

Global Trade Teacher Guide

Social Science in Context



An SB1070 Project

Integrating Global Trade & Logistics into your Social Science Course

Students love to learn in context – it’s a great way for them to see the tangible use of their standards based classroom concepts. In this teacher guide we will familiarize you with the pre-made Social Science modules you might use as an introduction to global trade concepts in your course.

Overview of Academic Modules for Social Science

Module	Title	Description	Subject/Standards	Page Length
The Global Mango – World History Module	The Global Mango The study of the mango from the Philippines to Mexico	Through reading, analyzing and discussing multiple documents students study early trade between the Phillipines and Mexico through the study of the “Manila Mango”	CCSS ELA RH1, RH2, RH9, WHST1 History-Soc.Sci Content Standards 10.4 History-Soc.Sci Framework (Draft) WHST2 C3 Frameworkd 1, 2abcd, 3, 4	10
The Commerce Clause, Government	The Commerce Clause	Students analyze arguments from a variety of texts, then generate summaries and synthesize several sources in order to understand aspects of the Trans Pacific Partnership	CCSS.ELA-LITERACY RH.11-12.1, 12.2, 12.3, 12.4, 12.5 WHST.11-12.1, 12.9 L.11-12.4	8
Global Trade Culture & Travel – Multidisciplinary Unit or Stand Alone Course Modules	Iceberg Model of Culture	Students identify their own “surface culture” and “deep culture” in order to develop their soft skills of collaboration.	US History Grade 11 CCSS Anchor Standards for Speaking & Listening: 1 C3 Framework for Soc. Studies: D2.His.3.9-12 & 4.9-12	
	Global Protocol	Business Etiquette around the world can vary significantly. This overview of business protocol and cultural awareness is an introduction to global travel.	Multi-Discipline Background Reading	4 (3)
	Career Spotlight – Monica Rosas The Benefits of a Bicultural upbringing	Students read about the benefits of a bicultural upbringing in this career spotlight	Multi-Discipline Background Reading	2

Global Trade World History 10 - The Global Mango

Teacher Information

Module Overview

- A. Reading: This module includes excerpts from six sources detailing the beginnings of global trade. World History texts tend to focus on the Triangle Trade of the Atlantic. This assignment provides sources that illustrate the trade route which joined Eastern and Western Hemispheres across the Pacific. Excerpt 1 establishes the current state of the mango trade. The remaining sources describe some of the trade's history. Students read and analyze primary and secondary source documents which trace the journey of the mango, answer guiding questions, and develop a claim to guide their written response.
- B. Speaking and Listening: Discussion Topic: The Manila Mango
Excerpt 1 details the issue of naming rights for the Manila Mango. According to the World Trade Organization (WTO), products may acquire rights to a specific name for a product in order to denote place of origin. Both The Philippines and Mexico claim the rights to "Manila Mango". Students will take part in a discussions to identify evidence supporting the arguments of both countries.
- C. Writing: Students will address naming rights of the Manila Mango after gathering evidence from all provided sources.
- D: Career Extension: Transportation
Is your fruit from Mexico or the Philippines? No matter its origin, it needs to get to your local grocery store. Students research a career in Global Trade and Logistics.

Assignment Overview

Students will read and analyze a series of texts, showing their understanding of the content through readings, discussion, writing, and mapping.

Activity	
Standards Covered	<p>California Common Core State Standards/English Language & Literacy in History/Social Science</p> <p>RH 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH 9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST 1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. <p>California History-Social Science Content Standard</p> <p>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p>

