowledge, and provide discussion for creating a Know-Wonder-Learn (K-W-L) chart to help students track their learning related to trade. The K-W-L chart is revisited in the middle and at the end of the unit to ensure that students' questions were answered. Questioning throughout the unit addresses the Curriculum-Framing Questions and helps students apply higher-order thinking skills to better understand trade issues. The [research process rubric](#) helps students and the teacher monitor their data collection and analysis as well as research skills that students apply when developing the brochure. As students create the brochures, they use the [brochure checklist and rubric](#) to track their progress, to ensure that all elements of the brochure are included, and to produce a high-quality product. The [brochure checklist and rubric](#) is also used for teacher assessment of the brochure.

Periodic checks of the learning logs help teachers gauge students' understanding of new concepts and areas of difficulty in order to adapt teaching methodologies. Students use the [presentation checklist and rubric](#) to help them plan their presentations, to self-assess during practice sessions and at the end of the presentation, and for the teacher to assess students. The presentation is a culminating authentic assessment of students work throughout the unit. Both the brochure and presentation rubrics include group assessment as well as individual assessment. The unit culminates with the students organizing all of their work from the unit into trade scrapbooks to demonstrate their new knowledge and skills and to reflect on their learning throughout the unit. Students respond to reflection questions to help them become more aware of their learning.

# Designing Effective Projects: From Sea to Sea

## Content Standards and Objectives

### Targeted Content Standards and Benchmarks

#### Washington Essential Learning Requirements

##### English–Writing

- Apply writing conventions; know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization
- Write for different purposes, such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, and explaining concepts and procedures
- Write in a variety of forms, including narratives, journals, poems, essays, stories, research reports, and technical writing
- Understand and use the steps of the writing process

##### Social Studies–Geography and Economics

- Use and construct maps, charts, and other resources to gather and interpret geographic information
- Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions
- Recognize that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange

##### Mathematics

- Understand and apply concepts and procedures from probability and statistics—probability, statistics, and prediction and inference
- Gather information—read, listen, and observe to access and extract mathematical information
- Organize and interpret information
- Represent and share information—express and explain mathematical ideas using language and notation in ways appropriate for audience and purposes
- Understand representations of data from tables, charts, and bar graphs

### Student Objectives

#### Part One: Get to Know Our Region

Students will be able to:

- Locate six major cities within their local region on a map
- Understand history, commerce, and features of each local city

#### Part Two: Trade and Economics

Students will be able to:

- Understand the concept of trade and make discoveries, through inquiry, about importing and exporting
- Understand the importance of trade in everyday life and to communities
- Learn what countries frequently receive imports from the United States and send exports to the United States as well as where those countries are in relation to one another
- Use the Internet as a tool to understand global trade
- Set up a spreadsheet, enter information into cells, and enter data over time

# Designing Effective Projects: From Sea to Sea

## Resources

### Materials and Resources

#### Printed Materials

- Curriculum guides (the [Port of Seattle Sea-Air School Curriculum Guide\\*](#))

#### Supplies

- State products to export to Japan or another country

#### Internet Resources

- Puget Sound WebQuest  
[www.kent.k12.wa.us/curriculum/tech/K6/3/puget\\_sound/index.html](http://www.kent.k12.wa.us/curriculum/tech/K6/3/puget_sound/index.html)\*  
Student research Web sites are all included within the WebQuest
- Boomerang Box  
[www.apl.com/boomerangbox](http://www.apl.com/boomerangbox)\*  
Follow cargo as it travels to its destination
- Online Highways  
[www.ohwy.com/wa/homepage.htm](http://www.ohwy.com/wa/homepage.htm)\*

#### State Resources

- Port of Seattle  
[www.portseattle.org](http://www.portseattle.org)\*  
Information about the port and commerce
- WOW Works  
[www.wowworks.com/wowcity/wacity.htm](http://www.wowworks.com/wowcity/wacity.htm)\*  
A listing of city Web sites organized by state

#### Other Resources

- City brochures and maps collected from Chambers of Commerce

#### Technology—Hardware

- Computer to create student samples and access information on the Web
- Internet connection to access Web information related to the unit
- Printer to publish and print brochures, student support material, and teacher support material
- Presentation projection device for use by students during presentations

#### Technology—Software

- Desktop publishing for creating brochures about cities
- Internet browser to access Web information and gather information about cities
- Presentation software for teams to create slideshows
- Word processing to create student and teacher support material for the unit



A blurred map of the Seattle area, showing various neighborhoods and streets. The map is tilted and has a warm, yellowish tint. Overlaid on the map is the text "Sea to Sea" and "Thinking about Trade" in a bold, black, sans-serif font. The text is centered and appears to be a title or subtitle for a presentation or document.

