The Perfect Breakfast

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Lesson Description

In this lesson, students represent countries and create a web using yarn to demonstrate interdependence. They learn that people, countries and regions specialize in trade. They discuss the difference between interdependence and independence. They watch a video about two children, Jacklyn, who lives in Canada, and Luke, who lives in Florida. Both children want the perfect breakfast, but they are each missing one important part. Jacklyn and Luke each trade to get the missing part of their perfect breakfast and learn how trading can make people better off. Students use a graphic organizer to record Luke and Jacklyn's problems and solutions. As an assessment, students are presented with a brief scenario and must identify which countries in the scenario are interdependent and how trade makes them better off. To obtain the "A Perfect Breakfast Handout and Assessment Answer Key", contact Amy Hennessy at amy.hennessy@atl.frb.org

Concepts

Interdependence
Trade

Objectives

Students will be able to

- Define interdependence and trade;
- Explain how trade can make people better off; and
- Describe advantages and disadvantages of interdependence.

Compelling Question

How does trade make people better off?

Time Required

60 minutes

Materials

- *"The Perfect Breakfast" PowerPoint slide deck, Slides 1 – 18*
- *The Perfect Breakfast video https://youtu.be/wzdIX7uJR0g?si=QSc59iU2GL1hYSM_*
- *Handout 1: Country Cards, one card for each student, double sided*
- *Handouts 2 and 3, one copy per student*
- *Large ball of yarn*
- *Hole punch*

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Preparation

Punch two holes in the top of each country card and attach a piece of yarn so that the students can wear the card around their neck.

Procedure

1. Give each student one country card from *Handout 1: Country Cards* reserving the card labeled number 1 for yourself. Have students hang the card around their neck by the yarn. Tell the students to sit in a circle.

   Note: The cards are numbered, however, for this activity to work, students must sit in random order in the circle. If you have more than 20 students, have some or all students work in pairs. One student will read the card and the other will hold the yarn and roll the ball of yarn.

2. Display Slide 2 and tell students that the countries shown in color on the map are the countries included in this activity. Stand across the circle from the student holding the card for Libya. Hold the card labeled with number 1 and the ball of yarn. Explain and demonstrate the activity as follows.
   - Each student will read their card out loud.
     - The student will hold onto the end of the yarn and roll the ball to the student who holds the card for the country with which they trade.
   - Read car number 1: "I am the country of Afghanistan. I produce dried fruit which I sell to Libya."
   - Hold onto the end of the yarn and roll the yarn ball to the student who has the card with the country of Libya on it.

3. Have the student holding the card for Libya read their card, hold onto the yarn, and roll the ball of yarn to the country with which they trade. Continue having students read their cards and roll the yarn until all students have had a turn. Because students are randomly sitting in a circle, this will create a web of yarn on the floor.

4. Display Slide 3, reveal one question at a time, and discuss the following.
   - What have we made? *(A web)*
   - What would happen if one person dropped their piece of string? *(The whole web would fall apart.)*
   - Have the student wearing the Norway sign drop the yarn and ask what would happen if Norway couldn't catch enough fish to sell to Sweden? *(If Norway doesn't have fish to sell, it can't get money from selling the fish, so it won't be able to buy oil from Libya.)*
   - How would Norway not selling fish to Sweden affect other countries in the web? (*If Norway can't get money from selling its fish, they won't be able to buy oil from Libya. If Libya doesn't have money from selling oil, it can't buy fruit from Afghanistan. If Afghanistan doesn't have money from selling dried fruit, it can't buy chocolate from the Netherlands and so on.)*

5. Display Slide 4. Tell students that this web is an example of interdependence. Explain that interdependence occurs when people, regions, or countries specialize in producing certain goods and services (based on the resources and skills available to them), and then trade with other people, regions, or countries to get other goods and services they want.

