

Part 11.

**A. Cover Sheet**

**Project Title:**

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

Pam Carrubba [pcarrubba@bwsd.org](mailto:pcarrubba@bwsd.org)

Bay Waveland Middle School, Bay St. Louis, MS

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.