**Sea to Sea**  
**Thinking about Trade**

# What can we learn about a place from looking at a map?

(sample responses)

- How far apart cities and towns are
- How close places are to rivers, lakes, and the ocean
- How big towns are
- What roads go to what places
- Where mountains are

# What can you tell about Seattle by looking at a map?

- It is by the ocean and has lots of lakes.
- Many smaller towns are nearby.
- I-5 is the major highway that comes into the city.
- There are islands.

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**From its geography, what do you think are some products and services that might come from Seattle?**

- Fishing
- Cruise ships
- Umbrellas
- Shipping by boat

**What are some products and services that people who live in Seattle would need to get from somewhere else?**

- Cotton
- Gasoline
- Sunshine

# What businesses are located in Seattle?

- Grocery stores, like Albertson's and Safeway
- Target
- Seattle Roofing
- Microsoft

Special in Seattle

Special in Omaha

- Ocean shipping
- Seafood
- Microsoft
- Shipbuilding

In Both Places

- Grocery stores
- Car dealers
- Construction
- Trucking

- Beef
- Wheat
- Railroad shipping
- Snow equipment

# What determines the products and services that a city imports and exports?

- Geography
- Climate
- How many people there are
- What the people like
- What the people need

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Individual Research Process Rubric

### Essential Question

*How are we different from others?*

### Unit Questions

*How is trade important to our community?*

*How does physical geography affect the economics of our region?*

	4	3	2	1
<b>Conducting Research</b>				
<b>Research</b>	<p>I use a variety of research methods to gather information from several sources.</p> <p>I use note-taking skills, and I interpret material in my own words.</p>	<p>I use some research methods to gather information from a few sources.</p> <p>I use note-taking skills, and I interpret some of the material in my own words.</p>	<p>I just use one research method to gather information from one source.</p> <p>I use some note-taking skills, but I have trouble interpreting the material and writing using my own words.</p>	<p>I need to be given a resource for research.</p> <p>I have trouble using note-taking skills, and I copy the material directly from the source.</p>
<b>Data Collection and Analysis</b>	<p>My quick fact log compares several cities. I can clearly explain all of the differences among cities.</p>	<p>My quick fact log compares some cities. I can explain the major differences among cities.</p>	<p>My quick fact log shows information for two or three cities. I have trouble explaining differences among cities.</p>	<p>My quick fact log shows information for one city. I cannot compare information about cities.</p>
<b>Knowledge</b>	<p>I can accurately answer all questions related to information I need for the brochure.</p>	<p>I can accurately answer most questions related to information I need for the brochure.</p>	<p>I can accurately answer some questions related to the information I need for the brochure.</p>	<p>I have little knowledge about the information I need for the brochure.</p>
<b>Time Management</b>	<p>I routinely used my research time productively by planning carefully and using resources efficiently.</p>	<p>I usually used my research time productively.</p>	<p>I sometimes did not use my research time productively. I was sometimes distracted by other tasks and sometimes wasted time looking for materials or resources.</p>	<p>I rarely used my research time productively.</p>
<b>Organization of Materials</b>	<p>My notes and information were kept in a folder and were neat and organized.</p>	<p>My notes and information were kept in a folder and were somewhat neat and organized.</p>	<p>My notes and information were kept in a folder, but they were not neat and organized.</p>	<p>My notes and information were not all kept in a folder, and the notes were disorganized or lost.</p>



## Sea to Sea Brochure Assessment

**Directions:** Use the checklist while you work to make sure you include everything you need in your brochure. When your brochure is finished, look at the checklist again as a final check of your work. Use the rubric to make sure your work is high quality work.