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6. Tell the students that you represent Afghanistan, and Afghanistan specializes in producing dried fruit. Afghanistan relies on the Netherlands for chocolate. Call on students wearing the country cards below and discuss the following (use as many examples as you think necessary).
   - Which country relies on Afghanistan for dried fruit? *(Libya)*
   - What does Libya specialize in producing? *(Oil)*
   - Which country relies on Libya for oil? *(Norway*)
   - What does Norway specialize in producing? *(Fish)*
   - What country relies on Norway for fish? *(Sweden)*
   - What does Germany specialize in producing? *(Machines)*
   - What country relies on Germany for machines? *(France)*
   - What does France specialize in producing? *(Fabric)*
   - What country relies on France for fabric? *(Italy)*
   - When countries specialize and trade, they are interdependent.
   - What is one way that a country benefits from interdependence? *(They can get goods and services from other countries.)*
   - What is a cost of interdependence? *(The countries rely on each other, so if one country can't make their good other countries can't get that good.)*
7. Reiterate the last point with this example: If France can't make fabric, Italy and other countries that rely on France for fabric, won't have fabric.
8. Display Slides 5. Tell students that independence is the opposite of interdependence. When countries are independent, they produce all their goods and services without trading. This means that they may not have some goods and services that they want.
9. Display Slide 6 to reinforce that interdependence involves trade and independence means no trade. Point out that China is producing cars and food in the picture of independence. In the picture of interdependence, Canada produces cars and trades with Australia for food.
10. Tell students that they are going to watch a video about two kids who rely on one another to get something they really want—they are interdependent. Each kid in the video has a problem. Tell students that as they watch the video, they should think about what each kid's problem is and about how each kid solves their problem.
11. Display Slide 7 and show the video or use the link here to show the video. https://youtu.be/wzdIX7uJR0g?si=QSc59iU2GL1hYSM_
12. Watch the entire video and then give each student a copy of *Handout 2: Graphic Organizer*. Tell students to write down the problem and solution for Luke and for Jacklyn. Display Slide 8, reveal questions one at a time, and discuss the following.
   - What was Luke's problem? Jacklyn's problem? *(They both wanted the perfect breakfast; but Luke didn't have maple syrup and Jacklyn didn't have orange juice.)*
   - Why couldn't they have the breakfast they wanted? *(It is too cold to grow orange trees in Canada, so Jacklyn didn't have orange juice. It is too warm in Florida for maple trees to produce sap, so Luke didn't have maple syrup.)*

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- How did they solve their problems? *(Luke and Jacklyn traded the things they did have for what they wanted. Luke sold some oranges and used the money to trade for syrup. Jacklyn's grandfather sold maple syrup and used the money to trade for oranges.)*

13. Display Slide 9 and explain that trade happens when people exchange goods and services for money or for other goods and services. Tell students that trade always involves exchanges. Remind the students that there were several trades in the video. Display slide 10 and discuss the following.
    - Jacklyn's grandfather traded maple syrup for money.
    - Jacklyn's grandfather traded money for a box of Luke's oranges.
    - Luke traded oranges for money.
    - Luke traded money for a bottle of maple syrup.

Note: Students usually think of trade as being the same thing as barter because they often trade one good for another good to get the things they want. For example, they may trade snacks at lunch or trade a pencil for an eraser. Barter is one type of trade. People are also trading when they use money to buy things. It is important for students to understand that trade always involves exchange. This exchange can include trading goods for goods or trading money for goods and services.

14. Display Slide 11, reveal one question at a time and discuss the following.
    - Was Jacklyn's grandfather better off after trading maple syrup for money? How do you know? *(Yes, because he had money to buy other things he wanted.)*
    - Was Jacklyn better off after her grandfather traded some of his money for oranges? How do you know? *(Yes, she was better off because she could have orange juice with her pancakes and syrup—a perfect breakfast.)*
    - Was Luke better off after trading oranges for money? How do you know? *(Yes, because he had money to buy other things he wanted.)*
    - Was Luke better off after trading money for maple syrup? How do you know? *(Yes, because he could have maple syrup with his pancakes and orange juice—a perfect breakfast.)*

