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Economic Interdependence: What's in Your Wallet?

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Economic Interdependence: What's in Your Wallet?

Grade Level:
6th grade

Purpose/Overview:
Students will review economic interdependence concepts and collaborate with peers to complete the task.

National Geography Standards from *Geography for Life* Geographic Elements & Standards:
IV. HUMAN SYSTEMS
11. The patterns and networks of economic interdependence on Earth's surface.

Oklahoma Academic Standards for the Social Studies:
World Geography: Western Hemisphere Grade 6

OAS 2012	OAS 2019
Content Standard 4 The student will analyze the human systems of the Western Hemisphere in the context of the world's peoples and cultures.	**6.3** The student will identify the characteristics, distribution, and demographic patterns of human populations and systems of the Western Hemisphere.
4.4 Cite specific textual and visual evidence to explain patterns of global economic interdependence and world trade including the concepts of balance of trade, supply and demand, and measures of economic growth including Gross Domestic Product (GDP).	**6.5.3** Describe patterns of global economic interdependence and trade, including the concepts of balance of trade and supply and demand; compare measures of economic growth including Gross Domestic Product (GDP) and Gross National Product (GNP).

Geographic Themes:
Place

Objectives:
1. Students will review knowledge of economic concepts.
2. Students will construct a foldable containing vocabulary words.
3. Students will organize cards with peers through a time activity.

Materials:
Computer with video capabilities
Internet Access
Economic Interdependence: What's in Your Wallet? Student Handout
Paper
Glue
Scissors

Time Frame:
1-2 class periods

Procedures:
BEFORE LESSONS BEGINS:

1. The teacher will have previously taught economic concepts.
2. The teacher will make a class set of copies of the student activity and have one sheet of clean 8x11 paper for each student.
3. Students will follow directions on the *Economic Interdependence: What's in Your Wallet?* Student Handout.
4. The teacher will cut the cards. Do not glue them together. The teacher will place the cards into five groups of five and place them in envelopes.
5. The teacher will arrange the room into five stations. Place one envelope at each station. Break up the students into five groups.
6. The students will walk to their stations.
7. The students will wait for the teacher to say go. The students will have 30 seconds to arrange the terms with the definitions. Each team will receive one point for correctly placing the terms with the definition.
8. The team that earns the most points wins the activity.

Assessment Options:
See grading rubric

Resources:
Cover Photo
http://images.clipartpanda.com/impropriety-clipart-Wallet-with-money1.jpg
Economic definitions
http://geographyfieldwork.com/GeographyVocabularyGCSEIndustry.htm
How to make a paper wallet
http://www.wikihow.com/Make-a-Paper-Wallet

Geography Definitions
http://geographyfieldwork.com/GeographyVocabularyGCSEIndustry.htm