**Essential Question**

*How are we different from others?*

**Unit Questions**

*How is trade important to our community?*

*How does physical geography affect the economics of our region?*

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**Group Members**

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### Brochure Checklist

	1.	We have a catchy saying or slogan that makes people want to visit our city.
	2.	We have a good picture that shows what is great about our city.
	3.	We include a good map in our brochure.
	4.	We used both concrete details and generalizations to describe different aspects of our city, including:
		• Economy
		• History
		• Places of interest
		• Recreation and entertainment
	5.	Our brochure is organized effectively with appropriate information in each section:
		• Front (tells a main idea and gets people interested)
		• Inside Flap (lists authors, date, and other information to describe where the brochure came from)
		• Inside Pages (detailed, interesting information about the city)
		• Back (resources)
	6.	We have a good mixture of text and pictures in our brochure.
	7.	Our brochure is laid out in an attractive way that clearly shows what is important and interesting about our city.
	8.	We asked at least three people to give us feedback about our brochure.
	Reviewers' Names	

	9. We proofread our brochure for:
	• Spelling
	• Capitalization
	• Sentences
	• Punctuation
	• Standard English
	10. We accurately cite all our sources.

## Brochure Rubric

	4	3	2	1
<b>Group Brochure</b>				
<b>Content</b>	<p>The brochure has all of the required information and some additional information. (See the Brochure Checklist, 1–4.)</p> <p>All of the information is written in my own words and is written in a way that promotes the city.</p>	<p>The brochure has all of the required information. (See the Brochure Checklist, 1–4.)</p> <p>Most of the information is written my own words and is written in a way that promotes the city.</p>	<p>The brochure has most of the required information. (See the Brochure Checklist, 1–4.)</p> <p>Some of the information is written in my own words, but it is primarily fact-based and does not necessarily promote the city.</p>	<p>The brochure has little of the required information. (See the Brochure Checklist, 1–4.)</p> <p>The information is not written in my own words and is all fact-based.</p>
<b>Writing Mechanics</b>	<p>My writing is in complete sentences and flows well.</p> <p>Spelling, capitalization, and punctuation are correct.</p>	<p>Most of my writing is in complete sentences.</p> <p>Most spelling, capitalization, and punctuation are correct.</p>	<p>Some of my writing is in complete sentences.</p> <p>Some spelling, capitalization, and punctuation mistakes detract from the intended meaning.</p>	<p>Writing is not in complete sentences.</p> <p>Frequent spelling, capitalization, and punctuation errors detract from the intended meaning.</p>
<b>Attractiveness and Organization</b>	<p>The brochure has attractive formatting and well-organized information. (See Brochure Checklist, 5–7.)</p>	<p>The brochure is organized and complete. (See Brochure Checklist, 5–7.)</p>	<p>The brochure shows some organization but may be incomplete. (See Brochure Checklist, 5–7.)</p>	<p>The formatting and organization of the brochure are confusing or incomplete. (See Brochure Checklist, 5–7.)</p>
<b>Graphics and Pictures</b>	<p>The graphics represent the text well, and the brochure includes a good mix of text and graphics throughout.</p>	<p>The graphics go well with the text, but there may be too many or too few images.</p>	<p>The graphics may not match the text, or there may be too many or too few images.</p>	<p>The graphics do not go with the accompanying text, appear to be randomly chosen, or are not present.</p>

<b>Sources</b>	We accurately cited information from a variety of different kinds of sources.	We accurately cited information from several sources.	We cited only a few sources and they are sometimes cited incorrectly.	We cited only one source or our citations are inaccurate.
<b>Individual Collaboration</b>				
<b>Contributions</b>	I routinely provided useful ideas when participating in the group and in classroom discussion. I was a definite leader who contributed a lot of effort.	I usually provided useful ideas when participating in the group and in classroom discussion. I was a strong group member who tried hard.	I sometimes provided useful ideas when participating in the group and in classroom discussion. I was usually a helpful group member.	I rarely provided useful ideas when participating in the group and in classroom discussion. Sometimes, I refused to participate in a constructive way.
<b>Attitude</b>	I was never publicly critical of the project or the work of others. I always had a positive attitude about the task(s).	I was rarely publicly critical of the project or the work of others. I usually had a positive attitude about the task(s).	I was occasionally publicly critical of the project or the work of others. I occasionally had a positive attitude about the task(s).	I was often publicly critical of the project or the work of others. I rarely had a positive attitude about the task(s).
<b>Time Management</b>	I routinely used time well throughout the project to ensure tasks got done by the due date. Our group did not need extra time because of my work.	I usually used time well throughout the project to ensure tasks got done by the due date. Our group did not need extra time because of my work.	I did not routinely use time well throughout the project to ensure tasks got done by the due date. Our group needed a little extra time because of my work.	I rarely used time well throughout the project to ensure tasks got done by the due date. Our group needed extra time because of my work.

