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Comparative Economic Systems and Per Capita GDP

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Comparative Economic Systems and Per Capita GDP

Created by: Darrell Burmeister
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Grade Level (Req.): 9th-12th grade	Content Area (Req.): Economics	Unit (Opt.): Developing Countries
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Comparative Economics • Economic Geography, Human Geography • World Cultures/Regional Studies, Contemporary Issues 		
Time Frame (Req.): 1 block	Goal (Req.): Students will understand how capitalism has spread around the world as countries try to develop their economies.	
	Objective (Req.): Students will compare maps of per capita GDP and type of economic system.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Laptop • Maps of the world • Atlas • Colored pencils • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • Comparative economics • Traditional, market, and command systems • Per capita GDP • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): As countries develop their economies, do political and economic systems evolve to meet the new demands placed on their economy? Is there a correlation between increasing per capita GDP and more democratic and economic reforms?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Students are given a list of countries which the teacher provides. 2. Using their computers, the students research the per capita GDP and type of economic/political system of each selected country. 3. Country: Per Capita GDP: Type of Political/Economic System: 4. After filling out the data, students are given two world maps and colored pencils. The students will use these three groupings for per capita GDP: under \$10,000; \$10,000-\$20,000; over \$20,000 per capita GDP. 5. The students will use their other map and color the three types of economic systems: market, command, or traditional. 6. Students, when completed with their maps, will get in small groups and compare their maps. They will draw conclusions on per capita GDP and type of economic systems. 7. Advanced students may further study historical developments that have brought about such changes over time and the impact globalization has had on such change. 8. 9. 10. 11. 12. 		

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Formative Evaluation (Req.): The completion of the data and maps.

Assessment (Req.): The students will be able to compare the two maps and draw conclusions.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how human and physical characteristics create and define regions.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and movement of populations.
- Geography, grade 9-12: Understand how cultural factors influence the interaction of human populations through time and space.
- Economics, grade 9-12: Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.
- Economics, grade 9-12: Understand the local, state, regional, national, and international factors that create patterns of interdependence in the global economy.
- Economics, grade 9-12: Understand the impact of advancing technologies on the global economy.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- Standard 3: How to analyze the spatial organization of people, places, and environments on Earth’s surface
- Standard 4: The physical and human characteristics of places
- Standard 6: How culture and experience influence people’s perceptions of places and regions
- Standard 11: The patterns and networks of economic interdependence on Earth’s surface
- Standard 18: How to apply geography to interpret the present and plan for the future
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<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Movement • Region 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • Economics, Standard 4: Roles of Incentives – People respond predictably to positive and negative incentives. • Economics, Standard 5: Gain from Trade – Voluntary exchange occurs when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and usually among individuals or organizations in different nations. • Economics, Standard 6: Specialization and Trade – When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase. • • 	
<p>Other Essential Information (Opt.): Several DVDs available from AEA's on comp. economic systems and the global economy.</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • Each student in our school has a laptop. • • • 	