



TEACHER RESOURCE HANDBOOK

Dear Teachers:

This manual contains both in-class activities and worksheets you can use to prepare your students to learn more about trade and the Port of Tacoma. The activities and projects were designed to complement the Port's third-grade reading book, Gateway to the World, but they may be used as stand-alone items. If your school does not have copies of this book, they are available free of charge to public and private elementary schools and home school groups located in Pierce County, Washington.

The Port would like to thank the Tacoma School District, and in particular Marlene Rossi (retired) from Pt. Defiance Elementary, for its support in the development of our schoolbook and these companion pieces. We are excited to provide these opportunities to students in Pierce County. Your feedback regarding our companion projects are welcomed, as are suggestions and recommendations for additional content. We hope you and your students will enjoy learning about the world of opportunities here at the Port of Tacoma!

To obtain copies of the Port's school book or provide feedback about this document, please contact the community relations manager at the Port of Tacoma by calling 253-428-8662.

Thank you!

www.portoftacoma.com

WHERE WAS MY SHIRT MADE?



This classroom activity helps students understand how international trade affects their lives.

Materials Needed:

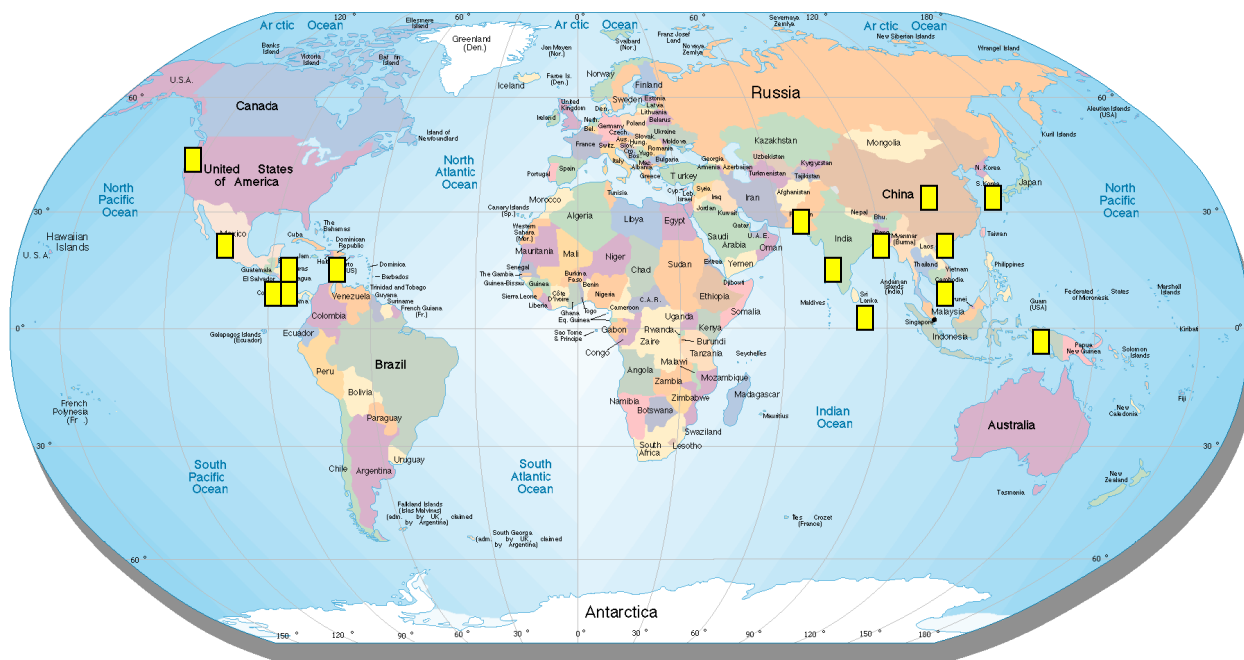
- 1 Large World Map
- Small Sticky Notes or Flags
- White Board Space & Markers (or similar writing space that can be seen by all students)

In this activity, the class will identify the country in which everyone's shirt was manufactured. As each new country is identified, it will be written on the board and marked on the world map. At the end of the exercise, the class can look for patterns and discuss what they see on the map.

