

Part 11.

A. Cover Sheet

Project Title:

"Globalization and Trade Barriers: Everybody's Got An Opinion"

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My teaching assignment for 2007-2008 was seventh and eighth grade intellectually gifted. My students participate in a gifted resource program where they come to my class for hours - one day per week, which is an equivalent of one class period five days.

The enrollment in my school district, Bay Waveland, is about 70% of its pre-Katrina enrollment. Our school had 30% free and reduced lunch rate, but since August 29, 2005, we have 100% free lunch. Our student make -up is 76% Caucasian, 24% Black, and 1% Other.

After our economics lessons on rebuilding the economy and the role of money, my students wanted to study more real-life applications of economics. As a group, these eighth grade students have been working with economic concepts and the stock market since the fifth grade. Because of world Katrina left us, these students have lived the economic concepts of scarcity, supply and demand, frauds and scams, and banking with and without technology.

Many of the economic lessons I choose for them are materials that are written for high school students, but they have both the academic skills and economic background. Studying economics, I believe, has helped to increase my MCT scores. All of my students must take the MCT2 now. This year's scores have not been released, but my scores have improved each year. Every student in my eighth grade classes scored Advanced Level in the section on Mathematics. Their scores in the language arts sections have continued to improve, I believe, because we are reading more difficult material in our lessons, analyzing the meaning, applying the concepts, and increasing the vocabulary levels.

Parents have remarked to their children, friends, school board members and administrators how much they appreciate "the real-life lessons", "their child is interested in learning", and "they are learning things I didn't learn in school or didn't get introduced to until high school" My favorite comment was "You've given us something that we can do with our kids on the computer".

I chose this lesson series because although we have done personal finance, banking, and the stock market, we have done little with globalization and world trade.

B. Abstract

All of the teaching materials that I chose for these lessons were published by the National Council for Economics Education. The entire lessons are available either online, Virtual Economics CD, and through NCEE publications (see Bibliography of this lesson plan).

These lessons provide a look at the problems of Globalization and a developing international economic system. Growth of many multi-national companies have created many new problems and solutions to old ones. With all the good things globalization, many protest its effect on our planet. The Reader's Theatre (role play) "The Earth is Not For Sale: The Debate Over Globalization" gives the students an idea of how a variety of people feel about globalization.

Seldom do students do not understand how all-encompassing international trade is in their daily lives. Each year more businesses, large and small, get involved in international trade. We will study what Trade Barriers are and why some people consider them Good and Bad.

I wanted my students to learn that it is true that we live in an increasingly global economy because of the high speed communications, super-sized transportation carriers, and fast developing, creative products to sell and trade.

Some of the problems incurred with international trade have different causes and a multitude of effects with ripple effects. For instance, in some major countries like Russia, they want to trade, but the products made by the labor force lack quality and cannot be traded. Also, the currency values vary from country to country when they are exchanged. Some countries have currency that is not accepted anywhere, I.e., Romania. Deciding what is valued can be another problem. All of these issues and problems are covered in these lessons.

The Desert Trading Game is an online trading game produced at the <http://www.izzit.com>. It involves the player's skill as well as his economic trading skill.

Assessment instruments are included throughout the daily lessons. The final assessment involves the use of things learned in a solution and application that will be used by the Orange Growers Association

Chronology, Instructional Process and Lessons

Grade 7, Also STEM class, Economics

National Economic Voluntary Content Standards/Benchmarks

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.

When individuals, regions, and nations specialize in what they can produce as the lowest cost and then trade with others, both production and consumption increase.

Two factors that prompt international trade are international differences in the Availability of productive resources and differences in relative prices.

As a result of growing international economic interdependence, economic conditions and policies in other nation.

Like trade among individuals within one country, international trade promotes specialization and division of labor and increases output and consumption.

Mississippi State Objectives

Social Studies

7SS3 Analyze civic life, politics, and government

7SS3c Assess interactions of nations overtime in the Eastern Hemisphere; political conflicts; commerce; transportation; immigration; etc.

