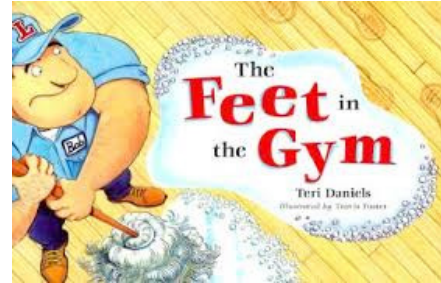


# Interdependence Ties Us All Together

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## Lesson Description

Inspired by the children's book *The Feet in the Gym* by Teri Daniels, this lesson uses colored paper, pencils, literature, shoes and shoestrings to teach students how specialists are “sole” mates and interdependence “ties” us all together.

## Grades 2-3

## Concepts

- **Economics Wants:** Desires that can be satisfied by consuming goods and services. Also known as wants. Economists do not differentiate between wants and needs.
- **Goods:** Objects that satisfy people's wants.
- **Interdependence:** Dependence on others for goods and services, occurs as a result of specialization.
- **Services:** Actions that can satisfy people's wants.
- **Specialization:** The situation of limiting production to fewer goods and services than consumed, perhaps those whose production entails the lower opportunity cost.

## Standards

### *Arkansas Economics Standards*

- E.5.2.2: Describe goods and services that people in the local community produce and those that are produced in other communities D2.Eco.3, 4.K-2
- E.5.3.1: Examine the relationship between human capital and productivity (e.g., division of labor, specialization) D2.Eco.6.3-5

### *Common Core Standards*

#### **Grade 2**

- CCSS.ELA-LITERACY.RL.2.1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- CSS.ELA-LITERACY.L.2.1. Participate in collaborative conversations with diverse partners about

grade 2 topics and texts with peers and adults in small and larger groups.

- CCSS.ELA-LITERACY.L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Grade 3

- CSS.ELA-LITERACY.RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CSS.ELA-LITERACY.L.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- CSS.ELA-LITERACY.L.3.6. Acquire and use accurately grade-appropriate, conversational, general academic and domain-specific words and phrases.

### Objectives

Students will be able to

- define specialization
- brainstorm a list of specialists at school
- explain the concept of interdependence
- role-play a specialist in the community and tell how they depend on another specialist to satisfy their economic wants.

### Time required

1 class period (45 minutes), plus 30 minutes for teacher preparation, plus 30 minutes for the assessment

### Materials required

- *The Feet in the Gym*, by Teri Daniels, 1 classroom copy
- Colored paper (1 sheet per student)
- Pencils and makers (1 per student)
- Visual 1, (*Interdependence Is Easy to See* quote), 1 classroom copy
- Display board/bulleting board
- Assessment Activity 1 (shoe lanyards), 1 card/lanyard per student
- Shoestrings (at least 1 string per participating student)
- Yarn strings, about 18 inches long (1 string per participating student)
- Assessment Activity 2 (shoe journal), 1 copy per student

### Teacher Preparation

Prepare materials prior to class:

- Share with the staff the objective of the lesson you will be using in class, so they will be expecting visits from your students.
- Prepare lanyards:
  - a. Make enough photocopies of the Assessment Activity 1 cards so each student receives one image
  - b. Punch a hole in either side of the top of the card 1" from either side
  - c. String the yarn to produce a lanyard.

