

## **Thematic Strand IX – What’s the Purpose of Trade?**

*Application Question:* How do changes in trade affect countries? Why change a system which has worked for a long time?

*So What?:* Through this question students will evaluate current global trade relations and how they have changed during the 21<sup>st</sup> century. This will allow them to form an understanding of the purpose, positives, and negatives. By evaluating these changes in relations, they will begin to form an understanding of the interconnected global connections by means of trade agreements and relations.

**NCSS Thematic Strand:** Strand IX: Global Connections (NCSS, 2010, p. 118).

**Ohio Academic Content Standard:** “Global Connections: The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal” (Ohio Content Standards, 2018, p. 43).

“Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century” (Ohio Content Standards, 2018, p. 43).

**Grade Level:** 10<sup>th</sup>-12<sup>th</sup> world history or high school economics

**Class Periods Required:** 1 50-minute class period

### Purpose, Background, and Context:

The purpose of this lesson is to engage students in inquiry regarding current trade agreements. If students can understand trade agreements existing within the 21<sup>st</sup> century, then they will better understand current global connections. As each student will be tasked with researching a trade agreement specific to their group it will give them a survey of different types of agreements. The purpose of this is to create a foundation of knowledge regarding trade and its affect on country relations.

The background for this lesson comes from students finding a trade agreement they are personally intrigued by. Guided by questions outlined by the teacher, the students will practice research skills when gathering information about the agreement of their choice. More trade agreements have been formed in the 21<sup>st</sup> century than in previous centuries and are constantly changing. This means each time this lesson is completed students can find agreements which may be new or changing. The goal of the teacher should be to introduce students to global connectedness through trade, something which affects all student’s lives even if they do not realize it.

This lesson could fit within the context of a world history class or an economic class at a higher high school level. Because student’s will be asked to research and synthesize information about different trade agreements, they should have skills developed in those two areas. However,

this lesson could also be expanded to help teach students those skills, it would take more than one class period if that choice is made.

#### Goals/Objectives/Student Outcomes/Performance Expectations:

Students will understand trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century (Ohio Content Standards, 2018, p. 43).

Students will synthesize “global factors such as cultural, economic, and political connections are changing the places in which people live” (NCSS, 2010, p. 118).

Materials: a bell for students to ring, handouts for questions, resources to use to find trade agreement information

#### Procedures:

##### Procedure 1: Pre-class assignment

The day before this lesson is to take place the teacher should assign students to research a trade agreement between two countries at home. Students should pair up with a partner or a group of three and gather as much information as possible on the agreement of their choice. The teacher will show an example of a changing trade agreement in the 21st century the day before the lesson, an example could be the United Kingdom exiting the European Union. Students should, if possible, take notes and print out information on their trade relation of choice to use in class the next day. They will be provided with a list of questions they should attempt to research about the agreement; see appendix for questions<sup>1</sup>. Teachers can also choose to provide a list of possible trade agreements for students to use to begin their research process.

##### Procedure 2: Presentation of the application question/competition (5 minutes)

With the materials they gathered the night before students should sit with their partners or groups of three and situate themselves in different areas of the room. The teacher then poses the following question: why is the trade agreement/relation you chose the most important in the 21<sup>st</sup> century? What is being set up at this time is a competition among teams as they try to persuade their peers to believe their trade agreement is the most influential.

##### Procedure 3: Time for students to form their arguments (10 minutes)

During this time students will work with their partners to compile all the information they found from the night before. This time is built into the lesson in case partners did not have the chance to discuss the information they learned about the trade agreement outside of class. During this time the teacher should circulate the classroom to gather which trade agreements students chose and keep them on task for creating their arguments. During this time, they can also continue to look up information if they feel they did not compile enough.

##### Procedure 4: Battle of the Trade Agreements (30 minutes)

During the remainder of the class student groups will first one by one take the “hot seat” in the front of the class to give a one-minute pitch for why their trade agreement is the more

influential. This one minute should be spent answering the questions students were supposed to research. As each group goes the teacher should keep a tally of how many questions the students answer within their 1-minute presentation. Once every group has gone the teacher will display the standings for which group answered the most questions correct, thus giving them the most points. For the remainder of the time students can work to answer other questions to gain more points by running up to ring a bell and announce it to the whole class. Each time they give new information they must explain why it shows their agreement is the most influential.

#### Procedure 5: Relate trade agreements back to application question (5 minutes)

In the final minutes of class students should work to draw conclusions and connections from their trade agreements to answer the question of why agreements change. This relates the lesson back to the application question and why it is important to understand global connections through trade.

#### Assessment of Outcomes:

Students will be assessed within this lesson based on how well their group performs during the battle of the trade agreements. Based on how many questions they can answer about their specific trade agreements and if they can synthesize connections will provide an assessment of outcomes.

Students will:

- Explain how changes in trade relations and agreements affect the way countries are interconnected.
- Draw connections between previous and current trade relations and the reasons they change throughout time.

Extensions and Adaptations: These should be created on a case-by-case basis depending upon what supports students need within their IEP's. Some examples of supports could be provided resources for researching a given trade agreement, modified questions, or extended time to research. Students also may not present in front of the class about their trade agreement, but instead turn in written answers to the questions asked.

ESOL Adaptations: Within this lesson ESOL adaptations can be added for the number of questions students need to answer about their trade agreements. They can also gain resources in their native language and utilize google translate to understand them better. If necessary, they can also choose to not present their trade agreement in front of the class and hand in written answers to the questions for team points.

#### Resources:

National Council for the Social Studies. (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Maryland: National Council for Social Studies.

Ohio Department of Education. (2018). *Ohio's new learning standards: Social studies standards*. Retrieved from <https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx>

ResearchFDI. (2022). "Everything You Need to Know About Trade Agreements". ResearchFDI. [researchfdi.com/resources/articles/everything-you-need-to-know-about-trade-agreements](https://researchfdi.com/resources/articles/everything-you-need-to-know-about-trade-agreements).

Appendices:

<sup>1</sup>Questions for students to answer about trade agreements:

1. What countries does your agreement involve?
  2. When was the agreement created/changed?
  3. How does it affect the individual countries involved? (Points for each country discussed)
  4. How does it affect neighboring countries not involved? (Points for each country discussed)
  5. Give a rough outline of what the agreement details.
  6. Does this agreement affect you personally?
  7. Is this agreement unilaterally (offered by one country to another), bilaterally (between two countries) or multilaterally (between multiple countries)?
  8. Is this a preferential trade agreement (PTA) or a free trade agreement (FTA)?
- Room to add more questions based on how many students are able to answer.