

2012

# Comparative Economic Systems and Per Capita GDP

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*Nodaway Valley High School*

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## Recommended Citation

Burmeister, Darrell, "Comparative Economic Systems and Per Capita GDP" (2012). *Open Educational Resources*. 69.  
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# Comparative Economic Systems and Per Capita GDP

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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"> <li>• Comparative Economics</li> <li>• Economic Geography, Human Geography</li> <li>• World Cultures/Regional Studies, Contemporary Issues</li> </ul>		
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"> <li>• Laptop</li> <li>• Maps of the world</li> <li>• Atlas</li> <li>• Colored pencils</li> <li>•</li> <li>•</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• Comparative economics</li> <li>• Traditional, market, and command systems</li> <li>• Per capita GDP</li> <li>•</li> <li>•</li> </ul>	
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"> <li>1. Students are given a list of countries which the teacher provides.</li> <li>2. Using their computers, the students research the per capita GDP and type of economic/political system of each selected country.</li> <li>3. Country:                      Per Capita GDP:                      Type of Political/Economic System:</li> <li>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.</li> <li>5. The students will use their other map and color the three types of economic systems: market, command, or traditional.</li> <li>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.</li> <li>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.</li> <li>8.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> </ol>		

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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"> <li>• Location</li> <li>• Place</li> <li>• Human-Environmental Interaction</li> <li>• Movement</li> <li>• Region</li> </ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>21<sup>st</sup> Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> <li>• Economics, Standard 4: Roles of Incentives – People respond predictably to positive and negative incentives.</li> <li>• 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.</li> <li>• 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.</li> <li>•</li> <li>•</li> </ul>	
<p>Other Essential Information (Opt.): Several DVDs available from AEAs on comp. economic systems and the global economy.</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> <li>• Each student in our school has a laptop.</li> <li>•</li> <li>•</li> <li>•</li> </ul>	