



Michigan State University  
Fulbright-Hays Group Study Abroad 2009:  
Nepal in the Contemporary World



**Nese Nasif**

Lee M. Thurston High School

# Identifying Economic Systems: Part I

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**Subject Area:** Economics

**Grade Levels:** 9-12

**Length:** two 50-minute class periods (1 day research, 1 day analysis and follow-up discussion)

**Prerequisite(s):**

This lesson is meant to follow conceptual instruction on the four economic systems (free, mixed, centrally planned, traditional). Click [here](#) for a review sheet.

**Summary/Overview:**

Students will use the CIA's online database "[The World Factbook](#)" in order to study various features of four unique countries (North Korea, Singapore, United States, Zambia) in order to identify in which of the four economic systems each country can be categorized.

**Primary Objectives:**

Students will use their conceptual knowledge of the four economic systems in order to identify specific evidence towards categorizing a particular country's economic system. Skills that will be developed in this lesson include: application of conceptual knowledge; online research; analysis of qualitative, discrete data.

**Required Resources/Materials:**

- writing instrument to record data
- computer lab OR print copies of "The World Factbook" chapters concerning North Korea, Singapore, United States, and Zambia
- data collection and analysis worksheets (links below)

**Procedure:**

Students may work individually or as a part of a small group (ideally, no more than 4 students per group).

1. Review the four economic systems. If necessary, consult the following [review sheet](#).
2. Pass out copies of the data collection [worksheet](#), and explain that students will be collecting data on the following four countries: North Korea, Singapore, United States, and Zambia. If necessary, define the data categories (i.e. literacy rate equals the number of people in the population that can read divided by the entire population).
3. Have students log on to “The World Factbook”. OR Pass out printed copies of chapters on North Korea, Singapore, United States, and Zambia.
4. Students will fill in data tables, with information from “The World Factbook”.
5. Students will answer [reflection questions](#) about the data they found, in order to categorize each country under one of the economic systems. Students should be prepared to defend, using data, why they chose to categorize a particular country as one economic system over another.

**Michigan Content Expectations Met:**

- High School Social Studies: E3.1.5 – Comparing Economic Systems

# Identifying Economic Systems: Part II

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**Subject Area:** Economics

**Grade Levels:** 9-12

**Length:** one 50-minute class period (may require homework/individual time for analysis and written report)

**Prerequisite(s):**

This lesson is meant to follow conceptual instruction on the four economic systems (free, mixed, centrally planned, traditional), as well as the concept of a transition economy. Click [here](#) for a review sheet. Ideally, it is designed to follow the lesson *Identifying Economic Systems: Part I*, where students used real data to categorize countries into the four economic systems.

**Summary/Overview:**

Students will use the CIA's online database "[The World Factbook](#)" as well as articles from Nepali newspapers in order to study various features of Nepal in order to categorize it into one of the four economic systems or identify it as a transition economy. [Note: students may opt to research the statistics available at Nepali government's [Central Bureau of Statistics](#), however, the data on this website is not as current as the data available on the CIA database.]

**Primary Objectives:**

Students will use their conceptual knowledge of the four economic systems, as well as transition economies, in order to identify specific evidence towards categorizing Nepal's economic system. Skills that will be developed in this lesson include: application of conceptual knowledge; online research; analysis of qualitative, discrete data.

**Required Resources/Materials:**

- writing instrument to record data (in addition, a highlighter is recommended)
- computer lab OR print copies of "The World Factbook" chapter concerning Nepal
- newspaper articles:
  - ✓ Devid K. Basyal, "[Trade Off Between Budget and Inflation](#)," *The Rising Nepal*, 8 August 2009.
  - ✓ Press Trust of India, "[Nepal Slashes Fuel and Gas Prices](#)," *Hindustan Times*, 27 December 2008.
- Australian Government: Department of Foreign Affairs and Trade, "[Nepal Country Brief: Economic Overview](#)," February 2009.
- data collection and analysis worksheets (links below)

### **Procedure:**

Students may work individually or as partners.

1. Review the four economic systems and the concept of transition economies. If necessary, consult the following [review sheet](#) for a review of these concepts.
2. Pass out copies of the data collection [worksheet](#), and explain that students will be collecting data on Nepal. If necessary, define the data categories (i.e. literacy rate equals the number of people in the population that can read divided by the entire population).
3. Pass out printed handouts: two newspaper articles and the Australian government's "Economic Overview." Explain that often researchers do not sufficient data from public databases such as "The World Factbook," so they may need to gain data from other primary and secondary resources.
4. Have students log on to "The World Factbook". OR Pass out printed copies of chapter on Nepal.
5. Students will fill in data tables, with information from "The World Factbook" and the three printed handouts.
6. Students will answer reflection questions about the data they found, in order to categorize Nepal under one of the economic systems or as a transition economy. Students should be prepared to defend, using data, why they chose to categorize Nepal as one economic system over another.
7. *Optional:* Ask students to present and defend their conclusions out loud to the entire class.

### **Michigan Content Expectations Met:**

- High School Social Studies: E3.1.5 – Comparing Economic Systems
- High School Social Studies: E3.1.6 – Transitional Economies