Group Members: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date: \_\_\_\_\_

## Presentation Checklist and Rubric

**Directions:** Use the checklist to organize your work. Use the rubric to ensure that your work is high quality.

**Essential Question**

*How are we different from others?*

**Unit Questions**

*How is trade important to our community?*

*How does physical geography affect the economics of our region?*

### Checklist

	1. Our presentation includes slides for all of the content:		
	a. Title		
	b. Introduction		
	c. Definitions		
	d. History of Place and Commerce		
	e. Production and Shipping of Exports		
	f. Movement and Dispersal of Imports		
	g. Closing		
	2. We focus on:		
	<ul style="list-style-type: none"> <li>• How trade is important to the community</li> <li>• How the physical geography affects the economics of the region</li> </ul>		
	3. We include engaging hands-on activities to present our material. (Describe briefly below. Use another sheet of paper if you need more room to write.)		
	4. We planned the tasks that needed to be completed and who would do them. (Use another sheet of paper if you need more room to write.)		
	<b>Task</b>	<b>Person Responsible</b>	<b>Date Due</b>
	5. We organize our presentation in a good order with smooth transitions.		

Group Members: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	6. We use visual aids to support our ideas. (Describe briefly below.)
	7. We videotaped our presentation and assessed our performance. We made the following adjustments based on what we learned:

### Rubric

	4	3	2	1
<b>Content</b>	<p>We included all the required information in our presentation and it is presented in detail.</p> <p>We present the material using a variety of engaging and hands-on strategies.</p> <p>We demonstrate thorough knowledge of the content, and we are able to explain the content clearly and answer all questions confidently.</p> <p>We can synthesize a solid understanding of issues related to trade and, in particular, trade as it relates to our community.</p>	<p>Our presentation has most of the required information, and attention is paid to the most important parts.</p> <p>The material is presented using some engaging and hands-on strategies.</p> <p>We demonstrate general knowledge of the content, and we are able to explain the content clearly and answer most questions confidently.</p> <p>We can synthesize a general understanding of issues related to trade and, in particular, trade as it relates to our community.</p>	<p>Our presentation has some of the required information, but it is lacking the most important parts.</p> <p>The material is presented but could be handled in a more engaging and hands-on manner.</p> <p>We demonstrate limited knowledge of the content, and we are able to explain some of the content. We have trouble answering questions.</p> <p>We can synthesize a basic understanding of issues related to trade in our community, but not on a global level.</p>	<p>Our presentation includes very little of the required information.</p> <p>We don't include engaging or hands-on strategies.</p> <p>We demonstrate limited knowledge of the content, and we have trouble explaining the content and answering the questions.</p> <p>We have trouble synthesizing issues related to trade, regionally and globally.</p>
<b>Organization</b>	<p>Our information is presented in a logical order, and transitions between ideas are smooth.</p>	<p>Our information is presented in a reasonable order.</p>	<p>Our information lacks organization.</p>	<p>Our information has gaps and lacks organization.</p>

Group Members: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Visual Aids</b> (posters, maps, samples, or products)	Our visual aids support the ideas being expressed and are presented in the proper sequence.	Our visual aids support the ideas being expressed.	Our visual aids do not fully support the ideas being expressed, or they are presented out of order.	Our visual aids do not support the ideas being expressed.
<b>Practice</b>	We practiced extensively. Practice was video taped and assessed.	We had sufficient practice, but more practice would add polish.	Our presentation required more practice.	We did not practice.
<b>Group Presentation</b>	Every member of our group participated in a coordinated way. Our presentation was a cooperative group effort.	All members of our group participated equally.	Some members of our group participated more than others.	Some members of our group did not participate.
<b>Group Process</b>	All group members participated equally in the project. We supported each other, found ways to help each other in areas of weakness, and took advantage of areas of strength.	All group members participated equally. If problems arose, we made a reasonable attempt to work them out within the group.	Work level was distributed unequally, or problems were ignored or increased by some group members' responses.	The group did not function well, and we made no efforts to resolve problems.
<b>Individual Contribution</b>	I put forth my best effort in all areas of the project: research, lesson preparation, and giving the lesson. I showed leadership and cooperation skills.	I put forth good effort in most areas of the project: research, lesson preparation, and giving the lesson. I showed cooperation skills.	I put forth some effort in some areas of the project: research, lesson preparation, and giving the lesson.	I put forth little or no effort in all areas of the project and failed to work cooperatively with others.

