Grade 6 Social Studies

Consumer Choice

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| This unit addresses the Economics frameworks – Concepts and Skills – of Grade 6 World Geography. In this unit, students will examine the geographic distribution of natural resources and its impact on national and individual wealth. They will also consider how supply and demand impact price, particularly in a market economy. Students will explore the role of government in economics and consider what drives production and distribution.  An important theme within this unit is the idea that students are consumers and that they are part of a global economy. Students will analyze global factors that influence the price of products they routinely consume, as well as the way that their consumerism impacts others – both domestically and internationally.  At the conclusion of this unit, students will have a broader perspective of the complexity of the economic process and approach their purchases with questions that reflect their increased awareness and sensibilities.  *These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.* |

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS**  **History and Social Science – Concepts and Skills (CS)**  **G1 WG6.CS.11** Give examples of products that are traded among nations, and examples of barriers to trade in these and other products.  **G2 WG6.CS.12** Define supply and demand and describe how changes in supply and demand affect prices of specific products.  **G3 WG6.CS.13** Identify the key elements of a market economy.  **G4 WG6.CS.14** Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce.  **G5 WG6.CS.15** Compare the standard of living in various countries today using gross domestic product per capita as an indicator.  Literacy in History and Social Science  **G5 RH6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **G6 RH6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **G7 WHST6-8.1**  Write arguments focused on discipline-specific content:   1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate and understanding of the topic or text, using credible sources. 3. Use words, phrases, and clauses to create cohesion and clarify the relationship among claim(s), counterclaims, reasons, and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. | ***Transfer*** | |
| ***Students will be able to independently use their learning to***  Apply concepts and systems of economics to participate productively in a global economy. | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that***  **U1.** they are consumers of products that are made from an array of globally-sourced natural resources that are obtained in particular countries and then traded among nations.  **U2.** Per Capita GDP, defined as the sum total of incomes (purchasing power) in a country (and the sum of output), is not necessarily an accurate representation of individual wealth. (Just as we look at the world and compare where natural resources are more abundant, we compare the world's countries' GDPs as indicators of "haves" and "have nots." Both indicators are not true measures of wealth.)  **U3.** supply and demand drives prices and accounts for difference in value over time.  **U4.** global events impact supply, which in turn impacts price.  **U5.** different economic systems (traditional, command, market, mixed) affect production and consumerism.  **U6.** consumers must be informed and think critically when exercising purchasing power. | **ESSENTIAL QUESTIONS Q**  **Q1**: What is your role in the economy? What personal values guide your consumer choices?  **Q2**: How is international trade affected by globalization?  **Q3.** What are the factors that create price? How can the same product be sold at different prices?  **Q4:** How does globalization impact your consumer choices? How do your choices impact the world? |
| ***Acquisition*** | |
| ***Students will know* K**  **K1.** key terms. – generated throughout the unit in context  **K2.** the elements of a market economy.  **K3.** the variables that impact the price of a particular product.  **K4.** different economic systems and role in regulating production. | ***Students will be skilled at* S**  **S1.** Mapping locations in order to show the use and transfer of natural resources used in the production of goods.  **S2.** Organization of information onthe elements of a market economy in order to analyze and synthesize that information.  **S3.** Presenting information clearly and accurately in written, oral, and visual formats.  **S4.** Developing critical thinking questions related to consumer choices.  **S5** Close reading of formational text  **S6** Develop and present an evidenced based argument |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| **Insightful, Informative, Useful, Relevant, Purposeful, In depth**  **See CEPA Rubric** | **CURRICULUM EMBEDED PERFOMANCE ASSESSMENT**  Congratulations! You have been selected by a consumer action group to present information on the making of one of the items listed below. The committee wants to know the entire process from raw materials to the finished product on the shelf.  cell phones water bottles skateboards  iPads jeans t-shirts  Your presentation must include:  **Geography**  A map that shows what materials go into your product, where they come from, where the final product is produced and how that product gets to market. **Forming an evidenced-based argument**  Select one current event article about a part of gathering raw materials or the manufacture, or distribution of your product.  Make a case (argument) to the committee about why your findings should be considered in the purchasing decision.  **Informed Consumers** Generate a list of questions an informed consumer should ask to understand the full range of economic and ethical considerations that go into purchasing this product. | |
| **Clearly written**  **Articulately spoken**  **Accurate** | **OTHER EVIDENCE: OE**  map skills quiz;  Using appropriate geographic termonology  Two column notes  Summaries  Responding to Essential Questions | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***  **Lesson 1: What is your role in the economy? What personal values guide your consumer choices?**  This lesson is designed to hook the student into the essential economics questions, provide the teacher with a sense of what students already know about economics, and introduces the student to several resources that they will utilize during the course of the unit. (G1, U1, Q1, K1, S1)  **Lesson 2: How is the world interconnected through individual purchases?**  Students will revisit their maps and their dictionaries from Lesson #1 to expand the production chain of a sneaker. They will consider the many countries around the world that come together to create a final product, as well as the complexity of building a final product.  (G1, G5, U1, U2, Q1, Q3, K1, K3, S1, S2)  **Lesson 3: How is trade affected by globalization?**  Students have now considered the involvement of the whole world in the process of making a sneaker. This lesson is designed to show them the implications of this interconnectedness. Depending on relationships between and even within countries, trade can either be strengthened or weakened. A simple simulation takes students through several economic concepts that could impede global trade. (G1, U1, U4, Q2, K3, S2, S3)  **Lesson 4: What are the factors that cause price to change over time?** Students will learn that supply and demand are driving factors in determining price. Then, they will examine scenarios to determine the relationships between demand and price, supply and price, and supply and demand. (G2, U2, Q3, K3)  **Lesson 5: How do economists compare the standard of living among countries? Does this affect production and price?**  This lesson examines how we can look at the Gross Domestic Product of different countries, how GDP is one measure of standard of living, and how GDP affects the production and price of goods. (G5, U2, Q3, K1, K4)  **Lesson #6: How are economic systems designed to meet the needs of people?**  Students will develop working definitions of the four most widely recognized economic systems (traditional, command, market, and mixed) and will evaluate the impact of each on consumers. (G4, U4, Q3, K1, K2, K4, S2) | | |
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Lesson #1: What is your role in the economy?

