The Big Question Inquiry Unit Plan
By Katie Hall
October 27, 2005
ELED 4366: Social Studies
Instructor: Gary Babiuk
Unit Plan Descriptive Characteristics

Title: “How Do We Get What We Need to Live?”

Grade Level: 3rd Grade

Estimated Time Required: 9 lessons, 40-60 minutes each (some 2 hour lessons)

Rationale & Overview: This unit introduces the students to concepts of economics. It helps students understand that economic choices are necessary in life and will help them see how we need to support our economy in order for it to survive. This is an important unit for teaching and learning because students are able to identify and exhibit skills of being a good citizen. It also teaches students how our society uses its resources to meet the needs of the people that live here. Students will see the interconnectedness among people and societies through this inquiry unit.

National Standards addressed in unit:
MN Dept. of Education
- The student will understand the relationship between producers and consumers in regard to goods and services.
- The student will understand that economic choices are necessary in life.

Duluth Public Schools
- The student will understand that industries provide jobs, goods, and services.

Overall Goals:
- The student can describe the difference between consumers, producers, and workers.
- Students will make connections to economic processes in the production of goods and services to their own lives.

Objectives:
- Students will demonstrate proficiency in defining important economic vocabulary terms.
- Students will participate in role playing activities that differentiate between producers/consumers and goods/services.
- Students will go on a field trip where goods are being produced as well as to a place where services are being provided.
- Students will explore how consumers are needed to support an economy.
- Students will investigate jobs and workers in the community, which are of interest to them.
- Students will begin to develop an understanding of job skills, require education, and experiences by interviewing parents about their jobs and career choices.
- Students will form their own answer to why our economy needs consumers and workers in order to operate.

Inquiry or Focus Questions:
- What are goods and services that are produced?
  - What goods and services are produced in our state?
- Why are workers and consumers important in the economy?
- What is the role of money in everyday life?
Resources:

People

LESSON 3

- Arrange for parents to be chaperones
- Arrange for bus transportation with the school district
- Contact with members of the community where we can visit for our field trip
  - Goods are produced (Farm)
  - Services are provided (Hospital)

LESSON 6

- Individuals from the community to speak about their career (nurse, mechanic, lawyer)

Worksheets

- LESSON 2 - Role play summary sheet (copy one per group)
- LESSON 3 - Field Trip Reflection handout (one for each student)
- LESSON 4 - Scenario & questions handout (one for each group)
- LESSON 7 – Roles in mock economy (one per group)
- LESSON 8 – Group role worksheets (one per student)
- LESSON 9 – Mock Economy reflection sheet (one per student)

Books


Career books from school library


Websites


Materials

- LESSON 3 - Index cards
- LESSON 5 - Computers with the internet, for research
- LESSONS 7 & 8 – Arts/crafts materials (scissors, glue, construction paper, tape, markers)
- LESSON 9 – Monopoly/fake money

Assessment

- Brochure rubric (Lesson 7, page 22)
- Career Exploration Essay rubric (Lesson 5, page 18)
- Mock Economy Rubric with student reflection paper (Lesson 9, pages 27-28)
- Unit Checklist (one per student – based on observation by teacher) (page 29)
# Calendar of Activities

“How do we get what we need to live?” Inquiry Unit

## WEEK 1:

<table>
<thead>
<tr>
<th>DAY</th>
<th>Lesson</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>ONE</td>
<td>Lesson objective: Students will demonstrate proficiency in defining important economic vocabulary terms.</td>
</tr>
<tr>
<td>TWO</td>
<td>TWO</td>
<td>Lesson objective: Students will participate in role playing activities that differentiate between producers/consumers and goods/services.</td>
</tr>
<tr>
<td>THREE</td>
<td>THREE</td>
<td>Lesson objective: Students will go on a field trip where goods are being produced and also to a place where services are being provided.</td>
</tr>
<tr>
<td>FOUR</td>
<td>FOUR</td>
<td>Lesson objective: Students will demonstrate proficiency in defining important economic vocabulary terms. AND Students will explore how consumers are needed to support an economy.</td>
</tr>
<tr>
<td>FIVE</td>
<td>FIVE</td>
<td>Lesson objective: Students will investigate jobs and workers in the community that are of interest to them. AND Students will begin to develop an understanding of job skills, required education, and experiences by interviewing parents/guardians about their jobs and career choices.</td>
</tr>
</tbody>
</table>

