

Should the U.S. support global trade?

Lessons from the Bridging Divides Lesson Study Project

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PBGI Planning Log: Conceptualizing Instruction

Content Topic	Persistent Issue	Topic-Specific Central Question	Culminating Activity
Global Trade	What is the best way to distribute a society's resources?	Should the U.S. support global trade? What trade actions should the U.S. implement?	Students are divided into groups based on their views of global trade. Groups construct a persuasive campaign to answer the CQ. The Persuasive Campaign requires a graphic slide or poster that accompanies a whole class explanation.

Global Trade Unit Sequence

Lesson 1

*Unit Grabber: iPhone
Construction
Simulation*

Trade Simulation:

- Student "country" groups must trade to build an iPhone.

Discussion:

- Benefits and challenges associated with Global Trade.

Lesson 2

Geographic Inquiry

Coffee Trade:

- Multi-national process of making a cup of Starbucks Coffee
- Sectors of the global economy: primary sector, secondary sector, tertiary sector, & quaternary sector.

Lesson 3*

(Research Lesson)

Case Studies

Overview of Globalization

Case Studies:

- Protectionism
- Bilateral trade
- Free trade

Class Discussion

Sticky Note Task

Culminating Activity

Persuasive Campaign

PR Campaign:

- Students create a persuasive campaign that addresses whether the U.S. should support global trade.

Lesson 3: Response Groups – Policy Options and the Benefits & Drawbacks of Global Trade

Purposes:

1. Engage students in an authentic discussion about global trade.
2. Encourage students to examine multiple perspectives on the question of whether the U.S. should support global trade.
3. Improve students' use of evidence in support of their historical reasoning.

Lesson Summary:

In this lesson, the teacher begins with a lecture introduction of the various policy options available to countries as they make decisions about their involvement in global trade. The lecture acts as an introduction to the options available to students in the response group that follows the lecture. When the lecture is complete, student groups are given Case Study 1 that includes a small narrative about an American citizen wrestling with the implications of global trade. The student group reads the case, discusses the case, and decides on the policy option they think the U.S. should adopt. The groups then report their decision out to the whole group in whole class discussion. The teacher discusses the students' choices but then corrects any misconceptions that arise. This process is then repeated for Case Study 2 and Case Study 3. A whole class discussion follows the cases during which students discuss the benefits and drawbacks of U.S. involvement in global trade. As a final informal assessment, students complete a sticky note task in which they express their personal view on whether the U.S. should support global trade along with three reasons to support their opinion.

Lesson Narrative:

Procedures:

Lecture: Begin the class by reminding students of the unit central question: Should the U.S. support global trade? What trade actions should the U.S. implement? Provide students with basic background information via a brief lecture covering: levels of trade involvement, policy options available to nations, and examples of both the levels and the policy options. Students should complete the Data Retrieval Chart during the lecture to prepare them for the response group discussions.

Response Groups / Case Studies: Divide students into response groups of 3-4. Students will discuss three cases and answer related questions on a scaffold. One student will be selected by the group to speak for it after each case with the speaker role alternating for each question.

- Case One: Chicken Little Sky is Falling (Protectionism)
 - Note: May be done as whole class to model process.

- Case Two: Kickin' Down Under (Bilateral Trade)
- Case Three: Small Town Sam (Multilateral / Free Trade)

Following each group's deliberation about the case, the teacher leads the whole class in a brief discussion:

1. Speakers report their group's decision.
2. The teacher asks groups to support their decision with evidence and encourages dialogue between groups about the best decision.
3. The teacher corrects any misconceptions through questions.
4. The class summarizes the key conclusions to be drawn about the case.

Whole Class Discussion: Once all three case studies have been examined and discussed, lead the class in a whole class discussion using a basic t-chart with benefits of global trade on one side and drawbacks of global trade on the other side. As students offer ideas, collect their thoughts on the t-chart for everyone to see. Remind students that the discussion of benefits/drawbacks is based on their current thinking and that they still have time make their own decision before the end of the unit.

Closure – Sticky Note Exit Ticket: Following the whole class synthesis discussion, invite students to express their current opinion through the use of a sticky note. Tell students to decide whether they personally support or oppose U.S. involvement in global trade. Draw a number line on the board or on poster paper. The #1 will mean that the student is totally opposed to U.S. involvement in global trade. The #2 will mean that the student is somewhat opposed to U.S. involvement in global trade. The #3 will mean that the student somewhat favors U.S. involvement in global trade. The #4 will mean that the student completely favors U.S. involvement in global trade. Students should write their name and class period on their sticky note and the number that represents their current thinking. Under these two items, students provide three bullet points of evidence supporting their decision. As the students leave the class, they should place their sticky note on the board or poster paper below the number matching their choice.

Directions: Read the scenario below about chicken farming in Mississippi with your team members. Once you have read the scenario work together to answer the questions. You must answer questions 2 and 4 in complete sentences!

Chicken Little’s Sky is Falling

1 Elizabeth Little graduated from Mississippi State University with a degree in Agriculture
2 Management. Her family has owned a chicken farm, Chicken Little Farms, in Ellisville,
3 Mississippi since 1947. Elizabeth now oversees Chicken Little Farms, setting up trade
4 agreements with chicken processing companies. Her biggest partner is Sanderson Farms -
5 Chicken Little Farms sends 100,000 chickens every year to Sanderson Farms and only 25,000
6 chickens to various other chicken processing companies. Recently, Sanderson Farms has begun
7 importing chickens from Cuba because it is cheaper to import chickens from Cuba than buy the
8 chickens from Chicken Little Farms. Sanderson Farms imports 250,000 chickens from Cuba
9 every year. As a result Chicken Little Farms is only selling 50,000 chickens every year to all
10 chicken processing companies. Elizabeth is about to decide whether to lay off workers or
11 increase the cost of the chickens to make up for lost profit.

