

## Global Trade in Agriculture

### Lesson plan: Barter vs trade

This lesson plan introduces students to the concepts of barter and trade, and establishes where some popular goods come from. Students participate in two separate lessons which can be facilitated independently (40min) or together (80min).

#### **Sequence**

Lesson 1 of the unit: *Global Trade in Agriculture*

*Crop Exchange*

*Barter and Trade*

#### **Time**

40-80 minutes

#### **Grade Level**

9-12

#### **Materials**

Crop Cards (*Crop Exchange*) - included

Computer with internet access

Crop Exchange pdf - included

Barter and Trade pdf - included

#### **Objectives**

Students will model the global crop exchange.

Students will analyze the importance of bartering and trading among countries.

Students will explain the significance of bartering and trading in a global economy.

#### **Vocabulary**

Barter, trade, global economy

#### **Prior Knowledge**

Students should understand that the world economy functions on supply and demand. Students should also understand that natural resources drive the world economy, and that countries can barter and trade natural resources to obtain other natural resources.

#### **5E Plan**

##### **Engage**

Begin with the *Crop Exchange* part of this lesson. Cut out and distribute crop cards to each student.

Follow the directions on the *Crop Exchange* document to engage students in the crop exchange activity.

After students have completed the *Crop Exchange* activity, have them move onto the second document, *Barter and Trade*.

##### **Explore**

Students will begin the *Barter and Trade* document by first defining 'barter' and 'trade.' Have students discuss these terms and how they relate to the course and/or learning objective.

After students have defined the two terms, introduce them to the following two YouTube videos about barter and trade:

Schoolhouse Rock: : <https://www.youtube.com/watch?v=f3rv-t58-p8>

Trading a Paperclip for a House: [https://www.youtube.com/watch?v=F1\\_OoICS2b8](https://www.youtube.com/watch?v=F1_OoICS2b8)

Using discussion strategies, have your students discuss both videos and their relevance to barter and trade for your standards. Use prompts to elicit student-to-student interaction, and student-to-content interaction.

##### **Explain**

After students have completed the *Crop Exchange* activity and have watched the videos, they should then be guided to completing the case study reading and questions.

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The case study can be read independently or together as a class, though students should focus on answering the questions on the *Barter and Trade* document.

After reading through the whole case study, students should also use the map provided to answer the final critical thinking question provided.

Have your students discuss their answers to the questions with each other or as a class to ensure that students are on track.

### Extend

To extend this lesson, students should re-evaluate the data used to determine the major exports of the United States. A link is provided on the *Barter and Trade* document, and students should compare the 2014 values given in the map to the current major exports of the United States. (Top 25 Exports and Imports)

<https://www.census.gov/foreign-trade/statistics/state/index.html>

### Evaluate

Using the critical thinking questions on the *Barter and Trade* document, teachers should evaluate student answers for accuracy towards the learning objectives.

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