

DAY 3 STUDENT HANDOUTS

Name: _____

PATTERNS OF PRODUCTION

1. Pick 10 items from your home (items can include items of clothing, technology, etc.) and identify the country they were manufactured.
2. On the map below identify the countries your items were produced. Next label the items manufactured next to the country that manufactured them.

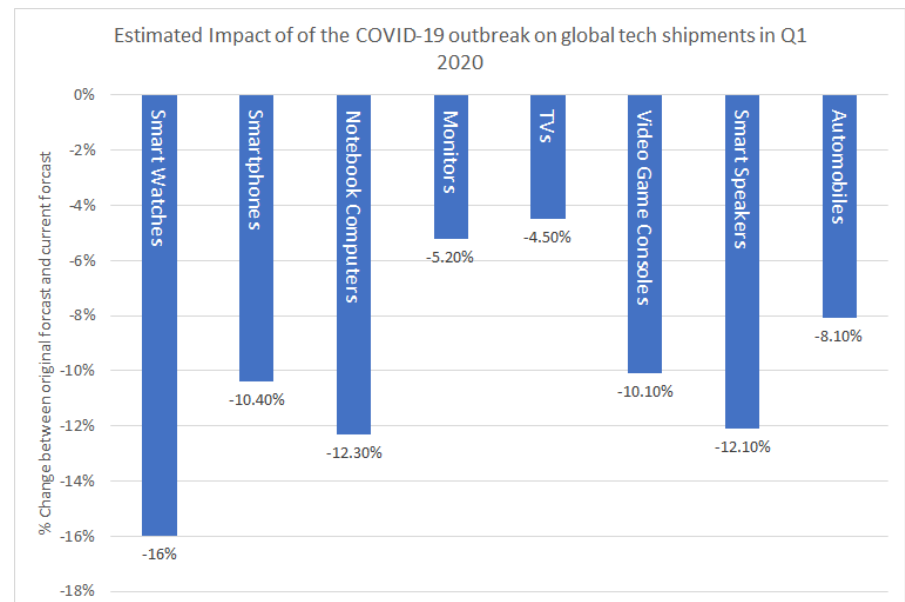
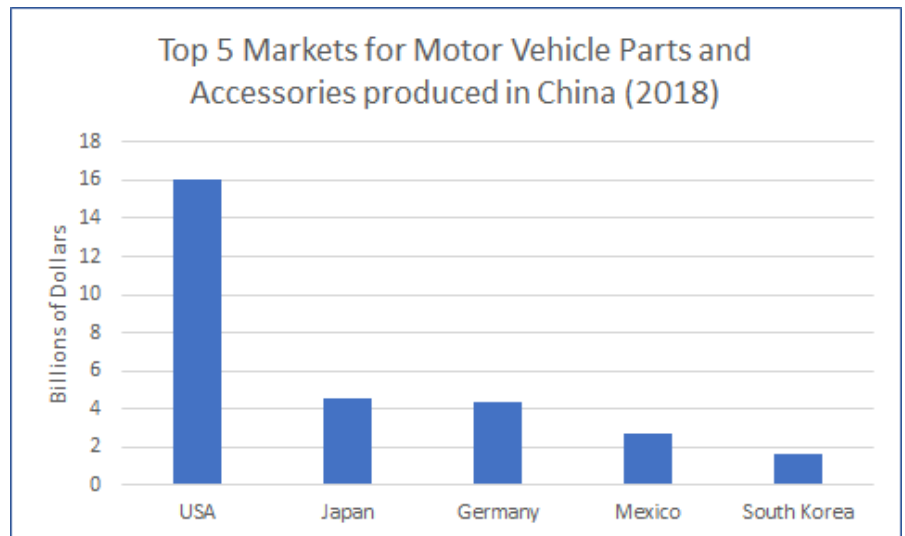


3. What patterns did you see on your map?
4. What technology and/or innovations in communication and transportation make the manufacturing patterns in the map possible?
5. Based on countries involved in these patterns, what could happen to their economies if production in one country was affected?

