



K-12 Teacher EU Studies Bootcamp

Summer 2022

Economic Interdependence

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World History, Grades 7



Objective:

- Demonstrate knowledge of how the interdependency of societies impacts national and international economic decisions.
- Demonstrate knowledge of how national and international economic decisions impact the interdependency of societies.
- Demonstrate an understanding of how the competition for resource affects the way nations interact with each other.

Essential Question:

How do national and international economic decisions impact the interdependency of societies?

Lesson Standards (North Carolina):

- **7.E.1.2** Explain how national and international economic decisions reflect and impact the interdependency of societies
- **7.E.1.4** Explain how competition for resources affects the economic relationship among nations.
- **I.1.3** Analyze details, central ideas, and inferences from source using discipline-specific strategies.
- **I.1.6** Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.
- **I.1.8** Construct responses to supporting and opposing perspectives supported by evidence.

Students will know:

- How resources can become valuable to nations that don't have access to them.
- Examples of how international alliances and economic interdependence led to economic growth and stability for a nation.
- How interdependence can lead to national and international decisions.
- Examples of how competition for resources affects international relationships.

Activating Strategy:

- As students enter class, an image showing economic interdependence between the US, EU, and China, will be displayed on the board. Students will have 3-5 minutes to write down observations about this image. When time is up, as a class we will discuss their observations. Students will then write one sentence stating what the meaning of this image is.

[Image Link](#)



Learning Activity 1:

Students will read and annotate the NewsELA article [“Effects of Economic Globalization”](#). As students read, they will underline important ideas and highlight the pros and cons of globalization.

After reading, students will write and record a response to post to [FlipGrid](#) where they will answer the question, *“Do the benefits of economic globalization outweigh the downsides?”* They must have at least two main points and provide evidence to support their argument.

Learning Activity 2:

As a class, we will watch either the Flocabulary: What is Trade? Lesson video, Flocabulary: Trade Wars lesson video, or Global News’ Trade Wars video from YouTube.

<https://www.flocabulary.com/unit/what-is-trade/> (Grade 3-8)

<https://www.flocabulary.com/unit/trade-wars/> (Grade 6-12)

<https://youtu.be/P2OhfgeAWb4>

Learning Activity 3:

Five facts about US-EU economic relations will be posted on the board and as a class, we will discuss whether they are true or not.

[Facts Image Link](#)

To further demonstrate the interdependence of US-EU economics, students will go to <https://euintheustrade.org/> to research more into the topic. After looking at overall US-EU trade, they will find their state to see how trade with the EU directly affects them.

Using this information, students will write a paragraph responding to the questions, *“How does the economic relationship between the US and the EU affect our national and state economy? If this relationship ended, what repercussions would it have?”* Students will write 5-7 sentences.

Learning Activity 4:

Students will be divided into 5 teams. Each team will receive a different international economic organization to research (WTO, IMF, World Bank, OPEC, G20). Students need to use reliable sources (web or print) to find out when/why their organization formed, the organization’s goals, and the global impact of the organization.

Each group will receive a giant sticky poster, markers, and scrap paper to make a poster detailing their organization in an interesting way. Groups will then present their research poster to the class and posters will be displayed in the classroom.

We will have a class discussion about which organization they believe has had the biggest impact/ is the most important.



Learning Activity 5

Socratic Seminar “The Euro”

Question: “Should Other International Economic Organizations, such as NAFTA countries, adopt a common currency and monetary policy?”

Students will use the following resources to research about the Euro and its effects on the European economy and individual economies of different nations.

[The Idea of the Euro Video](#)

[Map of the Euro Areas](#)

[Overview of the Euro with links to more resources](#)

[The Euro - EU in 12 Lessons](#)

Students will make notes with important talking points, facts, etc. on both the benefits and downsides of a common currency to use in a class debate/socratic seminar. Students will be graded on participation and ability to support their claims.

Further Socratic Seminar Readings:

[Edutopia - Socratic Seminars](#)

[Read Write Think - Socratic Seminar](#)

Key Vocabulary:

- Economics
- Capitalism
- Communism
- Socialism
- Interdependency
- Traditional economy
- Market economy
- Command economy
- Mixed economy
- Globalization

Students will be introduced to vocabulary by making connections to prior background knowledge and highlighting word parts/roots. Flocabulary, Quizlet, etc. will be used. Students will use vocabulary words in context throughout the unit.

Assessment:

Students will complete several written/oral assignments based on the information they learned. These will monitor student progression and understanding throughout the lesson. The socratic seminar could be used as the final unit assessment.

For the final lesson assessment, students could also complete a written exam. They will choose 2 out of 4 written response questions to answer using 3-6 complete sentences each.

Questions include:

1. What is economic interdependence and how does it affect the world?
2. How do the economic decisions of one nation impact other nations? Give a specific example.



3. How can international economic alliances lead to economic growth and stability for a nation?
4. How would conflict between two or more nations affect international economic systems and policies?

