

## TRADE BARRIERS

### Performance Standard (15D/16CW).H

Write an editorial taking a position either supporting a policy of free trade by the United States or a program of barriers to trade during its early years accordingly:

- *Knowledge:* identify a barrier of trade in the 1790's;
- *Reasoning:* analyze the barrier and explain how support or opposition of the proposal would fit the philosophy of Alexander Hamilton or Thomas Jefferson; and
- *Communication:* write an editorial that is well-organized, well-focused and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. ***In order to understand trade as an exchange of goods or services (15D), and to understand the development of economic systems (16CW),*** students should experience sufficient learning opportunities to develop the following:
  - Identify barriers to trade and their impact, and explain why nations create barriers to trade, and
  - Describe the global impact of long-term economic trends from 1500-present (e.g., long distance trade, banking, specialization of labor, urbanization, technological/scientific progress).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students need to learn or review the following:
  - a. The arguments for free trade.
  - b. The barriers to trade that governments use, how they work and why governments use them.
  - c. The historical events and legislation involving trade during the early years of the United States under the Constitution.
  - d. The philosophical differences between Secretary of Treasury Alexander Hamilton or Thomas Jefferson in regard to trade and the industrial development of the United States.
  - e. The fundamentals of writing an editorial.
4. Have students write a one-page editorial from the perspective of the 1790s that meets the following conditions:
  - Support or oppose a selected proposal concerning the use of a barrier to trade during the 1790s.
  - Indicate how the selected proposal would fit within the philosophy of Alexander Hamilton or Thomas Jefferson.
  - Editorials will include a discussion of how the barrier to trade would work and whether it would be helpful or harmful.
5. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge:* the identification of a barrier to trade in the 1790's and the philosophies of Hamilton and Jefferson is complete and accurate.
  - *Reasoning:* the analysis of how support or opposition of a proposal would fit within the philosophy of either Hamilton or Jefferson and how it would be helpful or harmful is logical and well-reasoned.
  - *Communication:* the editorial is well-organized, well-focused and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work not available

### Resources

- United States History textbook
- Economics textbook
- Social Science Rubric

### Time Requirements

- One class period for writing editorial