What personal values guide your consumer choices?

**Brief Overview of Lesson (what this lesson is about):** This lesson is designed to hook the student into the essential economics questions, provide the teacher with a sense of what students already know about economics, and introduces the student to several resources that they will utilize during the course of the unit. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:**

Students should have had experience with some sort of "vocabulary" template to store their unit vocabulary and own them.

We are assuming that students will come in with some consumer experiences and knowledge that one product can be a multitude of prices.

We are also assuming that students are familiar with the idea of a natural resource or raw material. If this is not the case, teachers should spend more time on this idea and assess with lists of materials.

**Estimated Time (minutes):** 40 minutes or 1 class period

**Resources for Lesson (list resources and materials):**

- 4 sneakers with varying price tags (It is preferable if the sneakers are "Nike," "Converse," "Adidas," and "New Balance," or at least labeled as such)

-an Economics Vocabulary Sheet or Economics mini-dictionary for students to add to, as the unit unfolds.

**Unit:** Economics and Consumer Choice

**Content Area/Course:** Grade 6 World Geography

**Lesson 1**, What is your role in the economy? What personal values guide your consumer choices?

**Time (minutes):** 40 minutes (1 period)

**Objectives (U1, K1):**

Students will construct meaning of terms in their "Economics Dictionary"

Students will be aware of their consumer questions.

**Essential Question(s) addressed in this lesson: (Q1)**

What personal values guide your consumer choices?

How is the world interconnected through individual purchases?

What must a consumer know in order to make informed and ethical decisions as participants in a global economy?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (G1, S4)**

Give examples of products that are traded among nations (and examples of barriers to trade in these and other products).

Students will be skilled at developing critical thinking questions.

**Instructional Tips/ Strategies/Motes for Teacher:**

\*This is an inquiry based lesson for students, to generate interest about economics and to begin to acknowledge their own role/connection to the world of economics.

\*Introduction to essential question: What must a consumer know in order to make informed and ethical decisions as participants in a global economy?

\*Building vocabulary (Start unit "dictionary")

\*Partner work

\*Class brainstorm

**Anticipated Student Preconceptions/Misconceptions**

As students are compiling the list of raw materials in a sneaker circulate to check for understanding and address misconceptions.

**Lesson Sequence:**

**Brainstorm**

1a. Students will view 4 sneakers from 4 different top sneaker brands and be asked to compile a list of their consumer thoughts and questions.

(On the board create the scenario: "You need new sneakers. What are all the thoughts and questions that go through your head as you decide which sneaker to buy?")

1b. Class debrief: Students will share out some of their questions/comments. Teacher will take notes with title "Consumer Values" to be saved for the purpose of revisiting later in the unit.

Also note how different students organized their thinking. (Some students may list "pros/cons" for each sneaker; others may go straight to their choice.)

1c. Have students try to categorize their questions into themes. Do they see consumer trends?

1d. Have students title their work, "Consumer Values: My Role in the Economy."

**Economics Dictionary**

2. Students will be introduced to their Economics dictionaries: See attached. (Some strong resources for visual learners are: [www.visualthesaurus.com](http://www.visualthesaurus.com), [www.merriamwebster.com](http://www.merriamwebster.com) or [www.wordsift.com](http://www.wordsift.com).

Students will add their first words: You may provide definitions or make this a class discussion. Students should revisit dictionaries as they progress through lessons to build meaning and complete last two columns. (Illustration and Meaning)

Economics Dictionary

* economics
* consumer
* Add any other terms that come up during discussion.

**Brainstorm Raw Materials**

3a. Add "raw materials" to the Dictionary

Students turn their consumer questions sheet over and begin a new list/brainstorm:

3b. Display or hand out "Parts of a sneaker."



3c. Students create new brainstorm: "What are the raw materials that make a sneaker?"

3d. Partner Share: Have students come together to expand their lists.

3e. Share out some of these resources. This will give teachers an important opportunity to check for understanding of raw materials - NATURALLY occurring.

**Optional Reading**

4.(Optional Reading:

<http://www.madehow.com/Volume-1/Running-Shoe.html#b>)

**Closing Activity**

5. Ticket to Leave: Students go back to their initial list of consumer questions.

Have students generate at least 1 more consumer question about the sneaker that would influence somebody's decision to buy or not to buy. (We hope that some students will now add, "What kind of rubber is in the sneaker?" "Where does the rubber actually come from?" "Who collected it?" setting the tone for the next lessons.)

Teachers should be explicit that this unit is designed to have students add to their thinking about which sneaker to eventually purchase.

COLLECT THESE INITIAL CONSUMER VALUES TO COME BACK TO FOR THE CEPA OR HAVE STUDENTS STORE THEM IN A UNIT FOLDER, ETC.

**Assessment/Preview outcomes for the next lesson:** (Homework)

1. <http://www.mint.com/blog/wp-content/uploads/2009/06/mint-world-resources-map-r2.gif>

Using the map provided in the link,

You are building a "Homework Machine" that is powered by a complex fuel made of the raw materials "soybean," "uranium," and "oil." What are 3 possible raw materials routes you can travel to get your building blocks?

2. Bring in a sneaker.

Lesson 2: How is the world interconnected through individual purchases?