15. Display Slide 12 and discuss the following.
    - What are the two children pictured on the slide doing? *(They are trading building bricks for a game controller.)*
    - How are the two children on the slide interdependent? *(The girl is relying on the boy for the building blocks and the boy is relying on the girl for the game controller.)*
    - How were Luke and Jacklyn interdependent? (*Luke and Jacklyn were interdependent because Luke relied on Jacklyn to have the maple syrup he wanted; and Jacklyn relied on Luke for the oranges to make the orange juice she wanted.)*
    - How were the two children on the slide better off after trade? *(They were each able to have something they wanted that they didn't have without trade.)*
    - How were you interdependent in the web activity? *(Each country relied on the other countries for goods they wanted.)*

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16. Remind students that interdependence is helpful when people can trade for something they want that they don't have. However, sometimes interdependence is not helpful.

17. Display Slides 13-14 and discuss the following.
    - Imagine that in the story it was so cold that the oranges didn't grow in Florida.
    - How would this affect Luke? *(Luke and his family wouldn't have oranges to sell at the farmers' market. They wouldn't have money to buy other things they wanted, so Luke wouldn't be able to trade money for maple syrup.)*
    - How would this affect Jacklyn? *(Jacklyn and her family wouldn't be able to trade for oranges and wouldn't have orange juice.)*
    - Imagine that in the story it was too warm in Canada for the maple trees to produce sap to make maple syrup.
    - How would this affect Jacklyn? *(Jacklyn and her family wouldn't have maple syrup to sell. They wouldn't have money to buy other things they wanted, so they wouldn't have money to trade for oranges.)*
    - How would this affect Luke? *(Luke wouldn't be able to trade for the maple syrup that he wanted.)*

Closure

18. Display Slides 15-16, reveal one question at a time to review the key content from the lesson.
    - What is trade? *(Trade happens when you exchange goods and services for money or for other goods and services.)*
    - What must happen with any trade? *(Exchange)*
    - Give an example of a trade you made when you exchanged one good for another good? *(Answers will vary, but an example is exchanging desserts at lunch.)*
    - Give an example of a trade you made when you exchanged money for a good? *(Answers will vary, but an example is buying a dessert from the lunch line.)*
    - How can trade help people satisfy their wants? *(When people trade, they can satisfy their wants with goods or services that they didn't make by themselves.)*
    - What is interdependence? *(Interdependence is when people, countries, or regions rely on other people, countries, or regions to get the goods and services they want.)*
    - When is interdependence helpful and when isn't it? *(When we are interdependent, we can satisfy our wants with goods or services produced by other countries which can be helpful. But, when we are interdependent, we rely on other countries or people for things we want, and if they can't produce them then we can't satisfy our wants.)*

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Assessment

19. Display Slide 17. Give each student a copy of *Handout 3: Assessment*. Read the following prompt aloud to students. Additionally, you can show the map on the slide as you read.
    - The country of Ecuador produces bananas and sells them to Germany. The country of Germany produces chocolate and sells it to Ecuador. The country of Mexico produces bananas and chocolate. Mexico does not trade chocolate and bananas.
    - The map on the handout and the slide shows Mexico, Ecuador, and Germany. It also shows the goods each country produces. The arrows show how Germany and Ecuador trade goods.
20. Tell students to answer the questions on the handout. Give students time to work then review their answers.

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Handout 1: Web Cards (1 of 20)

I am the country **Afghanistan.**
I produce dried fruit which I sell to **Libya.**





I am the country **Afghanistan.**
I produce dried fruit which I sell to **Libya.**





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Handout 1: Web Cards (2 of 20)

I am the country **Libya**.
I produce oil which I sell to **Norway**.





I am the country **Libya**.
I produce oil which I sell to **Norway**.





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Handout 1: Web Cards (3 of 20)

I am the country **Norway**.
I produce fish which I sell to **Sweden**.





