
The Global Economy || The High Cost of Low Prices

Goals & Objectives

- To understand the effect of big corporations on small businesses.
- To obtain historical empathy for individuals business shifts.
- To argue, in written form, a contradictory stance on small businesses and big corporations.

California State Content Standards

12.4.4 Explain the effects of international mobility of capital and labor on the U.S. economy.

Common Core Literacy Standards

[CCSS.ELA-Literacy.W.II-12.1.a](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.W.II-12.1.b](#)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

[CCSS.ELA-Literacy.W.II-12.1.e](#)

Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.SL.II-12.2](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Driving Historical Question

How do big corporations change businesses practices of small towns?

Lesson Introduction (Anticipatory Set) I

The teacher will direct the students' attention to the front board to the goals/objectives portion of the board. The teacher will read each, and define the vocabulary. S/he will answer any questions about the objects and vocabulary.

The teacher will then ask the students about what they know about Wal-Mart and big corporations. The teacher will guide the discussion and ask what people, suppliers, small businesses, and consumers may think about Wal-Mart moving into their community.

Vocabulary (Content Language Development) |

Students will be introduced to vocabulary prior to actual content delivery. The teacher will define a second time prior to the reading. S/he will also define as the read is in progress. Students will be required to academically use these terms as they both read and write.

- Labor Unions
- Arbitration
- Collective Bargaining

Content Delivery (Method of Instruction) |

The content delivery will include lecture from a PowerPoint as well as a video titled, “The High Cost of Low Prices.” All of the lecture will be conducted at the beginning of the lesson. This lecture will include the history of Wal-Mart, statistics that address the company’s growth, and how Wal-Mart obtains its product.

The students will then watch the video and fill out questions listed on the worksheet. During the video, when the questions on the worksheet are addressed, the teacher will pause the video and have students discuss their answers. Harder questions will be completed in the Think-Pair-Share format. This particular video is extremely one-sided, so the lecture will present the opposing argument. Both sides of the argument will be fairly addressed so they are better able to come to their own conclusion.

Once the video ends, students will conduct a Think-Pair-Share. They will discuss their thoughts on the video. This is used to prepare them for the final activity listed below. They will also have the opportunity to share their thoughts with the class in order to hear multiple standpoints.

Student Engagement (Critical Thinking & Student Activities) |

Students will start the lesson by listening to the objectives, goals and vocabulary. They will be able to ask any questions. They will also engage in a discussion about what they know about Wal-Mart. After preliminary knowledge is discussed, they will listen to higher-order thinking questions propositioned by the teacher. Students will have the opportunity to answer these questions as well.

Students will then listen to a lecture about Wal-Mart, which includes statistics, history, and international implications. During the lecture students will be able to ask questions. Since the upcoming video is one-sided, this lecture presents one perspective that highlights the benefits of Wal-Mart on a local level. They will then get to watch a video about how Wal-Mart devastates small businesses. During the video they will take notes and discuss, as a class, each point as it is presented during the lesson.

The lesson will end with a Quick Write. The Quick Write will be an argument in which the student has to state whether they think Wal-Mart is good or bad for the local and international economy. They will have the opportunity to discuss, with a partner, how they felt about both sides before they engage in the closing activity.

Lesson Closure |

At the end of the video, students will analyze the video alone, with a partner, followed by a class discussion. They will then be instructed to write ½ page Quick Write that requires them to argue the opposite opinion of small businesses. This allows them to critically think about the information and then apply their newly obtained knowledge. This will be collected at the end of the lesson for further teacher assessment.

Assessments (Formative & Summative)

The teacher will assess students during the anticipatory activity. Since students are familiar with Wal-Mart, they will be able to easily contribute this discussion. This will also help the teacher analyze student understanding of how Wal-Mart affects local and global communities.

The next few assessments will be conducted as a class discussion and Think-Pair-Share. The lower level thinking questions will be a class discussion, where as the high-order thinking questions will be conducted as a Think-Pair-Share. This will allow the teacher to assess the students' understanding as a whole. It will also allow the teacher to explain more thoroughly the concepts in which students struggle.

The final assessment will be conducted during the closing activity. Students will pair up and discuss their thoughts on the video. They will then conduct a Quick Write that allows them to display their knowledge and apply the content by arguing the opposite position than that of the video.

Accommodations for English Learners, Striving Readers and Students with Special Needs

English language learners, striving readers, and students with other needs are addressed. Various activities, including the Think-Pair-Share, (which students will be paired heterogeneously) group discussions, visuals on the PowerPoint as well as visuals on the worksheet and the video can help students of all needs. For instance, the visuals on the worksheet pair with the PowerPoint. Additionally, students will be required to take minimal notes. The pauses and discussions between the video will also aid students who require additional help.

Resources (Books, Websites, Handouts, Materials)

- Worksheet: "The High Cost of Low Prices"
- PowerPoint: "The High Cost of Low Price"
- Video: The High Cost of Low Prices
- Paper
- Pencil/Pen