**Brief Overview of Lesson** Students will revisit their maps and their dictionaries from Lesson #1 to expand the production chain of a sneaker. They will consider the many countries around the world that come together to create a final product as well as the complexity of building a final product. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Lesson #1

**Estimated Time (minutes):** 40 minutes or 1 class period

**Resources for Lesson:**

-Most teachers will want to keep the 4 sneakers out on display to keep authenticating the work of the unit. (We are examining, developing, and justifying our ultimate sneaker choice.)

-Economics Vocabulary Sheet or Economics mini-dictionary for students to add to, as the unit unfolds.

-map + atlases

-5 different colored pencils

**Unit:** Economics and Consumer Choice

**Content Area/Course:** Grade 6 World Geography

**Lesson 2** How is the world interconnected through individual purchases?

**Time (minutes):** 40 minutes or 1 class period

**Objectives: (U1, U2)**

Students will plot locations on a map and connect these coordinates to create a sneaker production route.

Students will create a map key and title to clarify map understandings.

Students will analyze the map they created and translate the complex chain of sneaker manufacturing, from raw material to distribution, in writing.

**Essential Question(s) addressed in this lesson:**

**Q1.** How is the world interconnected through individual purchases?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:** G1. WG.11 Give examples of products that are traded among nations.

G5.

**Instructional Tips/Strategies/Notes for Teacher:**

Frame-Focus-Follow-up

<http://vitalmedia.thirteen.org/vtlpd/frfofo.pdf>

**Frame:** Provide a context that helps students pay attention to the main content of the video. Ask students questions about the topic explored in the video to activate prior knowledge. When necessary, tell your students enough about the part of the story preceding the segment, so they can follow along.

**Focus:** Help students notice the important moments in the video by providing them with a specific focus, something to look for while they watch. Without a focus for viewing, students see all sorts of interesting details - but not necessarily the idea or information you want them to focus on.

**Follow-up:** Provide an opportunity for students to summarize what they saw - because they will see different things, and not always what you expected them to see! Re-telling what they saw helps students consolidate their understanding and remember it.

**Anticipated Student Preconceptions/Misconceptions:**

Students may not fully understand the complexity of producing a particular item. Also a country like China, which is fast becoming an industrialized nation and has a huge workforce is in the top ten in producing several raw materials. Be sure to explain this does not mean all materials produced in China are used in the sneaker and sometimes may be transported overseas. Ex: Raw cotton may be grown in China, sent to another country to be made into canvas or fabric, and transported back to China for Sneaker production.

**Lesson Sequence:**

**Do now:** Using yesterday's lesson, last night's homework, and your knowledge of word parts, begin to define "interconnected."

Quick-Write: Why do you think our world needs to be interconnected?

**Introduction**

1a. Share out responses from homeworks and Do Nows..

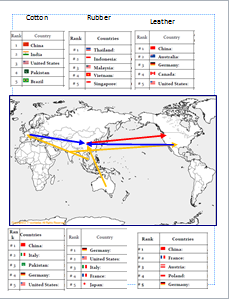
1b. Decide on a definition for "interconnected" and add it to the Economics Dictionary. (A simple definition is provided in the attached Dictionary. This might also be an opportunity to discuss prefixes - "inter"="between/among")

1c. Introduce and add the term "globalization" as a specific type of interconnectedness.

**Sneaker Travels Map**

Frame-Focus-Follow-up

2a. Pass out "Sneaker Travels" map. (Frame) Create a key for the Natural Resources and plot them on the map from the list provided. Ask students what more needs to be done to create a sneaker.



2b. (Focus) Play <http://www.youtube.com/watch?v=kYLct8dgyMo> (You can turn the sound/background music off), asking students to pay attention to the entire process of creating a sneaker.

2c. (Follow-up) What needs to be done with these resources to create a product?

Students add the term, "manufacturing" to their dictionaries.

Ask students what they think an "intermediate good" is, based on the definition for "manufacturing."

**Made in…**

3a. But, do we actually have our sneaker yet? Ask students to look at their maps to draw conclusions.

(-Students should notice that while the sneaker has traveled to different parts of the world, it is still not a final product.)

3b. Add "final product" to the Dictionary.

3c. Students to examine their sneakers' "Made In" labels to find out where their sneaker became a final product.

3d. Students draw a symbol for the final product and extend their intermediate goods' arrows to reflect that each intermediate good arrives at this new

**Distribution**

4. Can we celebrate yet? Ask students if the sneaker travel is, in fact, complete. (Students should notice that they don't 'have" the sneaker yet.)

4a. The sneakers need to be distributed so naturally, we will add "distribution" to our dictionary.

4b. What are some ways that the sneaker gets to you?

Project an image of container ship. <https://en.wikipedia.org/wiki/Container_ship>

How does this picture fit into the process? Have you seen this before?

(-Main ideas to convey:

Container ships are full of truckloads of different final products.

A ship will most likely only be part of the distribution trip since it can only transport the product from coast to coast.)

4c. Have students take their fourth color and create an arrow (or a long symbol) to San Francisco.

4d. Project an image of "Major Rail Routes Through the United States." Students will analyze the map.

4e. Students create their last arrow with their 5th color to get to their store location in Massachusetts.

**Closing**

5. Students will create the key for their map to clarify the information on the map for another map reader. Revisit the Economic Dictionary.

Use the new terms for each part of the supply chain.

**Assessment**

6. Writing/Vocabulary Assessment:

Students will use their completed maps to write a journal of their sneaker's world travels, incorporating new economics vocabulary.

