“HOW DO PEOPLE GET WHAT THEY NEED AND WANT?”

Big Question Unit
NCSS VII
Grade 4

Created by
Tiffani Glew
Big Question:
“HOW DO PEOPLE GET WHAT THEY NEED AND WANT?”

Purpose of this unit: This seven-lesson unit is a wonderful way to teach fourth graders about our economy and their role within it. Within this unit, students will explore the differences between a need and a want, they will learn how money is earned and used, what a producer and consumer are, the differences between a good and a service and will be introduced to the concept of specialization.

Grade Level: 4

Unit Contents: 7 lessons, 40 minutes each

Standards Covered:
NCSS Standard VII: Production, Distribution and Consumption
NCSS VII b: distinguish between needs and wants
NCSS VII c: identify examples of private and public goods and services
NCSS VII e: describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services
NCSS VII g: explain and demonstrate the role of money in everyday life

Minnesota Academic Standards in History and Social Studies: ECONOMICS
Strand VI, Sub-strand A: Producers and Consumers
• The student will understand the concept of interdependence in relation to producers and consumers
Strand VI, Sub-strand B: Economic Choices
• The student will understand basic principles of economic decision-making.

Unit Goals and Objectives:

• The student will examine and learn the elements of our economy.
  o The student will distinguish the differences between needs and wants.
  o The student will examine the roles of producers and consumers in our economy.
  o The student will distinguish the differences between a good and a service.
  o The student will explain the concept of specialization through illustrations

• The student will decide how their “money” is spent and learn the values of spending and saving money.
  o The student will learn how money is earned and used.
The student will explain the purpose and the role of money in everyday life.
The student will make conscious decisions on how to use their money.

- The student will formulate an answer to the question, “How do people get what they need and want?”
  - The student will create a collage that shows at least 3 pieces of evidence of knowledge to the answer of the question through their interpretation.
  - The student will write a reflection of the collage’s content.
  - The student will orally present collage to class and share interpretation of big question.

Sub-questions within Unit:
- What is the difference between a need and a want?
- How is money earned and used?
- What are a producer and a consumer?
- What is the difference between a good and a service?
- What is specialization and interdependence? Why are these important in our economy?

Resources:
- Children’s literature: Grandpa’s Corner Store By Dyanne DiSalvo-Ryan and Isaac the Ice Cream Truck By Scott Santoro
- Artifacts: artificial money
- Grocery list sample
- Newspaper clips on economy: money, producers/consumers, etc. (optional for extension and student exploration)

Assessment:
- Students will be evaluated on their culminating activity by a rubric (attached)
- Students will be evaluated on essential skills of social studies: Organizing and Using Information through NCSS checklist (attached)

INDIVIDUAL LESSONS FOR THE UNIT
(40 minutes each)

DAY 1:
What is the difference between a need and a want?

Lesson Goal and Objective:
- The student will examine and learn the elements of our economy.
  - The student will distinguish the differences between needs and wants.
Standards Covered:
  NCSS Standard VII: Production, Distribution and Consumption  
  NCSS VII b: distinguish between needs and wants

Materials needed:
  • Paper for lists

PROCEDURE:
  * Introduction: “What are some basic needs?” (2 minutes)
    - Students discuss the basic needs: food, shelter, clothing, etc.
  * “What are some wants?” (2 minutes)
    - Students discuss what wants are and why they are not needs: fancy cars, designer clothing, etc.
  * Make a List (15 minutes)
    - Students make a list of their own needs and wants.
    - Students share and compare lists within their groups of 4.
    - Compose a class list of needs and wants.
  * Role-Play (20 minutes)
    - In groups of 4, students create two short skits, one based on needs, the other based on wants. The rest of the class must guess whether they are acting out needs or wants.

DAY 2:
How is money earned and used?

Lesson Goal and Objectives:
  • The student will decide how their “money” is spent and learn the values of spending and saving money.
    o The student will learn how money is earned and used.
    o The student will explain the purpose and the role of money in everyday life.

Standards Covered:
  NCSS Standard VII: Production, Distribution and Consumption  
  NCSS VII g: explain and demonstrate the role of money in everyday life

Minnesota Academic Standards in History and Social Studies: ECONOMICS
  Strand VI, Sub-strand B: Economic Choices
  • The student will understand basic principles of economic decision-making.