## WEEK 2:

<table>
<thead>
<tr>
<th>DAY</th>
<th>Lesson</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIX</td>
<td>SIX</td>
<td>Lesson objective: Student will begin to develop an understanding of job skills, required education, and experiences about jobs and career choices.</td>
</tr>
<tr>
<td>SEVEN</td>
<td>SEVEN</td>
<td>Lesson objective: Students will form their own answer to why our economy needs consumers and workers in order to operate.</td>
</tr>
<tr>
<td>EIGHT</td>
<td>EIGHT</td>
<td>Lesson objective: Students will form their own answer to why our economy needs consumers and workers in order to operate.</td>
</tr>
<tr>
<td>NINE</td>
<td>NINE</td>
<td>Lesson objective: Students will form their own answer to why our economy needs consumers and workers in order to operate.</td>
</tr>
</tbody>
</table>
Lesson 1 – How Do We Get What We Need to Live?

Grade Level: 3rd Grade

Time Needed: 40 minutes

Unit Goal: The student can describe the difference between consumers, producers, and workers.

Lesson Objective: Students will demonstrate proficiency in defining important economic vocabulary terms.

Resources:
- The Goat in the Rug by Charles Blood & Martin Link
- Construction paper
- Crayons
- Scissors
- Glue
- Writing supplies

Introduction:
Gather students on the class meeting rug in the classroom. Tell the students about the new unit we are beginning today and how tell them the big question we are going to work on answering for the next two weeks. Tell the students to listen very carefully as we read the book, The Goat in the Rug. After reading the story, ask the children for comments on the book – what they learned, what they enjoyed, what they might have questions on, etc. Ask these questions/discuss to check for comprehension:

- Who is Geraldine? (the goat)
- How can we tell Geraldine is telling the story? (The story opens with, “My name is Geraldine and I live…” She also uses “my” and “I” as she tells the story.
- Who is Glenmae? (Geraldine’s Navajo friend)
- Explain that Glenmae was a producer of rugs.
  - What does a producer do? (Producers make goods or provide services. They use many things to make their products.)
- What are goods, what are services?

Procedures:
Before sending students back to their table spots, explain the directions of what steps they need to take and what we will be doing next. Students will quietly be dismissed to their table spots and have eyes on the teacher at the board. The teacher will begin to talk about the book again. Explain to the students: Producers use many things to make their products. They are called resources. Name the things Glenmae used to produce her rug. Create list by writing what children say on the board. (mohair from the goat, scissors, yucca plants, buckets, water, comb cards, spindle, large pots, loom, dye)
Explain that resources can be placed into 3 groups: natural, human, and capital resources.

- **Natural Resources**: those things found in and on the earth, such as water, oil, and sunlight.
- **Human Resources**: people who work, like Glenmae, teachers, doctors, truck drivers, and sales clerks.
- **Capital resources**: tools, equipment, and buildings we use to help produce things. They are things that are used over and over again such as trucks, computers, cash registers, desks, and chairs.
- **Intermediate Goods**: products that are combined with resources to make another product, which become part of the finished product.

(Have these terms already written down and posted on the wall so children can refer back to them throughout the unit.)

Now, go through the list of resources Glenmae used in producing her rug, and have the children decide what type of resource each item is. As students answer, write the correct letter on the board next to the item listed. Explain that Glenmae’s rug was very special because it has a special design. Many people who weave rugs use special symbols and designs to tell a story.

