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It's a Small World After All: An Economic Experiment in Trade

Karen Morrison
Trinity University

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: It's a Small World After All: An Economic Experiment in Trade

Grade Level: 3rd Grade

Subject/Topic Area(s): Social Studies

Designed By: Karen Morrison

Time Frame: 17 Days

School District: Richardson ISD

School: Forestridge Elementary

School Address and Phone: 10330 Bunchberry Dr.
Dallas, TX 75241
469.593.8500

Brief Summary of Unit (Including curricular context and unit goals)

'It's a Small World After All: An Economic Experiment in Trade' is a social studies unit for 3rd grade with an emphasis on economics. Aligned with 3rd grade social studies TEKS, student gain a rich understanding of scarcity, free market, and interdependence within and among communities. This unit utilizes a variety of resources including: Scott Foresman's Social Studies: Communities Basal Reader, various real-life application internet activities and journal writing reflection opportunities. Students will have several formative assessments to track understanding throughout the unit. The culminating project-based assessment invites students to engage in a free trade simulation. With the guidance of the CIA Factbook website, students will represent countries and pretend they are restaurant owners creatively making food for a menu. The trade opportunity happens when students communicate and negotiate with one another to obtain the necessary ingredients for their entrées, appetizers, and desserts—a real-world application to understanding our world's economic system.

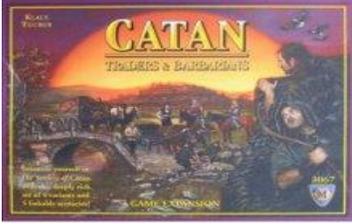
It's a Small World After All: An Economic Experiment in Trade

Stage 1 – Desired Results		
<p style="text-align: center;">Established Goals</p> <p>(7) Economics. The student understands the concept of an economic system. The student is expected to: (A) define and identify examples of scarcity (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; (C) explain the impact of scarcity on interdependence within and among communities; (D) Explain the concept of a free market.</p> <p>(17) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to: (A) express ideas orally based on knowledge and experiences; (B) create written and visual material to express ideas (C) Use standard grammar, spelling, sentence structure, and punctuation (E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps; and</p> <p>(18) The student uses problem-solving and decision-making skills, working independently and with others (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; (B) use a decision-making process, gather information, identify options, predict consequences, and take action to implement a decision.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Students will be invited to create small groups, each group representing a country for a simulation free trade. Students will have communication, collaboration and negotiation opportunities, and have first-hand experience with the affects of scarcity.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <p>People must make choices about how to use resources.</p> <p>People in communities around the world depend on each other for goods and services.</p> <p>Countries can use their natural and human resources to make goods and trade them with other countries.</p>	<p>Essential Questions</p> <p>What would the world look like without trade?</p> <p>How do scarce resources affect choices?</p> <p>How could one country's dependence on another be both a benefit and a hindrance?</p>
	Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • Definition and examples of scarcity • Concept of free market & trade between countries • Impact of scarcity on interdependence within and among communities • Countries can use resources to trade with other countries 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use problem-solving and decision-making skills • Express ideas orally based on knowledge and experiences • Interpret & create visuals • Define economic terms 	

Stage 2 – Evidence		
Evaluative Criteria (for rubric)	CODE (M or T)	
<p>**See: “TRADE SIMULATION PROJECT ASSESSMENT” & “PEER EVALUATION”</p>	<p>M, T</p>	<p>Performance Task(s) Students will engage in a free trade simulation. There will be 4 groups of students. Each group will have an opportunity to draw the name of a country from a hat. The choice of country is controlled by the teacher, two affluent countries and two third world countries. Students will learn about their country and research their country’s top 7 agricultural products via the CIA World Factbook website. Quantities for agricultural products *as listed in order* will be: 7, 6, 5, 4, 3, 2, 1. (Quantities will be important when trading). Each country group will then present the agricultural products their country exports, so the other countries can determine if they will want or need to trade with them. Groups will apply this knowledge to creatively craft a restaurant menu from their country of 2 appetizers, 2 desserts and 1 entrée. Groups will then generate posters displaying again their export agricultural products as well as pictures of their restaurant’s dishes and the ingredients needed to make them. The four countries will then communicate, collaborate and trade resources with one another while also feeling the effects of scarcity.</p> <hr style="border-top: 1px dashed black;"/> <p>Other Evidence (e.g., formative) Vocabulary quizzes, Chapter 10 Content Test, Chapter 10 Skills Test, TAKS Practice Book (p.109-120), Workbook assessments (p.72, 74, 75), Quick Study assessments (p.62-63, p. 64-65, p. 66-67), written journal assignments</p>
Stage 3 – Learning Plan		
<p>CODE (A, M, T)</p> <p style="text-align: center;">A</p>	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Journal Writing, answers to following questions: What does it mean when something is “scarce”? Do you have any examples in your life when something you wanted was scarce? -or- Ask students to read p.329 in Scott Foresman’s Social Studies: Communities textbook. Ask students to find sentences with the words “scarcity” and “scarce.” Have students then find synonyms for these words. Ask students to rewrite the sentences using these substitutions and then share with the class.</p>	

