

International Education: Historical Overview of Mexico



This lesson plan is designed to be used as an individual or group study of comparison, to study the economic, political, and cultural characteristics of Mexico as a specific comparison to the United States. **Time required: 3-5 class periods (55 minute class periods)**

I. Content

I want my students to be able to:

- A. Make an economic comparison
- B. Prepare for the Economic Summit
- C. Understand the concepts of international trade
- D. Assess the social, political, and economic conditions of Mexico

II. Prerequisites

It is recommended that students complete the Economic Map assignment found in the Idaho International Education Task Force lesson plans for economics. Background in American Government is suggested. In many cases, students enrolled in Economics are seniors and therefore are taking Economics and American Government concurrently. If you plan to participate in the International Economic Summit, it is suggested that you prearrange with the International Summit Coordinator your chosen country as countries are typically assigned as a lottery system

III. Instructional Objective

Students will:

- Research and document data related to their country using multimedia, texts, library resources
- Produce a research paper, with footnotes, describing the history, economics and culture of their country
- Demonstrate knowledge of their country by presenting their research of the country using a Power Point presentation
- Compare and analyze the differences in a countries economic stability and power

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VI. Materials

a. Teacher:

- Historical Overview assignment sheet (Appendix A)
- Any related materials related to assigned country
- Cart of library resources to research geographic characteristics, history, world resources, and political background (Almanacs, Encarta, Compton's Encyclopedia, Statesman's Yearbook World Book Encyclopedia, World Atlas, various web sites, etc.). Consult with librarian about one week prior.
- Reserve computer lab with internet access to research current statistics, world leaders, etc.

b. Student:

- All resources and previous research for Mexico

IV. Instructional Procedures

Students will prepare a historical overview of Mexico. The purpose of the overview is to give the student an insight on how their country has developed into what it is today. Each student should have an understanding of what countries, events, and people have influenced their country of study, who it associates with and who it doesn't, where its cultural ties lay, and how its economic system has and presently functions.

Concepts learned:

- Factors of production
- Comparative advantage
- Imports/exports
- Trading partners
- Allies/enemies
- Types of economic systems
- Forms of economic systems
- Colonial influences
- Participation in world events
- Treaties
- Political system
- Internal events
- Economic stability
- Standard of living

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Students will be able to:

- Research and document data related to their country
- Understand quality of life in Mexico
- Understand the meaning of Gross Domestic Product
- Determine how comparative advantage influence economic wealth
- Interpret the economic, political, and cultural history of Mexico
- Analyze how internal and world events have impacted Mexico
- Compare and analyze the differences in a country's economic stability and power based on factors of production

Procedures

Day One-Three

1. Tell students that they will begin/continue to research Mexico.
If you plan to attend the Economic Summit, students should keep in mind their goal of becoming an expert on that country. Review the role of economics advisors outlined in the Economic Summit Handbook (<http://www.internationaleconomicsummit.org>). If you plan to attend the Economic Summit, explain to the student that their research will help them to be successful at Summit.
2. Hand out Historical Overview assignment sheet (Appendix A)
3. Review the concepts of:
 - Comparative advantage, imports/exports
 - Standard of living
 - Population
 - Economic systems
 - Colonial influences
 - Participation in world events
 - Treaties
 - Type of government
 - Influential political figures
 - Current political leaders
 - Traditional allies and enemies
 - Internal events
 - Economic stability
 - Major industries
 - Trading partners

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- GDP, per capita income, literacy rate, unemployment, standard of living
 - Cultural characteristics and the influences on history
4. Instruct the students on the use of the internet and include:
- Search procedures
 - Internet etiquette
 - School guidelines
 - Print procedures
 - Saving procedures

Day Four

5. (OPTIONAL) Have students present their Historical Overviews to the class in the form of a Power Point presentation.

(OPTIONAL) Recommended if you wish to participate in the Economic Summit. <http://www.internationaleconomicsummit.org>. Students need to be aware that the Economic Summit is a role play. During individual presentations, have other students take notes detailing important information that will equip them with a better understanding for the role their country plays in the global arena. The objective is to discover how their country should behave politically, who their allies will be, and who has the comparative advantage to ensure they will meet their trade balance and other objectives of the Economic Summit.