## Letter to the Chamber of Commerce

Date

Your Name

C/O Teacher's name

School Name

Street Address

City, State ZIP code

Chamber of Commerce Name

Street Address

City, State Zip Code

Dear \_\_\_\_\_,

[Type your request for information here.]

[Tell who you are and describe the project. You will be creating a brochure for their city that will be designed to attract and inform visitors and new residents. Ask for information about their city's history, places of interest, recreation, entertainment, economy, main industries, agriculture, size, and any other information that would be helpful when creating a brochure.]

[Thank them for their help. Include the latest date that you would like this information.]

Sincerely,

[Your Name]

City	Location	County	Population	Size in Square Miles	Current Mayor	Date Founded	Climate
Kent	East of Puget Sound and southeast of Seattle	King	79,524	29	Jim White	1890	Mild climate. Annual rainfall 39 inches, Average summer high temperature 75 degrees, Average winter high temperature 51 degrees.
Bellingham							
Everett							
Seattle							
Tacoma							
Olympia							
Bremerton							



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## City Information Notes

Reflect on the following questions while you take notes on the economy, history, places of interest, recreation, and entertainment for your city.

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### Essential Question

*How are we different from others?*

### Unit Questions

*How is trade important to our community?*

*How does physical geography affect the economics of our region?*

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<p><b>ECONOMY</b></p> <p><i>Which industries or businesses earn the most money for your city? What do people spend their money on in your city? Does your city have a lot of businesses?</i></p>	<p><b>HISTORY</b></p> <p><i>Who were the first settlers in your city? What was the name of the first mayor? How was your city named? Why did people settle in your city? What was the first business there? How did the early settlers earn a living?</i></p>
<p><b>PLACES OF INTEREST</b></p> <p><i>What could you see in your city that no other city has? Does your city have beautiful views? A well-known landmark? Historical places to visit? When people come to your city, what is a “must” for them to see?</i></p>	<p><b>RECREATION AND ENTERTAINMENT</b></p> <p><i>What do people in your city do for fun? Does your city have any professional sports teams? College sports teams? Amusement parks? Museums? State or national parks nearby?</i></p>

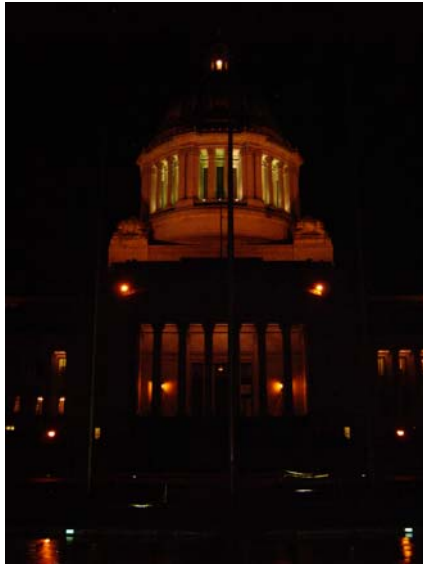
## Our Group Members

Annie Martin

Jennie Mong

Michelle Karn

Tim Martin



The Washington State Capitol is located in Olympia.

Brochure designed on April 1, 2005

## Olympia,

### Internet Sources

**The Official City of Olympia Web Site**

[www.ci.olympia.wa.us](http://www.ci.olympia.wa.us)

**Thurston County Chamber of Commerce**

[www.thurstonchamber.com](http://www.thurstonchamber.com)

**Olympia/Thurston Country Chamber of Commerce**

[www.usachamber.com/olympia](http://www.usachamber.com/olympia)

**Olympia Online**

[www.olympiaonline.com](http://www.olympiaonline.com)

