
The Global Economy || Lets Trade!

Goals & Objectives

- To understand consumption, production, and aspects of international trade in the global economy.
- Students will collaborate to understand the function of free markets.
- Students will convey understanding and the ability to critically think, in written form, concepts of a free market economy.

California State Content Standards

- 12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
- 12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
- 12.6.3 Understand the changing role of international political borders and territorial sovereignty in a global economy.

Common Core Literacy Standards

[CCSS.ELA-Literacy.WHST.11-12.1.d](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-Literacy.SL.11-12.1.b](#)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[CCSS.ELA-Literacy.SL.11-12.1.c](#)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-Literacy.SL.11-12.2](#)

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 can free trade influence global economic activities?

Lesson Introduction (Anticipatory Set) ||

The teacher will direct the student's attention to the front board in an area dedicated to the daily objectives and vocabulary. After the teacher reads the objectives and defines the vocabulary to the students, the teacher will launch into anticipatory activity.

The anticipatory activity will involve a demonstration that highlights aspects of trade. During the demonstration, the teacher will offer students to trade items for a candy bar. Students can trade anything on their desk. Once an appropriate trade is made the teacher will explain that the trade was considered "free" and that this is similar to what nations do with each other on a daily basis.

Next, the teacher will pose questions asking about personal experiences with trading. Students who volunteer will be asked why they traded. The teacher will work in questions like, 'Was the trade voluntary?' 'Where both of you satisfied with the trade?' and 'Was the item you got more valuable than the item you traded?' This will work into the content presentation as each posed question represents the "rules" to free trade.

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.

- Specialize
- Trade Deficit
- Trading Partner
- World Trade Organization

Content Delivery (Method of Instruction) ||

The lesson begins with a PowerPoint, which explains how students will conduct a simulation. This simulation allows students to see the difference between a market that relies on protectionism, and a free market. It will also explain how different economies respond to each type of trade.

After explaining the trade simulation to the students, the teacher will hand out brown paper bags. Each paper bag includes various items (candy, paper clips, candy wrappers, rocks, extra credit points, etc.). Once students receive their bags they will be instructed to not show other students its content. Students will be encouraged to trade with classmates. This will be conducted throughout three rounds. In the first round, students will trade only with their rows, in the second they will trade with a portion of the class, and in the last round they will trade with the entire class. After each round, the teacher will discuss the satisfaction levels and number of trades for each student, chart both on the board, and discuss what is happening using the PowerPoint.

Student Engagement (Critical Thinking & Student Activities) ||

The anticipatory activity will involve a discussion about trade. The teacher will pose a question asking if students have traded with their friends in the past. Students who volunteer will be asked why they traded. The teacher will work in questions like, 'Was the trade voluntary?' 'Where both of you satisfied with the trade?' and 'Was the item you got more valuable than the item you traded?' This will work into the content presentation as each of the questions are the "rules" to free trade.

Next, the students will listen to the upcoming simulation directions. The teacher will read them while students view the information displayed on a PowerPoint. After directions are given, students will select a brown bag sitting in the front of the class.

Students will take their bags back to their seats and be able to view the items inside the bag. They will not show other students these items as it would hurt their trading power. These bags contain a number of items; some desirable, others undesirable (ex. Candy wrappers vs. candy). Students will then be able to trade three different times to try and improve their lot. The first round is restricted to trading with only people in their row. The second round will open up trading to half of the class, and the last trade will be conducted using the whole class.

During the trade, students will convey their satisfaction of their items on a scale of 1-10. The numbers will be added up, and will be written on the front board. The students will then listen as the teacher uses a PowerPoint to explain basic concepts of trade. Students will then conduct rounds 2, and 3. Once again they will rate their satisfaction and discuss the reasons for the rising level of satisfaction. Students will learn that each round represents either an economy with barriers, or a free market, and correlate these findings with satisfaction levels.

Finally, students will participate in a free write. In this free write they will take the concepts of trade barriers and free markets and answer a higher order-thinking question. Students will be able to take the previous lesson and apply it to the current one.

Lesson Closure ||

Students will be given an opportunity to conduct a free write. Using information gleaned from the previous day and the current lesson, they will elaborate on the prompt, "Does free trade benefit the poor..." Students will be instructed to consider all the information, and explain their thoughts. This will be collected at the end of the period.

Assessments (Formative & Summative)

Assessments are performed multiple times. The first assessment is performed at the start of the class. Discussing childhood trades can prompt thought about free trade and also show the teacher their initial depth of knowledge.

The next assessment would be conducted during class discussions. These would be performed after every round. This information would be acquired when students rate their own satisfaction level and during the intermediate PowerPoint lessons.

The final assessment would be verbal and written. Students would conduct a quick write and discuss their findings. This uses a higher order-thinking question and would therefore give the teacher an opportunity to assess content retention, level of understanding and use of appropriate academic language.

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

Visuals, student interactions, handouts, discussions, art, and written work are used to address students of varying needs. Since this lesson includes multiple activities that address different learning styles retention of information is more likely.

For example, students with challenged hearing would benefit from the handouts, PowerPoint, art, written work, and student interactions. Because these students are not required to listen for long periods of time, they will be more likely to understand what is being taught.

English language learners also benefit. Although this PowerPoint is not particularly image rich, there are still other activities that make the material more accessible. By using the simulation, ELs are able to “experience” the concepts. This is extremely helpful when there is a language barrier. Additionally, the teacher reads directions while showing the written instruction. This not only aids ELs who have difficulty reading, but also aids striving readers.

Finally, students who have other needs are accommodated. Individuals who have IEPs, 504 plans, or other challenges have access to information that is presented in different formats. Because there is a variety of instruction paired with supplemental material, students with hearing, seeing, mental, or physical challenges will all have an opportunity to interact with the content.

Resources (Books, Websites, Handouts, Materials)

- PowerPoint: “Free Trade”
- Worksheet: “Free Trade”
- Brown Bags
- Misc. Items
- Pen/Pencil
- Paper