ECONOMIC DATA SET: MANUFACTURING IMPACTS

Globalization is a commonly used term that refers to our increasingly connected world. Today, political boundaries do not typically stop interactions from occurring. Globalization is especially seen in regard to business. Increasingly, products that have commodity chains that involve multiple countries. For example, perhaps your t-shirt is made from cotton grown in India, made into fabric in Mexico, sewn in South Africa, and then sold in the United States. A disruption in any part of that process causes issues for ALL of the countries involved.

The graphs to the right show the impact of the spread of COVID-19 on manufacturing and supply chain for selected products.

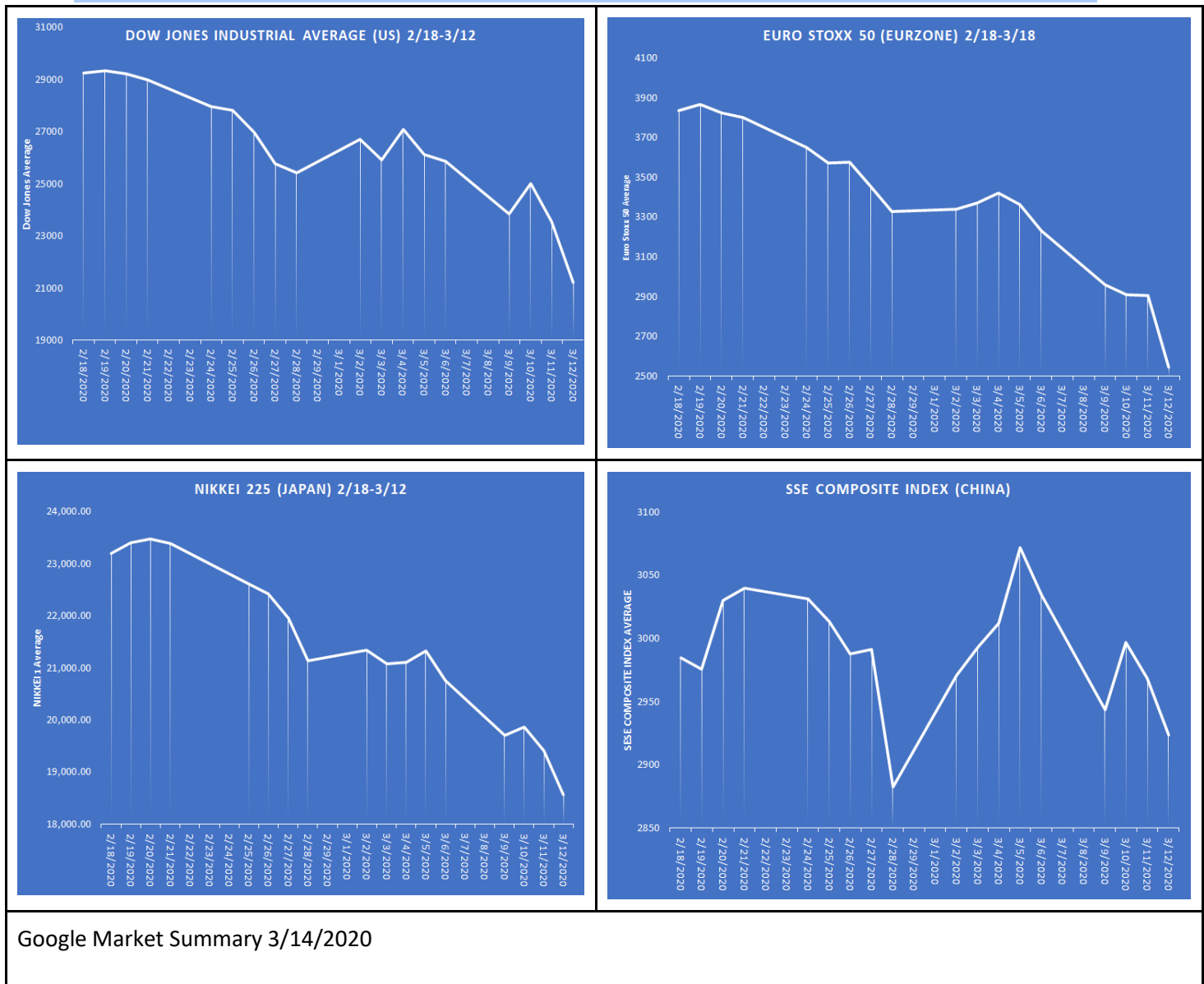


<https://www.theverge.com/2020/2/18/21141924/coronavirus-tech-industry-impact-report-trendforce>