### Other Sources

**Kids Go Seattle**, by Donna Bergman

**World Book Encyclopedia**, Volume 3, 2002

**Olympia's Favorite Attractions**, Puget Sound Attractions Council



Olympia, Washington –  
America's Loveliest City

## ▶ Olympia, Washington



**Thurston County Chamber of Commerce**

**1600 4th Avenue East**

**Olympia, WA 98506**

**(360) 357-3362**



# Olympia, Washington—America's Loveliest City

## Quick Facts About Olympia

- Olympia is the state capital of Washington.
- Olympia's economy includes agriculture, timber, state government, local schools, and a variety of commercial and retail activities.
- The town of Yashiro, Japan is Olympia's sister city.
- The 2004 estimate for Olympia's population is 43,040.
- Olympia is part of Thurston County.
- The average household income in Olympia is about \$41,000.



*City of*  
**OLYMPIA**

Olympia is located at the tip of the Puget Sound, about 60 miles south of Seattle, Washington.

## Olympia's Economy

Olympia's economy includes agriculture, timber, state government, local schools (including The Evergreen State College), and a variety of commercial and retail activities. Most of the exporting of natural resources from Olympia is related to timber and lumber processing. Many goods are brought into the United States through Olympia.

## The History of Olympia

In 1846, Levi Lathrop Smith and Edmund Sylvester claimed the town site. The name of Olympia was selected by Isaac Ebey and reflected the view of the majestic Olympic mountains on a clear day. The city's first mayor was Job Carr. In its early years, Olympia was known for its lumber processing. Because of its location on the Puget Sound, Olympia became a major port that spurred the economy in Washington state. In recent years, Olympia and its neighboring cities have grown a lot.



A major export for Olympia has always been timber.

## Places of Interest

Olympia has many places you will want to see. Tumwater Falls Park is a great place to go to see exciting views of the lower falls and the salmon run. You may also enjoy a peaceful stroll through Yashiro Japanese Garden commemorative of Olympia's sister city in Japan. If you like wildlife, check out Nisqually National Wildlife Refuge, known for its fabulous bird watching. Tenino Depot Museum is a sandstone building built in 1914 that is known for its houses and many historical artifacts. Last but not least, don't forget to check out the Washington State Capitol that stands on a hill overlooking the southern tip of the Puget Sound and the Olympic Mountains.

## Recreation and Entertainment in Olympia

There are many fun things you can do in and around Olympia. Olympia is especially known for its outdoor activities. If you love the outdoors, head to Capitol State Forest where you will find mountain biking, hiking, and camping. If you are into water sports like boating, scuba diving, and fishing, check out Tolmie State Park. The park is just eight miles northeast of Olympia. Aside from Capitol State Forest and Tolmie State Park, there many other city preserves that are worth visiting as well.

### City of Olympia

P.O. Box 1967

Olympia, WA. 98507-1967

Phone: 360-357-3362

E-mail: [cityhall@ci.olympia.wa.us](mailto:cityhall@ci.olympia.wa.us)





# **The Economy of Trade**

*How is trade important to our community?*

*How does physical geography affect the economics of our region?*

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Presented by: Brian, Kristin, Tracy, and Judi



# Introduction

In our presentation, you will learn the basics of importing and exporting.

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# Definitions

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- **Port**—A place where ships bring products to unload (imports) and pick up products to take someplace else (exports).





# Definitions

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- **Import**—Goods that are received from one place or country to be sold in another.







# Definitions

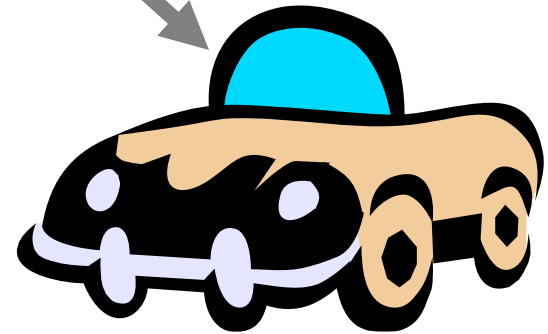
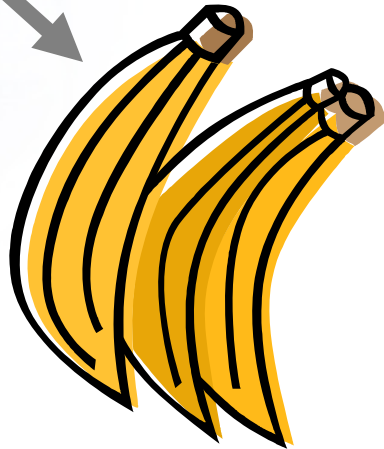
- **Export**—Goods that are made or grown in one place or country and shipped to another to be sold.