Students will produce a rug that tells the story of rug production. Distribute construction paper, scissors, and crayons. Explain that the construction paper represents the rug. When they are finished, have them write a personal narrative (like Geraldine’s story was a personal narrative) that tells the special story of their rug. Encourage them to use the new economic words we learned today in their story. They should mention the different types of resources they are using in their story. This may have to be something students continue to work on during study time at the end of the day.

When rugs are completed, display on a “Rug Production” wall near the posted vocabulary terms.

**Assessment:**
The children will be assessed by observation. I will observe how children participated and if they showed comprehension through our discussion and their narratives. The personal narratives will be informally evaluated with the checklist, checking for understanding. After I look over each paper, students will place them in their portfolios.

**Source:**
Lesson 2 – How Do We Get What We Need to Live?

Grade Level: 3rd Grade

Time Needed: 40 minutes

Unit Goal: The student can describe the difference between consumers, producers, and workers.

Lesson Objective: Students will participate in role playing activities that differentiate between producers/consumers and goods/services.

Resources:

- Students’ personal narratives from following lessons
- Group role play summary sheet (1 copy per group)

Introduction:
Hand back students’ personal narratives from the following social studies lesson. Review what we talked about. Cover up the posted economic terms and have ask children to describe who producers are, what resources and intermediate goods are, and the three different types of resources. Explain that today we are going to work in our cooperative groups to gain a better understanding on who producers, workers, goods, and services are. Explain to students that when they are given the cue, they will get into their cooperative groups, (which they are already familiar with) and they will begin reading their personal narratives to each other. When they are finished with that, they should wait for the next instructions.

Procedures:
Students will get into their cooperative learning groups and take turns reading their personal narratives about their “rug production” to each other. While this is going on, the teacher should walk around, observing and listening for comprehension and make sure students are following directions.

When students are finished reading their narratives, the teacher will get students attention and describe the next activity. Each group will need to show their understanding of economic processes. Each group will come up with their own role play showing the differences between a producer of goods and a producer of services. Each group should draw a picture of each role play they will be performing for the class, on the following summary sheet. This can be handed in at the end of the activity. Also, students should list each group member’s role in the activity.

After about 15-20 minutes, students will take turns performing their quick role plays in front of the whole class. Students will support their classmates by clapping after each role play. We will finish up the activity by quickly reviewing what we have talked about over the past couple of days.

Assessment:
I will assess this by observation of how each individual is working in their groups. This will be marked on each student’s unit checklist. Students will be given points based on how well they meet expectations.
Lesson 3 – How Do We Get What We Need to Live?

Grade Level: 3rd Grade

Time Needed: 2 hours

Unit Goal: The student can describe the difference between consumers, producers, and workers.

Lesson Objective: Students will go on a field trip where goods are being produced and also to a place where services are being provided.

Resources:
- Arrange for parents to be chaperones
- Arrange for bus transportation with the school district
- Contact with members of the community where we can visit for our field trip
  - Goods are produced (Farm)
  - Services are provided (Hospital)
- Field Trip Reflection handout (one for each student)
- Index cards (one for each student)

Introduction:
Send permission slips home to families a week before the event. Explain to the students that we will be going to 2 different places where we will be able to see firsthand, goods being produced and services that are being provided. Before we head out, we will brainstorm a list of where we could be going on our field trip. The teacher should make two columns on the board with headings: 1) Where Goods are Produced and 2) Where Services are Provided. Students will be instructed to brainstorm a list of places where goods are produced and where services are provided. Following the brainstorm session, I will give clues and students will guess where the surprise field trip will take us – a farm and a hospital. Each student will get an index card. Tell students to write down two or three questions they may like to ask at either place we visit.

Procedures:
Get students on the bus, along with chaperones and head to the farm first. Students will have a 45 minute tour at each place – the farm and the hospital. An assigned individual from each place will share information with the students and explain how they are needed in our community, as well as how they fit into the economy. Students will have a chance to ask their questions.

