

[Is more trade always beneficial for countries?](#)

Lesson plan for writing an argumentative essay

Suggested length: 2-3 class periods (45-55 minutes each).

If students work on their essays at home, then only 2 lesson periods will be necessary.

Lesson components:

- Opener (10-15 minutes)
- Activity
 - Part A: Going over the Trade Glossary presentation (15-20 minutes)
 - Part B: Students explore the Kialo Edu discussion (20-25 minutes)
 - Part C: Students begin their essays (focus of 1 class period)
- Optional closer (10 minutes)

Assessment

An argumentative essay on one of the following prompts:

- *If you were a farmer in India, would you support a trade agreement with the EU?*
- *Should the US use tariffs to protect their steel and manufacturing industries?*
- *Should India continue to keep tariffs so high?*
- *Why do richer countries tend to have lower tariffs rates than poorer ones?*
- *Should the US continue to subsidize large parts of their agriculture sector?*

See suggested rubric in **provided materials**.

Tips

[Browse for current trade events](#) if you would like to add further discussion topics to the essay options.

Opener (10-15 minutes)

1. Discuss with the class a current event related to trade (e.g. the [Brexit fuel crisis](#)).

Activity

Part A: Going over the Trade Glossary presentation (15-20 minutes)

1. Display the Trade Glossary presentation for the students.

2. Go through each of the terms and ask students to try to explain their meaning or define them.

Part B: Students explore the Kialo Edu discussion at their own pace (20-25 minutes)

1. Direct students to explore the Kialo Edu discussion, clicking on any of the embedded sources that they find interesting. The discussion has plenty of linked sources, so students should be encouraged to click on the ones they find most interesting.
2. Ask students to vote on the 5 claims that they consider to be the most important by giving each a score of “4.”

TIP: You may wish to demonstrate [voting](#) to your students. Pick any claim and model how to give it a score of “4.” You can then revoke your vote by clicking on the “4” again.

Part C: Students begin their essays (focus of 1 class period)

1. Go over the instructions and recommendations included in the [Background Info](#) with your students.

TIP: If you wish, you can edit the background info to add more essay questions to the list, including any current events or trade issues that particularly interest your students.

2. Direct students to begin writing their essays individually.

Optional closer (10 minutes)

1. Review how students voted as a class. Are there any patterns in how the students voted?
2. Have students volunteer to explain why they voted as they did for their chosen claims.