

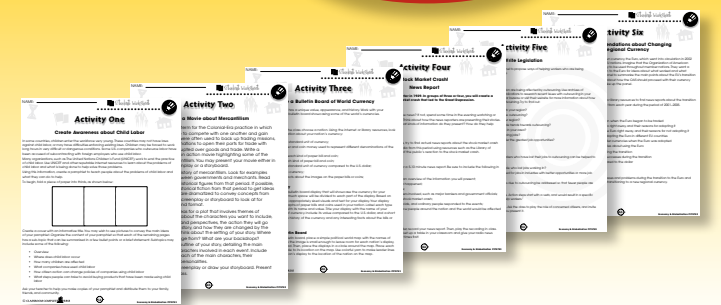
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Economic Globalization: A Historical Overview

- The word economy has more than one meaning. Use a dictionary to look up the word **ECONOMY**. Find the definition that relates to money. Write the definition on the spaces provided.

The definition of **economy** is:

- Think about how money moves around the world when goods are bought and sold.
 - List five things that you use in your everyday life that were made in another nation, or were made from materials from another nation.

- How long do you think people have been trading goods between nations? How do you think trade has changed throughout history?



Economic Globalization: A Historical Overview

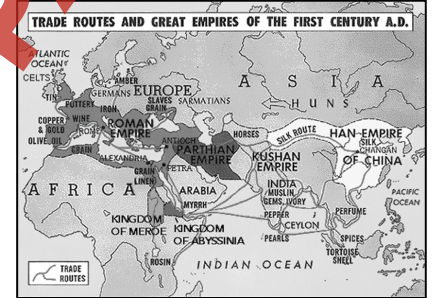
The word **globalization** refers to the sharing of goods, ideas, culture, systems of government, and even people, among states and regions in all parts of the world. The **economic** aspect of globalization relates to the making, using, and moving around of goods and services. The economic conditions in a state or region are called the **economy**. Much of globalization has been driven by economic interests.



What is a state's economy?

Early Economic Globalization

The history of **trade** – the exchange of goods and services – goes back earlier than written records. In fact, archeological evidence shows that trade may go back tens of thousands of years. Trade between tribes and other groups of people have existed in all parts of the world. As human societies became **organized** into larger structures, the production, trade, and use of goods expanded. The development of empires, such as the Roman Empire, brought smaller territories under the control of one government. This increased trade and the use of currency. The spread of Buddhism in Asia and Islam in the Mediterranean, India, and Africa, helped promote the expansion of trade routes with the spread of cultural ideas and missionaries. Economic and technological development in imperial China allowed for the increasingly large-scale exports of goods. Early in the second millennium B.C.E., overland trade routes and smaller-scale oceanic routes linked much of Europe, Asia, the Middle East, and northern Africa in a network called the **Silk Road**. Extensive trading along the Silk Road spread goods and ideas around the region. During this period, trading was **segmented**. Most merchants operated locally, and goods were traded from port to port or territory to territory. It was rare for one merchant or government to move goods far distances.



Map of early trade routes and empires



Economic Globalization: A Historical Overview

- Match the term on the left to its definition on the right. You may use a dictionary to help you.

<ol style="list-style-type: none"> trade segmented Silk Road mercantilism trans-oceanic globalization 	<table border="1"> <tr> <td style="padding: 5px;">broken into smaller sections</td> <td style="text-align: right; padding: 5px;">A</td> </tr> <tr> <td style="padding: 5px;">the practice by which the Colonial Empires used trade to gain strength and compete with one another</td> <td style="text-align: right; padding: 5px;">B</td> </tr> <tr> <td style="padding: 5px;">the exchange of goods and services</td> <td style="text-align: right; padding: 5px;">C</td> </tr> <tr> <td style="padding: 5px;">across the ocean</td> <td style="text-align: right; padding: 5px;">D</td> </tr> <tr> <td style="padding: 5px;">the sharing of goods, ideas, culture, systems of government and people among all parts of the world</td> <td style="text-align: right; padding: 5px;">E</td> </tr> <tr> <td style="padding: 5px;">a network of trade routes that linked much of Europe, Asia, the Middle East, and northern Africa</td> <td style="text-align: right; padding: 5px;">F</td> </tr> </table>	broken into smaller sections	A	the practice by which the Colonial Empires used trade to gain strength and compete with one another	B	the exchange of goods and services	C	across the ocean	D	the sharing of goods, ideas, culture, systems of government and people among all parts of the world	E	a network of trade routes that linked much of Europe, Asia, the Middle East, and northern Africa	F
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a network of trade routes that linked much of Europe, Asia, the Middle East, and northern Africa	F												

- Use the words below to fill in the trade timeline. Then write a sentence to describe each era of trade.

