

Tricks of the Trade

International Trade Agreements

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Grade Level	10th Grade	**Time Frame**	50-100 minutes
Subject	Social Studies	**Duration**	1-2 periods
Course	Economics, World History		

Essential Question

What effects do international trade agreements have on the world economy, countries, and individual workers?

Summary

In this lesson, students examine the nature and function of international trade agreements in the world economy. Through engaging in an interactive story, students learn many important concepts regarding world trade. In addition, students explore both the benefits and drawbacks of trade agreements through an educational video and their own exploration of the clothing industry. Students solidify and archive their learning through the use of graphic organizers, guided reflections, and a summative gist activity to close the lesson.

Snapshot

Engage

Students anticipate learning in pairs by predicting definitions of key terms.

Explore

Students complete the interactive learning experience, "Satellite," and complete a vocabulary graphic organizer.

Explain

Students reflect on new learning through the I Notice, I Wonder strategy and watch a short video about international trade.

Extend

Students engage in independent research in the clothing industry, generating questions that will guide a class discussion.

Evaluate

Students complete the Gist strategy, writing a short summary statement either in favor or against International Trade Agreements.

Standards

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.6.1: Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations, international trade agreements, and the challenges faced by the global economy.

Attachments

- I Notice, I Wonder—Tricks of the Trade - Spanish.docx
- I Notice, I Wonder—Tricks of the Trade - Spanish.pdf
- I Notice, I Wonder—Tricks of the Trade.docx
- I Notice, I Wonder—Tricks of the Trade.pdf
- International Trade Graphic Organizer—Tricks of the Trade - Spanish.docx
- International Trade Graphic Organizer—Tricks of the Trade - Spanish.pdf
- International Trade Graphic Organizer—Tricks of the Trade.docx
- International Trade Graphic Organizer—Tricks of the Trade.pdf
- Lesson Slides—Tricks of the Trade.pptx
- Twine QR Code.png

Materials

- Lesson Slides (attached)
- International Trade Graphic Organizer handout (attached; one per student)
- I Notice, I Wonder handout (attached; one per student)
- Computer
- Projector
- Student devices
- Sticky notes

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slides 3 and 4** as you share the Essential Question and Lesson Objectives with the class.

Display **slide 5** and pair students with an Elbow Partner. Students will work with this partner for different activities throughout the lesson.

Distribute the **International Trade Graphic Organizer** handout. Assign students to work in pairs to fill in the "predicted definitions" column of the handout.

25 minutes

Explore

Show **slide 6** and have students follow the link to the Twine narrative: "Tricks of the Trade." When they open the link, students will experience a scenario simulating engagement in international trade from the point of view of a world leader. While working through the narrative, have students complete the next column in their **International Trade Graphic Organizer**.

15 minutes

Explain

After students complete their graphic organizer, instruct pairs to reflect on the Twine narrative. Distribute the **I Notice I Wonder** handout to guide their reflections.

Display **slide 8** and show the "International Trade Explained" video.

Embedded video
https://youtube.com/watch?v=HfN8BnRJryQ

Facilitate a class-wide discussion where students share their reflections from the interactive story as well as the video. Use this time to clear up any misconceptions.

This concludes the first day of the lesson.

25 minutes

Extend

Display **slide 9** and have students return to their partners. Provide a brief recap of day 1, encouraging students to review both their handouts.

Display **slide 10** and instruct students to follow the link on their personal devices. Inform students that following the previous day's broader exploration of international trade, they will now take a closer look at some of the many realities faced by workers in a global economy.

Display **slide 11** and explain the Driving Question Board strategy. Distribute several sticky notes to each group.

Instruct students to explore at least four sections of the Clean Clothes website, one of which must be Poverty Wages. For each section of the website they explore, have students write a question or observation on a sticky note. Students are welcomed to complete more than one per section, or complete more sections, but they need to explore at least four sections of the site with one sticky note per section.

Have groups stick their observations to the white board.

When all groups have completed their research, use the sticky notes on the board to guide a classroom discussion. Allow students to share their questions or choose from compelling and thought-provoking options on the board. Use this time to consider the drawbacks of international trade.

Optional Technology Integration

If you do not have enough sticky notes, or prefer a technology-based option, you can also facilitate this activity by creating a digital board with tools like Google Slides, Canva, Mentimeter, or Padlet.

25 minutes

Evaluate

Display the Essential Question, "What are the benefits and challenges of international trade agreements?" on **slide 12**. Introduce the Gist strategy. Have one student write a short summary from the perspective of someone impacted negatively by international trade agreements, while their partner writes a short summary which reflects the benefits of International Trade. Display **slide 13**. Close the lesson with a Gallery Walk of the gists, so that other students can view the reflections of their peers.

Optional Technology Integration

For the Gallery Walk, gists can be written on sticky notes and stuck on the walls around the room or written and displayed digitally with tools like Google Slides, Canva, Mentimeter, or Padlet.

Resources

- Clean Clothes Campaign. (n.d.). *Fashion's problems.* Clean Clothes Campaign. https://cleanclothes.org/fashions-problems
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Driving question board. Strategies. https://learn.k20center.ou.edu/strategy/1511?rev=8567
- K20 Center. (n.d.). Elbow partner. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Gallery walk / carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Gist. Strategies. https://learn.k20center.ou.edu/strategy/3289
- K20 Center. (n.d.). Google slides. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2335
- K20 Center. (n.d.). I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- World101. (2018, Jan 18). *International trade explained | World101 [Video].* YouTube. https://www.youtube.com/watch?v=HfN8BnRJryQ