

Author's Name: Cameron Snyder

Lesson Title: Currency Wars

Grade Level: Grade 9

Essential Question: Currency Wars: Why should we appreciate depreciation?

### Lesson Foundations

Content Standards	Globalization - Content Statement 25: <i>Emerging economic powers and improvements in technology have created a more interdependent global economy.</i>		
Learning Objective(s)	<ol style="list-style-type: none"> <li>1. Students will be able to identify characteristics of currency manipulation in contemporary history.</li> <li>2. Students will be able to analyze the currency relationship between the United States and China.</li> </ol>	Assessment(s)	<ol style="list-style-type: none"> <li>1. Mini-Lecture Notes</li> <li>2. Source Pass Questions</li> <li>3. Whole Class Discussion</li> <li>4. Exit Ticket</li> </ol>
Materials & Resources	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Article Copies (<a href="http://origins.osu.edu/article/currency-wars-or-why-you-should-care-about-global-struggle-over-value-money">http://origins.osu.edu/article/currency-wars-or-why-you-should-care-about-global-struggle-over-value-money</a>)</li> <li>- Sentence Starters (StudyLib.com)</li> <li>- Guided Notes</li> <li>- Source Pass Handout</li> <li>- Exit Ticket</li> <li>- <b>Images/Primary Sources:</b></li> <li>- US' Currency War (<a href="https://www.thebalance.com/what-is-a-currency-war-3306262">https://www.thebalance.com/what-is-a-currency-war-3306262</a>)</li> <li>- China's Currency War (<a href="https://www.thebalance.com/what-is-a-currency-war-3306262">https://www.thebalance.com/what-is-a-currency-war-3306262</a>)</li> <li>- Currency Wars (<a href="https://images.app.goo.gl/KhJA]bTssh6g8orz8">https://images.app.goo.gl/KhJA]bTssh6g8orz8</a>)</li> <li>- US – China Trade Tariffs Are Reaching Their Limit (Statistica.com)</li> <li>- US states at risk from trade war (<a href="https://www.sailanmuslim.com/news/us-china-fire-first-shots-in-largest-trade-war-in-economic-history/">https://www.sailanmuslim.com/news/us-china-fire-first-shots-in-largest-trade-war-in-economic-history/</a>)</li> </ul>		

### Instructional Procedures/Steps

<p>Opening 7 Minutes</p>	<p><b>Getting Started with Currency</b></p> <ol style="list-style-type: none"> <li>1. Teacher will have students pull out the article handout from <i>Origins</i> (Currency Wars, or Why You Should Care About the Global Struggle Over the Value of Money).</li> <li>2. Teacher will start class by posting excerpts from the <i>Origins</i> article to the PowerPoint and ask volunteers to read the quotes. <ul style="list-style-type: none"> <li>• “Central banks in Japan, South Korea, and Taiwan had recently intervened in currency markets to control their currencies' appreciation. The Bank of England, similarly, had encouraged the pound to fall since 2008. The Swiss National Bank had intervened in foreign exchange markets as well.”</li> <li>• “Currency manipulation and selective devaluations to promote exports, growth, and employment, however, are not. Nor are the fears of established economic and political powers that perceived up-and-coming rivals will unseat them from their economic thrones.”</li> <li>• “Historically, depreciating one's currency relative to other countries has been a standard tool in seeking to promote economic development.”</li> <li>• “the Obama administration hoped to use the Seoul G20 Summit to wage its own form of "currency war" by applying pressure on China to increase the value of its currency.”</li> </ul> </li> <li>3. Teacher will ask students to share their thoughts and understandings from the reading excerpts. <ul style="list-style-type: none"> <li>• What is a “currency war?”</li> <li>• Why would countries devalue their currency?</li> <li>• How is the United States involved in this global economic struggle?</li> </ul> </li> <li>4. Teacher will post important vocabulary for students to understand during the lesson: <ul style="list-style-type: none"> <li>• <u>Currency War</u>: “tit-for-tat escalation of currency devaluation aimed at improving one's economic position on the global stage at the expense of another” (Investopedia).</li> <li>• <u>Devaluation</u>: “involves taking measures to strategically lower the purchasing power of a nation's own currency” (Investopedia).</li> <li>• <u>Monetary Policy</u>: “how a central bank or other agency governs the supply of money and interest rates in an economy in order to influence output, employment, and prices” (Investopedia).</li> </ul> </li> <li>5. Teacher will introduce the lesson’s compelling question: <i>Currency Wars: Why should we appreciate depreciation?</i></li> </ol>
------------------------------	--