When we arrive back at the classroom, provide the “field trip reflection” handout to each student to fill out and reflect on what they learned. Have students discuss what we saw and did on our field trip. Give them a chance to share what they learned and/or liked about the trip.

Assessment:
Students will be assessed on their field trip reflection sheet. This will be my way of checking for understanding and participation in the event. Students will receive a “check” on the checklist for completing the reflection activity.
**Field Trip Reflection**  
Economics Unit Title: How do we get what we need to live?

**Where did we go on our field trip?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**What did you learn on our field trip?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Why are the places we visited important to us?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**What did you like about our field trip?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**What didn’t you like about our field trip?**

________________________________________________________________________
________________________________________________________________________
I learned these new words on our field trip. Here are the words and their meanings. Look up your new words in the dictionary and write down the meaning.

<table>
<thead>
<tr>
<th>WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw a picture of your favorite part of the field trip.
Lesson 4 – How Do We Get What We Need to Live?

Grade Level: 3rd Grade

Time Needed: 40 minutes

Unit Goal: The student can describe the difference between consumers, producers, and workers.

Lesson Objectives:
- Students will demonstrate proficiency in defining important economic vocabulary terms.
- Students will explore how consumers are needed to support an economy.

Resources:
- “Jack & the Beanstalk” fairy tale [http://www.pitt.edu/~dash/type0328jack.html](http://www.pitt.edu/~dash/type0328jack.html)
- Communities Social studies textbook
- Scenario & questions handout (one for each group)

Introduction:
We will review all of the economic terms we have studied. Students will talk about the importance of having each of these things in our society. I will remind them of the question we are trying to answer. Today, we will talk about who a consumer is. We will refer back to the role plays in the earlier lesson. I will ask students, "When you did your role plays, most of you had another individual who was receiving the goods or services. Does anyone know what we call that person?" Students will offer suggestions. If no one has come up with the answer, the teacher will tell them that the term for that person is a "consumer."

Procedures:
The teacher will write the term, consumer, on the list with the other economic terms. The students will also learn what an “economy” is. An economy is the making and consuming of goods and services. (Refer to the textbook for the discussion on “being a consumer,” page 277.)

Discussion Questions: (discuss as a class)
- What is a consumer?
- What is a smart consumer?
- (after reading page 277 of the textbook) Why did Elissa want to be a smart consumer?
- What is the economy?
- What did Elissa learn about the economy?

Students will work with their table groups, read the scenario, and answer the questions on the handout. (See the handout following the lesson.)

Come back together as a class to discuss the role of money in our economy. Students will be called to the carpet and the teacher will read the fairy tale, “Jack and the Beanstalk.” Following the reading, we will talk about the functions of the beans in the story. (as money) People take money in trade for goods or services.
Questions for discussion:

❖ What did Jack’s mother ask Jack to trade in exchange for the cow?
❖ Why did Jack’s mother not like the trade which Jack made?
❖ Why are beans not money?
❖ What do you use money for?
❖ Where do we get money? (brainstorm and make list on board)
  o Leads into our next lesson, investigating careers

We will finish the discussion by talking about how we need to have jobs to make money. Students will take home an “interview sheet” for homework. They will interview their parents/guardians or an older adult, about their careers and bring them back in for discussion the next day.

Assessment:
Students will be assessed on their participation as the teacher observes, using the checklist. Students will receive a “check” for their group worksheet and how well they work together to complete it.

Sources:


Why do consumers matter?

Read the scenario, discuss, and answer the following questions as a group.

Johnson Cyclery is part of Duluth’s economy. Mr. Johnson and his employees provide a service and sell goods. They also earn money. They spend that money in their community. That money helps other businesses grow.

Mandy Sell is a 14 year-old girl who lives in Duluth. She visited Johnson Cyclery many times to look at the bicycles. “Looking at those bikes keeps me going,” says Mandy. Slowly, she has saved her allowance and money from jobs outside her home.

