



Globalization Day 5: Trade Protectionism and Politics

Grade level: 9–12

Time estimate: one 50- to 70-minute class period

BY STACI GARBER

Lesson Overview

Students will analyze political cartoons that illustrate the relationship between trade protectionism and democratic politics. Students will then revisit the effects of government interventions in international trade before creating a political candidate to challenge the protectionist leaders from each area of Spheradell. Students will create a candidate, motto, and clear statement on trade. Each group will also perform a short advertisement for their prospective candidate. Finally, students will address an exit ticket that asks them to synthesize what they have learned about protectionist trade policies.

Objectives

- Evaluate political arguments for and against tariffs
- Explain how government interventions affect the efficiency of international trade
- Create arguments against trade-restrictive candidates

Vocabulary

- Government intervention
- Trade restriction
- Embargo
- Quota
- Standard
- Subsidy

J. S. PUGHE, "HE HAS ONE MEDICINE FOR ALL ILLS," KEPLER & SCHWARZMANN, APRIL 14, 1897. RETRIEVED FROM THE LIBRARY OF CONGRESS, www.loc.gov/item/2012647664/.

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CURRIER & IVES. (CA. 1888) JOHN BULL AND HIS FRIEND CLEVELAND. , CA. 1888. NEW YORK: PUBLISHED BY CURRIER & IVES. [PHOTOGRAPH] RETRIEVED FROM THE LIBRARY OF CONGRESS, <https://www.loc.gov/item/2002707675/>.

- Have students fill out the graphic organizer by identifying things they noticed in the first cartoon, things they noticed in the second cartoon, and similarities between the 2 cartoons. These answers can and will vary and provide wonderful opportunities for discussion and analysis when students report their thoughts.
- According to the cartoons, why might a government pass tariff policies? (Answers will vary)
- According to the cartoons, what are the intended and unintended consequences of passing or not passing tariff policies? (Answers will vary)

Lesson Activities

Review of government interventions in international trade:

- Distribute matching activity and allow students to work in pairs or in small groups to match the government interventions to their definitions, purposes, and effects as follows.
 - Tariff
 - A tax on imported goods or services
 - Intended to protect an industry struggling to compete with foreign companies

- Results in higher prices for both domestic and foreign goods and services and reduces the supply of targeted goods or services
- Embargo
 - A policy that forbids trade with a targeted country
 - Intended to punish the targeted country for a violation of trade rules or international norms and to convince the targeted country to change domestic policies
 - Results in a lack of access to goods and services from the targeted country and diminishes the market in the targeted country for exports
- Standard
 - A rule or qualification for goods or services imported into an economy
 - Intended to protect health and safety, influence production rules and standards in a foreign country, keep certain goods or services out of the domestic economy
 - Results in a reduced supply of foreign goods and services, increased input costs of ensuring goods and services pass inspection, increased cost of inspection regime, and higher prices on domestic and foreign goods and services
- Subsidy
 - A payment to the producer of a good or service that lacks comparative advantage
 - Intended to make a country's industry competitive on the global market and drive prices below foreign countries' ability to produce
 - Results in overproduction of targeted goods or services, lower prices for foreign consumers, and higher taxes on domestic taxpayers
- Quota
 - A limit on the amount of a good or service that can be imported
 - Intended to protect domestic industries from foreign competition when the industry lacks a comparative advantage
 - Reduces supply of foreign goods and services and increases prices on foreign and domestic goods and services

Review answers and redistribute letters from Globalization Day 3 to review which countries in Spheradell had which intervention (these letters are attached below). Alternatively, simply review the government interventions from Day 3 without distributing the letters.

- Embargo—Glintopolis
- Quota—Skydell Country
- Standards—Scarlowe Country
- Subsidies—Aberria Country
- Tariffs—Brindlebrook Country

Distribute the *Spheradell Gazette Journal* article and direct students to read the simulation and respond to these questions:

- “According to the notice above, what issue seems most important to the people of Spheradell? Do you think this reflects the issues that motivate voters in real life?” (The issues most important to the people of Spheradell seem to revolve around their ability to produce and consume Sphere-Sweet Treats. Answers to the second part of the question may vary, but teachers should take the opportunity to point out the role of economic concerns in elections. People are often motivated by economic issues to vote for one party or the other depending on the perception of future economic success.)
- “The *Spheradell Gazette Journal* is taking a poll of all prospective voters in Spheradell. Based on the policies of the current leader of your area, are you likely to vote for that leader in the upcoming election? Why or why not?” (Answers will vary.)
- “If you were to challenge the incumbent in your area, how would you convince your fellow citizens to vote for you?” (Answers will vary.)

