
The Global Economy || Protectionism

Goals & Objectives

- To understand aspects of protectionism by comparing economic trade barriers with a free market economy.
- Students will orally explain the difference between tariffs, import quotas, VERs, and embargos.
- Students will be able to answer hypothetical questions in written form.

California State Content Standards

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.

Common Core Literacy Standards

[CCSS.ELA-LITERACY.WHST.11-12.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.RI.11-12.3](#)

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RI.11-12.7](#)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[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.

Driving Historical Question

How does protectionism hurt/help the national and international economy?

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

Students will be directed to look at the “daily goals and vocabulary” section of the board. The teacher will read the goals and vocabulary to the class and answer any questions. This will prepare the students for the day’s lesson.

The teacher will then ask students about the United States current relationship with Cuba. After students answer the question, the teacher will explain, in detail, the current

situation. This will be supplemented by an article entitled, *End Failed Cuban Embargo*. The teacher will then revisit the original question to check for understanding. This connects current events with the material and will get students thinking about trade barriers.

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.

- Protectionism
- Tariff
- Import Quota
- Voluntary Export Restraint
- Infant Industries

Content Delivery (Method of Instruction) ||

The teacher will begin by directing the students' attention to the learning goals/objectives and explain the vocabulary pertaining to the lesson. Next s/he will present a question on a current event pertaining to Cuba/American trade relations. This both prepares the students for the upcoming content and connects content with current events. A Q&A will follow so the teacher can check for understanding.

The teacher will then begin a PowerPoint presentation. This presentation addresses broad concepts in the beginning and slowly integrates more specific material (scaffolding). The presentation includes definitions and visuals that cater to various learning types. It also gives examples that supplement the content. This PowerPoint is divided into three parts. Every time an important concept is presented the students will have an opportunity to interact with the material using a different medium.

On the eighth slide, the students will have the opportunity to view a video that includes a case study of the concept. This helps develop historical empathy and allows students to visually experience the pertinent concept. After which, the students will discuss what they saw.

The teacher will then return to the PowerPoint. The teacher will reiterate the information and ask a higher-order thinking question. Students will provide written answers to four hypothetical questions. The teacher will direct the students to Think-Pair-Share with a neighbor. This will give them an opportunity to think about the content before sharing in front of the class. The teacher will check for understanding during this activity.

The teacher then finishes the PowerPoint and conducts a short discussion on the lessons' material. To check for understanding, the teacher will have the students play a game of Bingo. Students will pair with specific partners in order to collaborate. The teacher will read and visually present each question. The first pair to get "Bingo" must ring a bell located in the front. The teacher will reward the first group to ring the bell.

Student Engagement (Critical Thinking & Student Activities) ||

Students will listen to the daily objectives and vocabulary. Once the lesson has been prefaced, students will be asked a question pertaining to the lesson. This question engages the students, connects the subsequent content to current events, and prepares them for a lesson on trade barriers.

Students will then listen to a PowerPoint that is broken in several pieces so students will be able to engage using content related activities. The first of these activities include watching a short clip that helps students form historical empathy. This video will also connect content with current events and students will have to paraphrase the content of the material.

The students will then listen to another segment of lecture. This portion of the presentation will discuss tariffs, a concept that is far removed from the students' scope of experience. Students will then Think-Pair-Share to answer higher-order thinking questions related to the aforementioned concept.

The students will then listen to another portion of the lecture. The rest of the lesson includes more detailed information about protectionism. Throughout the lesson, students will use a worksheet that allows them to take guided notes. This worksheet helps facilitate learning because it allows them to take minimal notes so they are able to listen and can meaningfully "take in" the visuals.

The lesson will end in an interactive game. This game is fashioned after Bingo. In this final activity student will work with a predetermined partner to try and get "Bingo." They will try to achieve this goal by answering content specific questions. The questions will be provided on the PowerPoint and the answers will be found on the "Bingo Card." A vertical, horizontal, or diagonal Bingo will be accepted, however, students must ring a bell located at the front of the class before their "Bingo" will be accepted. Additionally, the teacher will check the card to ensure the students answered all the questions correctly. This worksheet will be collected at the end of class so the teacher can assess student content retention.

Lesson Closure ||

The lesson will end in an interactive game. This game is fashioned after Bingo. In this final activity student will work with a predetermined partner to try and get "Bingo." They will try to achieve this goal by answering content specific questions. The questions will be provided on the PowerPoint and the answers will be found on the "Bingo Card." A vertical, horizontal, or diagonal Bingo will be accepted, however, students must ring a bell located at the front of the class before their "Bingo" will be accepted. Additionally, the teacher will check the card to insure the students answered all the questions correctly. This worksheet will be collected at the end of class so the teacher can assess student content retention.

Assessments (Formative & Summative)

This lesson plan includes formative assessments and one summative assessment, both of which are informal. Students will be assessed through the discussion and Think-Pair-Share activities. As the students discuss questions among themselves the teacher will walk around the room engaging in conversations, answering questions, and asking students to elaborate on their thoughts (when appropriate).

The lesson also includes an informal summative assessment. During the Bingo game, students will be required to answer questions by "checking off" boxes that correspond with the answers. Once the game is over, the teacher will be able to check and see if the students

answered the majority of the questions correct (by viewing which boxes were marked in/correctly). This will allow the teacher to adjust future lesson plans as well as amend the current one for later use.

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

This lesson plan accommodates English learners, striving readers and students with other needs in a variety of ways. This lesson includes a PowerPoint that includes visuals. Visuals are great for English learners, striving readers, and students with other needs because it allows them to view the content while listening and reading along. Additionally, unfamiliar words are paired with visuals and are clearly demarcated using red print.

This lecture also includes guided notes. Guided notes are great for ELs, SRs, and students who are visual learners. By using this method of note-taking, students can concentrate on what is being said as opposed to scrambling to write copious notes.

Finally, the lesson is taught using differentiated teaching. The teacher not only includes lecture, s/he includes videos, individual and group discussions, and interactive games. This is helpful because students, regardless of their abilities will have an opportunity to work with the material in different ways thus increasing the odds of them understanding the material.

Resources (Books, Websites, Handouts, Materials)

- Protectionism Guided Notes
- Protectionism PowerPoint
- Video: <http://www.cbsnews.com/videos/buy-american/>
- Article: [*End Failed Cuban Embargo*](#)
- Bingo Game Card
- Bingo Bell
- Reward
- Paper, Pen or Pencil