I am the country **Norway**.
I produce fish which I sell to **Sweden**.





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Handout 1: Web Cards (4 of 20)

I am the country **Sweden**.
I produce wood which I sell to **Germany**.





I am the country **Sweden**.
I produce wood which I sell to **Germany**.





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Handout 1: Web Cards (5 of 20)

I am the country **Germany**.
I produce machines which I sell to **France**.





I am the country **Germany**.
I produce machines which I sell to **France**.





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Handout 1: Web Cards (6 of 20)

I am the country **France**.
I produce fabric which I sell to **Italy**.





I am the country **France**.
I produce fabric which I sell to **Italy**.





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Handout 1: Web Cards (7 of 20)

I am the country **Italy**.
I produce shoes which I sell to the **United States**.





I am the country **Italy**.
I produce shoes which I sell to the **United States**.





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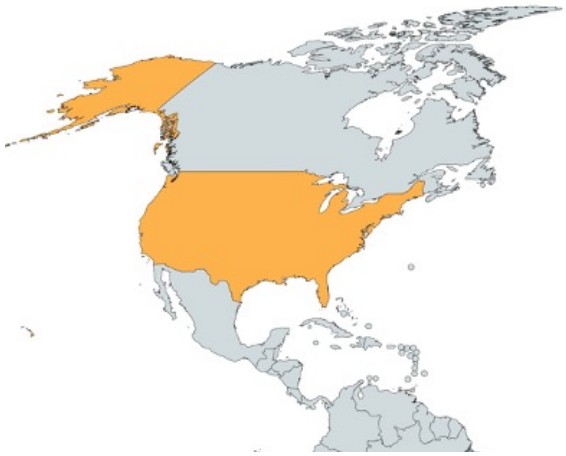
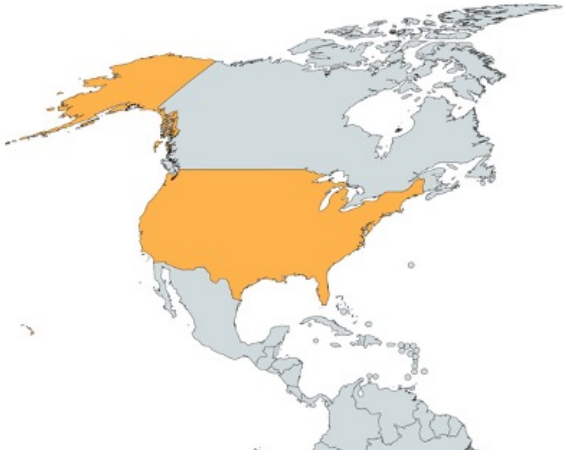
Handout 1: Web Cards (8 of 20)

I am the country of the **United States**.
I produce cows which I sell to **Canada**.





I am the country of the **United States**.
I produce cows which I sell to **Canada**.





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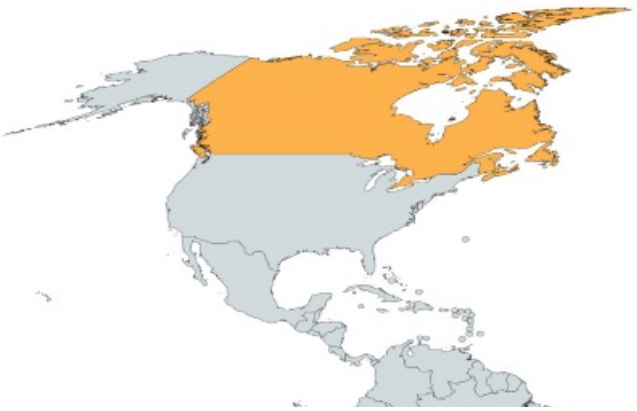
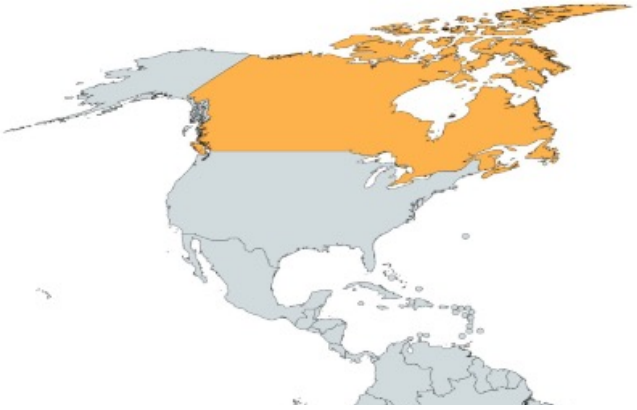
Handout 1: Web Cards (9 of 20)