**Procedure**

1. Read the book *The Feet in the Gym*. (In this book, Handy Bob, the custodian, spends his day cleaning footprints of many specialists in the building. As he works he says: “Yes, children call me Handy Bob. My hands can handle any job. By far the hardest job I do is wiping after every shoe.”)
2. Ask students to identify the special worker at their school that reminds them of Handy Bob. (Students will identify their custodian by name.) In the book, Handy Bob is a specialist. He has a special job to do each day. Ask students to identify the tasks the custodian performs each day at school. (He/she empties the trash, sweeps, mops, assists with accidents, keeps the bathrooms clean and supplied, etc.)
3. Brainstorm a list of specialists they depend on at school. Examples:
  - a. Mrs. Smith      Principal
  - b. Mrs. Love      Cafeteria Manager
  - c. Mrs. Span      School Nurse
  - d. Mrs. Brown    1st grade teacher
  - e. Mrs. Davis     art teacher
  - f. Mr. Evans      music teacher
  - g. Ms. Foote      kindergarten teacher
  - h. Mrs. Carter    3rd grade teacher
  - i. Mrs. Bale      media specialist
  - j. Mrs. Foreman 5th grade teacher
  - k. Mr. Jones      assistant principal
4. Ask students how the cooks in the cafeteria depend on the custodian. (The custodian keeps the cafeteria clean, brings in supplies, etc.) Ask the students how the custodian depends on the cooks. (The cooks prepare breakfast and lunch each day.) Introduce the concept of interdependence. Ask the students what word is hidden in interdependence. (depend) Explain that interdependence occurs when we depend on others to satisfy our wants for goods and services, and they depend on us to do the same. Emphasize the principle that specialists produce goods and services for others, but they also depend on others for some of the goods and services they consume.
5. Review the definition of economic wants, goods and services. Ask students to identify whether the custodian produces a good or provides a service to the school. (service) Tell students that one economic want the custodian might have is a new mop. He wouldn’t stop and produce a new mop every time he needed one. Rather, he would depend on workers at a mop manufacturing company to produce the mops.
6. Tell students they now have a special task. Each student will be given a brightly colored sheet of paper, a pencil and a marker. Each student will randomly be assigned one of the specialists brainstormed in procedure 3. They must find the specialist, explain to them what they have learned about specialists and interdependence and trace the sole of their shoe on the piece of colored paper. The students should have their specialist write his/her name in the sole and explain how they specialize in the building.
7. When the students return, have them report on their specialist. Post shoeprint on display board named “Sole” Mates along with Visual 1, Interdependence quote. (As an extra, post a photo of the specialist by his/her name.)

**Closure**

Ask students the following questions to review and debrief the lesson:

- In the book today, why was Handy Bob called a specialist? (Handy Bob was a specialist because he had the special job of mopping the floor.)
- Did Handy Bob produce a good or provide a service to the school? (He provided a service.)
- Name three specialists in our school. (Answers may vary, but may include the principal, music teacher, classroom teacher, nurse.)
- What does the term “interdependence” mean? (Interdependence occurs when specialists produce a small range of goods and services and depend on other specialists to produce goods and services to satisfy their economic wants.)

### Assessment

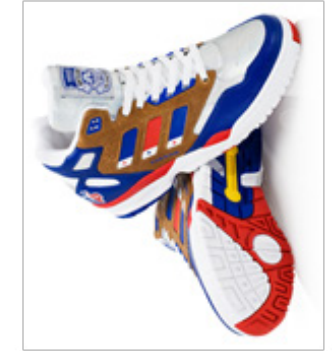
- To review the lesson on specialization and interdependence, randomly distribute an Assessment Activity 1 lanyard to each student in the classroom. Have student place the activity card around his/her neck. Explain that each student is now a specialist. Give each student a shoestring. Ask all students to sit on the floor.
- Choose one student to begin. Ask that specialist to stand and explain why people depend on him/her. Also, ask the student to name one of the students seated that they depend on to satisfy their economic wants. (Example: The firefighter might say that he/she depends on the zookeeper because he takes his children to the zoo. He likes for the zoo to be in great condition.)
- As the specialist’s name is called, he/she will stand up next to the specialist speaking. They will tie the ends of the shoestring together, and the specialist will share why people depend on him/her and who he/she depends on. (They will continue tying the shoestrings together.)
- When all the specialists are called, students should view one giant shoestring and a nice visual of how interdependence “ties” us all together.
- Instruct the students to complete the shoe journal page (Assessment Activity 2).

### Answers:

- “Interdependence” is b) someone depending on someone else to satisfy their economic wants.
- Why was Handy Bob considered a specialist? (*Answers may vary but should include the idea that Handy Bob had a special job to do at school. He focused on those tasks while at work and not all the jobs in the school.*)
- Name 2 specialists that you depend on to satisfy your economic wants. (*Answers will vary.*)
- What would happen if the police officers and firefighters didn’t show up for work? (*Answers will vary but should include the idea that the possibility of emergency situations not be handled, crimes not be solved, and the city not be safe; these consequences would be possible if these specialists were not on the job.*)



Interdependence is easy to see.  
Specialization is the key.  
We are thankful for each of you  
who fill these very special shoes.