	<ol style="list-style-type: none"> <li>6. Teacher will ask students to examine the “I Can” statements for the day’s lesson. <ul style="list-style-type: none"> <li>• “I Can” identify characteristics of currency manipulation in contemporary history.</li> <li>• “I Can” analyze how global powers use currency wars to stimulate their economies.</li> </ul> </li> <li>7. Teacher will ask students: <ul style="list-style-type: none"> <li>• How will we expand our understanding of the global economy today?</li> </ul> </li> </ol>
<p>Instruction 30 Minutes</p>	<p><b>Mini-Lecture and Notes</b></p> <ol style="list-style-type: none"> <li>1. Teacher will lead students through the brief PowerPoint slide show covering currency manipulation and currency wars.</li> <li>2. Teacher will give students the guided notes handout to complete during the PowerPoint.</li> <li>3. Teacher will pause after slides to have students respond to questions over content.</li> <li>4. During the Mini-Lecture, teacher will ask students the following questions: <ul style="list-style-type: none"> <li>• How could devaluing currency make an economy more competitive?</li> <li>• What does it mean to increase a countries purchasing power?</li> <li>• How can a country gain a competitive edge through manipulating its currency?</li> <li>• The quote says: “A strong currency is not necessarily in the nation’s best interest” (Investopedia).” What does this quote tell us about a nation’s currency?</li> <li>• Can we think of any examples of the wealth effect in our own lives?</li> <li>• How does the “wealth effect” impact our buying?</li> <li>• What is ironic about the U.S. dollar according to our reading?</li> <li>• Why are tariffs significant to the currency battle between the US and China?</li> </ul> </li> <li>5. Teacher will ask students if they need any clarification on PowerPoint content.</li> <li>6. Following the PowerPoint, the teacher will hand out the Source Pass Question Handouts to students.</li> </ol> <p><b>Source Pass Questions</b></p> <ol style="list-style-type: none"> <li>1. Teacher will have students focus their attention on the US-China portion of the mini-lecture notes and their reading.</li> <li>2. Teacher will explain that students will use their understanding from the reading and the mini-lecture to analyze the sources included in the activity.</li> <li>3. Teacher will explain the directions for the activity: <ul style="list-style-type: none"> <li>• In small groups students will analyze 4 sources (4 Questions per source).</li> <li>• To start, each group member will have one of the sources.</li> <li>• The students will answer one question related to the image or text source they begin with.</li> <li>• The students will pass their source to the next group member after they have answered a question for the source.</li> </ul> </li> </ol>

- After all students have answered one question per source, they will discuss their observations with their groups.
4. As students work on their activity, the teacher will walk around the room to ask students questions and to assist with any confusion.
  5. Teacher will ask:
    - How does this source relate to our understanding of currency manipulation?
    - What aspects of this source give us an understanding of why currency is important to China and the US?
    - What strategies on manipulation are being used by China or the United States in this source?
    - How does this image show us the economic relationship between the US and China?
  6. The teacher will give students a chance to finish their Source handouts and ask any questions they may have.
  7. As students finish, the teacher will ask students to use their handouts as the class discusses the contents of the Source Pass Activity.

### **Whole Class Discussion**

1. Following the Source Pass Activity, the teacher will pose the compelling question from the lesson to the board: *Currency Wars: Why should we appreciate depreciation?*
2. The teacher will have students think for 30-seconds about the question and how it connects to the Source Pass Activity.
  - Based off of Document A, how does the U.S. not deliberately devalue its dollar?
  - How does this effect Chinese currency?
  - Based off Document B, how does China's currency policy differ from the United States'?
  - How did Chinese policies effect the yuan? How did this compare to the US dollar?
  - What do these observations tell us about the relationship between the US's and China's currency?
3. Teacher will ask extension questions to students who answer correctly:
  - What from the sources gave you that understanding?
  - Why is it important to understand this concept as it relates to currency manipulation?
4. The teacher will allow students to share their observations about Document C and D.
  - What does Document C tell us about the economic power of China and the US?
  - In Document D, what effect do tariffs have on the US and China? How could America and China respond with their currency policies?
5. The teacher will ask students to ask any questions they still have over the content from the Source Pass Activity.

Closure 3 Minutes	<b>Exit Ticket</b> <ol style="list-style-type: none"><li>1. Following the whole class discussion, the teacher will ask students to respond to the Exit Ticket question on their handout.<ul style="list-style-type: none"><li>• How do China and the United States use currency manipulation (depreciation) to their advantage? Provide <b>two</b> examples from the sources we looked at to support your analysis.</li></ul></li><li>2. The teacher will collect the handouts from students as they finish.</li></ol>
Accommodations/ Enrichment	Sentence Starters Guided Notes Visual Support via PPT