- Traditional allies/enemies
- Imports/exports
- Comparative advantage
- Etc.

V. Assessment/Evaluation

Grading should be proportional to the assignments given over the course of the semester. Evaluation should be based on quality, content, and accuracy. Use the Bullets on the assignment sheet (Appendix A) for guidance

VI. Idaho Achievement Standards

- 9-12.E.3.1.1 Define scarcity and explain its implications in decision making.
- 9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influence prices.
- 9-12.E.3.1.3 Identify the incentives that determine what is produced and distributed in a competitive market system.
- 9-12.E.3.2.1 Compare and contrast the characteristics of different economic systems.

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| 9-12.E.3.2.2 | Explain and illustrate the impact of economic policies and decisions made by governments, business and individuals. |
| 9-12.E.4.2.1 | Explain the basic functions of government in a mixed economic system. |
| 9-12.E.4.2.2 | Identify laws and policies adopted in the United States to regulate competition. |
| 9-12.E.5.1.3 | Apply economic concepts to explain the role of imports/exports both nationally and internationally. |

VII. Follow-up Activities

- Any lesson plan outlined in the Idaho International Education Task Force Lesson Plan Bank that pertains to international relations/comparisons
- Participate in the International Economic Summit. Information on the International Economic Summit can be found at the Idaho Council on Economic Education – <http://csi.boisestate.edu/icee> . Specific information on the Summit can be found at <http://www.internationaleconomicssummit.org> or by contacting Jody Hoff at Boise State University.
- Lessons outlined in the International Economic Summit handbook. Contact Jody Hoff at Boise State University
- International economics related lesson plans available at the National Council on Economic Education. <http://www.ncee.net>
- Link economic comparison and history to “Exploring Humanitarian Law”:
 - Contact: Michael Shaw (Exploring Humanitarian Law in Idaho) at: mshaw@idahocities.org
- Refer to the following lesson plans from the “Jalisco Education Educational Kit”:
 - **Middle School: Integrated Social Studies**
 - A Visit to Jalisco, Mexico (Hands-on Social Studies)
 - **High School: Business and Writing Focus**
 - Write a letter as a CEO interested in expanding business to Mexico
 - Contact: Idaho-Jalisco Sister State Task Force

Appendix A

Economic/Historical Overview

The purpose of the Historical Overview is for you to look at how Mexico has developed into what it is today. We want you to look at what countries, events, and people have influenced it, who it associates with and who it doesn't, where its cultural ties lie and how its economic system has and does function.

Section One: History

A. Colonial influences

- In this section you are to describe the countries that either have had control of your country or that your country has controlled. Usually, countries are taken over by other countries because of war. If your country was controlled by another, some aspect of your country will have been affected: type of government, language, religion

B. Participation in world events

- Wars (when and whom did you country fight. Who won? What did your country lose or gain?)
- Treaties. All countries have made treaties with other countries, sometimes many.
- International Organizations. Is your country a member of the United Nations? If so, when did it join and does it hold any important or significant positions of power? Is your country a member of EEC, SEATO, or other continental organizations?

C. Type of Government(s) and influential political figures

- Sometimes countries change the way their government is organized as a result of their involvement in world wars, combining with other countries or for other reasons. Describe the type of government your country has today. Is it different from the type of government it had in the past? If so, why and how? Be sure to tell how executives, lawmakers and judges are chosen, how long they can serve, how they can be replaced.
- Describe the activities of important political figures, and tell who they were/are. Sometimes, an important leader of one country is responsible for changes that occur in other countries. If that is true in your country, be sure to include that information in your description.

D. Traditional Allies and Enemies

- Be sure to talk about who your country's allies and enemies are. If your country is typical, those alliances have changed over the past 300-400 years.

E. Internal Events

- What events have occurred in your country to affect its political history or economic history? For instance, has your country been involved in a civil war, or has it suffered from long-term drought? Events such as these are traumatic to a country's economy, the people, and often alter history.

Section Two: Economics

A. Economic Stability, past and present

- Has your country experienced periods of extreme inflation or depression? (If your country has been involved in wars, it has!) What is the money's purchasing power? Can the people buy the things they need? Are consumer goods available?

B. Major Crops and Industry

- What major crops are grown? What manufacturing takes place? Where?