Inform students that each group will now create an imaginary character to challenge the current leader of their country. Each group will create a poster and a short live advertisement for the candidate. The candidate they create must have the following:

- A poster featuring:
 - a name (the more Spheradell-like the better);
 - an image or symbol;
 - a motto or slogan (preferably centered on economic concerns);
 - a critique of the current leader based on economic interventions that includes the effects on both production and consumption of Sphere-Sweet Treats; and
 - a convincing plan for improving economic conditions. This might include revising economic policies in favor of protectionism or lifting restrictions depending on what the students think will benefit the area most.
- A short, live performance of no more than 1 minute (like a commercial or a speech) that includes:
 - the candidate's name;
 - a compelling reason to vote for the candidate;
 - a motto or slogan (preferably centered on economic concerns);
 - a critique of the current leader based on economic interventions that includes the effects on both production and consumption of Sphere-Sweet Treats; and a convincing plan for improving economic conditions. This might include revising economic policies

in favor of protectionism or lifting restrictions depending on what the students think will benefit the area most.

- Students will be scored based on this rubric:
 - The name is creative.
 - The image or symbol is interesting and reflects the candidate's campaign.
 - The motto or slogan is compelling and focused on economic concerns.
 - The critique of the current candidate is valid and focuses on the ability to produce and consume Sphere-Sweet Treats.
 - The plan is convincing and accurate and could improve economic conditions in your country of Spheradell.
 - The poster is attractive and convincing.
 - The live performance is engaging and compelling.
 - The project shows effort and creativity.
 - The overall project indicates a deep understanding of government interventions in trade.
 - The overall project indicates cooperation between group members.

Allow groups 20–30 minutes to prepare posters and presentations, depending on how much time is available. Keep in mind that performances will take at least 10 minutes, and you should leave at least 5 minutes for the exit ticket.

Have students present their posters and perform their advertisements and speeches.

Distribute the exit ticket and have students read the situation and article excerpt before answering the questions:

- Situation: Someone in Spheradell seems to have anonymously sent the following article excerpt from “How Trade Agreements Have Enhanced the Freedom and Prosperity of Americans” by Daniel Griswold and Clark Packard to all the incumbent leaders in Spheradell with a note saying they should read it carefully if they want to win reelection. The entire article can be found here: <https://www.cato.org/publications/how-trade-agreements-have-enhanced-freedom-prosperity-americans#economic-benefits>.
“The fundamental purpose of trade agreements is to encourage people to engage in cross-border trade by lowering government barriers thereto, and this liberalization generates significant economic benefits. For example, American families and import-using producers can access a wider variety of imports at a lower cost, while American

exporters enjoy easier access to markets abroad. Because US trade barriers tend to be lower than those of most other nations (but far from all!), the cumulative effect of the trade agreements signed by the United States has been to lower foreign trade barriers more steeply than US barriers."

Once students have read the situation and article excerpt, have them answer the following questions:

- The leader of your area of Spheradell has sent you a note asking if you agree with the article. Your leader wants to know whether to follow this advice. How will you answer? (Answers will vary, but you are likely to have students agree with the article and encourage the leader to seek free trade agreements with the other areas of Spheradell.)
- According to the article above, what are the benefits of trade agreements? (The article identifies the benefits associated with greater variety and lower prices.) What might be the unintended consequences?
- Does this article match your experience with the trade simulations you experienced this week? Why or why not?

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Political Cartoon Warm-Up



J. S. PUGHE, "HE HAS ONE MEDICINE FOR ALL ILLS," KEPPLER & SCHWARZMANN, APRIL 14, 1897. RETRIEVED FROM THE LIBRARY OF CONGRESS, www.loc.gov/item/2012647664/.