I am the country **Canada**.
I produce wheat which I sell to **Venezuela**.





I am the country **Canada**.
I produce wheat which I sell to **Venezuela**.





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Handout 1: Web Cards (10 of 20)

I am the country **Venezuela**.
I produce gold which I sell to **Brazil**.





I am the country **Venezuela**.
I produce gold which I sell to **Brazil**.





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Handout 1: Web Cards (11 of 20)

I am the country **Brazil**.
I produce coffee which I sell to **Djibouti**.





I am the country **Brazil**.
I produce coffee which I sell to **Djibouti**.





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Handout 1: Web Cards (12 of 20)

I am the country **Djibouti**.
I produce animal hides which I sell to **Somalia**.





I am the country **Djibouti**.
I produce animal hides which I sell to **Somalia**.





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Handout 1: Web Cards (13 of 20)

I am the country **Somalia**.
I produce bananas which I sell to **Saudi Arabia**.





I am the country **Somalia**.
I produce bananas which I sell to **Saudi Arabia**.





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Handout 1: Web Cards (14 of 20)

I am the country **Saudi Arabia**.
I produce oil which I sell to **Switzerland**.





I am the country **Saudi Arabia**.
I produce oil which I sell to **Switzerland**.





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Handout 1: Web Cards (15 of 20)

I am the country **Switzerland**.
I produce watches which I sell to **Albania**.





I am the country **Switzerland**.
I produce watches which I sell to **Albania**.





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Handout 1: Web Cards (16 of 20)

I am the country **Albania**.
I produce wheat which I sell to **Greece**.





I am the country **Albania**.
I produce wheat which I sell to **Greece**.





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Handout 1: Web Cards (17 of 20)

I am the country **Greece**.
I produce olives which I sell to **Portugal**.





I am the country **Greece**.
I produce olives which I sell to **Portugal**.





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Handout 1: Web Cards (18 of 20)

I am the country **Portugal**.
I produce cork which I sell to **Great Britain**.





I am the country **Portugal**.
I produce cork which I sell to **Great Britain**.





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Handout 1: Web Cards (19 of 20)

I am the country **Great Britain**.
I produce tools which I sell to **the Netherlands**.





I am the country **Great Britain**.
I produce tools which I sell to **the Netherlands**.





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Handout 1: Web Cards (20 of 20)

I am the country of the **Netherlands**.
I produce chocolate which I sell to **Afghanistan**.





I am the country of the **Netherlands**.
I produce chocolate which I sell to **Afghanistan**.





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Handout 2: Graphic Organizer

Name_____

Character	Problem	Solution
		
		

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Handout 3: Assessment

The country of Ecuador produces bananas and sells them to Germany. The country of Germany produces chocolate and sells it to Ecuador. The country of Mexico produces bananas and chocolate. Mexico does not trade chocolate and bananas.

The map below shows Mexico, Ecuador, and Germany. It also shows the goods each country produces. The arrows show how Germany and Ecuador trade goods.



1. Which countries are interdependent? _____

   _____

   _____

   _____

2. How do you know? _____

   _____

   _____

   _____

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3. What does it mean to trade? _____

_____

_____

_____

4. How can trading make countries and people better off? _____

_____

_____

_____

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