

Economics in World History

Chapter 1 Additional Activities

Supply and Demand (W.8.4, W.8.7, SL.8.1, RH.6-8.7, WHST.6-8.7)

45 MIN

Materials Needed: board or chart paper; paper or note cards in two different colors; yardstick; a sandwich or image of a sandwich; sufficient copies of EconEdLink's [The Ice Cream Stand worksheet](#); Internet access or sufficient copies of the NPR article "[Why Economists Love Price Gouging, and Why It's So Rare](#)"; teacher copy of EconEdLink's [Sandwich Supply and Dessert Demand](#) lesson

Note: You may wish to preview the lesson ahead of time and adapt it as needed for your students and your available time.

Review with students what they know about supply, demand, and equilibrium price. Explain that in this activity, they will model these concepts to determine the effects of supply and demand on common food items.

Then follow the procedures described in EconEdLink's [Sandwich Supply and Dessert Demand](#) lesson.

Domain Vocabulary: Chapter 1 (L.7.4, RI.7.4, RH.6-8.4)

30 MIN

Activity Page



AP 1.1

Materials Needed: sufficient copies of Domain Vocabulary: Chapter 1 (AP 1.1)

Distribute Domain Vocabulary: Chapter 1 (AP 1.1), and direct students to use the words in the word bank to complete the crossword puzzle.

This activity may be assigned for homework.

Chapter 2 Additional Activities

PRIMARY SOURCE ACTIVITY: The Silk Road (RH.6-8.2, RH.6-8.7, SL.8.1)

45 MIN

Materials Needed: Internet access; capability to display Internet in the classroom; sufficient copies of UCI History Project's "[What Was the Silk Road?](#)" lesson activity

Note: The activity is listed on the UCI History Project's page under the heading "The World in 300 CE." Clicking on the lesson title will download the Word document containing the activity. Instructions for the activity are provided on the first page of the Word document.

You may wish to preview the lesson ahead of time and adapt it as needed for your students and your available time.

Review with students what they have learned about the Silk Road, including how it connected Europe and Asia and the transfer of goods and ideas it facilitated. Explain that in this activity, they will study primary sources to learn more about who traded and how trade was conducted on the Silk Road.

Implement the activities as described in the UCI History Project activity “What Was the Silk Road?” Use the map on page 9 of the American Museum of Natural History’s [*Traveling the Silk Road Educator’s Guide*](#) to support questions in the activity.

Water and the Aztec Empire (RH.6-8.2, RH.6-8.7, SL.8.1)

30 MIN

Materials Needed: Internet access; capability to display Internet in the classroom; sufficient copies of UCI History Project’s “[How Did Use and Control over Water Affect the Expansion of Agriculture, Trade, and Empire Under the Aztecs?](#)” lesson activity

Note: The activity is listed on the UCI History Project’s page under the heading “Americas, 300 to 1490 CE.” Clicking on the lesson title will download the Word document containing the activity. Instructions for the activity are provided on the first page of the Word document. You may wish to preview the lesson ahead of time and bookmark the URL of the video. You may also wish to adapt the activity for your students and your available time.

Review with students what they have learned about the Aztec Empire, including how they used water and specialized farming techniques to produce a surplus of crops. Explain that in this activity, students will study multiple sources to learn more about the role of water in the Aztec Empire.

Follow the procedures as described in the activity.

Protecting Resources by Fighting Pollution (RI.8.2, RH.6-8.2, RH.6-8.7, SL.8.1, W.8.8)

30 MIN

Materials Needed: Internet access; capability to display Internet in the classroom; sufficient copies of the Pulitzer Center’s [Exploring Youth Activism Against Plastic Pollution in the Amazon](#) student worksheet

Note: The student lesson can be found on the Lesson Plan tab of the [Exploring Youth Activism Against Plastic Pollution in the Amazon](#) lesson plan, under the heading “Printable PDFs/Word Documents for This Lesson.” It is available as a PDF and as a Word document. We recommend you review the full lesson plan ahead of time and adapt it as needed for your students and your available time.

Review with students what they have learned about the disparities caused by the legacy of European colonization. Remind students that historic economic exploitation and contemporary economic practices contribute to disparities between the Global North and the Global South. Explain that economic choices are not always related to buying and

selling; they're often related to what saves the most money, including how we dispose of waste. Tell students that in this activity, they will discover how young people living in the Amazon are fighting the effects of economic imperialism.

Follow the procedures as described in the lesson plan.



TALK IT OVER: Is Sharing and Trading Across Cultures Worth the Cost?

(SL.7.1, SL.7.2)

25 MIN

Review what students read about globalization, including the roles of communication, multinational corporations, offshoring, and economic imperialism. As a class, have students brainstorm a list of pros and cons of globalization. Record the list on the board, or display it in a place for students to see.

Ask students to consider and then discuss or debate the following question:

- Is sharing and trading across cultures worth the cost?

Debrief by explaining that there is more than one correct answer to this question. Many factors influence views of globalization, and what is most important is that students recognize that the economic choices made in one country have many implications for people around the world.

Domain Vocabulary: Chapter 2 (L.7.4, RI.7.4, RH.6-8.4)

30 MIN

Activity Page



AP 2.1

Materials Needed: sufficient copies of Domain Vocabulary: Chapter 2 (AP 2.1)

Distribute Domain Vocabulary: Chapter 2 (AP 2.1), and direct students to fill in the blanks with the terms from the word bank.

This activity may be assigned for homework.