surgeon



firefighter



diver



basketball player





model



construction worker





soccer player



golfer



fisherman



skier



clown



soldier



nurse



accountant



lifeguard



rancher



attorney



beekeeper





astronaut



police officer





ballerina



ice skater



zookeeper



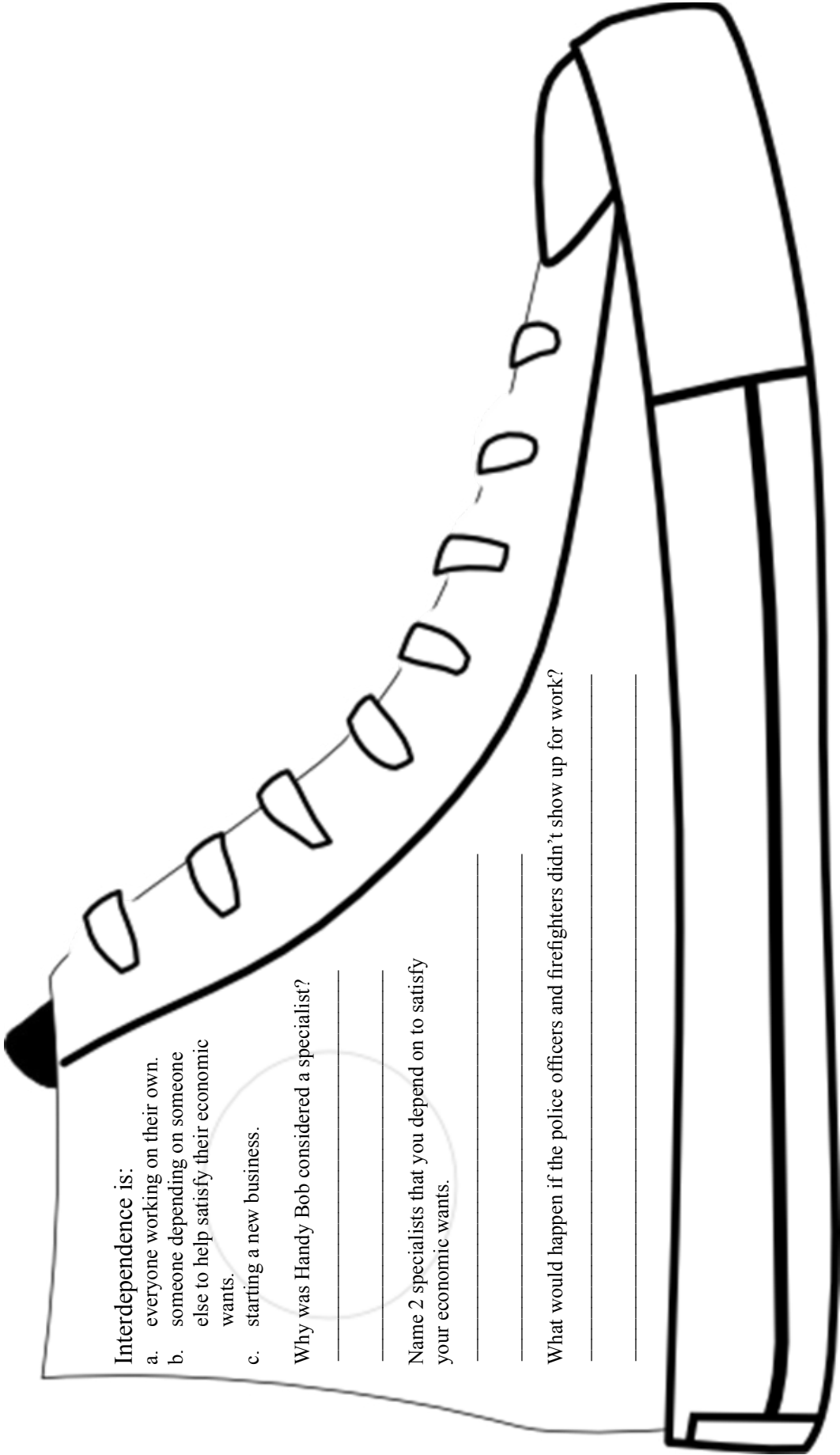
chef



hiker



pilot



- Interdependence is:
- a. everyone working on their own.
  - b. someone depending on someone else to help satisfy their economic wants.
  - c. starting a new business.

Why was Handy Bob considered a specialist?

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Name 2 specialists that you depend on to satisfy your economic wants.

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What would happen if the police officers and firefighters didn't show up for work?

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