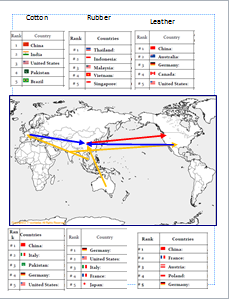
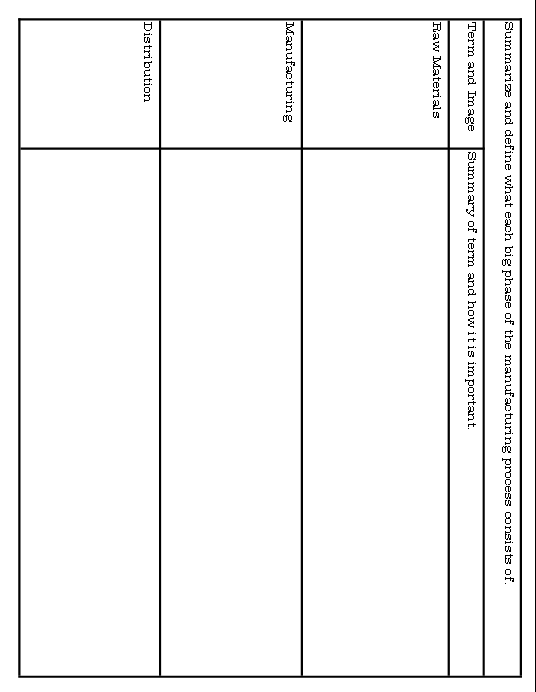
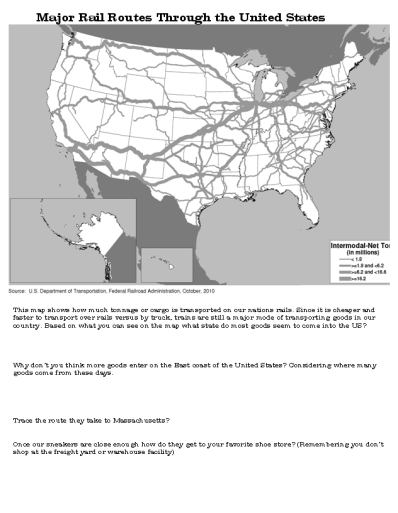
"Today, we were geographers and mapped a very simple route a sneaker might take to become a sneaker. You are now going to get creative and write from the perspective of a sneaker, from birth to adulthood. Use each entry to describe what stage of the maturation process you are at. Remember to use your Economics vocabulary to describe what stage of development you are at. Have fun!"

**Extended Conversation:** Once a distribution chain is determined then ask the question. What happens to products that don’t sell? Students reflect on and discuss the possibilities of unsold merchandise. (Garbage, resold in the third world, broken down and recycled, etc.)

**Preview outcomes for the next lesson:**

1. Continue journal entries. (Students should be familiar with rubric so that they know what definitions should be included in their entries.)

2. Explore website <http://www.honestby.com/> to continue thinking about the complex global process of creating final products. (Extra Credit:



Lesson #3: How is trade affected by globalization?

**Brief Overview of Lesson:** Students have now considered the involvement of the whole world in the process of making a sneaker. This lesson is designed to show them the implications of this interconnectedness. Depending on relationships between and even within countries, trade can either be strengthened or weakened. A simple simulation takes students through several economic concepts that could impede global trade. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Estimated Time (minutes):** 1 class period

**Resources for Lesson :**

-string

-scissors

-groups of 5

-printed and cut Group Kits: <http://www.frontiernet.net/~mikef/lessonplans/lesson1a.htm#STK>

**Unit:** Economics and Consumer Choice

**Content Area/Course:** Grade 6 World Geography

**Lesson #3, How is trade affected by globalization?**

**Time (minutes):** 40 minutes or 1 class period.

**By the end of this lesson students will know and be able to:**

1. Students will define the terms trade, imports, exports, tariff, embargo, natural disaster.

2. Students will simulate how global interconnectedness affects trade and "experience" intentional and unintentional limitations to open trade.

3.Students will evaluate the strengths and challenges of economic globalization.

**Essential Question(s) addressed in this lesson:**

**Q2**: How is the world interconnected through individual purchases?

**Standard(s)/Unit Goal(s) to be addressed in this:**

**G1. WG.11** Give examples of products that are traded among nations, and examples of barriers to trade in these and other products.

**Instructional Tips/ Strategies/notes for Teacher:**

String Trade

**Anticipated Student Preconceptions/Misconceptions:**

One tricky concept is that while China exports sneakers, it is important to recognize that many of China's factories are U.S. owned. Japan, on the other hand, exports cars. These are Japanese owned.

Similarly, in producing a sneaker, the U.S. might import the raw materials only to export them to different locations to be transformed into intermediate goods, etc.

**Lesson Sequence:**

**Do Now:**

1**.** Students share their favorite entries from previous night's homework, in partners or groups. They can make any last minute edits before turning them in.

**Building Understanding that All/Most of Our Sneakers Are Made Elsewhere**

2a. Students add to 2 class bar graphs to reflect where their sneakers were "made," turned into a final product. 1 graph's x-axis can be "Countries Where My Sneaker is Assembled." The other graph's axis can be "Continents Where My Sneaker Is Assembled."

3.This lesson will continue to focus on global interconnectedness. The graph will undoubtedly open itself up to other compelling student driven questions. Create a parking lot of student questions and reactions. (Most likely, in response to teacher question, "What do you notice?" students will start to think about why Asia dominates sneaker production. Do not answer this as we will address this in subsequent lessons.)

4. The world is connected through raw materials, intermediate goods, final products, and distribution. When one country needs something, it can get it from another country.

Add "trade," "imports, and "exports" to Economics Dictionary.

**Adapted from String Trade Activity:** [**http://www.frontiernet.net/~mikef/lessonplans/lesson1a.htm**](http://www.frontiernet.net/~mikef/lessonplans/lesson1a.htm) **(**The purpose of this lesson is to dramatize the nature of global interdependence and it economic implications. Students will create a web and "experience" the new vocabulary terms of "tariff," "embargo," and "natural disaster.")

5a. Divide students into groups of 5 and hand out group kits on imports and exports.