Instructions:

- 1) Recruit 2 – 4 student volunteers.
 - a. 1 or 2 students will be tasked with marking countries on the world map where students' shirts are made. Give the mapping student(s) the small sticky notes and ask them to place the note on any country which produced someone's shirt.
 - b. The other student(s) will write the name of each country on the board; keeping a tally of how many shirts in the class come from each nation.
- 2) Go to each of the students in the audience. Ask the students if you may read the tag in the back of his/her shirt to see where it was made. Call out the country's name to the mapping and spelling volunteers who will record the information. (If a student's shirt is missing a tag, coats and shoes are good back-up options that allow the student to participate.)

*EALRS associated with this activity: Civics 2.2.1; Communication 1.1.1, 1.2.1.
Use with Gateway pages 11-12 or 44-47.*



Once you have charted all of the shirts, your chart will probably look something like this.

The class should now try to determine if they see any patterns occurring.

Possible comments include:

- Most shirts come from Asia and Central America.
- There are very few shirts being made in the United States or in other industrialized counties such as Europe, Japan and Australia.
- Very few, if any, shirts are being made in South America or the former USSR.
- Very few, if any, shirts are being made in Africa (typically we have noticed Egypt and Lethoso being the sole sources of this product in Africa) .

Topics for further discussion:

- Wage differences between U.S. and Developing Nations.
- Skilled vs. Unskilled Labor and how education impacts a worker's ability to earn more money
- Note that shirts are generally not made in Africa because of political instability and the low-skill level of workers (more than half of the continent's children do not finish primary school.) If the students in your class ended school today, what kind of jobs do they think they could do?

IMPORT / EXPORT BAG

This classroom activity helps students understand the differences between Imports and Exports

Materials Needed:

- 1 Large Bag
- A variety of everyday items that represent imports, exports, and Domestic trade. (Good Examples – Apples and Oranges are often things the US exports; toys and electronics are often imports.)

Instructions:

- 1) Place all of the items in the bag.
- 2) In front of the class, remove the items one-by-one, asking the class to determine what kind of trade an item represents.
- 3) If they guess incorrectly, encourage the student to walk through her logic process.



UNDERSTANDING TRADE

Before playing the Import / Export game you might want to help your students understand the different types of trade.

Get your students thinking – Ask them why the Port is moving containers back and forth between countries. What are they doing?

Trade! – What Is It?

Trade: An exchange of items between people.

International Trade: Trade between nations. (Remind students the prefix 'inter' means 'between' – so the word shows us this is trade 'between nations')

Import: Trade coming 'in' to your country. *This is always part of international trade.* (note how 'im' looks like the word 'in')

Export: Trade going 'out' of your country. *This is always part of international trade.* (note how 'ex' is similar to 'exit')

Domestic Trade: Trade with other people in your home country. ('dome' looks like 'home')



Items Needed for this Activity:

1 copy of the enclosed world map for each student

How to Play:

Send each child home with a copy of the map on the next page. Ask them to find the labels in at least 10 pieces of clothing in their closets.

The student should make a list of the country where each clothing item was made. The student then colors in the countries on the map where his/her clothing was produced.

Additional Activity:

Compile a master-list of all the countries on the students' map and record the number of times a country occurs. Ask the students to create graphs showing this data.

Alternate Activity:

Have each child to find 10 items in his or her home that came from another country. The students should make a list of these items and their countries of origin, which can be shared in class or turned into the teacher.



See world.euratlas.net for population, area, capital and exact location of the countries.

MACHINES THAT MOVE GOODS



**Straddle
Carrier**



Top Pick

Hustler

**Container
Crane**



**Reach
Stacker**



How to Play: Match the name of the machine to its picture by drawing a line between the correct boxes. Refer to the descriptions below for hints.

Container Cranes: Used to unload and load the ocean-going container ships.

Hustlers: Small, light trucks used to move containers in terminals and rail yards.

Top Picks: Used to move containers around the terminal, they lift containers from the top.

Reach Stackers: Move containers between trucks and trains by lifting containers from the top. They have an extendable arm that can reach across an entire train.

Straddle Carriers: These tall machines carry containers between their four 'legs' and can drive over the top of a train or truck. Drivers sit sideways in the cab at the top of the machine.