<p>A, M</p>	<p>DAY 4:</p> <ul style="list-style-type: none"> • Review idea of scarcity of resources and goods introduced yesterday • Scarcity Activity #1 ➔ Use econedlink (http://www.econedlink.org/lessons/index.php?lid=364&type=student) ➔ Lesson: Economic Spotter: Resources During World War II <p>INTRODUCTION</p> <p>You are an economic spotter! You can spot economic concepts in history. This lesson will take you back in time when the world was at war! During World War II, the United States was forced to make changes. There was a huge problem with scarcity! Scarcity is whenever there are limited resources and unlimited wants. Scarcity exists whenever the wants for a good or service exceed the resources needed to make that good or service. Can you spot the scarce resources needed to help the US win WWII?</p>  <p>TASK</p> <p>You will fill out a chart where they will list scarce items and tell how the people solved problem of scarcity.</p> <p>You will write a paragraph on how America was changed forever by the new technology and the newly trained population of workers.</p> <ul style="list-style-type: none"> • Social Studies Daily Journal Reflection 	<p>-Leveled practice</p> <p>EASY: Have students identify resources in their community & those that must be brought in from other places</p> <p>ON-LEVEL: Have students create a graphic organizer to illustrate how their community depends on other communities for goods</p>
<p>A, M</p>	<p>DAY 5:</p> <ul style="list-style-type: none"> • Go over Journal Reflections on scarcity activity #1 • Engage in Scarcity Activity #2 <p>http://www.instructorweb.com/linkgo.asp?L=422&B=resources/economic.s.asp</p> <p>-Use poem: "Toys for Me" (attached)</p> <p><i>In the story poem, Scarcity does not understand that the world is "this OR that," not "this AND that". In other words, when you make a choice, you have to give up something else, which is the cost of the choice. Scarcity is limited to one toy as a gift from Mother for her birthday. Then, Scarcity is limited to one toy as a gift from Mother for Christmas. But Scarcity does not believe it is fair, or right, to have to choose. She does not want to pay the cost of having to give something up when she makes a choice. She wants every toy that she can see. Conclusion: Because of scarcity, we all have to make choices. No one, not even you, can have</i></p>	<p><u>Scarcity Activity #2: Toys for Me</u> Questions</p>

<p>M</p>	<p><i>everything they want. Every time you make a choice, you have to give up something.</i></p> <p>DAY 6:</p> <ul style="list-style-type: none"> • Intro- Ch. 10, L3 group discussion using “You are There” (p.334) • Read Chapter 10, Lesson 3 in partners • Ask students to reflect in writing journal EQ #3: How could one country’s dependence on another be both a benefit and a hindrance? • THINK PAIR SHARE → share journal responses with partner 	<p>-“Check facts and Main Ideas” (Q1-5), p.339 -Workbook, p75</p>
<p>A, M</p>	<p>DAY 7:</p> <ul style="list-style-type: none"> • Review concepts of “Trade Between Communities” (p.338) and “Free Markets” (p.339) in following ways: <ol style="list-style-type: none"> 1. Vocabulary match-up pocket chart activity. Use vocabulary words: trade, communication, international trade, import, export, free market (write words and definitions on sentence strips and ask students to find their partner. Place in pocket chart, go over w.g. 2. Use <i>Ancient Greece & Ancient Rome</i> (p. 337) as whole group instruction, requiring students to speak of these communities using vocabulary terms • Engage in “Where do belongings come from?” Activity Using story: <i>Lizzie’s Morning</i> (attached) <p><u>Objectives:</u> Students will:</p> <ul style="list-style-type: none"> ✓ figure out where classroom items came from ✓ discuss the reasons why not all of our belongings come from our own country; ✓ read "Lizzie's Morning," and list and map the places where the items and processes in this article came from; ✓ list the items they use during a typical morning and the places where these items come from, and map those locations; ✓ compare their lists and maps with the class <ul style="list-style-type: none"> • Social Studies Daily Reflection Journal 	<p>-Pocket chart match-up</p> <p>-“Lizzie’s Morning” Map & list</p>
<p>M, T</p>	<p>DAY 8: Review/Catch-up Day</p> <p>DAY 9: Hands-on trading game experience **OPTIONAL</p> <ul style="list-style-type: none"> • Traders of Catan (4 game sets needed) 	

