

## International Cooperation vs. Isolationism

### Overview

These lessons are designed to tie together the end of Mercantilism into the creation of Capitalism and what has led us to multiple “free trade” movements and or restrictions on trade. These lessons are part of a bigger unit on the age of exploration by Europeans. Students will identify specifically Japan’s stance to this time period and then connect it to present day. Students will have already done lessons on key vocabulary/terms from this Unit. Students will have already done prior readings about the historical actions done by countries in this time period. These lessons will relate to the present day by comparing two articles about the current TPP specifically when it comes to Japan and America’s choice to join.

### Objectives

Students will be able to evaluate mercantilism during the Age of Revolution and the transformation into Capitalism and Free Markets. Students will examine the issues of global trade and competition through two simulation activities. Students will then apply the information to current trade negotiations in present day, specifically the United States and Japan’s support of the Trans-Pacific Partnership.

### Number of Days

80 Minute Block Scheduling

3 Days

### Standards

Note: I included the Common Core Standards, not NJ State Social Studies Standards. Individual state standards would need to be applied)

#### Common Core Reading and Writing

##### CCSS.ELA-Literacy.CCRA.R.1 -- Reading

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### CCSS.ELA-Literacy.CCRA.W.1 -- Writing

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

##### CCSS.ELA-Literacy.SL.11-12.2 -- Comprehension and Collaboration

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

##### CCSS.ELA-Literacy.CCRA.R.10 -- Reading

Read and comprehend complex literary and informational texts independently and proficiently.

**Common Core History (taken from my school's database for standards):**

**Reading Standards for Literacy in History Social Studies: Craft and Structure: 11,12: 11-12.RH.05**

**ANALYZE** in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.

**Reading Standards in Literacy in History Social Studies: Key Ideas and Details: 11,12: 11-12.RH.03:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain.

**Reading Standards in Literacy in History Social Studies: Craft and Structure: 11,12: 11-12.RH.06:** **EVALUATE** authors differing points of view on the same historical event or issue by assessing the authors claims reasoning and evidence.

**Procedure/Activity**

**Day 1:**

Activities:

Warm up: "Why would countries search for international trade?"

Students will receive nine cards. These cards are the "Nine Tenets of Mercantilism" by Philipp Wilhelm von Hornick. Students will read the 9 Tenets and put them into their own words (attached with this document).

Students will categorize or group these nine tenets however they please in order of how they work together or ranking.

At the end of ten minutes, the students will explain why they grouped their cards the way that they did, while the teacher writes common themes on the board.

Prezi on Mercantilism.

[http://prezi.com/nnciwvvhbq8nj/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/nnciwvvhbq8nj/?utm_campaign=share&utm_medium=copy&rc=ex0share)

Scarcity Simulation (tragedy of the commons) Place several marbles/gems/jolly ranchers in the center of the room. Explain that each item is worth a certain value and each item left in the center will continue to grow in value each round (I use the example of fish growing bigger and more profitable). The goal is to be the richest person in the room. Add variables of students losing their value, adding more to the pot and taking away from the pot. This game may be done as many rounds or as little as student behavior (can be physical if a student takes it too far) and interest allow for.

Exit: "What problems do you see with Mercantilism?"

**Day 2:**

Activities:

Warm up: “Did Mercantilism create good relations with other countries? Why or why not?”

Continue Prezi introducing Adam Smith:

[http://prezi.com/nnciwvvhbq8nj/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/nnciwvvhbq8nj/?utm_campaign=share&utm_medium=copy&rc=ex0share)

**International trade Simulation.** Each student will receive a different item or piece of candy. Students will place a value to that item. As a class, add up the total value of items that the students set themselves (example: jolly rancher 15 cents, tootsie roll 5 cents). In Round 2, students are allowed to trade with the person directly next to them. Based off of if students traded or not, they place a second value on their items. A class total is added up again. In the third round, allow students to trade their item with anyone in the room. Have the students then put a value on their current item after being allowed to trade with the entire class. Total up the value of the class items. (**Note:** If the simulation worked properly, each round with trade, the value of items should go up and the collective “wealth” of the group will as well. I have had where it did not work because some students valued their item as worthless and kept lowering it. Just explain they then would be a bankrupt country or person.) Have a discussion afterwards based on results. Activity takes around 20-30 minutes.

Writing Activity: Students will compare the two simulations to each other in two paragraphs using vocabulary and knowledge of the time period. Writing prompt must compare the ideas behind international cooperation compared to personal wealth. Students must write in complete sentences and use proper grammar/spelling.

### Day 3:

Activities:

Allow for 15-20 minutes to complete Writing Activity.

Prezi on Japan [http://prezi.com/cax0vr6ryejm/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/cax0vr6ryejm/?utm_campaign=share&utm_medium=copy)

Provide Students with two readings: <https://www.weforum.org/agenda/2016/01/how-will-the-tpp-affect-japans-economy/> as the first reading providing why Japan would want the free trade agreement.

<http://economixcomix.com/home/tpp/> Start on page 18 in this Economix.

Students will then answer reading guides with each article provided (attached with this file). Discuss articles as a group.

Complete Prezi on Japan after discussion.

Name

### 9 Tenants of Mercantilism

The Austrian lawyer one of the pioneers of Cameralism and scholar Philipp Wilhelm von Hornick, in his *Austria Over All, If She Only Will* of 1684, detailed a nine-point program of what he deemed effective national economy, which sums up the tenets of mercantilism comprehensively

- That every little bit of a country's soil be utilized for agriculture, mining or manufacturing.
- That all raw materials found in a country be used in domestic manufacture, since finished goods have a higher value than raw materials.
- That a large, working population be encouraged.
- That all export of gold and silver be prohibited and all domestic money be kept in circulation.
- That all imports of foreign goods be discouraged as much as possible.
- That where certain imports are indispensable they be obtained at first hand, in exchange for other domestic goods instead of gold and silver.
- That as much as possible, imports be confined to raw materials that can be finished [in the home country].
- That opportunities be constantly sought for selling a country's surplus manufactures to foreigners, so far as necessary, for gold and silver.
- That no importation be allowed if such goods are sufficiently and suitably supplied at home.

-Source Wikipedia  
abridged from original

### The Trans-Pacific Partnership Economix

Directions: Please use the link <http://economixcomix.com/home/tpp/> and start at page 18 on the reading. Answer the questions as you are reading.

1. What is the fear that Congressman Alan Grayson has with the TPP?
2. Explain the possible problems that Deregulating Public Services could bring?
3. Describe the type of restrictions that the US wants to place on “intellectual property”?
4. Explain the author’s opinion on how he feels free trade should work?
5. Is this article positive towards the TPP or negative? Explain.
6. What things do you think the author possibly ignored in this comic?

### How will the TPP affect Japan’s Economy

Directions: Please use the link <https://www.weforum.org/agenda/2016/01/how-will-the-tpp-affect-japans-economy/> to answer the following questions.

Name

1. What impact will the TPP have on Japan if enacted?
2. Explain the positives that the TPP will bring.
3. Where does Japan expect to be able to set up firms to do business where before they could not?
4. What benefits can be expected in Japan from Foreign Direct Investments (FDI)?
5. Explain the problems this author sees in the protectionist policy Japan might take even with the TPP.
6. Is this article positive towards the TPP or negative? Explain.
7. What things do you think the author possibly ignored in this article?