Group Kits: <http://www.frontiernet.net/~mikef/lessonplans/lesson1a.htm#STK>

5b. Form a circle and instruct students to find the country that has the good that they need and connect the string to indicate that a trade is made.

(Example: if Japan exports cars to the US, have the students who represent Japan pass the string to the US. The US then passes the string on to who they export to, etc.).

5c. While still in a web formation, ask students to reflect on the web they created. (Some students may offer a judgment; this is positive and we hope that this judgment will evolve to incorporate the complexities of globalization addressed during the lesson.)

**Tugs of Globalization**

6. Have students tug on the string(s) they are holding and consider how these tugs relate to globalization. (\*Take Away should be: What happens in one part of the world affects another part of the world.)

6a. Introduce the term "tariff". (Students will add this to their Dictionaries in the next lesson.)

Teacher may want to have the class brainstorm how to dramatize the tug of a tariff in their web.

Having one partnership take 2 steps back is a good way to illustrate the impact of a tariff. (A student might even say, "Ow" if the string is stretched really tightly.)

The teacher might ask if other students around them feel a tug as well. Did anybody need to shift closer or further from one of the countries involved in the tariff?

6b. How might a civil war in a country affect trade?

Cut the string that the civil war country is holding. Who else is affected?

6c. Tell one exporting country that they have just experienced a natural disaster that affected their export.

Cut the string and again discuss the effect.

6d. Ask students if they have heard the term "embargo"

This time have the country issuing the embargo do the cutting of the string to illustrate the intentionality of embargo (versus the lack of intention of a war).

6e. Invite students to add possible tug scenarios.

**Synthesizing the Simulation**

7. Is globalization positive or negative?

Have each group develop a chart of the strengths and challenges of globalization, based on the web activity.

**Global Eye**

8. <http://www.globaleye.org.uk/secondary_summer/focuson/index.html> (page 1) + Comprehension questions (included in these questions will be a focus on adding to the strengths and challenges chart and answering the essential question.)

**Preview outcomes for the next lesson:**

Bring in 2 examples of sneaker prices, either from a real shopping experience, online shopping, or a media source.

Extra Credit, Current Events: Find and summarize an article that shows how the relationship between two areas of the world affect the trade of a particular raw material or product. If you can't find an article that informs you about the trade of a particular material or product, you may infer how the relationship you read about would affect trade between these two areas, or perhaps between the whole world.

Lesson #4: What are the factors that cause price to change over time?

**Brief Overview of Lesson (what this lesson is about):** Students will learn that supply and demand are driving factors in determining price. Then, they will examine scenarios to determine the relationships between demand and price, supply and price, and supply and demand. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students will know that consumers have choice in the products they buy. Students will know the natural resources that go into constructing a sneaker. Students will understand that there are variables that affect the price of a sneaker.

**Estimated Time (minutes):** 80 minutes or 2 class periods

**Resources for Lesson (list resources and materials):**

* Homework from Lesson #3 (two advertisements for sneakers of different styles – e.g. walking vs. basketball)
* Economics Dictionary (ongoing)
* Poster paper/markers/etc.

**Unit:** Economics and Consumer Choice

**Content Area/Course:** Grade 6 World Geography

**Lesson #4** What are the factors that cause price to change over time?

**Time (minutes):** 80 minutes or 2 class periods

**Objectives: (U3, K1, K3)**

**Students will summarize concepts and current events reading.**

By the end of this lesson, students will define the terms "supply" and "demand."

Students will understand that as demand goes up, so does price; as supply goes up, so does price; and, as supply goes down, demand goes up.

Students will understand that price changes over time BECAUSE the notion of value changes over time due to the forces of supply and demand. They will be able to apply this to real products.

**Essential Question(s) addressed in this lesson:** What are the factors that create price? How can the same product be sold at different prices?

**Standard(s)/Unit Goal(s) to be addressed in this lesson: (G2, S3)**

Define supply and demand and describe how changes in supply and demand affect prices of specific products.

Students will be skilled at presenting information clearly and accurately in written, oral, (and visual formats).

**Instructional Tips/ Strategies/Motes for Teacher:**

The concepts of supply and demand, while certainly academic, are intuitive. Much of this lesson is designed to make students aware of what they already know and experience in everyday consumerism, and then label these constructed understandings.

As you are creating the supply/demand list, there's always the possibility that there will be a factor that doesn't fall into either category. A suggestion is to try to tweak it to fit into "demand" so that students see that these are the two key driving forces of price. But, if needed, don't hesitate to create a "Misc. column" and refer to those factors as *exceptional factors*.

**Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)**

As students are compiling the list of raw materials in a sneaker, you may need to go around and correct what is a naturally occurring material versus what is produced (i.e., plastic is not a natural resource). Don't worry too much about this as this lesson is really a constructed knowledge experience.