7SS4 Determine factors associated with the consumption of goods and services in the Eastern Hemisphere (e.g., trade, interdependence, supply, demand)

7SS4c Describe essential characteristics of capitalism, socialism, and mixed economies

Intellectually Gifted

IG1 Thinking Skills Given a topic/situation, the learner will define and classify the problem(s), makes connections and draw distinctions, analyze information objectively and critically

IG3d Demonstrate self-discipline during small group activities

IG3g Demonstrate respect for viewpoint of other group members

IG3k Participate in ethical awareness activities relating to group discussion/decisions

IG4 Demonstrate the ability to respond spontaneously to a question about an area of interest or recent investigation

Objectives

Identify and discuss major arguments for and against globalization, particularly policies that encourage free trade among nations

Define trade barrier, tariff, quota, embargo, subsidy, and standard.

Identify who benefits and who losses when a trade barrier is eliminated.

Explain the effects of trade barriers.

Economic Concepts

Barriers to trade
Embargo
Exports
Imports
Quota
Standard
Subsidy
Tariff
Voluntary exchange

Materials

Activity 2: "The Earth Is Not For Sale: The Debate Over Globalization" A Reader's Theatre (one copy per student),), Focus: Globalization, National Council on Economic Education, New York, NY.

Activity 3

Visual 2, Lesson 4, "Where in the World?", Focus: International Economics National Council for Economic Education, New York, NY

Activity 7, "Why Boris Couldn't Buy Much with His Rubles",

Activity 8.3 The Wide World of Trade, National Council for Economic Education, New York, NY

Activity 8.4 The Wide World of Trade, National Council for Economic Education, New York, NY

Activity 1, Lesson 9, "Trade Barriers for Sugar Attract More Flies", Focus: International Economics National Council for Economic Education, New York, NY

Activity 8.5 The Orange Growers Association, Activity 8.4 The Wide World of Trade, National Council for Economic Education, New York, NY

Time Required

Five class periods (55-60minutes). Day 1 The Reader's Theatre parts will be assigned and time to read over it silently. The reading aloud will take one class period to complete. Day 2 Activity 3 to identify which characters are for and against globalization. Discussion of globalization. Day 3 is for research with Visual 2, Lesson 4, to find the country of origin of internationally famous products and Activity 7, "Why Boris Couldn't Buy Much with His Rubles" Day 4 Explanation of what trade barriers are, what they prohibit, and what good they are in providing protection to individuals and businesses. Activity 1, Lesson 9, "Trade Barriers for Sugar Attract More Flies" discussion. Day 5 Assessment.

Lesson 1, Day 1

Procedure The teacher will provide an in depth view of the major issues of globalization after reading the section overview in Focus: Globalization. Many issues have been raised in the debate over globalization by many sectors of the population.

The Reader' Theatre presents the viewpoints that Globalization is driven by an increasingly interdependent and international economic system and cultural changes that affect individuals, towns, businesses, and government the world over. The students will hear viewpoints for and against free trade and globalization. The teacher will assign the 20 character roles. Give students 15 minutes to pre-read their parts. Read the Reader's Theatre.

Closure Ask students to consider whether all the characters had valid viewpoints.

Lesson 1, Day 2

Procedure When "The Earth Is Not for Sale" read aloud, open a discussion on other possible viewpoints or statements. Distribute Activity 3 to the students. Ask students to use their scripts to find whether each of the individuals is 'for' or 'against' and cite a part of each person's statement that supports the viewpoint and record it on the worksheet.

Closure Ask students to give their individual opinions on globalization and give the name of the character who has a similar view.

Assessment Completed worksheet

Lesson 2, Day 3

Procedure This day is a student research day. Distribute Visual 2, "Where in the World", to students. Explain that many products originated in countries that we do not associate with the product. Students are research the international companies and write the name of the country where the company originated. Students made use any resource in the library, including the internet.

Give 25 minutes to work individually. Distribute Lesson 7, "Why Boris Couldn't Buy Much with His Rubles". Ask students what an "ICBM" is. (Answer: Inter-Continental Ballistic Missile) Ask if would take a skilled labor force to build one or a much smaller, highly trained segment of the work force to build one. Go over the Hand Dandy Guide of rules of economics. Have a student read the mystery and the question to be answered. Tell students that some of the clues will help them solve the mystery, but not all clues will help. Mark an 'x' next to the Guide rules and Clues that help you find a solution. Students may work in their usual small groups.

Closure Remind students that there can be problems in many work forces that prohibit trade with their goods and services, but they are acceptable quality for sale in their country.

