*Innovation Lab Network Performance Assessment Project*

**Title of the Curriculum Module:** An In-Depth Analysis of the Eurozone Crisis

**Description/Purpose of the Curriculum Module:** Although history can repeat itself, leaders and decision makers have the potential to prevent conflict, war, genocide, and social injustice. With a thorough understanding of the complexities of the past and present, globally aware leaders can prevent history from repeating itself. It is essential that the leaders of tomorrow can analyze and evaluate the mistakes of the past to effectively overcome the most pressing challenges of the future.

In this curriculum module, students will investigate how to prevent the kinds of economic crises that plague many countries today. In particular, they will conduct a case study of five countries within the European Union—Portugal, Ireland, Greece, Spain, and the economic powerhouse, Germany. In these investigations, teams will research the causes of a particular country’s crisis (or success, as in Germany) and explore social and economic consequences for its citizens, other Eurozone countries, and the global economy. By evaluating the effectiveness of strategic governmental responses to these crises, they will gain an understanding of the importance of economic policy decisions. Ultimately, students will offer advice to the future leaders and policy makers of their generation on how to prevent debt accumulation, and propose strategies for future economic growth.

**Age/Grade Level: 11/12**

**Subject Area: Economics**

**Time Frame: 3 weeks**

**Common Core State Standards Addressed:**

Key Ideas and Details

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RH.11-12.8](http://www.corestandards.org/ELA-Literacy/RH/11-12/8/) Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**GPS Performance Outcomes Addressed:**

Investigate the World:

HIST11-12.INV2 Select and document primary and secondary sources of evidence from multiple world cultures and a variety of print and digital media in response to the research question.

HIST11-12.INV3 Situate sources of evidence in contemporary or historical place(s), or idea(s) to analyze their credibility for possible use in an argument related to the research question.

Multiple Perspectives:

HIST11-12.PERS1 Work with background knowledge and selected historical or contemporary sources of evidence to frame a perspective for an argument related to the research question.

HIST11-12.PERS2 Identify and compare cultural perspectives and alternative explanations found in the sources of evidence as part of an argument related to the research question.

HIST11-12.PERS3 Evaluate multiple perspectives from background knowledge and sources of evidence as part of an argument related to the research question.

Effective Communication:

HIST11-12.COMM1 Advance an argument that clearly and logically addresses the research question in the context of the identified global community.

HIST11-12.COMM2 Defend that argument with specific and documented evidence from a variety of perspectives and media as applicable to the identified global community.

HIST11-12.COMM3 Identify and consider follow-up or alternative positions in relation to the argument that could be used to foster collaboration among other relevant communities.

HIST11-12.COMM4 Construct a final version of the argument through a process that includes drafting, incorporating feedback, and revising.

Take Action:

HIST11-12.ACT1 Compare and prioritize choices for innovative and responsible action based on the argument.

HIST11-12.ACT2 Consider the local and global implications of the proposed choices and questions left unanswered in the context of the argument.

HIST11-12.ACT3 Engage in advocacy or action in a way that is responsive to the context(s) of the argument.

**Essential Questions:**

* How do we measure the health of an economy?
* What factors influenced the fall of various European economies?
* How do governments respond to crises?
* What are the goals of governmental policy?
* What causes social unrest?
* How do economic crises affect stakeholders in an economy?
* How did the Eurozone crisis affect the global economy?
* How can the policy makers and leaders of the Net Generation (Net Gen) overcome future global challenges?

**Enduring Understandings:**

* Economic conditions and policies can create social unrest.
* The government intervenes in an economy to achieve specific goals.
* The economic climate of one country affects the overall global economy.
* Economic policies have distinctive strengths and weaknesses.
* A global cooperation among leaders is necessary for responding to international challenges.

**Titles of Major Learning Activities:**

Activity 1: The Causes of Social Unrest

Activity 2: Economic Indicators and Goals

Activity 3: Investigation of the Eurozone Crisis

Activity 4: Interpreting the Meaning of the Eurozone Crisis: The What, So What, Now What Protocol

Activity 5: Policy Responses: Monetary Policy

Activity 6: How Governments Respond to Economic Crises: Fiscal and Supply-Side Policy

Activity 7: How Germany Solved Its Crisis

Activities 8 and 9: Case Study Investigations: Individual Roles

Activity 10: Round-Table Discussion: Analysis, Synthesis, and Evaluation of Data and Articles

Activities 11, 12, and 13: Product Development

Activity 14: Peer Review of Videos and Websites: Net Gen Significance

Activity 15: Task Reflection and Marker Talk

**Titles of Formative Assessment Tasks:**

The Causes of Social Unrest

Economic Indicators and Goals

Individual Investigation of the Eurozone Crisis

Interpreting the Meaning of the Eurozone Crisis

Podcast: “How Europe Saved Itself. For Now.”

Spain Austerity Article

Planet Money Podcast: “Germany’s Painful Solution to High Unemployment”

Individual Roles: WebQuest

Microlab Protocol: Product Brainstorming

Peer Review

Task Reflection

**Title and Description of Summative Assessment Task:** Educate Net Gen:Important Findings from the Eurozone Crisis

You have been hired as guest reporters for CNN Student News to cover a special edition on the Eurozone crisis. In your video report, educate high school seniors and college students about the economic crisis in your country (causes, effects, and policy responses) so that the leaders of your Net Gen can strategically prevent similar crises in the future. Post your video and important findings online to make your research accessible and show the world what can be learned from this global crisis.

**SAGE Alignment:**

* **S**tudent choice: Students select their research role as a historian, economist, governmental leader, sociologist, or recent college graduate in a particular country. Additionally, students choose how to showcase their knowledge as a website designer, video technician, news reporter, eyewitness interviewee, or project manager.
* **A**uthentic tasks that adults do in the real world: Students record and edit a video, post the video online, and design a website to showcase it. Moreover, students strategize how policy makers can minimize debt and effectively regulate economic variations.
* **G**lobal significance: Students read and analyze articles from various news sources about different countries (Portugal, Ireland, Greece, Spain, and Germany) and discuss the domestic and global implications. Students discuss the effects of economic policies on society.
* **E**xhibition to real-world audiences: Students post their videos online and on a custom-designed website for their peers and others students around the world to view.