	<p>California History-Social Science Framework (draft)</p> <p>[10th grade students] explore how people, goods, ideas, and capital traveled throughout and between Asia, Africa, the Americas, and Europe. They analyze the results of these exchanges.</p> <p>WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>College, Career, and Civic Life C3 Framework Dimensions</p> <ol style="list-style-type: none"> 1. Developing questions and planning inquiries 2. Historical Thinking Skills <ol style="list-style-type: none"> a. Change, Continuity, and Context b. Perspectives c. Historical Sources and Evidence d. Causation and Argumentation 3. Evaluating sources and using evidence 4. Communicating conclusions and taking informed action
Objectives	<p><i>By the end of this activity students will be able to</i></p> <ul style="list-style-type: none"> • <i>identify the origins of global trade in the Pacific</i> • <i>analyze evidence in primary sources</i> • <i>develop an argument</i> • <i>map a trade route across the Pacific</i>
Estimated Time	<p>Reading/Analysis of Argument: “Mexico, Philippines Square Off Over Mangoes” (Excerpt 1): 1 hour</p> <p>Reading: Excerpts 2 - 5 & Images 1, 2: 2-3 hours</p> <p>Listening/Speaking: 3-Step Interview: 1 hour</p> <p>Mapping: 1 hour</p> <p>Writing: Students choose a side of the argument and use evidence from the provided sources to support their claim(s): 2 hours</p>
Prerequisite Knowledge	<p><i>Before beginning this activity students should know</i></p> <ul style="list-style-type: none"> • <i>the terms: claim (or argument) and bias</i> • <i>basic geography (cardinal directions, hemispheres, continents, oceans)</i>
Preparation	<p>Make copies of the excerpts as well as the map, so each student may annotate her/his own.</p> <p>You may want to provide a larger printable Pacific Ocean centered map with latitude and longitude lines.</p>
Extension & Application	<p><i>The Annenberg Learner has a number of units for World History with video segments. To learn more about Global Trade, go to</i></p> <p>https://www.learner.org/courses/worldhistory/unit_main_15.html</p> <p>This site provides an interesting series of slides to illustrate the give and take of Global Trade:</p> <p>http://www.slideshare.net/officialLSAINTZ/galleon-trade2/5</p>
References	<p>http://the.honoluluadvertiser.com/article/2005/Jun/19/bz/bz15p.html</p> <p>http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1635&context=tsaconf</p> <p>http://www.deccanherald.com/content/476629/mango-mystique.html</p> <p>http://www.mb.com.ph/ph-mexico-linked-by-history-blood-and-spirit/#0Vdr8QbXAtydrYL7.99</p> <p>http://self.gutenberg.org/articles/manila_galleons</p> <p>https://www.learner.org/courses/worldhistory/unit_main_15.html</p> <p>https://s-media-cache-ak0.pinimg.com/originals/20/07/6b/20076bae64a89ad13e02b9e5383834bb.gif</p>

The Commerce Clause

Global Trade in US Government

Assignment Overview

Module Overview

Students will explore the history of the Commerce Clause and its influence on States' Rights.

Assignment Overview

Students will read and analyze the Commerce Clause using a Critical Concepts chart to gain understanding of the terminology. They will read and investigate two precedent-setting Supreme Court rulings on the Commerce Clause and then apply their understandings to a contemporary Test Case.

Activity	
Standards Covered	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-LITERACY.RH.11-12.1</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.2</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-LITERACY.RH.11-12.3</p> <p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-LITERACY.RH.11-12.4</p> <p>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. CCSS.ELA-LITERACY.RH.11-12.5</p> <p>Write arguments focused on discipline-specific content. CCSS.ELA-LITERACY.WHST.11-12.1</p> <p>Draw evidence from informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.WHST.11-12.9</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.11-12.4</p>
Essential Questions	<p>How much power over the states is granted to Congress by the Commerce Clause? Can the U.S. Congress regulate commercial activity in other countries?</p>
Objectives	<p><i>By the end of this activity students will be able to...</i></p> <ul style="list-style-type: none"> • identify Congress' use of the Commerce Clause for influence both federally and over the states.

