
The Global Economy || Comparative vs. Absolute

Goals & Objectives

- To understand the difference between comparative and absolute advantage.
- To be able to compute, graph, and interpret the benefits of comparative and absolute economic functioning.
- To be able to describe, in written form, how comparative and absolute advantages change international functioning.
- Collaborate with other students as to why international economic decisions are made.

California State Content Standards

- 12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- 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.

Common Core Literacy Standards

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

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.a](#)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

Driving Historical Question

How do countries capitalize on product production through use of specialization?

Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ||

The teacher will direct the student's attention to the objectives and vocabulary section of the board. S/he will discuss the daily objective, then present and define the vocabulary. This will prepare the students for the upcoming lesson.

The teacher will then ask students to pull out a piece of paper and number it 1 – 8. On the front board, the teacher will write 8 different country names. The teacher will then take 8 different commonly used items (ex. Stapler, Chap Stick, glue stick). Students will fill out which nation (listed on the PowerPoint), they think the item was manufactured. After the students have listed their guesses, the teacher will reveal the country of origin.

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.

- Absolute Advantage
- Comparative Advantage
- Opportunity Costs (Revisited)

Content Delivery (Method of Instruction) ||

The teacher will begin by reviewing content from the prior class. S/he will tie this into the upcoming lesson. Next, s/he will direct the student's attention to the objectives/vocabulary, section of the board. The teacher will then read the objectives and explain the lesson's vocabulary.

Next, the teacher will conduct a student-centered activity. Presenting 8 common items in tandem with 8 nations, students will be asked to guess which product was manufactured in what country. After, the teacher will explain the actual country of origin.

The above activity will be followed by another student-centered activity in which students will work in groups. The teacher will ask the students to fill out a grid that indicates where their personal items have originated. After students have found the countries, the teacher will ask students to find the countries of origin and indicate, on the class map, which country each item originated.

Next, the teacher will begin a PowerPoint containing information about absolute and comparative advantage. Every few slides (as indicated on the PowerPoint), students will have to demonstrate knowledge by answering questions or completing math problems.

The class will conclude with application questions in which students apply real-life situations (concerning international trade). The answers will be discussed. Any lingering questions will be answered by the teacher.

Student Engagement (Critical Thinking & Student Activities) ||

Students will view and listen to the vocabulary and daily objectives. This will prepare them for the upcoming lesson. Students will then participate in a game of, "Guess Where." This game includes students numbering a sheet of paper 1 – 8 and making guesses as to where commonly used items were manufactured.

The next exercise allows the students to see how many items they use that are not produced in the United States. Students will work in groups of four to find out where their clothes and personal items are produced (ex. clothes, backpacks, shoes, jewelry). Students will write, on a sticky note, where these items are manufactured and then place the sticky notes on a map indicate the country of origin.

Students will then direct their attention to a PowerPoint presentation that will explain the concept of comparative and absolute advantage. On the first slide they will be prompted to conduct a "Quick Write" they will take the information gleaned from the activity to answer questions. After those questions are discussed as a class, students will have the opportunity to work with their classmates on three other questions (also listed on the PowerPoint). This will be conducted as a Think.Pair.Share, and will promote higher-order thinking.

Next, using contemporary icons, the students will be taught information that presents comparative and absolute advantage concepts. This will include simple math and completing tables to convey understanding. Students will follow along on a worksheet, alternating between taking notes and completing mathematical problems.

The lesson will conclude with application questions. Students will be required to answer these questions in groups of 2 or 3. They will be able to ask any questions as the teacher walks around the room. This will conclude with a whole class discussion. At the end of the period, students will turn in their written work.

Lesson Closure ||

Students will take the information, exercises, group work, and class discussions to answer 4 application questions. Students will be able to ask questions as the teacher walks around. This activity will require them to apply knowledge without the teacher overtly telling them how. This will allow the teacher to see the depth of understanding and, because this assignment will be collected, the teacher will be able to analyze the results and reteach any topics the students struggle with.

Assessments (Formative & Summative)

This activity provides various ways to assess understanding. Throughout the activities, students are required to individually write about the content. They additionally have the opportunity to discuss their findings in groups and as a class. When group discussion occurs, the teacher will assess knowledge through while visiting the students. S/he will also assess understanding with class discussions. Finally, the teacher will collect student samples (as an informal, formative assessment). All these assessments will allow the teacher to assess student understanding and adapt future lessons.

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

Accommodations will be made for English Learners, striving readers, and students with other needs. These accommodations are in the form of visuals, group work, written work, and hands-on activities.

English learners will benefit from the visuals, group work and hands-on activities. Since most English learners struggle with reading and writing, these alternative activities will help make the material assessable. For instance, the visuals on the PowerPoint will pair with the worksheet. This will help English learners (as well as striving readers) to follow along using visuals instead of relying on their reading ability.

Group work will also benefit all types of learners. Students who struggle with language, can be paired with individuals who can aid their language development. Additionally, students who excel in content knowledge can work together to promote deeper thinking. This can be supplemented teacher directed conversation.

The hands-on activities are also beneficial. Once again, ELs, students with other needs, and students with all learning types are accommodated. As can be seen, in this lesson, all students have the opportunity to learn the material without catering to any one type of academic ability.

Resources (Books, Websites, Handouts, Materials)

- PowerPoint: "Comparative v. Absolute"
- Worksheet: "Comparative v. Absolute"
- Worksheet: "Where Are Your Clothes From?"
- Notebook Paper
- Post It Notes
- Pen/Pencil