C. Imports and Exports

- Comparative advantage? What products/foodstuffs are imported from other countries and exported to other countries? Does your country import more than it exports? Why? Implications?

D. Trading Partners

- What countries has your country traded with in the past? Does it still trade with those countries, or have circumstances changed its trading partners?
- Are there any trade embargos, trade agreements, sanctions? Is there any country that your country cannot trade with because of legal action taken by your country's government, or another country's decision?

E. GDP, per capita income, and unemployment rate

- The gross domestic product is the value of goods produced in the country, broken down by population.
- Per capital income means what is the average income per person
- Literacy rate means at what age or grade level do most people read, write and understand their country's language. Is there a formal education program? Is attendance in school required? What percentage of citizens attends college or some other post-high school education?

F. Standard of Living

- What are the houses like that people live in? Are the people able to buy consumer goods? Can they afford to buy more than just the bare essentials of existence? You will find information that tells you things like how many TV's people have, home many cars people own, etc.

Section Three: Culture

A. The culture of a country is what makes it distinctive. Culture includes the language, music, religion and food, as well as art and clothing.

B. Holidays, ceremonies, artists

- You should include information about special celebrations and festivals that your country holds (4th of July, Thanksgiving in the USA)
- Major artists, musicians, composers, entertainers, dancers, sports figures, etc. This would include people who were significant in your county's past as well as its current history. Its customs and traditions also make your country what it is today.

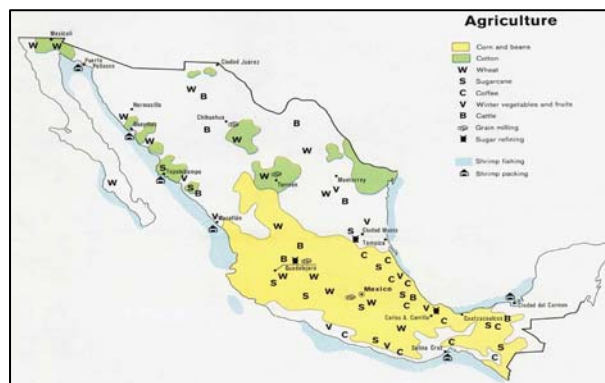
Composition

When you have finished this paper, you will have an excellent grasp of what has occurred in the past 3-4 centuries and what events have shaped your country into what it is today.

Plagiarism should be observed. Include a bibliography in MLA format.

International Education: Mexico Economic Map

The primary application of this lesson is to cover the economic comparison unit. Students will explore the basic economic concepts of international trade and comparison by studying Mexico. **This lesson should take 3-6 days to complete (55 minute class periods)**



VIII. Content

I want my students to be able to:

- Compare and contrast Mexico and the United States
- Explore the basic economic concepts of international trade and comparison
- Research, evaluate, goal set, and strategize
- Assess the social, political, and economic conditions
- As a supplement and/or cumulative experience, be better equipped to participate in the Economic Summit by the conclusion of this unit.

IX. Prerequisites

It is recommended that students have a background in political systems. In many cases, students enrolled in Economics are seniors and therefore are taking Economics and American Government concurrently. If you plan to participate in the International Economic Summit, it is suggested that you prearrange with the International Summit Coordinator your choice to represent Mexico as countries are typically assigned as a lottery system.

X. Instructional Objective

Students will:

- Know why nations trade
- List who the United States' major trading partners are
- List what major imports and exports of the United States are and their country of study
- Be able to differentiate between comparative and absolute advantage
- Understand how recent trends in our balance of payments have affected countries
- Understand the affect of past trade barriers
- Understand how exchange rates are determined
- Understand how history has played a role in global relations
- Demonstrate how scarcity, factors of production, opportunity costs, standard of living, interdependence, literacy rate, mortality rates, and history influence Mexico's economic positioning in global trade
- Demonstrate transferable computer skills using various presentation software

