

## COMPUTERS AND SATELLITES NO LONGER FUNCTION

### Performance Standards (16CUS/16CW/16DW).J

Students are informed that computers and satellites no longer function. The students will list examples of how this development would have an economic and social impact upon the United States and the rest of the world and assess how these changes would have an impact upon the U.S. economy since World War II.

- *Knowledge:* describe the social and economic impact on the world of situations such as changing trade patterns, unemployment, reduced interaction among people, effects on cultural awareness, disaster warnings;
- *Reasoning:* evaluate the impact these events would have on the economy and social systems in the United States and the world; and
- *Communication:* write an essay that is well-organized, well-focused, and well-detailed express all ideas in a way that provides evidence of knowledge and reasoning processes.

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### Procedures

1. ***In order to understand the development of economic systems (16C), understand Illinois, United States and world social history (16D)***, students should experience sufficient learning opportunities to develop the following:
  - Describe the development over time of the relationship between the national economy and the global economy since World War II,
  - Trace the historical forces of continuity and change in the development of the contemporary global economic system,
  - Predict the consequences of economic interdependence in the world's economic system, using a contemporary example, and
  - Assess the affects of changing technology since 1945 (e.g., atomic power, mass communication, means of production) on the course of world social history.
2. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
3. Students have acquired knowledge of economic interdependency and studied technological changes overtime. Note: Topics of discussion may include lack of efficient trade leading to higher prices, unemployment, slower warnings of impending natural disasters resulting in major loses of property, cultural awareness would be adversely affected--music, fashion, etc., less interaction among people within and outside the U. S., trade patterns could be altered affecting the flow of goods and products from region to region.
4. Provide students with the following statement: This just in----all satellites and computers have suddenly become non-functional and will remain useless for an indefinite period of time.
5. Have students compile two lists one showing examples of how this development would have an economic and social impact upon the United States and another showing examples of how this development upon the economic and social impact upon the rest of the world.
6. In an essay have students assess the affects of this development by explaining two ways that these changes in communication have had an impact upon the United States economy since World War II.
7. 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 key ideas (i.e., lack of efficient trade leading to higher prices, possible unemployment, slower warnings of impending natural disasters resulting in major loses of property, cultural awareness would be adversely affected--music, fashion, etc., less interaction among people within and outside the U. S., trade patterns could be altered affecting the flow of goods and products from region to region) is complete and accurate.
  - *Reasoning:* the evaluation in the essay shows how the changes in communication have influenced the United States economy since World War II is thorough and well-reasoned.
  - *Communication:* the essay is well-organized, well-focused and well-detailed; the knowledge and reasoning were completely and effectively communicated.

**Examples of Student Work not available**

**Resources**

- Paper and Pen
- Social Science Rubric

**Time Requirement**

- One 50-minute time period to write essay