Materials Needed:
  • Artificial money
PROCEDURE:
    * “What is money? Why is it used? How is it earned? How is it used?” (10 minutes)
    - Teach students that money has value and is a currency that we use to exchange for the things we need and want. Describe how people work and earn money, different jobs,
    * Decision-making and reasoning (10 minutes)
    - Students are introduced to the “Class Economic System.” Every student is given “$5.00” to begin with. (This is artificial money, of course). Teach students that they will earn money every time homework is completed on time, when they are on time for class, when they are on task, etc. Also, teach students that they will lose money when they are off task, break a rule, not listening, poor behavior, etc. Money cannot be stolen. If anyone is caught stealing money, the student will apologize, give the money back to the other student and teacher will take half of his or her money away as a consequence. Money is students’ responsibility. Any “found” money (money that has fallen on the floor without ownership) belongs to whoever finds it. Tell students that they can use their money throughout the week to purchase pencils, erasers or stickers. However, tell students that if they SAVE their money, they can purchase an item of more value on the last day of the unit.
    * “Buying items” (15 minutes)
    - Display “price tags” around the room. Have students decide what they want to “buy” and determine how much they will “spend.” (This is separate from the “Class Economic System.”)
    * Conclusion (5 minutes)
    - Discuss as a whole group: “What did you learn about money?”

DAY 3:
What are a producer and a consumer?

Unit Goal and Objective:
    • The student will examine and learn the elements of our economy.
      o The student will examine the roles of producers and consumers in our economy.

Standards Covered:
    NCSS Standard VII: Production, Distribution and Consumption
    NCSS VII g: explain and demonstrate the role of money in everyday life

Minnesota Academic Standards in History and Social Studies: ECONOMICS
Strand VI, Sub-strand A: Producers and Consumers
    • The student will understand the concept of interdependence in relation to producers and consumers

Strand VI, Sub-strand B: Economic Choices
The student will understand basic principles of economic decision-making.

Materials Needed:
- Grandpa’s Corner Store By Dyanne DiSalvo-Ryan
- “Class Store” items: erasers, pencils and stickers

PROCEDURE:
* “What does it mean to produce something? What does it mean to consume something?” (10 minutes)
- Discuss how producing is making, and consuming is buying or eating, etc.
  * A Story to Share
  -Read Grandpa’s Corner Store By Dyanne DiSalvo-Ryan
  * You are a consumer (15 minutes)
- Introduce students to the “Class Store.” Inform them they can use their money to purchase items at the end of class, or wait until the final day when their money is saved.

DAY 4:
What is the difference between a good and a service?

Unit Goal and Objective:
- The student will examine and learn the elements of our economy.
  o The student will distinguish the differences between a good and a service.

Standards Covered:
NCSS Standard VII: Production, Distribution and Consumption
NCSS VII b: distinguish between needs and wants
NCSS VII c: identify examples of private and public goods and services
NCSS VII g: explain and demonstrate the role of money in everyday life

Minnesota Academic Standards in History and Social Studies: ECONOMICS
Strand VI, Sub-strand B: Economic Choices
- The student will understand basic principles of economic decision-making.

Materials Needed:
- Paper for lists
- Isaac the Ice Cream Truck By Scott Santoro
- Paper and colors for truck illustrations
- “Class Store”

PROCEDURE:
* “What do you buy from the grocery store?” (5 minutes)
- Brainstorm this as a group. Discuss how you can only purchase goods at the grocery store. Explain that a good is something that is tangible that can be held, seen, etc.
* Make a Grocery List (10 minutes)
- Students create their own grocery lists. After 5 minutes, students look back at their grocery list, and circle what is a need and what is a want. Share with the class. Briefly discuss needs and wants.

* “We know what a good is, well, what then, is a service?” (5 minutes)
- Describe that a service is different from a good. It cannot be touched, or purchased from the grocery store. Give students examples and have them determine whether it is a good or service.

* Trucks of Service (20 minutes)
- Read Isaac the Ice Cream Truck By Scott Santoro
- Have students create illustrations of trucks around the neighborhood that provide a service. For example, fire truck, garbage truck, milk truck, etc.
- Students share illustrations with class and describe the service provided by the truck.

* Purchasing?
- Remind students that they can purchase items if they choose to do so, but remind them about the value of saving money.

DAY 5:
What is specialization?
Why is this important in our economy?

Unit Goal and Objective:
- The student will examine and learn the elements of our economy.
  - The student will explain the concept of specialization through illustrations

Standards Covered:
NCSS Standard VII: Production, Distribution and Consumption
NCSS VII e: describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services
NCSS VII g: explain and demonstrate the role of money in everyday life

Minnesota Academic Standards in History and Social Studies: ECONOMICS
Strand VI, Sub-strand B: Economic Choices
- The student will understand basic principles of economic decision-making.

Materials Needed:
- Paper for “What’s your Specialty?”
- Ants-on-a-log ingredients: celery, peanut butter, raisins, and dull knifes
- “Class Store”

PROCEDURE:
* "Remember Isaac, the Ice Cream Truck? Did he provide a good or a service?" (10 minutes)
- Review how he provided a service to the fire fighters. Now describe that he “specialized” in that service. Explain specialization: People specialize when they produce only some of the goods and services they consume, then trade with others to get more of the things they want.

* Why is specialization important to me? (15 minutes)
- What’s your Specialty? Have students write on a piece of paper something they are especially good at, it could be math, writing, basketball, horseback riding, etc. Explain that this is his or her specialty, and that not everyone is good at the same thing.

* Specialization experiment (10 minutes)
- Divide class into two groups. We are going to be making ants-on-a-log for a class treat. (Celery, peanut butter and raisins) One group will have each member do every step of the process. In the other group, each student will have a “job.” For example, 3 people may be in charge of cutting and washing celery, 3 more people spreading peanut butter and 3 more people in charge of adding raisins. Have the groups complete the task, and when finished, compare which group finished first, which was easier to complete, etc. Reinforce the idea of specialization.

* Review specialization (5 minutes)

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**DAY 6: Putting it all together**

Lesson Goal and Objectives:
- The student will formulate an answer to the question, “How do people get what they need and want?”
  - The student will create a collage that shows at least 3 pieces of evidence of knowledge to the answer of the question through their interpretation.
  - The student will write a reflection of the collage’s content.

Standards Covered: (Depending on students’ work)

**NCSS Standard VII: Production, Distribution and Consumption**
- NCSS VII b: distinguish between needs and wants
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- Strand VI, Sub-strand A: Producers and Consumers
  - The student will understand the concept of interdependence in relation to producers and consumers
Strand VI, Sub-strand B: Economic Choices

- The student will understand basic principles of economic decision-making.

Materials Needed:

- Paper or poster board for collages
- Newspapers, magazines, scrap paper
- Colors: markers, crayons, colored pencils, etc.
- Any other accessories to create a collage
- “Class Store”

PROCEDURE:

* What do you think? (40 minutes)
- Tell students that they will create a collage based on what they learned about “How do people get what they need and want?” Students must include at least 3 ideas about what they learned.
- They will also create a written reflection (1 page) describing the elements included in their collage. The 3 ideas must have evidence supporting their answers.
- Provide paper, markers, magazines, etc. for students to use for creating their collages.
- Give students work time for their collages and written descriptions.

DAY 7:
Presentation and Purchasing

Lesson Goals and Objectives:

- The student will formulate an answer to the question, “How do people get what they need and want?”
  - The student will orally present collage to class and share interpretation of big question.

- The student will decide how their “money” is spent and learn the values of spending and saving money.
  - The student will make conscious decisions on how to use their money.

Standards Covered: (Depending on students’ work)

NCSS Standard VII: Production, Distribution and Consumption
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**Materials Needed:**
- “Class Store” with new items of higher value, such as trapper keepers, notebooks, pencil cases, etc.

**PROCEDURE:**
- **Presentation of culminating activities (30 minutes)**
  - Students share their collage with the class and orally describe the elements of the collage. Students hand in written description to teacher to be assessed.
- **“Class Store” (10 minutes)**
  - Students will choose if they want to purchase any of the store items, including the higher value items at the “store” that can be purchased for the first time. Students can exchange money for goods using decision-making and reasoning.

**RUBRIC FOR ASSESSMENT**

**Culminating Activity:**

Collage and description answering the question

“How do people get what they need and want?”

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<tr>
<td><strong>Student</strong></td>
<td>shows evidence of knowledge in collage by presenting 3 or more <strong>thorough</strong> ideas answering the Big Question. Their response reflects these ideas in writing, describing the content of the collage, based on 3 or more thorough ideas, answering the Big Question. Student presents orally to the class, sharing answers with everyone.</td>
<td>shows evidence of knowledge in collage by presenting 2 <strong>thorough</strong> ideas answering the Big Question. Their response reflects these ideas in writing, describing the content of the collage, based on the 2 thorough ideas, answering the Big Question. Student presents orally to the class, sharing answers with everyone.</td>
<td>shows evidence of knowledge in collage by presenting any number of <strong>supporting</strong> ideas answering the Big Question. However, their response needs revision, as ideas are not clearly discussed. Student presents orally to the class, sharing answers with everyone.</td>
<td>does not complete all three requirements: the collage, reflection and oral presentation. However, student does complete any of the three, but not all three requirements.</td>
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NCSS CHECKLIST FOR ASSESSMENT

Essential Skills for Social Studies: Organizing and Using Information

☐ Sense relationship between items of factual information
☐ State relationships between categories of information
☐ Restate major ideas of a complex topic in concise form
☐ Communicate orally and in writing
☐ Identify a situation in which a decision is required
☐ Secure needed factual information relevant to making the decision
☐ Make decision based on the data obtained
☐ Self-monitor one’s thinking process