Assessment Worksheet on international companies and country of origin.

Lesson 3, Day 4

Procedure Ask how free trade among individuals and organizations in many countries would affect worldwide standards of living. (The standard of living would increase. Individual countries would have more goods and services.) Tell students that even though free trade increases material standards of living, governments choose to impose trade barriers.

Ask students to define "trade barrier". (Trade barriers are government policies that restrict or stop the flow of goods and services among countries.) Give each student a copy of Activity 8.3 with the definitions and examples of 5 types of trade barriers. Distribute Activity 8.4. Allow students to work individually or in small groups to read the examples of trade barriers and then determine which type of trade barrier each represents.

Closure How can standards serve as trade barriers? (Standards are safety, environmental, health, or other technical requirements set by a government.) How would trade barriers affect worldwide standards of living? (Answer: It would cause the standard of living to decrease because fewer goods would be available. There would be less competition and everyone would pay higher prices. Some goods and services would be of lower quality.)

Assessment Worksheet identifying applications of the 5 types of trade barriers.

Lesson Assessment, Day 5

Procedure/Assessment Distribute a copy of Activity 8.5 to each student. Tell students that the Orange Growers Association is worried about competition. They want to lobby the government to put a trade barrier in place. After reading the scenario, students should write their explanation of which trade barrier they would recommend to help the orange growers achieve their goal of reducing competition from imported oranges.

2. Crossword: The Debate Over Globalization

Extension

1. Have students use the internet to locate additional places with trade barriers.
2. Have students use the internet site www.izzit.com to play the trading game, "The Desert Island Trading Game". There are basic and advanced levels for trade and cooperation while being marooned on a desert island. Players must use skills to gather coconuts and fish, propose acceptable trades, have appropriate consumption rates, and decide whether they are better off alone on the island or with another person. All choices are similar to those that drive international trade and individual choices.

D. Evaluation

All 35 of my students, regardless of grade level, must take the Mississippi Curriculum Test (MCT) and be able to read detailed, sequential information and analyze charts and graphs, as well as use mathematical and reading skills.

These lessons are the result of combining numerous NCEE materials and online resources with the MCT math skills for middle school students, the revised Mississippi Gifted Outcomes, as well as the Voluntary National Economic Standards.

Each year in the summer, I get the test scores and evaluate strengths and weaknesses of the students assigned me for the next year. I target the lower scoring areas for the following year's lessons. I use the higher scores to find additional enrichment materials.

For the past three years, every student who has participated in my economic education lessons all year long has scored in the advanced level of the MCT Mathematics Test with the exception of one student this year who missed the Advanced level by two questions.

My students are intellectually gifted 7th and 8th grade; however, all did not score advanced in the Reading or Language Arts Tests. I believe the reason this year's Reading and Language scores were increased for more than half of my students was

The NCEE lessons present real-life situations in which students must read the details to solve the problems, whether the lesson is about the national debt or college research on chickens. The reading level of the simulations has challenged my students to read at a higher level to solve the situation.

Before I began this unit of study, I gave my students a pre-test on financial literacy from the Federal Reserve in Minneapolis. On this test, my students scored between 20% and 80%. Some students were disappointed when they saw their scores and said, "We knew more than that". This group included students who had been named MSCEE Young Entrepreneurs in Merrill Lynch's Student Award Program

Various assessment types and formats are integrated throughout each of the lessons. I begin each day's economic lesson with a guiding question to bring the students to lesson focus and to integrate their situation or current event into the economics topic for the day. This question is always related to the Closure Question(s) at the end of the day's lesson.

My alternative assessments take many forms and can meet the needs of all students. The students are assessed on what they know, not whether they can write in sentences or legibly, so some daily assessments are different for individual children.

Over the process of a year in my class, students learn that they are working on their learning style strengths, as well as trying to make weak assessment skills stronger. My assessments in these seven lessons included large and small group questions like the ones listed here in each of the lessons' closure. My students write in journals, so they can read and write about today's topic and reread it and be able to realize their progress in understanding on concepts.

Some of my students prefer using multiple choice test questions for testing, while others would rather write an essay on one of the topics covered during the unit. Using NCEE materials, I can provide both testing formats on the same learning materials.