**Lesson Sequence:**

1. **Do Now:** Instruct students to revisit their Economic Dictionary and add (or revise) their definitions of trade, import, export, tariff, embargo, and natural disaster, which were discussed in the previous lesson.
2. **Activator:** On an index card (distributed by teacher) or in students’ notebooks, instruct students to write a one sentence summary of the previous day’s lesson. Student responses should include the concept that what happens in one part of the world affects economies and, thereby, consumers, in other parts of the world. Teacher will reinforce the idea of global interconnectedness. [Note: time permitting teacher may call on students to share homework findings with class to further reinforce this point.]
3. **Close Reading:** Hand out the article, “Oceanographers Find Lessons in the Great Nike Shoe Spill.” Teacher may opt to read aloud or at least provide clarification of some vocabulary. <http://community.seattletimes.nwsource.com/archive/?date=19921122&slug=1526004>
4. **Brainstorm and Collaborate:** After a close reading of the article, teacher will divide students in to small groups. Instruct students/groups to summarize the main idea of the article and develop two or three conclusions. Call on each group to share one conclusion and write these on the board. Teacher will then draw attention to conclusions to highlight global interconnectedness (reinforcing the key concept of Lesson #3).
5. **Transition** – “Today we are going to focus on how the **price** of a product is affected by variations in quantity of the product available for purchase (supply) and the interest consumers have in purchasing the product (demand).”
6. **Collecting Pricing Data** – Students will continue to work with their small groups during this exercise. Teacher will hand out paper, rulers, and colored pencils or markers. Using the collection of assorted sneaker prices students brought in (Lesson #3 homework; supplemented by advertisements provided by the teacher to round out available data), students will create a graphic organizer that depicts the different prices of sneaker based on varied purpose and style choices available to the consumer. Teacher will encourage – but not limit – students to group sneakers into these categories – general purpose/walking, basketball, running, and style/fashion. After grouping the sneakers, students will determine an average price for each category and display this on their graphic organizer.
7. **Drawing inferences about price (Gallery Walk)** – Teacher will post each groups graphic organizer around the classroom and hand out to each student a sticky note. Teacher will give students a few minutes to perform a gallery walk and draw one or two inferences about why the price of sneakers varies. Students will post their sticky notes on the board.
8. **Constructing Supply/Demand Factors Lists** – Teacher will draw two columns on the board and title one “Supply” and the other “Demand”. Teacher will then take each sticky note inference, read it aloud, and ask the students if it belongs in the supply column or the demand column. This process will create a set of student-constructed supply and demand factors. After posting all of the sticky notes, teacher should add any missing information to round out the lists.
9. **Formative Assessment** – Teacher will instruct students to write a draft definition of the term “supply and demand.” Teacher will circulate among the students checking their work and providing feedback on their drafts. Once all students have a workable definition, the class will examine how supply and demand variables change price.
10. **Transition** – “Now we are going to take a closer look at how supply and demand can change the price of a product. You should pay close attention for the supply and demand factors that we just identified and consider how they relate to changes in price.”
11. **Supply and Demand Scenarios** – Teacher will reorganize the class into three groups. Each group will be presented with a scenario and will be asked to determine the **rule** about price represented in their scenario:
    1. **Group A:** Sneaker A is not very popular. (It's new and people are confused by the unfamiliar design of the sole.) The makers of A sell it for $40 a pair. With advertisement and product placement (Sally Celebrity was sent a pair of As and photographed wearing them out to dinner), the sneaker increases in popularity. The company now sells them for $80. At a certain point, demand for A decreases, so the company decides to make a new version of Sneaker A…called A.2. Demand increases again, and, since A.2 is supposed to be more fashionable than A, the company raises the price of A.2 to $100. Meanwhile, fewer consumers purchase A, so the company drops the price of A to its original $40. *What is the rule about demand and price?*
    2. **Group B:** Sneaker B is attractive to people because it is an insulated sneaker. In New England, it is more useful during the winter months, so the price is $100 between October and March; between April and September, a pair of Bs may drop to as low as $50. This winter, there was a drought and the chola plant used in the sneaker's construction did not grow. This has slowed production of Bs, leading to a shortage of Bs available to consumers. In January, the average price of Bs was $130. Due to a cold and snowy winter, consumers have been willing to pay this price. *What is the rule about supply and price?*
    3. **Group C:** Sneaker C is new and trendy. It sells for $75 a pair, although the production and delivery cost is only $20. But, as it continues to sell, the key raw material used to make Sneaker C becoming scarce. Fake Sneaker Cs are made, using different, more readily available materials. It is a pretty big deal to get a real pair of Cs. When there is a shipment of Cs to a store, consumers line up a day in advance in order have a chance to buy a pair. *What is the rule about supply and demand?*
12. **Sharing Out** – Teacher will display each group’s scenario on the board, highlighting the key factors. Teacher will then ask each group to share out the rule.
    1. Group A - Rule 1: The greater the demand, the higher the price.
    2. Group B - Rule 2: The lower the supply, the higher the price.
    3. Group C - Rule 3: The lower the supply, the greater the demand.
13. **Economics Dictionary** – Teacher will instruct students to take out their Economics Dictionary and write a complete definition of supply and demand that includes the rules identified above.

**Summative Assessment:** Working individual, students will write one scenario for each of the rules of supply and demand. Teacher will instruct students to consider myriad ways in which supply or demand could be manipulated.

**Extended Learning:** Students will identify product category other than footwear and conduct research to determine at least one supply variable and one demand variable that routinely affects that product.

**Lesson #5:** How do economists compare the standard of living among countries? Does this affect production and price?

**Brief Overview of Lesson (what this lesson is about):** This lesson examines how we can look at the Gross Domestic Product of different countries, how GDP is one measure of standard of living, and how GDP affects the production and price of goods. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** What GDP is or how it is used to track individual wealth.

**Estimated Time (minutes):** 40 mins approx

**Resources for Lesson (list resources and materials):**

* “What is GDP?” (Internet Video from Slate.com)
* Economics Dictionary
* Almanacs or access to GDP, Per Capita GDP data.
* Standard of Living Chart
* Annual spending cards and processing sheet

**Unit:** Economics and Consumer Choice

**Content Area/Course:** Economics

**Lesson #5:** How do economists compare the standard of living among countries? Does this affect production and price?

**Time (minutes):** 40 minutes or 1 class period.

**By the end of this lesson students will know and be able to:**

1. Students will define the terms GDP, Per Capita GDP, Standard of Living

2. Students will define GDP and Standard of Living

Students will simulate how Per Capita GDP can be used as a measure but is also not perfect.

3.Students will evaluate the strengths and challenges of economic globalization.

**Essential Question(s) addressed in this lesson:**

**Q4.** How do your choices impact the world?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**WG.15** Compare the standard of living in various countries today using gross domestic product per capita as an indicator.