# How Trade Is Important to Our Community

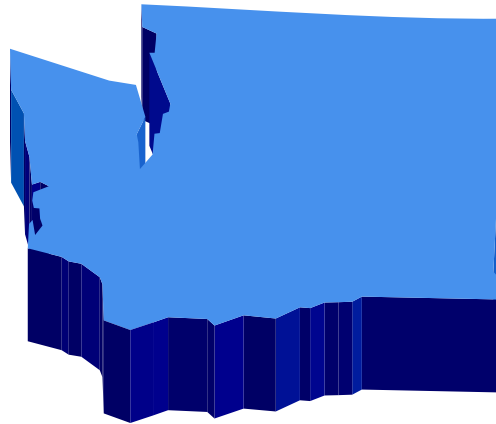
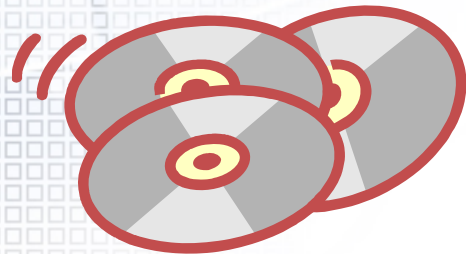
- We import bananas.
- We import cars.



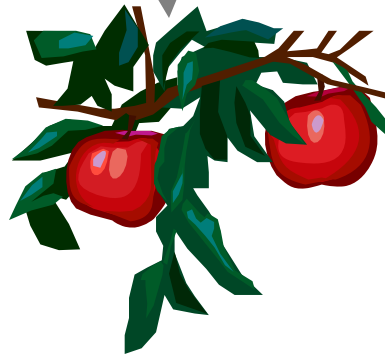


# How Trade Is Important to Our Community

- In Washington, we export software.



- In Washington, we export timber.



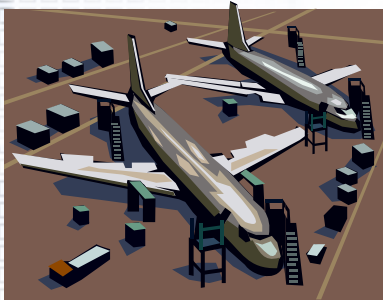
- In Washington, we export apples.



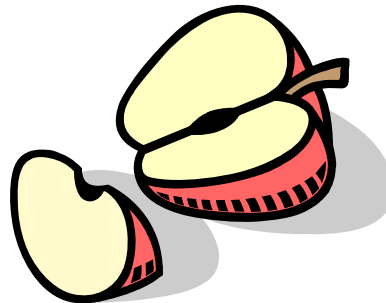
# Production and Shipping of Exports

Exports can be categorized as:

- **Manufactured Products** like software and airplanes
- **Agriculture** such as apples
- **Natural Resources** such as timber



Manufactured Products



Agriculture



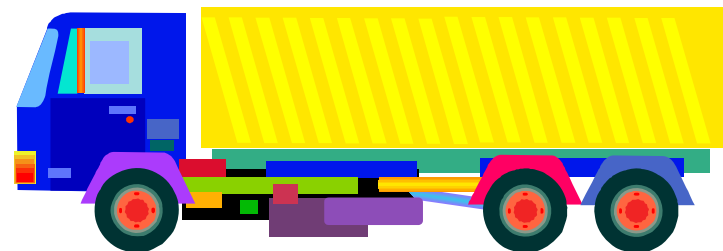
Natural Resources

Our geography and climate determine the types of agricultural and natural resources we can export.



# Movement and Dispersal of Imports

- Many of our imported goods come to us on large cargo ships from overseas.
- Washington imports many goods from Japan, Taiwan, Europe, and the Middle East.
- After goods arrive on cargo ships, they are sent on trains, trucks, and airplanes to other locations around the United States.





# Our Global Economy

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- Each place around the world is different, and each place has items that they specialize in exporting to others.
- We rely on other countries to buy goods from us and to sell their goods to us.