Part III

Bibliography

Activity 2: "The Earth Is Not For Sale: The Debate Over Globalization" A Reader's Theatre (one copy per student), Focus: Globalization, National Council on Economic Education, New York, NY.

Activity 3 "Summarizing the Arguments in the Globalization Debate" Focus: Globalization, National Council on Economic Education, New York, NY.

Activity 5 Crossword: The Debate Over Globalization, Focus: Globalization, National Council on Economic Education, New York, NY.

Visual 2, Lesson 4, "Where in the World?", Focus: International Economics, National Council on Economic Education, New York, NY.

Activity 7, "Why Boris Couldn't Buy Much with His Rubles", The Great Economic Mystery: A Guide to Teaching Economic Reasoning Grades 9-12, National Council on Economic Education, New York, NY.

Activity 1, Lesson 9, "Trade Barriers for Sugar Attract More Flies", Focus: International Economics, National Council on Economic Education, New York, NY.

Assessment - Activity 8.5 The Orange Growers Association, The Wide World of Trade, National Council on Economic Education, New York, NY.

Virtual Economics DVD, National Council on Economic Education, New York, NY.

Student Work

Meghan: Why Boris Couldn't Buy Much with His Rubles

Nicky: Where In The World

Chad: Activity 3 Summarizing the Arguments in the Globalization

Kailiegh: Activity 8.4 Types of trade barriers

Taylor: Crossword: The Debate Over Globalization

LESSON FOUR

VISUAL 2
WHERE IN THE WORLD?

5

Nicky

What are the home countries of the firms that produce these products?

Nestle	Switzerland	Bumble Bee Tuna	Thailand
Shell	Netherlands	Volvo	Sweden
Lipton Tea	Great Britain	Sony	Japan
Baskin-Robbins	Great Britain	Tropicana	Canada
Burger King	Great Britain	TV Guide	Australia
Firestone	Japan	CBS Television	U.S.
Ragu	Great Britain	Vaseline	Great Britain
Friskies	Switzerland	Bayer Aspirin	Germany
Nike	U.S.	Gatorade	U.S.
Hardee's	Canada	Adidas	Germany
Levi Strauss	U.S.	Alka-Seltzer	Germany
Michelin Tires	France	Fila Shoes	Italy

excellent

Activity 3

Summarizing the Arguments in the Globalization Debate

Reviewing your copy of the script for the readers theater activity on protests at the WTO meetings in New York, indicate whether each of the following characters is for or against globalization, and briefly indicate the supporting evidence you used to make this determination. The first example is done for you.