**Instructional Tips/ Strategies/notes for Teacher:**

Remind students these are averages and no system is perfect but helps us understand where different countries are economically. There are several standards for looking at well being in a particular country. You could use Gross National Product or the Human Development Index to measure well being. GDP just measures spending on average in a country.

**Anticipated Student Preconceptions/Misconceptions:** Per Capita GDP is often misunderstood as the average annual salary of a person in a given country but it is actually the amount of the national spending an individual shares in. Ex: all the goods and services purchased in a year. Consider it the amount a person spends on all new products in a year which in reality mirrors how much someone makes. The main misconception comes with realizing these numbers are averages and in some countries the average doesn’t look so bad but when you consider 90% of the wealth is concentrated in 1% of the population then the average person in that country could be near destitution.

**Lesson Sequence:**

**Do Now**

Review Supply and Demand and have students revisit their Economics Dictionary to update the Image and Understanding columns.

**GDP**

1a. Define GDP and Per Capita GDP.

1b. Watch the short “What is GDP” on Slate.com.

<http://www.slatev.com/video/what-exactly-gdp/>

If this is unavailable then define both terms and discuss how economists get those numbers.

1c. Use their Economics Dictionary and be sure to differentiate the difference between the two and how it is used as a measure.

**Using per capita GDP as a measure**

2a. What can a country’s GDP tell us about that country? What is it not telling us?

What about Per Capita GDP? What can we get from that? Why do we have to be careful though when reading it?

**Find a Country**

3a.Have students take out their Sneaker Travels map.

3b. Show students how to find the GDP and GDP Per Capita using either a current World Almanacs or the CIA World Factbook at cia.gov.

3c. Have students find the GDP and per capita GDP of at least one country from each of the Natural Resources and Intermediate goods. Students may use

3d. Discuss their countries highest and lowest Per Capita GDP and GDP.

3e. Have groups share their data with the class.

3f. Quick Write: What did you find interesting? What questions do you have about your finding?

**Standard of Living**

4a. Have students brainstorm in small groups what is absolutely necessary for survival using the “Standard of Living” graphic organizer.

4b. Share as a class and label the categories Low, Standard, and High standards of living. These examples will be used to define standards of living.

4c. Use your dictionary to define Standard of Living.

**Assess Your Countries**

5a. Look at the countries you picked and determine if they have an overall high or lower standard of living based on the Per Capita GDP.

Processing: Students will answer the following questions.

5b. How do you think standard of living effects the price of goods from the identified countries?

5c. Suppose you are a sneaker manufacturer and you are responsible for purchasing natural resources and intermediate goods. What might drive your decisions about where you buy?

5d. How can the GDP Per capita be misleading when trying to understand a standard of living?

**Digging Deeper into GDP**

6a. In small groups of 4 or 5 students will demonstrate their understanding of Per Capita GDP (not an accurate measure of individual wealth).

6b. Hand out the GDP cards showing annual spending per capita and be sure every student in the group has the same country.

6c. In groups students will complete the processing sheet, “But How Else are Countries Involved in Your Sneaker.”

6d. Teachers circulate to check for understanding and address misconceptions.

6e. Debrief: results with class

6f. Each group shares their findings.

6g. Discuss their varying outcomes and make sure they listen to each other’s responses.

6h. Take advantage of the different responses to show how these could relate to real world situations.

**Discussion Question**

Reflect on understanding of GDP

How can GDP be a good indicator for a country’s wealth and how can it be misleading?

**Summative Assessment: Persuasive Writing**

Independently students will write a short persuasive essay using their processing sheet and reflecting on class discussions.

* Support your claim with evidence and relevant data
* Address opposing claim
* Incorporate vocabulary from Economic Dictionary
* Provide a concluding statement

Do you think Per Capita GDP is a good indicator for a country’s wealth?

**Lesson #6:** How are economic systems designed to meet the needs of people?

**Brief Overview of Lesson (what this lesson is about):** Students will develop working definitions of the four most widely recognized economic systems (traditional, command, market, and mixed) and will evaluate the impact of each on consumers. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Prior to starting this unit, students must understand the concept of supply and demand, that resource scarcity affects price, and that control of resources both creates and affects economic opportunity.

**Estimated Time (minutes):** Approximately 60 minutes (or one regular class period)

**Resources for Lesson (list resources and materials):**

* Power Point – Short photo essay of the four economic systems for making comparisons
* Comparing Economic Systems spectrum worksheet
* PBS LearningMedia Video: Economic Systems (2:16) <http://www.pbslearningmedia.org/resource/rr10.socst.global.expzones.econsystem/economic-systems/>
* Venn Diagram Worksheet – Comparing Economic Systems
* PBS LearningMedia Video: Ethiopian Farms Going Global (8:01) <http://mass.pbslearningmedia.org/resource/e9fb1396-7e7b-44c7-ac61-12ff38ccac59/e9fb1396-7e7b-44c7-ac61-12ff38ccac59/>
* Note Taking Worksheet & Assessment – Ethiopian Farms Going Global

**Unit:** Economics and Consumer Choice

**Content Area/Course:** Grade 6 World Geography

**Lesson #6:** How are economic systems designed to meet the needs of people?

**Time (minutes):** 60 minutes or 1.5 class periods.

**By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):** Identify the characteristics of the four most commonly recognized economic systems (traditional, command, market, mixed); that how an economy is structured, and the degree to which government is involved in regulating economic activity, helps to determine (a) what products are made, (b) how each product is produced, by whom and in what quantities, and (c) for whom each product is produced; consumer choice is affected by the economic system that governs their access to goods and services.

**Essential Question(s) addressed in this lesson:** How do economic systems affect consumer choice?

**Standard(s)/Unit Goal(s) to be addressed in this lesson :**

ESE History and Social Science Frameworks Grade 6 #14 – Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. ESELiteracy Standards/Grade 6 Speaking and Listening #2 – Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text or issue under study.