<https://comtrade.un.org/data/>

Answer the following questions:

1. What trends can be identified in the data above?
2. How do the trends demonstrate economic interdependence?
3. Which country's automobile industry would you predict to be most affected by factory shutdowns in China?

ECONOMIC DATA SET: STOCK MARKETS IMPACTS



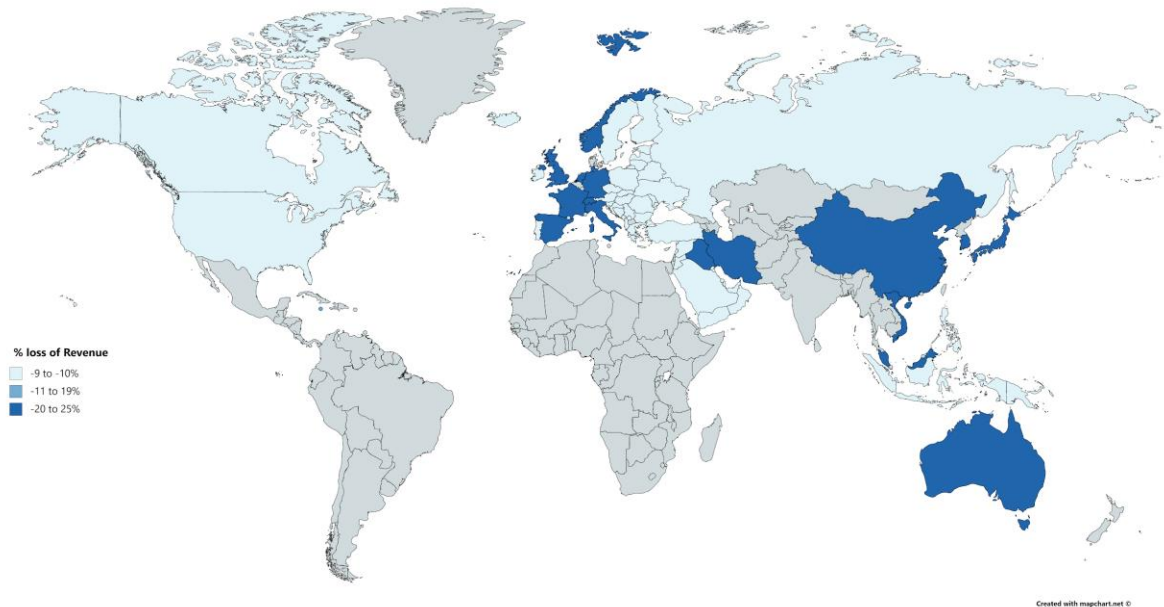
The graphs above show the value of stocks from Feb 18 - March 12, 2020 following the outbreak of the Coronavirus.

Answer the following questions:

1. What trends can be identified in the data above?
2. How do the trends above demonstrate economic interdependence?
3. What impact has the COVID-19 had on the stock markets? (Consider including COVID-19 data from Activity 1 as part of this answer.)

