

**MAISA and the REMC Association of Michigan
Best Practices in Technology Integration
Plan**

Title: Trade in the Global Village

Subject(s): Political and World Geography

Intended Grade Level(s):High School

Description:

The main purpose of this lesson is to help students realize that the world is a Global Village in which communication, technology, and trade are major factors of interdependence. A second purpose is to provide students with familiarity and comfort with using basic computer skills.

Students will use a computer to find current information about the trade status and needs of a nation of their choice along with other information about that nation which would affect its trade policy and abilities. Then students will determine three main products/resources their nation needs to import and three it can export, which they will enter on a shared disc of their computer's word processing programs. (The shared disc will allow each student to check the trade needs of all the students' nations.)

They will write summaries to explain how factors such as population, climate, religion, level of development, type of government, and literacy rate affect their nation's trade. Next, they will act as a world trade market, using the shared disc to locate the trade needs of three other nations that match their own nation's trade needs. They will then negotiate a trade agreement in person with students of three other nations. For reflection, they will write a journal of their feelings about how technology and communication help create the global village and how this affects world trade and their own lives.

To conclude, students will do a peer rating of the effectiveness of their trade partners.

Curriculum Benchmarks:

MI.SOC.II.1.HS.1 Describe how major world issues and events affect various people, societies, places, and culture in different ways.

MI.SOC.II.5.HS.2 Explain the causes and importance of global issues involving cultural stability and change, economic development and international trade, resource use, environmental impact, conflict and cooperation, and explain how they may affect the future.

ML.SOC.V.1.HS.1 **Locate information on a social science in-depth topic, using a variety of sources and electronic technologies.**

ML.SOC.V.1.HS.3 **Develop generalizations on a specific social science topic by interpreting information from a variety of sources.**

ML.SOC.V.2.HS.2 **Report results of investigations with a rationale for conclusions.**

Materials/Hardware/Software:

Access to a computer that has Internet capability
Encarta or any computer encyclopedia program
Word processing program
Encyclopedias
Almanacs
Update: World Almanac Issue (Scholastic Magazine)
One floppy disc per student, plus shared disc for class

Activities/Procedures:

Directions to Teachers: Have students choose nation. Post a list of their names and choices. Preview websites for data on the various nations chosen and recommend particular websites to each student. Assist students with locating information on the Internet and on any computer encyclopedia program available for Student Activity 1. Also provide non-electronic printed resources for data on nation to supplement computer data. Provide a shared disc with a directory of users for Student Activity 3.

Directions to student: Welcome to Trade in the Global Village. You are a trade ambassador for one nation of your choice in the world market. Each class member will represent a different nation and will record his choice with the teacher. Identify each activity of a computer entry with the name of your nation. Save each entry on your personal disc. Save Activity 3, “offers for trade” on shared disc.

1. Using the Internet and any computer encyclopedias available in your school, and other non-electronic material, you will locate data about your nation and record this data on your Nation Fact Sheet. (See File: wrkpages for Nation Fact Sheet)
2. From the information on your Nation Fact Sheet, you will summarize your nation’s trade ability and needs by writing your assessment on a word processing program.

Use guidelines on Analyze and Apply Sheet

Trade in the Global Village Nation Fact Sheet

Nation: _____ Ambassador: _____

Locate the following information about your nation that will help determine its trade needs:

1. Total population
 - % Rural
 - % Urban
 - Main ethnic groups
 - Any value conflicts between groups
2. Per capita income
3. Birth and death rates
4. Literacy rate / education system
5. Type of government
 - Any political conflicts
6. Main religious groups
 - Any values conflicts
7. Natural resources
8. Main agricultural products for export
9. Main industrial products for export
10. Main agricultural products needed to import
11. Main industrial products needed to import

Trade in the Global Village Analyze and Apply Sheet -

1. Explain whether your nation is developed/industrialized or still developing.
2. Using your Nation Fact Sheet, describe five social, political, and/or economic factors that helped you to determine your nation's level of development and that have a bearing on its development level.
3. List three main agricultural products and three main industrial products that your nation can offer to trade (to sell).
4. List three main agricultural products and three main industrial products that your nation needs to import in trade (to buy).
5. Explain how any of these factors in part 2 could affect your nation's ability or desire to trade in general or with any particular nation(s).
6. What happens to nations that have very little trade regarding their development? (Optional comment)

Identify yourself on your computer entry with your name and your nation's name.

Trade in the Global Village

Trade Agreement

Date:

Ambassador's Name:

For the Nation of:

Items you will trade, the amounts of each item, and any conditions:

Trade With the Nation of:

Its Ambassador's Name:

Items you will receive in trade, the amounts of each item, and any conditions:

Agreement to honor this trade treaty

Ambassador's Signature

Ambassador's Signature

Trade in the Global Village Journal Guidelines Sheet

Using the word processing program or its equivalent, write a journal expressing your views of each of the following:

1. How technology and communication help create a Global Village (interdependence and closeness of nations).
2. How this interdependence affects world trade.
3. How this interdependence affects your own life economically, socially, and/or politically.

Identify yourself on your computer entry with your name and nation's name.

Trade in the Global Village

Peer Evaluation Sheet

Ambassador Giving Evaluation _____

The ambassador, _____ of the nation _____ was a

Very Good / Good (circle one) trading partner.

Two reasons why I was convinced to trade with him/her are:

Ambassador Giving Evaluation _____

The ambassador, _____ of the nation _____ was a

Very Good / Good (circle one) trading partner.

Two reasons why I was convinced to trade with him/her are:

3. You will negotiate three trade agreements between your nation and three others, trading two of your nation's products for two of each of the other three nations' products. You will write your nation's products offered for trade on a shared disc of the computer's word processing program. You will check the computer for each of the other nations' products offered for trade. When you have found reasonable matches, between products needed by and offered for trade for your nation and three other nations, you will make your trade offer in person to the ambassadors of the three nations. If you and another ambassador agree on the trade through diplomatic negotiation, you both will sign a Trade Agreement. (See File: wrkpages for Trade Agreement Sheet)

4. You will write a journal on the computer's word processing program, reflecting on your nation's role in world trade and the effects of interdependence on your life, using the Journal Guidelines Sheet. (See File: wrkpages for Journal Guidelines Sheet)

5. You will rate the ambassadors of each nation for their contribution to this assignment. (See File: wrkpages for Peer Rating Sheet)

Assessment/Evaluation:**RUBRIC****Trade in the Global Village**

	For B, plus	For C, plus	Fulfilling minimum topic requirements
Nation Fact Sheet (15 possible points)	Completes list of facts about nation	Complete 9-11 facts about nation	Completes 8 or fewer facts about nation
Analyze and Apply Summary (20 possible points)	Completes analysis with application of 5 factors	Completes analysis with application of 3 factors	Summarizes with application of two factors
Trade treaties (15 possible points)	Completes successful trade agreements with three nations each for 2-3 products of mutual	Conducts successful trade agreements with two nations, each for two products of fairly mutual value	Conducts trade agreement with one nation for at least two products
Journal (9 possible points)	Gives two reasons for each of three situations in addition to stating viewpoint	Gives one reason for each of three situations in addition to viewpoint	Gives view for two or three situations without reasons
Peer Evaluation (6 possible points)	Rates two ambassadors as most successful and give two reasons why	Rates two ambassadors as most successful and gives one reason why	Rates one or two ambassadors as most successful, without giving reasons
65 Total Possible Points			

Follow-up Activities:

Optional.

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