**Instructional Tips/ Strategies/Notes for Teacher:**

1. Create a free account on Teacher’s Domain; save resources in a personal folder on this site.
2. Use the Frame, Focus, Follow-up technique for the video portion of this lesson: <http://www.teachersdomain.org/resource/vtlpd.pd.hints.frfofo/>

**Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)**:

1. Students may overestimate or underestimate the role of government in regulating the economy
2. Students may not recognize global influences on local economies, such as foreign investment or ownership
3. Students may believe that resources are unlimited (scarcity issue)

**Lesson Sequence**

1. **Introduction** – *We have been talking about the factors that affect the price of any particular product (supply and demand in a market economy) that you might wish to purchase. Today we are going to explore how there also are different types of economic systems. We will take a look at how each is structured and the degree to which government is involved in controlling the economy. By examining these four systems, we’ll have a better understanding about who and what influences what products are made, how each is produced, and for whom each is produced. Ultimately, these factors impact price and availability as well.*
2. **Review Photos***–* Hand out Comparing Economic Systems “spectrum” worksheet. *Let’s look at some photographs that will help us define the key terms for today’s lesson. I want you to write down your predictions about each type of economic system based on the pictures I show you.* Show the PPT. Pause on each slide to ask some leading questions about the photos, allowing students some time to make and record their observations. Ask students to share a few observations as you progress through the PPT.
3. **Economic Systems summary video** – On the back side of their worksheets, instruct students to write down key points about each economic system. Following the video, ask students to review their assessments along the spectrum and make necessary adjustments.
4. **Collaborative Analysis** – Divide the class into groups of two or three. Hand out the Venn Diagram Worksheet. Instruct students to begin by sharing their notes from the video with their partner(s). *Now I want you to work with your partner to make comparisons about the four types of economic systems, finding similarities, differences, and overlaps.*
5. **Check for understanding** – Ask students/groups to share their findings using the Venn Diagram as a basis for discussion. Teacher will model work by completing a diagram on the board and helping students to draw some conclusion about how each system determines (a) what products are made, (b) how each product is produced, by whom and in what quantities, and (c) for whom each product is produced. Students will turn over their worksheets and respond to the question – *“Based on what you know – or think you know so far – which system provides the most consumer choice and which system best serves the basic needs of the people?”*
6. **Case Study** **Video** – Hand out Note Taking Worksheet. Students will watch a video that discusses the impacts (positive and negative) of recent foreign investment in Ethiopian farm land. The video synthesizes the idea of an economy in transition [from traditional to mixed] and how this impacts local culture, while creating new opportunity and prosperity.
7. **Economics Dictionary** – Students will add definitions for four types of economies discussed.

**Formative assessment:** Students will write short answers to questions connecting the economic systems to the Ethiopian farmland case study.

**Summative Assessment:** Students will use their notes to write a well-constructed short essay in response to the question **- How do economic sys**tems affect consumer choice? Alternatively, students could create a story board that depicts each economic system and include a sentence definition (caption) beneath each picture.

**Extended Learning:** Student will identify a country associated with each of the four economic systems. Students will research the top 3 products produced in each country. Students will draw conclusions about how the respective economic systems impacts production decisions and, thereby, consumer choice.

**List of Unit Resources**

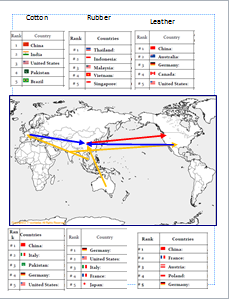
**List and include resources by lesson sequence**

1. Power Point – Short photo essay of the four economic systems for making comparisons
2. Lesson One Charts and graphs
3. Comparing Economic Systems spectrum worksheet
4. PBS LearningMedia Video: Economic Systems (2:16) <http://www.pbslearningmedia.org/resource/rr10.socst.global.expzones.econsystem/economic-systems/>
5. Venn Diagram Worksheet – Comparing Economic Systems
6. PBS LearningMedia Video: Ethiopian Farms Going Global (8:01) <http://mass.pbslearningmedia.org/resource/e9fb1396-7e7b-44c7-ac61-12ff38ccac59/e9fb1396-7e7b-44c7-ac61-12ff38ccac59/>
7. Note Taking Worksheet & Assessment – Ethiopian Farms Going Global

|  |  |
| --- | --- |
| Summarize and define what each big phase of the manufacturing process consists of. | |
| Term and Image | Summary of term and how it is important |
| Raw Materials |  |
| Manufacturing |  |
| Distribution |  |

**Tongue
Eyelets
Eye stay
Laces
Vamp
Trim
Toe box
Uppers
Outsole
Sole
Midsole wedge 
Foxing
Insole
**

|  |  |
| --- | --- |
| **Parts of a Running Shoe** | |
| **Tongue**  **Eyelets**  **Eye stay**  **Laces**  **Vamp**  **Trim**  **Toe box** | **Uppers**  **Outsole**  **Sole**  **Midsole wedge**  **Foxing**  **Insole** |

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**Curriculum Embedded Performance Assessment (CEPA)**

**CURRICULUM EMBEDED PERFOMANCE ASSESSMENT**

Congratulations! You have been selected by a consumer action group to present information on the making of one of the items listed below. The committee wants to know the entire process from raw materials to the finished product on the shelf.

cell phones

water bottles

skateboards

iPads

jeans

t-shirts

Your presentation must include:

**Geography**

A map that shows what materials go into your product, where they come from, where the final product is produced and how that product gets to market.

**Forming an evidenced-based argument**

Select one current event article about a part of gathering raw materials \or the manufacture, or distribution of your product.

Make a case (argument) to the committee about why your findings should be considered in the purchasing decision.

**Informed Consumers**  
Generate a list of questions an informed consumer should ask to understand the full range of economic and ethical considerations that go into purchasing this product.