1. Which level of economic involvement would Elizabeth most support?
a. Protectionism b. Bilateral Trade c. Free Trade/Multilateral

2. Highlight and cite evidence that best supports your answer to question one.

3. Which of the following policies would help with Elizabeth’s problem? Circle the two best options for Elizabeth.

- a. A removal of trade barriers between Cuba and the United States that allows chickens to come into the country easier.
- b. A tariff on chickens from Cuba that doubles the cost of Cuban chickens.
- c. A quota on chickens from Cuba, lowering total chicken imports from 2,000,000 chickens to 500,000 chickens yearly.
- d. A complete embargo on chickens from Cuba that blocks all Cuban chickens from entering the United States.

4. Justify your decisions for question 3.

Directions: Read the scenario below about Nike with your team members. Once you have read the scenario work together to answer the questions. You must answer questions 2 and 4 in complete sentences!

Kickin’ Down Under

1 Phillip Shue, a recent USM graduate has been hired by Nike as a financial officer. As a United States
2 company, Nike is the largest seller of sports footwear and apparel in the world, with \$27.8 billion in sales.
3 More than 8,500 people work full time for the company headquarters in Oregon, with sought-after jobs in
4 product research, design, development, distribution, marketing and retailing. Phillip’s job as a financial
5 officer is to expand the company’s factories and production. The Nike corporation has factories all over
6 the world with the exception of Australia. As of now in Australia, all Nike footwear must be imported
7 from other countries due to the absence of Nike factories in Australia. Phillip wants to open 2 factories in
8 Australia. This will eliminate shipping costs for the United States. The United States will receive a
9 portion of the two Australian factories’ sales revenue. Revenue is the total amount of money received by a
10 company for goods sold or services provided during a certain time period. Expanding our free trade
11 agreement with Australia will support economic growth in both countries. Nike will be able to produce
12 their own Nike brand products, therefore, establishing more jobs in Australia. In 2014, United States
13 profited an estimated 10 million from exports of footwear to Australia. Data shows a 10% increase in
14 revenue in the past decade from trade with Australia. Phillip believes with the addition of the Nike
15 factories, the company’s revenue will increase at a faster rate. This will help the American economy.

Phil is trying to determine the best policy to present to Australia in this agreement.

1. Which level of economic involvement is Phillip working towards?
a. Protectionism b. Bilateralism c. Multilateral/Free Trade
2. Highlight and cite evidence that supports your answer for question 1.

3. Which of the following policies would benefit both United States and Australia? Circle the best two.

- a. Place a tariff on all Nike footwear that Australia imports from other countries.
- b. Place an embargo on all Nike footwear that Australia imports from other countries.
- c. Remove tariffs on all Nike footwear made in Australia entering the United States.
- d. Extend the United States-Australia Free Trade Agreement to include apparel.

4. Justify your decision for question 3.

Directions: Read the scenario below about a Mississippi grocery store with your team members. Once you have read the scenario work together to answer the questions. You must answer questions 2 and 4 in complete sentences!

Small Town Sam

1 Sam Jones received a business degree from the University of Mississippi. He is the owner of
2 small, local grocery store in Wiggins, Mississippi. Currently, he purchases fruits and vegetables
3 from local farms in Mississippi, paper products from a local paper mill, and household products
4 from small craftsmen around his town. He had hoped to keep his company very local but now
5 realizes that something has to change for his store to survive and prevent layoffs. He begins to
6 research new places to find cheaper products for his store. He finds National Food Company, a
7 U.S. company that buys fruits and vegetables from Canada and Mexico that can sell him fruits
8 and vegetables for much less than local Mississippi farmers. He finds the American Paper
9 Company that buys trees from Brazil, mills them in Colombia, ships them to Alabama, and turns
10 them into paper in Mississippi. Because the American Paper Company buys the trees cheaply,
11 Sam can save considerably on paper products. Lastly, he finds most of his household products
12 are available from Chinese manufacturers for 75% less than what it costs him to buy them from
13 local craftsmen. Now that Sam has gathered all of his data, he must decide how to keep his store
14 open. What should he do?

1. Which level of economic involvement would Sam most support?

- a. Protectionism b. Bilateral Trade c. Free Trade/Multilateral

2. Highlight and cite evidence that supports your answer to question 1.

3. Which of the following policies would help with Sam’s problem? Circle all that apply.

- a. The removal of all tariffs between the United States and the nations of South America.
- b. The implementation of tariffs, quotas, and embargos to protect local Mississippi farmers and business owners.
- c. The removal of all embargos against Chinese goods coming into the United States.
- d. Raising quotas on all agricultural goods from NAFTA members.

4. Justify your decisions for question number 3.

Summarizing Discussion

Benefits of Global Trade	Drawbacks of Global Trade

Exit Ticket: Should the U.S. support global trade?

1. Write your name and period at the top of your Post-It Note.
2. How much do **YOU** support global trade? 1 2 3 4
1 - Not at all **3** - Mostly
2 - Somewhat **4** - Completely
3. Bullet **3** reasons why you feel that way.
4. When you have completed 1-3 place your Post-It on the wall by your number.

Name/Period

Number: ____

Reasons:

1.

2.

3.