

Lesson Plan Title: Economic Trade and Barriers of Prosperity

HS.5SS.C1.PO 1 (A) Why do people/groups make the decisions they do?

HS. 5SS.C4.PO 2 I can describe how global trade impacts the United States and economies worldwide.

- Why do countries trade with each other?
- How does trade improve economies?
- What is comparative advantage?
- Why do some countries have barriers to trade?

Bell Work

Students used maps to locate where our classroom products originated from. Students were given a short period of time to find as many products as possible (a minimum of 10) that were imported to the United States. Students were required to specifically tell what the product was and where it came from. For example: Ben's shirt came from Pakistan.

Instructional Cues

Students were asked the following question at the conclusion of this activity: Why do countries or people trade? What types of products came from various countries? Did any of you find a product imported from Japan? If so what type of product? Why do you think these types of products come from this area of the world or this country? Students are reminded of an activity which illustrates absolute and comparative advantage called the Hatfields and McCoys. People like countries trade because resources move to areas where they are valued the most. Students will also find current events related to trade and trade barriers and other examples of trade restrictions.

Closure

Students will research the imports and exports from various countries with Japan and the United States and tell the possible reasons why specific products come from different countries. Even the states produce products trades with other Americans and different regions of Japan have different products

Assessment

On a notecard, students will be able to answer why people trade as well as the impact trade has on the standard of living of those involved with trade and give examples of what happens to the standard of living in countries such as North Korea who are isolated from voluntary trade. Students will see that trade with other countries such as Japan or China benefit not just their people but Americans as well.

Trade Activity Lesson for 2nd Semester

Flags are displayed around the classroom and student must find products that represent those countries. (Donated flags from bankrupt company)

Bell Work

Students will identify products which are imported from various countries. Student must select a flag and research which country it is and what its imports and exports are.

Instructional Cues

Students will be given products that they are allowed to trade with each other. Before trading the students rate the value of the products from their designated countries. Trades are made in rounds with the cumulative value increasing as the rounds change. Students are asked why some students traded their goods and other chose to keep their products. We also discuss trade policies and why they are important to political relationships. What is in the news about the political and economic relationship between Japan and the United States with the trade barriers against China and the threat of nuclear war with North Korea?

Closure

Students will understand that trade barriers are not necessary or beneficial for the United States to have with Japan or other countries.

Assessment

Why might citizens of one country find it beneficial to have a trade war with another country such as Japan but find it overall to be harmful to our society? Students will understand that trade barriers protect some industries at the expense of other industries in the long run.

Enhancement Activity

Students will learn about Japan's currency by constructing a classroom display of Japanese currency and being able to learn how to convert the Yen to the U.S. Dollar as well as learning about the history of inflation.

Government lessons

HS.3SS.C5 PO 2 I can describe factors (trade, political tensions, sanctions, terrorism) that influences United States foreign policy.

HS. 4SS.C4. PO 4 I will understand the role of globalization on the exchange of ideas, goods, and capital and its role in creating social challenge.

Objective

Students will use discussion of current events to understand how relations with other countries involve multiple players and difficult decisions that need to be made.

Bell Work

Students will research current events involving the United States with Japan, China, and North Korea. Students can Google economic, political, or military policy that impacts these countries.

Instructional Cues

My presentation includes information about my visit and my knowledge about Japan's Constitution in regards to the Article with offensive military limitations. I also discuss our trade relations with China and how nuclear war with North Korea impacts our trade with China and Japan. Our discussions with the former Japanese ambassador reflect the relations with President Trump and how trade barriers or even the threat of trade barriers threatens to destabilize the economies of each of the above nations.

Closure

Students will summarize how a foreign policy and economic trade policy is intertwined between the United States and Japan. From their example of current events, they will understand that an exchange of ideas, with fair trading policies determines how political leaders make decisions on foreign and domestic policy.

Assessment

Students will create a poster which shows how the government of Japan is structured in comparison to that of the United States along with examples of current events that have occurred between Japan and China and why leaders of those countries made policy decisions.