<p>trans-Atlantic slave trade</p> <p>the beginnings of trade</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Conference at Bretton Woods</p> <p>Silk Road</p> <p>a) _____ +10,000 years ago</p> <p>b) _____ 1,000 B.C.E.</p> <p>c) _____ 1,500 C.E.</p> <p>d) _____ 1,944 C.E.</p>
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Activity One

Act Out a Scene From the Great Depression

Working in groups of 4-6 students, act out scenes from the Great Depression. Have each group perform a 10-15 minute skit illustrating a common situation or predicament faced by people living during that era.

Before You Begin

Brainstorm ideas about what situation you might want to act out with your group. Think about the setting, the characters, and the situation that the characters find themselves in. Try to generate some ideas about possible storylines that will illustrate how different kinds of people were affected by the Great Depression.

Do Your Research

Together as a group, research the effects of the Great Depression on people you would like to portray in your play, such as farmers, factory workers, bankers, the elderly, and children. You may wish to read some historical fiction that depicts that era, to get a sense of how authors tell the story of that time, using characters, plot, and setting. Some examples are included in the list below. Ask your librarian at school for other examples.

Nowhere to Call Home
by Cynthia Defelice

A Letter to Mrs. Roosevelt
by C. Coco De Young

The Journal of C.J. Jackson, a Dust Bowl Migrant, Oklahoma to California, 1935
(My Name Is America)

by William Durbin

Survival in the Storm: The Dust Bowl Diary of Grace Edwards, Dalhart, Texas 1935
(Dear America Series)

by Katelan Janke

Treasures in the Dust
by Tracey Porter

Red-Dirt Jessie
by Anna Myers

Cissy Funk
by Kim Taylor

Write and Perform the Skit

Work as a team to write the lines and set directions for your skit. Collect the materials to make costumes and props. Memorize your lines and practice the play as a group a few times before you perform it for the class.



Crossword Puzzle!



Across

- 3. multinational _____ offer goods or services in more than one nation
- 8. laws protect _____ property such as art and inventions
- 9. an international agreement
- 10. the movement of people across national borders to live and work
- 12. a medium of trade
- 14. shells were the longest-used currency



Down

- 1. the selling of nationally owned assets to a corporation
- 2. the identifying image of a corporation
- 4. a person who migrates to escape war or natural disaster
- 5. protects a logo
- 6. shares in a corporation
- 7. protects an invention
- 11. things from nature needed in order to survive
- 13. trade