<p>A,M</p>	<p><i>The Settlers of Catan</i> is a multiplayer board game designed by Klaus Teuber. It was first published in 1995 in Germany by Franckh-Kosmos Verlag (Kosmos) under the name <i>Die Siedler von Catan</i>. Players assume the role of settlers on the game board, each attempting to build and develop their settlement while trading and acquiring resources. Players are rewarded points as their settlements grow; the first to reach a set number of points is the winner.</p>  <p>For more information visit: http://en.wikipedia.org/wiki/The_Settlers_of_Catan</p> <p>DAY 10: To continue preparation for performance task & for more real-world connections to trading concepts of interdependence, students engage in:</p> <p>A Simple Chocolate Bar Activity http://www.globaled.org/myself/asimple.html</p> <p><u>Purpose</u></p> <p>This final lesson will broaden the students' understanding of how they are linked to others by challenging them to think of systems on a global scale.</p> <p><u>Objectives</u> Students will:</p> <ul style="list-style-type: none"> ✓ Describe how a candy bar illustrates the working of global systems. ✓ Recognize that a breakdown in one part of a system affects other parts. <ul style="list-style-type: none"> • Social Studies Daily Reflection Journal 	
<p>A T T</p>	<p>DAY 11: UNIT TEST</p> <p>DAY 12:</p> <ul style="list-style-type: none"> • Re-introduce Performance Task: Trade Simulation • Complete TASK 1 in Computer Lab <p>Day 13:</p> <ul style="list-style-type: none"> • Complete TASK 2 in Computer Lab • Complete TASK 3 in Classroom 	<p>-Chapter 10 Unit Test</p>

T	<p>DAY 14:</p> <ul style="list-style-type: none"> • Finish TASK 3 • Complete TASK 4 	
T	<p>DAY 15:</p> <ul style="list-style-type: none"> • Complete TASK 5 	
T	<p>DAY 16: FREE TRADE DAY! (last step of project)</p>	
T	<p>DAY 17:</p> <ul style="list-style-type: none"> • Peer Evaluations (to be completed by student) • Trade Simulation Assessment (to be completed by teacher) 	

TOYS FOR ME by C.D. Crain

On my birthday I asked
My Mother to buy
This baby doll that burps
AND that wooden bird that chirps.

“NO!” was her reply
With that glint in her eye
“But you may choose this doll that burps
Or that wooden bird that chirps.”

“But Mommy!” I did cry
“It’s unfair to make me choose
I really NEED them both
Or I’ll just DIE!”

Mother gave a grin
She pinched my girlish chin
She squeezed my crusty nose
Until I wiped it on my clothes.

She said, “Time and money
Will always make you choose
Remember: this OR that
It’s a rule you mustn’t lose.”

On Christmas Eve I asked
My Mother to buy
This pink and purple bike
AND that shiny kite I like.

Mother shook her head,
“Now Scarcity, you know I said
You may choose between this bike
OR that shiny kite you like.”

“But Mommy,” I did cry
I can’t pick and choose.
I really NEED them both
Or I’ll just DIE!”

Mother softly said
“Do you think that toys are free?
That toys grow like leaves on a MAGIC TREE?”

This AND that -
The world can never be.
It’s this OR that -
Can’t you see?”

“ENOUGH!” I yelled, “ENOUGH!
I’m tired of all this STUFF...
This isn’t fair; it isn’t right
I NEED more toys to play and use
So give me every toy I like...
It’s just not right to MAKE ME CHOOSE!”

Well...
I saw Mother wink at the big black clock
That was hanging on the wall singing tick-tick tock
And then, I’m not kidding, the clock began to talk
It said, “Refuse to choose and you will LOSE!”
Pouting, I was sent to my room for a spell
I guess to be punished for my childish yell
But after an hour I was happy to see...
In my room, growing tall, was a giant magic tree.

The tree pierced the roof. My room was filled with sunny light

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I grabbed a lowly branch and climbed up to the eaves
What a FEELING! How AMAZING! What an awesome sight!
Toys began to sprout, just like leaves.

Toys, toys, the tree was filled with toys
Lots of toys, like big bright bikes
And other things that make loud noise.

Toys beyond my WILDEST dreams -
Pretty dolls, lots of balls, and super toy machines.

I squeezed the dolls
I hugged a ball
I stroked the trucks
I loved them all.

Then balanced on my toes with poise
I quickly started plucking toys.

To reach every limb I used a broom
I picked my toys by the sun, then the moon
Not once did I use my time to choose -
I was busy throwing every toy, on the floor inside my room.

Finally, I reached the tree’s tip-top
And grinning, there on top, was that big black clock
It made not a sound - not one tick-tick tock
For time had stopped
What a tick-tick SHOCK!

The clock smirked and said: “I don’t like to fuss
But Scarcity, dear girl, your time is up
This OR that - this rule you did abuse
Because you would not choose, it’s time for you to lose.”