ECONOMIC DATA SET: TOURISM IMPACT

Loss of Revenue for Airlines due to COVID-19



<https://www.investopedia.com/coronavirus-could-cost-airlines-usd113-billion-in-revenue-4798861>

United Airlines handled a million fewer passengers in the first two weeks of March than last year at the same time and this could lead revenues to fall by \$1.5 billion dollars compared to last year according to CEO Oscar Munoz and President Scott Kirby

<https://www.chicagotribune.com/coronavirus/ct-nw-coronavirus-united-airlines-cancel-flights-20200316-ynel2kin4rftoomlrfgvmv4ve-story.html>

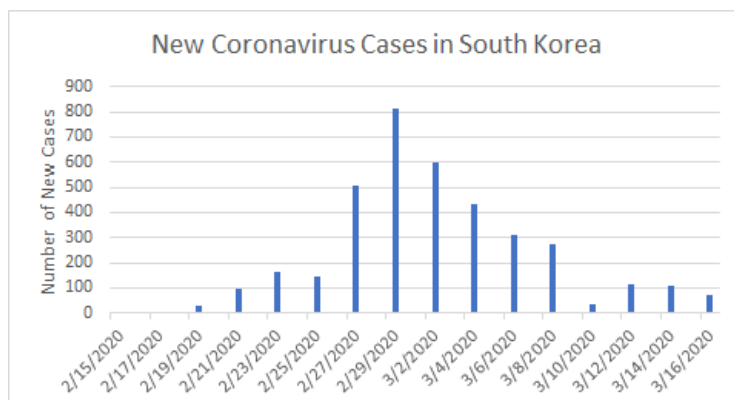
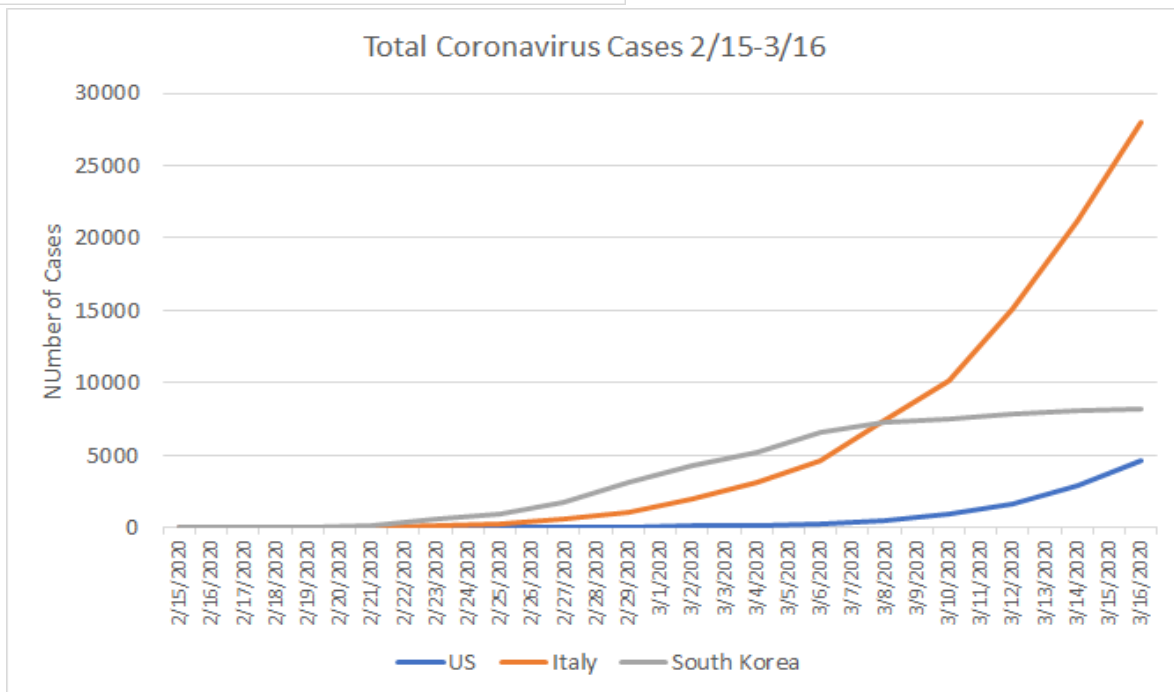
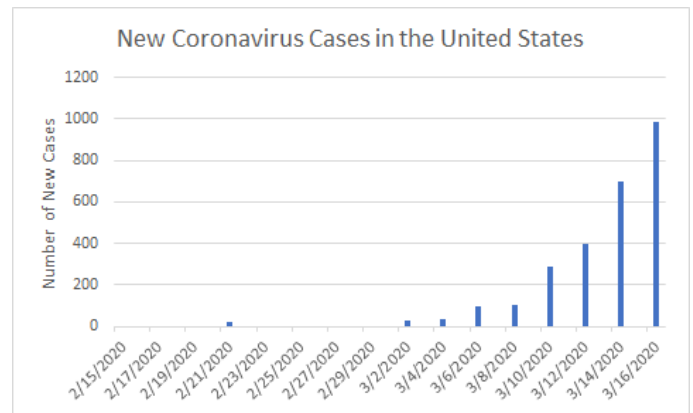
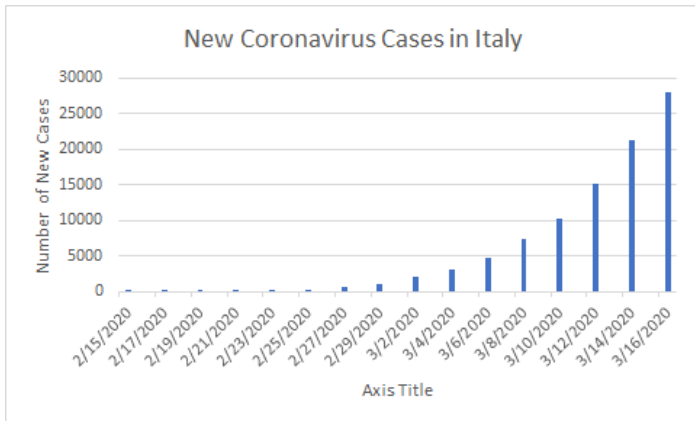
Even though it is too early to predict, coronavirus has already caused losses of \$750 million in the first months of this year. For example, when Royal Caribbean canceled just 18 trips to Asia, the cost to the company was about \$130 million. Norwegian Cruises estimates that just halting operations in Asia until April could cost \$440 million.

