

Chapter 23

Section 3: The United States in a Global Economy

Guiding Question: How does the federal government support economic growth at home and abroad?

GET STARTED

Lesson Goals:

- Students will understand the role of the federal government in the domestic economy.
- Students will understand how the government regulates trade to protect American producers and workers.
- Students will describe international trade organizations and the role of the U.S. government in each of them.

Bellringer Write on the board: **In your notebook, describe three ways in which you participate in the economy.**

Vocabulary On the board, write a sentence using each vocabulary term in the section, but leave a blank where the vocabulary word should be. Invite students to come to the board to fill in the blanks with the correct words.

TEACH

Explain that, while the nations of the world have different economic systems, many of them trade with our nation. We call this interaction among nations the global economy. Review students' responses to the Bellringer activity. Point out to students ways in which the government affects their participation in the economy. Then read the first paragraph aloud. Tell students that in this final section of this chapter, they will learn how our country's economy works and how it interacts with those of other nations.

Ask:

- What does the Federal Reserve System do? (*It controls the interest rate and the amount of money in the economy.*)
- Name two goals of the Employment Standards Administration. (*(1) makes sure rules about wages, benefits, and contracts are followed; (2) enforces fair hiring practices to protect minorities, women, veterans, and the disabled*)

ELL/ESL Strategy

Learning Objective: *To give students oral practice using terms presented in this section*

Explain to students that the U.S. government practices protectionism by using three types of trade barriers. Describe trade barriers as fences, protecting American industries. Form students into groups of three or four. Have them reword the text or create sentences, using the new vocabulary on this page. Suggest that students express a point of view when they use a word. Each student should have an opportunity to use at least one vocabulary term.

Other Strategies

Learning Styles: Interpersonal/Group Learning

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 23 Outline (All-in-One, pp. 62–64)

Chapter Test B (All-in-One, pp. 97–100)

Other Resources

Reading Comprehension Worksheet (All-in-One, pp. 84–85)

Skill Activity (pp. 90–91)

Section Quiz B (All-in-One, p. 93)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.