I grabbed that clock; it was such a brat
Then I whacked it HARD, with the broom as a bat
I screamed, “NO MORE RULE
NO MORE THIS OR THAT!”

Silence, then a sigh - the clock was gone like a snap.

Now that there were no more toys on the tree
I climbed down, quickly, feeling fine and free
For there was no more clock to be
A source of time to punish me.

Besides, I had toys in my room to see.
OH! ... NO! ...
I rubbed my blurry eyes
All my toys were smashed and crushed -
Just a heap of junk and some buzzing flies.

My eyes, so tired, slowly closed to sleep
I awoke, the tree was gone - no sounds, not one peep
I sniffed, rubbed my nose, and slept some more
And dreamed of the toys that were mine before.

LOVE! REJOICE!
I heard my Mother’s voice
With Christmas cheer, she called my name
I was relieved; she looked the same.

And that black clock?
It looked real well
And the sound of time made me feel well.

Such a special Christmas
I hugged Mommy - what a saint
I got to CHOOSE the perfect gift ...

Morrison

Name: _____

Date: _____

Scarcity Activity #2 Assessment:

“Toys for Me”

1. Scarcity does not understand the difference between “this AND that” and “this OR that”. What is the difference?

2. Why does Scarcity want every toy on the magic tree?

3. There are 10 gifts on a tree. Select two gifts. Mother says it's OK to get one of the two gifts, but not both. You must choose between two gifts. What is the opportunity cost (Chapter 9 term) of this choice?

4. Why does Scarcity believe she wants every toy?

5. Can you help Scarcity to understand what types of wants will help her stay healthy?

The Nations of the World

PERFORMANCE TASK: FREE TRADE SIMULATION



Congratulations! You are now a hard-working business employee in the country of _____
(fill in blank with name of your country).

- Your first task is to go to the **CIA WORLD FACTBOOK WEBSITE** and find at least 5 interesting facts about your country. Take notes on your Country Economic Fact Sheet.

Directions for website: 1- www.google.com 2. Type: CIA World Factbook 3. Click on first one 4. Click "References" tab 5. "Guide to Country Profile" 6. Select a country or location

- Your second task is research your country's agricultural products. (You'll find this information using the above website directions. After Step #6, Click "Economy" and scroll down to find "Agricultural products.") Record the first 7 products on your Country Economic Fact Sheet.

The information from this sheet will (1) Help you decide the types of food you'll want to make for your restaurant menu and (2) Guide your free trade conversations with other countries to get the ingredients you'll need to make your food.

- Your third task to create a poster listing:
 1. The Title of your Country
 2. The quantity (amount) and name of your country's top agricultural resources.
- Your fourth task is to present your poster to your classmates. All country groups should be thinking of foods they want to make for their restaurant menu and the ingredients they'll need.
- Your fifth task is to create a restaurant menu including the following:



1. A title of the restaurant
2. One entrée- list of ingredients and how much of each is needed
3. Two desserts- list of ingredients and how much of each is needed
4. Two appetizers- list of ingredients and how much of each is needed



- Last, let the **FREE TRADE SIMULATION** begin! It is now the time to ask for what ingredients (AKA: agricultural products) you need. You may walk to other countries and ask for any resource or. They may say: "How much do you need?" "No" or "I don't have enough to give" or "Sure!" or "What will you trade me for it?" Be prepared to talk with other countries and work together. Don't forget your goal is to happily be able to make all the food for your restaurant.



Country Economic Fact Sheet

Name of Country: _____

FIVE INTERESTING FACTS ABOUT YOUR COUNTRY:

1.
2.
3.
4.
5.

TOP 7 AGRICULTURAL PRODUCTS

Name of Agricultural Product	Quantity (Amount)
	7
	6
	5
	4
	3
	2
	1

PEER EVALUATIONS & RUBRIC ASSESSMENT

PEER EVALUATION: circle 1-5 (1-poor, 5-excellent) Peer Name _____
My peer was respectful during this project & used nice manners: 1 2 3 4 5
My peer contributed to this project by sharing the workload: 1 2 3 4 5
My peer was helpful and shared ideas: 1 2 3 4 5
<u>Additional Comments:</u>

TRADE SIMULATION PROJECT ASSESSMENT				
Circle 1-3 (1-not completed 2-half-way complete, 3-complete, 4-above and beyond)				
Country Name _____				
Country Economic Fact Sheet	1	2	3	4
Country Poster	1	2	3	4
Restaurant Menu Title	1	2	3	4
One entrée- list of ingredients and how much of each is needed	1	2	3	4
Two desserts- list of ingredients and how much of each is needed	1	2	3	4
Two appetizers- list of ingredients and how much of each is needed	1	2	3	4
<u>INFORMAL OBSERVATIONS OF SIMULATION:</u>				