<https://www.cbsnews.com/news/coronavirus-costs-cruise-line-companies-tens-of-millions/>

Answer the following questions:

1. What trends can be identified in the data above?
2. How do the trends demonstrate global interdependence?

CORONAVIRUS DATA



<https://www.worldometers.info/coronavirus/country/>

ANALYSIS QUESTIONS

Doubling Time is the amount of time it takes for a phenomenon to double. Doubling time is frequently used to calculate how long it will take for a population to double or how long it will take for an investment to double. In this case, doubling time refers to how long it takes for the number of cases of COVID-19 to double. **Use the graph “Total Coronavirus Cases” to answer questions 1-3.**

(Note: Refer to Supplementary Reading on Reading Graphs)

1. Compare and contrast the data for all 3 countries.
2. The growth of cases in Italy and the US would be referred to as what type of growth? Why?
3. The growth of cases in South Korea would be referred to as what type of growth? Why?
4. Analyze all the graphs to complete this task. Write a paragraph in which you argue... -which country you believe will see the number of total cases grow in the immediate future -which country you believe will see the cases slow in the immediate future Explain using evidence from at least two graphs.

GOVERNMENT APPROACHES TO ADDRESS THE SPREAD OF COVID-19

South Korea

[Tests Per Million \(AS 4/13\)](#) -- 4,813

[Time for COVID-19 cases to double](#) - 11 days

What has been the government approach?