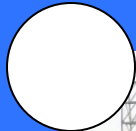
WHAT KIND OF CARGO DO THESE SHIPS CARRY?

Read the descriptions of the ships you see below.

Match the ship type with the correct picture by writing numbers in the white circles.



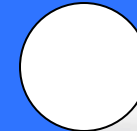
I am the most common type of ship at the Port of Tacoma. About 3/4ths of the ships are like me.



Longshore workers at the Cargil Grain terminal pour grain and corn into my hold.



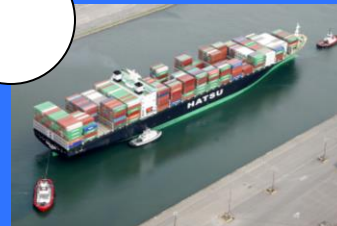
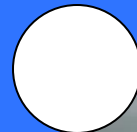
I may carry very large machinery or parts for bridges and buildings like cables, windmills and even yachts!



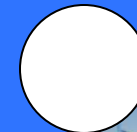
Tractors, Combines, Bulldozers, Forklifts – All of these machines roll into place for an ocean journey.

Match the kinds of cargo to the ships above:

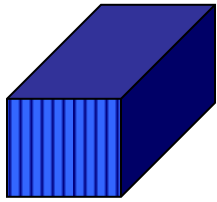
- 1. RO / RO (Roll On - Roll Off) Cargo**
- 2. Bulk Cargo**
- 3. Breakbulk Cargo**
- 4. Containerized Cargo**



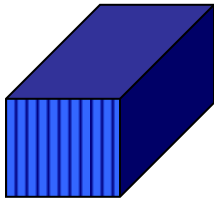
I move goods held in special metal boxes. Those boxes contain things like shirts, toys, computers, and food.



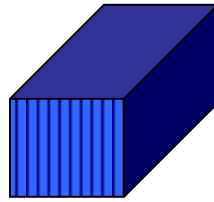
Drive the cars right into my hold. I'm just like a giant, floating parking garage.



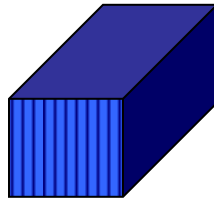
8
TONS



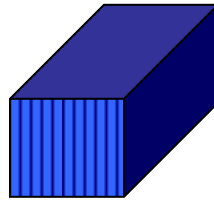
14
TONS



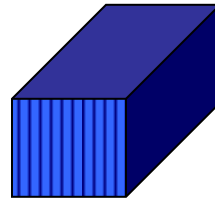
7
TONS



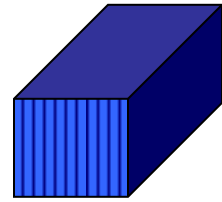
11
TONS



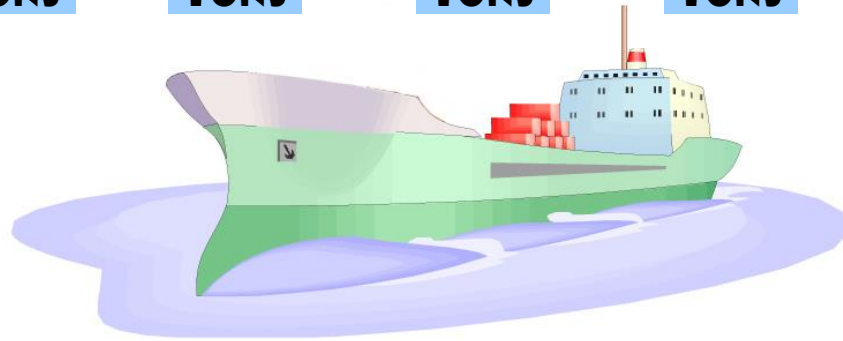
9
TONS



5
TONS



6
TONS



The Longshore Workers at the Port of Tacoma have already loaded most of this ship. They have room to load five more containers, but the ship can only carry another 50 tons. If they want to send as many containers as possible, which containers shown above should they load?

If all the containers had to be the same weight, how many 9 ton containers could the Longshore Workers load? How many 6 ton containers could they load?

9 Ton Containers:

6 Ton Containers: