

## **Economics Lesson/Teaching Ideas Assignment**

**PDS Partnership – Lincoln Elementary**

**Due: Thursday 4/21/11**

**Worth: 3 points**

**Name: Andrew Roberts**

### **Part I: How can you best teach Economics within Elementary Social Studies?**

For class you read a total of three articles. Two of these articles you chose and one of them you had to read titled, *Teaching Economics Through Children's Literature in the Primary Grades* by Rodgers, et. al.

Write about at least one clear teaching idea from each of these three readings. You should write about 2-3 sentences describing the idea(s) for each of the articles.

#### *1) Teaching Economics Through Children's Literature in the Primary Grades*

Teaching economics to students gives them motivation because they have a stake in this valuable area. When using picture books to discuss economic topics, students are able to understand the concepts of specific economic areas that take place at the present time. Plus, students have a stake with their reading because they are learning economics for understanding and practice in the classroom or for the future.

#### *2) The Entrepreneur Fair: Fifth Grade Student Business*

When you give students the opportunity to run a business and see how they are viewed, economics is taking place very similar like the real world. The students are trying to appeal to a specific demographic and cater their goods and services to their customers. They also understood costs from paying to rent the gym and the benefits like profit from their goods and services.

#### *3) Money Matters for the Young Learner*

Money has been around for thousands of years and students need to understand it has a large place in society. The students needed to understand the difference between bartering and using money to pay for something of value or exchange. Also learning good characteristics of money like portability, durable, and acceptable to see how money has been used in history.

### **Part II: Design the key elements of an Economics Lesson Plan**

- Design a lesson plan according to the following framework.
- Make sure that the lesson addresses at least 2 different Economics Vocabulary terms.

- Make sure you provide at least 3-5 bullet points for what you will do under each part of the three lesson elements (i.e., Introduction, Development, & Culmination/Assessment).

-Lesson Title: Should We Produce?

-Grade Level/Range: 5<sup>th</sup> & 6<sup>th</sup>

-Key Economics Vocabulary Terms (Word & Definition):

Human resources: represents the quality and quantity of human effort used in production; labor.

Natural resources: refers to minerals, water, trees, and anything from land. They are gifts from nature for production and without human interference.

Capital resources: the use of tools, machines, and factors to produce goods.

-Introduction:

- Introduce the vocabulary: human resources, natural resources, and capital resources
- From there, have a large group discussion with a chart asking the students to identify examples of human resources, natural resources, and capital resources.
- Record their answers on the chart and explain the activity of creating a good using the natural, capital, and human resources at their table.

-Development:

- Tables with have natural and capital resources at their table:
  - #1: water, strainer, pot, pasta
  - #2: Play-Doh, sand, box, bowl
  - #3: paper, sticks, Scotch-tape, stapler
  - #4: grass, picture of a mower, seed, picture of sunlight
- Students at each table will identify each resource as human, capital, or natural by using the markers and index cards on their tables then place the card in front of each resource.
- The students will then pick out one resource on their table and do research about what good they could make with it.
- The students will then come back to their table and develop a plan to create their good.

-Culmination/Assessment:

- The students from each group will share their good: The sketch of their good to pass around, what is their good, what resources (human, natural, capital) are needed to make it, and why is this good something your classmates would want.
- After every group has shared, ask the class why resources would be important to them for reflection. Give the students 5 to 10 minutes to write in their journal.
- Have some of the students share their ideas if they feel comfortable and follow up after their questions