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CONTENT OUTLINE

WHY NATIONS TRADE

1. Four Factors of Production
 - A. Land
 - B. Labor
 - C. Capital
 - D. Entrepreneur
2. What is trade
 - A. imports
 - B. exports
3. United States imports and exports
 - A. Imports
 - B. Exports
4. Assigned country's imports and exports
 - A. imports
 - B. exports
5. Trading partners
 - A. United States
 - B. Assigned country
6. Benefits of trade
 - A. Absolute advantage
 - B. Comparative advantage
 - C. Political
 - D. Scarcity
 - E. Standard of living
7. Barriers of trade
 - A. Duty
 - B. Non-tariff measures
8. Economic goals of society
 - A. Full employment
 - B. Stability
 - C. Growth

FINANCING INTERNATIONAL TRADE

1. Foreign exchange markets
2. Exchange rates
 - A. Fixed rates
 - B. Flexible rates
3. Balance of trade
 - A. Foreign trade
 - B. Overseas investment
 - C. Economic aid

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- D. Support for military personnel
- E. Foreign loans

XI. Materials

- a. Teacher:
 - Transparencies
 - Outline of map requirements (see Appendix A)
 - Cart of library resources to research geographic characteristics, world resources, and political background (Almanacs, Encarta, Compton's Encyclopedia, Statesman's Yearbook World Book Encyclopedia, World Atlas, various web sites, etc.). Consult with librarian about one week prior.
- b. Student
 - i. Poster board
 - Color pencils, markers, poster board, glue
 - Map template (see Appendix B)

XII. Instructional Procedures

Students will research Mexico by preparing maps containing key statistical information. In addition, students will locate information related to economics: Factors of production, imports and exports, trading partners, traditional enemies/allies. Students will utilize this information to determine and compare the economic stability of Mexico, how they rank globally, and what comparative advantage one country has over another.

Concepts learned:

- Factors of production
- Comparative advantage
- Imports/exports
- Trading partners
- Allies/enemies
- Types of economic systems
- Forms of economic systems

Students will be able to:

- Research and document data related to Mexico
- Create a map of economic wealth
- Compare and analyze the differences in Mexico's economic stability and power based on factors of production

Day One

2. Assign Mexico to groups of five (5). Tell students that they will begin researching their country and that they should keep in mind their goal of becoming an expert on that country. If you are planning to attend the International

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Economic Summit, chose counties specific to your course of study. For example, if you are studying a specific event in Germany or China, use these countries in this assignment.

3. Review the role of economics advisors outlined in the Economic Summit Handbook (<http://www.internationaleconomicssummit.org>). If you plan to attend the Economic Summit, explain to the student that their research will help them to be successful at Summit.
4. Display “good” maps and “bad” maps to give the students an idea of your grading expectations
4. Review the concepts of:
 - Factors of production
 - Allies/enemies
 - Trade partners
 - Tariffs
 - Benefits of trade
 - Barriers to trade
 - Economic goals of scarcity
 - Foreign exchange
 - Balance of trade
5. Distribute the color pencils/pens, poster board, transparencies, and map requirement handout
6. In country teams, give the students the remaining hour to complete the physical map

Day Two

7. (OPTIONAL) If you would like to participate in a truly global awareness project, a cross disciplinary lesson can be used. Involve the American Government teacher to prepare a political map. **Review the requirements for the political maps in Appendix B.** Identify the political system of Mexico. Show the surrounding counties, major cities, the capital, provinces, states or other divisions. Allow the remaining time for students to complete the political maps.

Day Three

8. (OPTIONAL) Involve the English teacher. **Review the requirements of the cultural map in Appendix B.** Identify language areas, tourist attractions, cultural centers, historical sites, birthplaces of famous people, and monuments. Allow the remaining time for the students to complete the cultural maps.

Day Four

9. Review the requirements of the economic map. **Review the requirements in Appendix A.** Identify all factors of production, seaports major bodies of water, and large populated area with symbols, pictures and color. Allow the remaining time for students to complete the economic maps.

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Day Five

10. (OPTIONAL) Recommended if you wish to participate in the Economic Summit. Prepare a historical overview of Mexico. Objective is to determine the country's role in history so that your team realistically represents the country at the Economic Summit. <http://www.internationaleconomicssummit.org>

Day Six

11. Have students display all the maps on the wall, and clearly identify each. Have students collaborate and list:
- Mexico's exports that the country has that other countries might need. Is that country a traditional enemy or ally?
 - Other similarities, such as: Language, religion, government, and economic form/type
 - Have students discover economic rank among other countries by asking them to determine Mexico's economic position and then line up according to exchange rate, GDP, etc.

