

Discipline: Economics

Standard Category: Economic Interdependence

Lesson Focus: Global economy and trade agreements

PA Standard:	Related TESOL Standard:
6.4.12E: Analyze how United States consumers and producers participate in the global production and consumption of goods and services.	Goal 3: To use English in socially and culturally appropriate ways. Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none">• Show understanding of basic vocabulary for the activity.	Students will be able to: <ul style="list-style-type: none">• Show comprehension, vocabulary and concepts of global economy and trade agreements as presented in the class activity.	Students will be able to: <ul style="list-style-type: none">• Fully participate in the activity using new vocabulary and idioms correctly.• Comprehend the concepts of global economy and isolationism.

Materials:

1. Choose key countries to illustrate the trade agreements that you are studying.
2. On index cards write the name of a country and special instructions; plus a list of questions for “delegates” to answer. For example:
 - What are the natural resources of your country?
 - What are the main exports?
 - What are the main imports?
 - What are the needs of your people?
3. List of basic vocabulary words from textbook unit
4. Visual aids of natural resources and products in this activity (pictures, objects, product containers, etc.)
5. Chairs arranged in a delegation circle
6. Map of the world in front of class
7. Assessment rubric for regular students and an assessment rubric for ELL students at their various levels of proficiency

Suggested

Level:

High School

Lesson Focus:

Global economy and trade agreements

Teaching

Strategies:

Introductory lecture

Small group work

Cooperative learning activity

Whole class discussion

Assessment

Strategies:

Recall-identify

End-of-activity

written test

Procedures:

1. Give an introductory lecture on global economy, isolationism, NAFTA, etc.
 - Include the visual aids to help with comprehension.

ELL Connection: List 10–20 vocabulary words essential to understanding the material. The glossary, if you have one available to you, may be too advanced for ELLs. Look for basic words other than the glossary if there is one. They can look up the glossary words too, if possible. Provide the PRESENT forms of all verbs on the listing and put the PAST form in parenthesis. (Past verb forms are not always found in foreign language dictionaries. Indicate the past tense to the student by pointing your hand behind your shoulder; or drawing a timeline indicating today and yesterday.)
2. Put country names on index cards along with Special Instructions (e.g., only trade with countries of same religion; of same language...)
For USA card ONLY, write “No Import or Export Agreements”.
3. Small Group Work – Divide the class into “Delegations” of 3-4 people. Give each group an index card; they MUST NOT reveal any information from that card before or during the negotiations.
4. Each group must research the economy and resources of their assigned country. They must take notes from the research sources and use that information during the activity to follow. Each member of the delegation must know the information learned by the group collectively.

ELL Connection: Insist that ALL groups provide visual aids of any resources or products they find in their research that has not already been presented in “realia” form. That is, they should bring in or draw pictures of particular products or resources. This will help the beginning student with note taking and comprehension during the negotiation activity; and in the assessment process.
5. Put the class chairs in a circle, and hang the country flags on the front of each delegation's chair. One delegate from each group may speak at a time. Have a microphone-type object for each country so they can pass it person to person during the activity. Paper towel rolls painted or covered with construction paper will do fine!
6. Establish a chart on the board of all the countries, resources, imports, and exports during the negotiations.

ELL Connection: The chart will help the beginner sort out the fast-paced information being spoken. Have the beginner copy that information along with the notes taken in the group research session
7. Each group will have to negotiate trade agreements with other “delegations” to acquire ALL the needs of the country they

represent. Remember – the USA is instructed to do NO trading, but must appear to participate in the trade process!

8. After 15-20 minutes of negotiations, map out the trade agreements in a graphic organizer on the board. (e.g. Japan trades fish for fuel with Saudi Arabia...)
9. Whole Class Activity: Have the whole class discuss what happened. Discussion topics should include:
 - An overview of the chart and “map”
 - What would the U.S. consumers miss by not participating in the negotiations?
 - What would the U.S. have in abundance if not exporting goods?
 - What would happen to U.S. workers, prices, supply and demand if we do not participate in the global economy?
10. Give an end-of-the-activity comprehension test on the global economy presented in class, including your lecture. The test should have fill-in and short answer questions to see if the class understood the concepts of isolationism and the workings of a global economy.

Assessment:

Beginners

Recall and identify the basic vocabulary for this unit by having them point to or draw an image representing each vocabulary word covered extensively in the activity:

- Point to the USA on the globe.
- Which picture is showing petroleum? Point to it.
- Draw Japan’s major export – fish.

Intermediate

- Give the ELL a blank of the graphic organizer.
- Indicate that you want it filled in by doing 2 lines yourself; one export/one import.
- Provide a green and blue pen.
- Allow for spelling errors at this stage. If a word is unclear, ask the ELL to point to or draw a representation of the word.
- This assessment can be done while the others take the written test and you are assessing the beginners.

Advanced

- Give the ELL the same test as the regular students.
- Go over the instructions of each section to be sure they understand the task and can; therefore, concentrate on answering the questions.
- Write the correct spelling of any misspelled words at the end of the test and ask the ELL to record those in their word bank or spelling log.

Notes: Terms to know: global economy, isolationism, trade agreement, natural resources, negotiate, delegate, English names for the

countries, etc.

Arrange for a peer-mentor to help the ELL student adjust to not only the academic scene, but also the social scene at school. Peer interaction plays a major role in the language learning process. The peer-mentor should not speak the student's language so that the learner will have another language model to observe and so that the learner is motivated to communicate in English.