South Korea has been very aggressive in response to the spread of COVID-19, especially in testing since the outbreak. This approach can be connected to lessons learned from a MERS outbreak in 2015 that has led to increased government support to analyze samples during any outbreak. One solution has been creating drive-through clinics that increase access as well as limit human contact. This increased level of testing and medical care, including hospitalization, is covered by the South Korean government. To address costs for the health care system, child care, and the economic impacts on small and medium size businesses, the South Korean government proposed an additional spending of \$13.7 billion dollars on March 4.

Adapted from [NPR report Reuters](#) and [Haaretz](#)

3 Notes on South Korea's Approach (and note how effective)

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-
-

Italy

[Tests Per Million \(AS 4/13\)](#) -- 1420.5

[Time for COVID-19 cases to double](#) - 4 days

What has been the government approach?

Italy started by testing more aggressively than other European countries but has recently slowed in testing to minimize the number of samples that need to be processed. Testing fewer people meant that infected people not displaying symptoms could still spread the virus. By March 10, the Italian government proposed a \$28 Billion dollar stimulus to help workers who have lost jobs, increase funds to small businesses, and potentially offer rent assistance.

Adapted from [NY Times](#) and [Bloomberg](#)

3 Notes on Italy's Approach (and note how effective)

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-
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United States

Tests Per Million (AS 4/13) -- 41.8

Time for COVID-19 cases to double - 6 days

What has been the government approach?

Initial government responses were skeptical of the seriousness of the spread of COVID-19 until March 13, 2020 when a National Emergency was declared. Due to a limited supply of testing kits, early testing has been limited as labs initially performed 40 to 60 tests a day. By March 15th the government stated that 2000 commercial labs would begin to process tests, significantly increasing the number of tests. The Federal government helped to set-up drive through testing facilities similar to those in South Korea. The cost of testing and office or hospital visits remains a significant concern to many Americans without healthcare coverage. The Federal government has approved \$8.3 billion to address health care costs such as testing, creating or buying vaccines, and funds to help state and local health departments. Additional funding is also being discussed to provide economic relief for those impacted by COVID-19.

Adapted from [NY Times](#), [NPR](#), and [Market Watch](#)

3 Notes on the United States' Approach (and note how effective)

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ANALYSIS QUESTIONS

(You may choose to use the Venn Diagram on the last page to organize the information.)

What are the most important differences in the approaches of these three governments?

What is similar in all three approaches?

SYNTHESIS

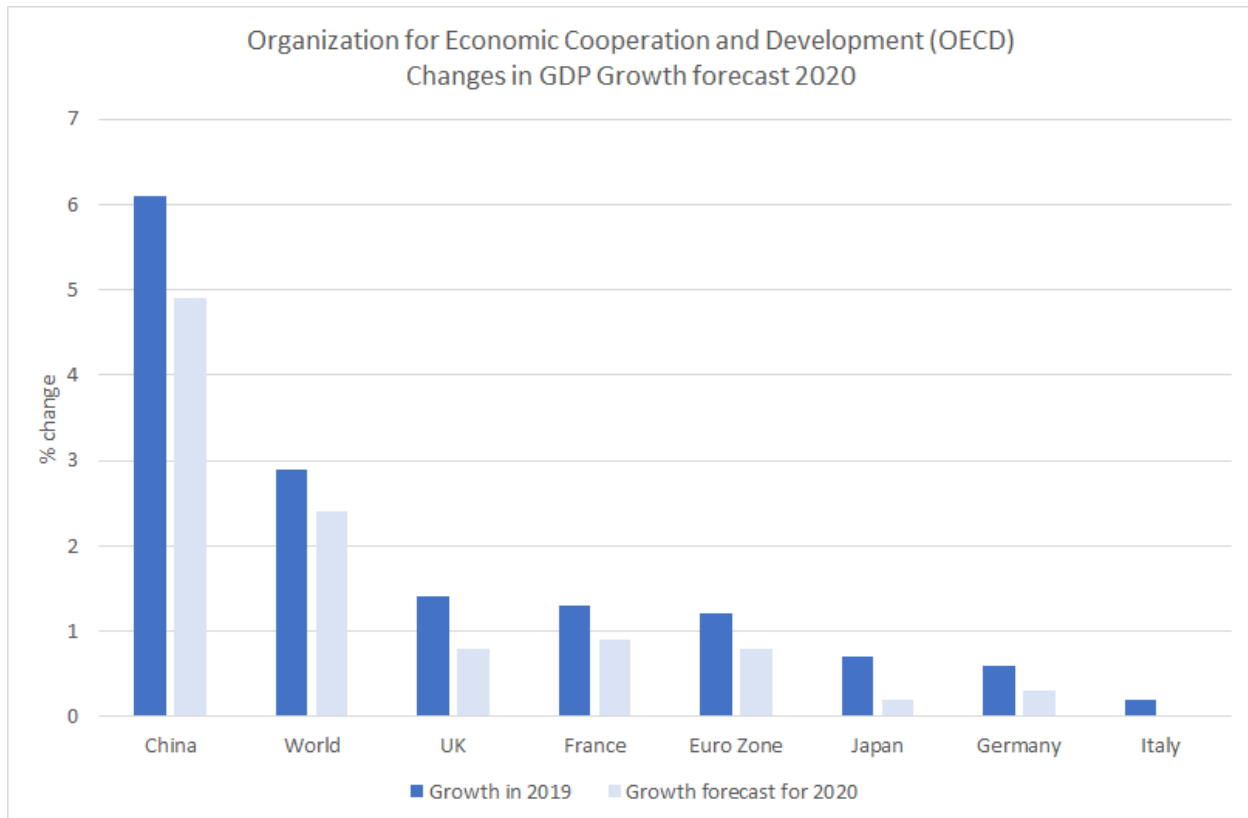
SYNTHESIS QUESTION:

Use evidence from

- the government responses of South Korea, Italy, and the United States in Activity 2
- COVID-19 data in Activity 1

Explain how the responses of South Korea, Italy, and the US have contributed to the current and predicted growth of COVID-19 cases in each country.

CHECK FOR UNDERSTANDING: THE GLOBAL IMPACT OF COVID-19



<http://www.oecd.org/berlin/publikationen/Interim-Economic-Assessment-2-March-2020.pdf>

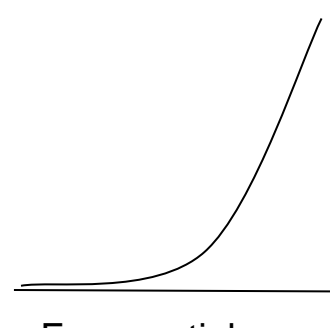
The Graph above shows preliminary impacts of the COVID-19. Answer the following questions:

- Describe economic interdependence.
- Describe the economic data shown in the graph above.
- Identify and explain two factors that have contributed to the trend shown in the graph.
- Identify and explain which country's approach has been most successful in addressing the growth of COVID-19 within their borders?
- Explain the relationship between local decisions and global economic impacts.

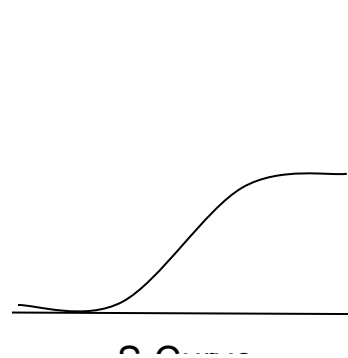
READING GRAPHS

Graphs can help with understanding current conditions and with making predictions. When analyzing a graph here are some key things to consider.

- **Exponential Growth** - Growth that occurs with the doubling of a phenomena. Doubling time is the time it takes for a phenomena to double. Typically doubling time is used when discussing population growth, but it can be applied to the spread of viruses such as the coronavirus. In this case, doubling time refers to the amount of time for the number of cases to double.



- **S-Curve** - shows early exponential growth with a slowing of growth.



- **Trends** - Graphs show us what is currently happening with a data set, but also provide information to make predictions about the future

VENN DIAGRAM

Using the information for the three countries above complete the Venn diagram below.