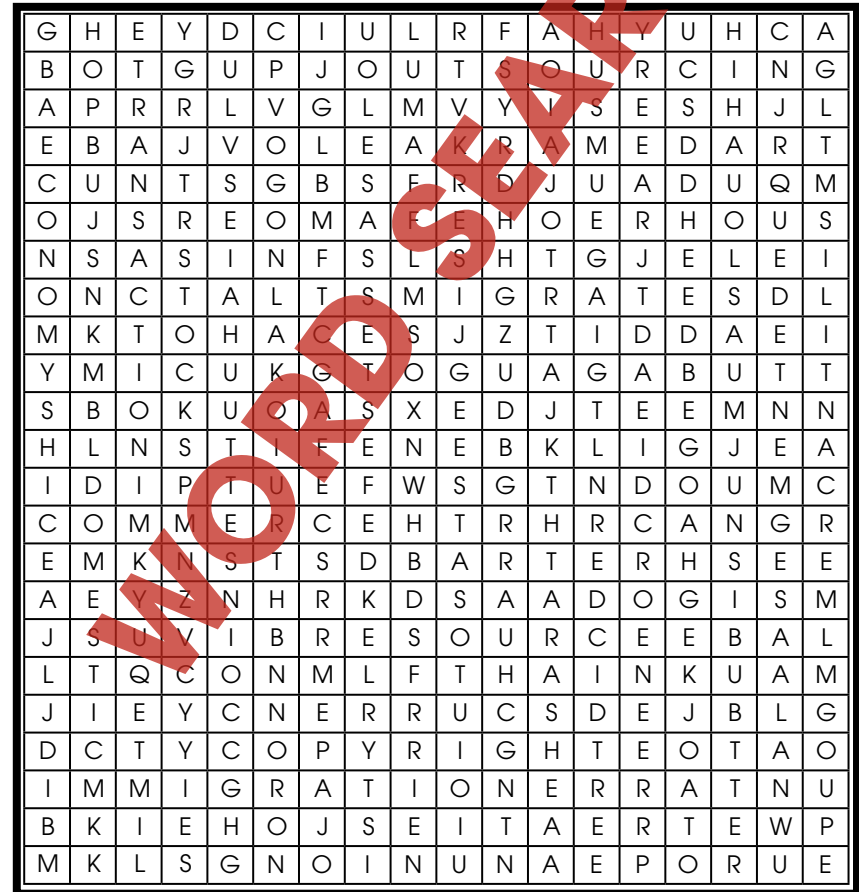
Word List

- | | | |
|--------------|---------------|-----------|
| commerce | immigration | refugee |
| copyright | intellectual | resources |
| corporations | logo | stocks |
| cowrie | patent | treaty |
| currency | privatization | |

Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

- | | | | | |
|--------------|---------------|-------------|---------|----------------|
| assets | barter | benefits | coins | commerce |
| copyright | currency | domestic | economy | European Union |
| GATT | globalization | immigration | labor | logo |
| mercantilism | migrate | outsourcing | patent | refugee |
| resource | segmented | stocks | trade | trademark |
| transaction | treaties | WTO | | |



Comprehension Quiz

20

Part A

Circle **TRUE** if the statement is TRUE or **FALSE** if it is FALSE.

- 1. Cowrie shells were the longest used currency in history.
TRUE **FALSE**
- 2. The use of metal coins as currency began about 1,000 years ago.
TRUE **FALSE**
- 3. The goal of the World Trade Organization is to protect the rights of workers.
TRUE **FALSE**
- 4. Disparities are differences in economic conditions between two areas.
TRUE **FALSE**
- 5. About 1 in 10 people have crossed national borders as migrants in search of work.
TRUE **FALSE**
- 6. Most migrant workers are men.
TRUE **FALSE**
- 7. During outsourcing, jobs usually move from a developed country to a developing country.
TRUE **FALSE**
- 8. Multinational corporations have existed for over 400 years.
TRUE **FALSE**

Part B

On the spaces provided, explain what types of intellectual property are protected by each of the following. Give an example of each type of intellectual property.

Copyright _____

Trademark _____

Patent _____

Trans-Atlantic Slave Trade



Tens of millions of Africans were forcibly deported to the Americas and other parts of the world to work as slaves, mostly in agricultural industries. Ships on the trans-Atlantic trade moved slaves from Africa to the Americas, goods such as sugar and tobacco from the Americas to Europe, and commodities for purchasing slaves from Europe to Africa.

NAME: _____

After You Read 



Economic Globalization: A Historical Overview

3. a) Compare and contrast how goods moved along the Silk Road with how goods moved during the 16th century.

b) Explain how governments and merchants were linked during the era of mercantilism.

Research

Create a Collage Book

4. Find out more about the history of the Bretton Woods Conference. Use the library and internet resources to find out about:

- Economic and political conditions around the world at the end of World War II;
- Who organized the Bretton Woods Conference;
- What nations were represented at the Bretton Woods Conference;
- The goals of the Bretton Woods Conference;
- The agreements and institutions that came out of the Bretton Woods Conference;
- How the Bretton Woods Conference influenced economic conditions around the world.

Using this information, create a collage picture book. First, place six 11 in. X 14 in. pieces of paper in a pile. Then, fold the pile in half and staple along the spine to create a twelve-page book. For each two-page spread of the book, create a collage that illustrates each bullet point above. Ask your teacher for old magazines to cut up. Leave two inches on the bottom of each page to write a couple of sentences explaining the main points about each collage. Display the books in your classroom.

3.

a) Answers will vary but may include, on the Silk Road, trade was segmented, moving from merchant to merchant on short routes.

b) Empires used trade to compete with each other, so governments supported merchants with military force.



EASY MARKING ANSWER KEY