David
Sue
Interview
these
people

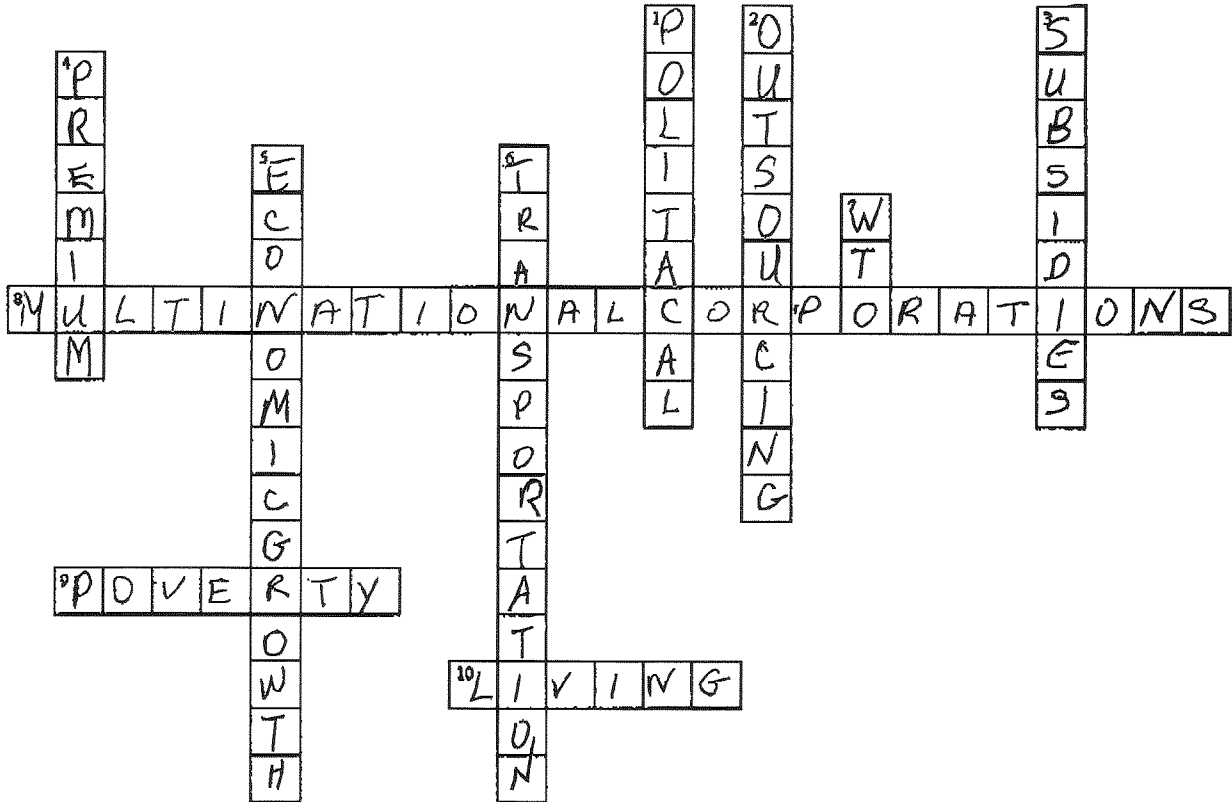
Character	For/against globalization?	Supporting evidence
Protester 1	Against	Wearing "No More Sweatshops" T-shirt; "most people live on less than \$1.00/day"
Protester 2	Against	big companies set up sweatshops - dirty, dangerous, and pay is awful.
Manager 1	Against	% age of people who are malnourished has dropped from 56% to 10% today
Manager 2	For	standards of living with/without corps. investment should be consider
Protester 3	For	workers work 14+ hours and most make 11¢ - 17¢ an hour
Union representative	Against	Manufacturing jobs are going overseas
IT employee	Against	Tech support jobs going to India - 2,500 companies have sent jobs
Economics student 1	for	1993-2002 US has added 18,000,000 jobs that it lost
Economics student 2	for	industrial manufacturing climbed 93% between 1980-2003
Mr. Singh, WTO delegate	for	WTO has 150 member nationals designed to lower and eliminate trade barriers
Board member, Ox-Fam International	Against	WTO lets us have trade barriers like agriculture subsidies
Retiree	for	WTO negotiated trade agreements between US and Asian countries
Wall Street floor trader	for	Wants Americans to have choices you know what's best for you

For each example below, identify the type of trade barrier described and write the name of that barrier (tariff, quota, embargo, subsidy, standard) in the space provided.

1. United States refuses to import shrimp from Southeast Asian countries because their shrimpers do not use the types of nets used by U.S. shrimpers that protect sea turtles. standards
2. The United States taxes all softwood coming into the US from Canada. tariff
3. The U.S. president increases the amount of imported peanuts allowed into the country by 100 million pounds per year. quota
4. The European Union prohibits the importing of meat products from animals treated with growth-promoting hormones. standards and embargos
5. The Australian government gives a grant to manufacturers who produce and export automotive leather. subsidies
6. In 1996 the US taxed imported grapes, ceramic tableware, motorcycles, bicycles with wheels not exceeding 63.5cm in diameter, and sports footwear of which over 50% of the external surface area was leather. tariff
7. In 1963, President Kennedy issued sanctions, which prohibited all trade with Cuba. embargo
8. The United States limits the amount of wool suits that Macedonia can ship to the U.S. quota

Activity 5

Crossword: The Debate Over Globalization



ACROSS

- 8 Companies that do business in more than one nation.
- 9 The globalization debate centers on free trade's impact on _____; critics say free trade increases it, supporters claim free trade reduces it.
- 10 Critics of globalization argue that all workers deserve a _____ wage.

DOWN

- 1 Supporters of globalization argue that the greater a nation's economic freedom, the greater its _____ freedom will be as well.
- 2 Term used to describe U.S. businesses hiring workers in foreign countries because they have lower wage rates.
- 3 Critics of globalization claim the U.S. is hypocritical in arguing for free trade and keeping its own agricultural _____, which act as trade barriers.