XIII. Assessment/Evaluation

Grading should be proportional to the assignments given over the course of the semester. Evaluation should be based on quality, content, and accuracy.

XIV. Idaho Achievement Standards

This lesson plan supports the following state standards:

489.01: Critical Thinking and Analytical Skills – Acquire critical thinking and analytical skills

489.01.a: Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art. (Power Standard)

489.01.b: Evaluate and interpret points-of-view using primary and secondary sources. (Power Standard)

510.01: Fundamentals – Understand basic economic concepts

510.01.a: Define scarcity and explain its implications in decision making

510.01.b: Know ways in which the interaction of all buyers and sellers influence prices. (Power Standard)

510.01.d: Identify the incentives that determine what is produced and distributed in a competitive market system. (Power Standard)

510.01.f: Compare and contrast free market and controlled economies of various nations and eras. (Power Standard)

510.01.g: Apply economic concepts to explain the role of imports/exports both nationally and internationally.

511.01: Concept of Money – Understand the concept of money

511.01.a: Analyze the role of money as a medium of exchange.

511.01.b: Explain how money derives its value.

512.01: Influences – Understand there are many influences on economic systems

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512.01.a: Explain the impact on culture, values, and belief systems on economic systems. (Power Standard)

512.01.c: Describe and illustrate the impact of governmental policies and decisions on economic systems. (Power Standard)

Follow-up Activities

- Any lesson plan outlined in the Idaho International Education Task Force Lesson Plan Bank that pertains to international relations/comparisons
- Participate in the International Economic Summit. Information on the International Economic Summit can be found at the Idaho council on Economic Education - <http://csi.boisestate.edu/icee> . Specific information on the Summit can be found at <http://www.internationaleconomicssummit.org> or by contacting Jody Hoff at Boise State University.
- Lessons outlined in the International Economic Summit handbook. Contact Jody Hoff at Boise State University.
- International economics related lesson plans available at the National Council on Economic Education. <http://www.ncee.net>
- Link economic comparison and history to “Exploring Humanitarian Law”:
 - Contact: Michael Shaw (Exploring Humanitarian Law in Idaho) at: mshaw@idahocities.org
- Refer to the following lesson plans and statistical information from the “Jalisco Education Educational Kit”. Contact the Idaho Department of Commerce.

Appendix A

ECONOMIC RESOURCE MAP REQUIREMENTS

In groups of five (5), create an economic resource map using poster board.

FRONT SIDE: Use a picture of your country's flag as a background

- 2 longitude lines, 2 latitude lines.
- Legend. Use a combination of color, symbols, and pictures.
- Physical characteristics: Mountains, valleys, deserts, major bodies of water/rivers, bordering countries/oceans/seas. Use a color legend.
- Categorize economic resources in a legend by the 4 factors of production – Natural, Capital, Human, Entrepreneur.
- Create five (5) legends to separate each factor of production and physical characteristics.

BACKSIDE

- Bibliography (use MLA guidelines): 3 book, 1 Internet minimum.
- List all imports/exports.
- Identify type of economic system.
- Identify type of government.
- List trading partners.
- Exchange rate to the US dollar.



Appendix B

American Government, Economics and English Global Awareness Project – Mapping

All maps are to be 8 1/2 x 11 inches (standard paper size)

Country will need to be traced or hand-drawn, not printed from a computer

You are to layer the maps in the following way:

- Bottom layer, hard copy: Physical map showing rivers, lakes, mountain ranges, land forms, bodies of water, lakes, bays, plains, valleys, highest elevation, lowest elevation and island (if applicable)
- Include 2 latitude and 2 longitude lines
- Maps are to be in color

DUE IN GOVERNMENT CLASS

- Layer two, on a plastic overlay: Political map showing the surrounding counties, major cities, capital, provinces, states or other divisions

DUE IN ECONOMICS CLASS

- Layer three, on a plastic overlay: Economics map showing resources where they exist in the country using symbols (a legend will be needed)

DUE IN ENGLISH

- Layer four, on a plastic overlay: A map showing language areas, tourist attractions, cultural centers, historical sites, birth places of famous people, monuments