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Things I noticed about the first cartoon, "He Has One Medicine for All Ills"	Similarities between the 2 cartoons	Things I noticed about the second cartoon, "John Bull and his friend Cleveland"

According to the first cartoon, why might a government pass tariff policies?

According to the second cartoons, what are the intended and unintended consequences of passing or not passing tariff policies?

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Matching Activity

WORD BANK:

Embargo

Quota

Standard

Subsidy

Tariff

What is it?	Why do governments do it?	What are the effects?	Which policy is this?
A tax on imported goods or services	To protect an industry struggling to compete with foreign companies	Higher prices on both domestic and foreign goods and services; reduced supply of targeted goods or services	
A policy that forbids trade with a targeted country	To punish the targeted country for a violation of trade rules or international norms; to convince the targeted country to change domestic policies	Lack of access to goods and services from the target country; lack of a market in the targeted country for exports	
A rule or qualification for goods or services imported into an economy	To protect health and safety; to influence production rules and standards in a foreign country; to keep certain goods or services out of the domestic economy	Reduced supply of foreign goods and services; increased input costs to ensure goods and services pass inspection; increased cost of inspection regime; higher prices on both domestic and foreign goods and services	

A payment to the producer of a good or service that lacks comparative advantage	To make an industry competitive on the global market; to drive prices below foreign countries' ability to produce	Overproduction of targeted goods or services; lower prices for foreign consumers; higher taxes on domestic taxpayers	
A limit on the amount of a good or service that can be imported	To protect domestic industries from foreign competition when the industry lacks a comparative advantage	Reduced supply of foreign goods and services; increased prices on both foreign and domestic goods and services	

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Review of Trade Restriction in Glintopolis

My wonderful friends of Glintopolis, I believe I may have allowed my unending trust in my fellow Spheradell citizens to cloud my superior intellect. It turns out that the citizens of Brindlebrook Country have deceived us! By purchasing our ovens, they have undermined our ability to trade for the benefit of our own Glintopolis citizens! I have been in touch with the mayor, but he refuses to destroy the ovens he bought from us. He is threatening to build more! As such, we can no longer, in good conscience, trade with Brindlebrook Country. Fortunately, while we figure out how to produce our own skybloom flakes, we have made an agreement with Aberria Country to purchase skybloom flakes from them. Sphere-Sweet production will continue without Brindlebrook meddling. —Strawkin the Elf

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Review of Trade Restriction in Skydell Country

Great citizens of Skydell Country, I'm afraid the citizens of Glintopolis have been working behind our backs to undermine our ability to produce and trade elderbloom fruits! I have tried to reason with Strawkin, but he seems unable to follow my logic. We must be brave in our resolve to punish the Glintopolis for its transgressions. Therefore, Skydellians can only use one of the Glintopolis ovens. Fortunately, our friends in Brindlebrook Country have plenty of ovens to use!

—Your King, Vaelor the Griffin

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Review of Trade Restriction in Scarlowe Country

Wonderful citizens of Scarlowe Country, it breaks my heart to tell you that our friends to the north, the citizens of Skydell Country, have been working behind our backs to make copper cups and sell them to our customers. Even worse, we feel that the Skydellians are selling substandard elderbloom fruits in our markets. After trying to appeal to them based on my deep and abiding love for Vaelor the Griffin, it came to my attention that at least half the elderbloom fruits in Skydell are rotten. We are appointing an elderbloom fruit inspector, who will reject elderbloom fruit that is rotten. Soon, the Skydellians will see the error of their ways and change their production techniques because we have held them to high health and safety standards! —With love, Gildron the Knight

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Review of Trade Restriction in Aberria Country

My good neighbors of Aberria Country, it has come to my attention that the citizens of Brindlebrook country are behaving wickedly. They have been buying wheat from the Scarlowe people, which has undermined our own wheat on the market. I have tried to appeal to their natural good nature, but they refuse to see things through my rose-colored glasses. In order to rise above the people of Brindlebrook. I am ordering that more resources be used to support the skybloom flake industry so that Aberria Country skybloom flakes will be more attractive on the market than those from Brindlebrook Country. Friends, together we will encourage our own very good skybloom flake production to best the deceitful people of Brindlebrook!