	<ul style="list-style-type: none"> • explain how the Commerce Clause has been interpreted throughout our history. • determine if the United States government has any jurisdiction beyond U.S. territory and how it resolves conflicts with foreign law.
Estimated Time	<p>Pre-reading/Critical Concepts chart (you could assign this for homework ahead of time): 1-2 hours</p> <p>Context & Class Discussion: 1 hour</p> <p>Key Cases & Questions: 2 hours</p> <p>Does the Constitution allow the state to make that law?: 2 hours</p>
Prerequisite Knowledge	<p><i>Before beginning this activity students should...</i></p> <ul style="list-style-type: none"> • have a general understanding of the structure and role of the Constitution. • understand the separation of powers in the US government. • know the meaning of federalism and know that federal law trumps state law (Supremacy Clause). • keep in mind that they are not discussing if it is “right” that Congress can make a law, rather if Congress is permitted to make that law.
Preparation	<p>Make copies of pages 4 – 9 for each student.</p> <p>Group students heterogeneously to aid in language comprehension.</p>
Extension & Application	<p>Street Law, Inc. is a resource for further exploration of the Constitution and the Supreme Court. There, you will find a number of lesson plans and other teaching materials. http://www.streetlaw.org/en/programs/teaching_materials</p>
References	<p>http://www.archives.gov/exhibits/charters/constitution_transcript.html</p> <p>http://law2.umkc.edu/faculty/projects/ftrials/conlaw/interp.html</p> <p>http://topics.law.cornell.edu/constitution/articlei#section8</p> <p>http://www.virginialawreview.org/sites/virginialawreview.org/files/949.pdf</p> <p>https://www.oyez.org/cases/1789-1850/22us1</p> <p>https://supreme.justia.com/cases/federal/us/441/434/</p> <p>http://www.cato.org/publications/trade-briefing-paper/state-local-sanctions-fail-constitutional-test</p> <p>http://landmarkcases.org/en/landmark/home</p>

Iceberg Model of Culture

Assignment Overview

While we live in a global economy, most students have little experience with people outside of their own culture. Employers need workers with “soft skills” which allow them to collaborate with diverse team members as well as contacts in other parts of the world. This assignment is designed to allow students to identify their own “surface culture” and “deep culture” as well as the “surface culture” and “deep culture” of another group through self-reflection and class discussion.

Multi-discipline Approach

This assignment is part of a multidiscipline unit on Global Trade Culture & Travel. If you are using these materials as a stand alone Social Science module, consider also having students read the multi-discipline background on Global Protocol and the Career Spotlight on Monica Rosas highlighting the benefits of a bicultural upbringing.

If you are interested in implementing the curriculum across multiple disciplines, take a look at our Teacher Guide for a Multi-disciplinary Approach.

Activity	Iceberg Model of Culture
Standards Covered	<p>California Common Core State Standards Anchor Standards for Speaking and Listening Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. <p>C3 Framework for Social Studies State Standards D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>
Objectives	<ul style="list-style-type: none"> • Define the concept of “culture” and its components, both visible and hidden • Develop an understanding of your own culture • Understand motivations for your own – or another person’s behavior - which may be rooted in “deep culture”
Estimated Time	Iceberg Model Handout with questions and class discussion: 1-2 hours
Prerequisite Knowledge	<p>Before beginning this activity students should know...</p> <ul style="list-style-type: none"> • Concepts and ideas do not always directly translate from the origin language/culture to another language/culture. • Elements of surface culture are those which are visible to others while elements of deep culture are those which involve subtleties of interpersonal relationships.

Preparation	<p>Print one copy for each student:</p> <ul style="list-style-type: none"> • Background Information • two-sided Iceberg Model of Culture handout
Directions	<ul style="list-style-type: none"> • Read aloud the Background Information to the class. Ask for any clarification questions. • Ask students to look at the Iceberg Model handout. Discuss the “visible” and “hidden” aspects of an iceberg. • Assign the questions on the back of the handout. Explain that each student should complete them on their own, then be prepared to share with the class. • When students have completed their answers, ask the students if they believe most of their fellow students have similar answers. • Discuss as a class the differences and similarities found within the classroom. Draw out the differences and how students from different backgrounds negotiate understanding with one another.
Extension & Application	<p>Construction Sector Council of Canada has a page comparing the Aboriginal Canadian culture to the Non-Aboriginal culture in the workplace: http://www.aboriginalconstructioncareers.ca/toolkit/what-culture-and-why-does-it-matter</p> <p>EdChange.org has a number of multi-cultural activities for students: http://www.edchange.org/multicultural/activityarch.html</p> <p>Handbook for Cultural Understanding http://www.swyaa.org/resources/handbook/Index/THE%20CONCEPT%20OF%20CULTURE.html</p> <p>Search YouTube for TED Talks on Cultural Awareness</p>
References	<p>http://www.kwintessential.co.uk/cultural-services/articles/intercultural-iceberg-model.html</p> <p>http://www.aacu.org/sites/default/files/files/hips/Beyondthetipoftheiceberg.pdf</p> <p>http://www.swyaa.org/resources/handbook/Index/THE%20CONCEPT%20OF%20CULTURE.html</p> <p>http://science-all.com/images/iceberg/iceberg-08.jpg</p>