—Good day, Liora, Fairy Queen

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Review of Trade Restriction in Brindlebrook Country

Marvelous members of the Brindlebrook community, the Aberrians have ramped up their production of skybloom flakes despite our best efforts to negotiate with them in good faith. My merry Brindlebrooks, in order to convince the people of Aberria Country to come to their senses, we will be placing a tax on wheat from Aberria Country. You may negotiate to trade for wheat from the Aberrians, but you must get at least 2 units of wheat at a time. One of these units must be given to the mayor so that he can create a stockpile of wheat for possible future shortages. Soon the Aberrians will see the error of their ways, and Brindlebrook Country will be rich in wheat for years to come! —Magnificently, your mayor

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Spheradell Gazette Journal Article

Fellow Spheradell citizens, something terrible is occurring in Spheradell! Our Sphere-Sweet production has fallen to an all-time low, and the people of all the areas of Spheradell are restless. Your great leader, Strawkin the Elf, has come up with a most excellent plan to give a voice to the dissatisfied citizens of Spheradell. Elections will be held 6 weeks from today in all areas of Spheradell. Even Strawkin the Elf will put his position up for reelection. Candidates who want to challenge Vaelor the Griffin, the Gildron the Knight, Liora the Fairy Queen, and the current mayor of Brindlebrook Country are encouraged to file their candidacy at the election office of their respective areas. See you at the polls!

According to the notice above, what issue seems most important to the people of Spheradell? Do you think this reflects the kinds of issues that motivate voters in real life?

The *Spheradell Gazette Journal* is taking a poll of all prospective voters in Spheradell. Based on the policies of the current leader of your area, are you likely to vote for that leader in the upcoming election? Why or why not?

If you were to challenge the incumbent in your area, how would you convince your fellow citizens to vote for you?

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Candidate Project Rubric

Directions: In your group, create an imaginary candidate to challenge the incumbent leader of your area of Spheradell. You will invent a name, symbol or image, and motto for your candidate. You will make a poster that features your candidate's name, symbol or image, motto, critique of the incumbent leader, and plan to improve your country's economy. Your group will also incorporate these features into a short skit or speech that will last no more than a minute. You will be scored according to the rubric below.

Meets the standard (10)	Approaches the standard (6)	Needs improvement (3)
Name is creative and seems appropriate to both Spheradell and the classroom.	Name shows some level of creativity and is appropriate to the classroom.	Name lacks creativity or may be inappropriate for the classroom.
Image or symbol is creative and invokes the goals of the campaign.	Image or symbol shows some creativity and is loosely related to the campaign.	Image or symbol lacks creativity and is unrelated to the campaign.
Motto or slogan is compelling and based on economic concerns.	Motto or slogan is somewhat motivating and loosely based on economic concerns.	Motto or slogan does not inspire action or is unrelated to economic concerns.
Critique of incumbent is accurate and focused on economic production and consumption.	Critique of incumbent is somewhat inaccurate and only loosely focused on production and consumption.	Critique of incumbent is inaccurate or unrelated to economic production and consumption.
Plan to improve economy is convincing and accurate.	Plan to improve economy is somewhat convincing or may be partially accurate.	Plan to improve economy is unconvincing or inaccurate.

Poster is attractive and compelling.	Poster is somewhat attractive or moderately compelling.	Poster is messy or unreadable. Argument is not compelling.
Live performance is engaging and compelling.	Live performance is somewhat engaging or moderately compelling.	Live performance is not engaging or compelling.
Project shows a deep understanding of government interventions in trade.	Project shows some understanding of government interventions to trade.	Project shows little understanding of government interventions to trade.
Project shows significant creativity and effort.	Project shows some creativity and effort.	Project shows little creativity and effort.
Project shows significant cooperation.	Project shows some cooperation.	Project shows little cooperation.

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Exit Ticket

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According to the article above, what are the benefits of trade agreements? What might be the unintended consequences?

Does this article match your experience with the trade simulations you experienced this week? Why or why not?