Finally, Mandy saved enough money. She did some research to find out which bikes were the best buys. Mandy wanted to be a smart consumer. “I’ve worked hard to save money,” Mandy says. “I want to make sure I don’t throw it away!”

Mandy did find a bike and she loves it! She even knows how to fix a tire or a slipped chain. She wears a helmet and knows she must be alert when she rides her bicycle. She has learned a lot about how our economy works. Mandy plays a role in her community’s economy by earning money and buying goods.

Discuss why it matters.

How does Johnson Cyclery help the economy of the community?

What are three stores in your community that sell goods?

1. 
2. 
3. 

What are three services that are in your community?

1. 
2. 
3.
Parent/Adult Career Interview

Who I interviewed: _______________________________________________________

This person’s job is ______________________________________________________.

Possible questions to ask the person you are interviewing:

- What made you go into your profession?

- What do you like about your job?

- What don’t you like about your job?

- What kind of an education did you need for your job?

- What advice would you give me when thinking about my future career?

- How does your job affect our community?

- How does having a job affect your life?

- Other:

Record your answers and bring to class on _____________________.
Lesson 5 – How Do We Get What We Need to Live?

Grade Level: 3rd Grade

Time Needed: 60 minutes

Unit Goal: Students will make connections to economic processes in the production of goods and services to their own lives.

Lesson Objectives:
- Students will investigate jobs and workers in the community that are of interest to them.
- Students will begin to develop an understanding of job skills, required education, and experiences by interviewing parents/guardians about their jobs and career choices.

Resources:
- Career books from school library
- Computers with the internet, for research
- Book: Young Person’s Occupational Outlook Handbook (descriptions for America’s top 250 jobs)
- Website: http://www.pbs.org/inthemix/shows/show_careers.html

Introduction:
Review terms from the day before – consumer and economy. Discuss why we need consumers to support the economy. How do consumers get money? (jobs) Tell the students, today we are going to talk about careers. Everyone will be able to research a career that is of interest to them and write a short essay on why they chose that particular career and what it entails to their lives.

Procedures:
Bring students to the library and computer lab. Point out the many resources available to them – career exploration books, Young Person’s Occupational Outlook Handbook, and more. Also point them to the computers with the internet. The website listed above is a great resource with current job scene facts for students. Encourage the students to use multiple sources. Each student must use at least 2 resources in their short essay. Let the students go for the hour, exploring what is of interest to them, as they think about their future. Encourage them to use the interview they participated in to help them in their paper.

Assessment:
Student essays will be assessed by using the “Career Exploration Rubric” following this lesson. Students are assessed on the organization, quality of information, internet use, and mechanics.
# Research Report: Career Exploration Essay

**Teacher Name:** Mrs. Hall  
**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
| **Organization** | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized.  
8) |
| **Quality of Information** | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| **Internet Use** | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |
| **Mechanics** | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors. | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
Lesson 6 – How Do We Get What We Need to Live?

Grade Level: 3rd Grade

Time Needed: 2 Hours

Unit Goal: Students will make connections to economic processes in the production of goods and services to their own lives.

Lesson Objectives:
- Student will begin to develop an understanding of job skills, required education, and experiences about jobs and career choices.

Resources:
- Individuals from the community to speak about their career
  - Nurse, mechanic, architect
- Student’s research papers on their desired future career from previous lesson

Introduction: Today is “Career Day!” People from the community will have been invited to speak to our class about their careers. The class will be split into three groups and will move from station to station. The people invited to speak to our class today are three parents who will share about their professions.
  - A nurse
  - A mechanic
  - An architect

Procedures:
Split the class into four groups. In three of the groups, the students will listen to the speakers and ask them questions about their profession. The teacher will ask the speakers to bring in any uniforms they wear as well as any brochures or things that they use in their profession. Students will have 20 minutes in each station.

In the fourth station, students will share their career exploration essays with the others in their group. Students will read their essays and if there is time, they can discuss the topic of careers in more depth.

Assessment:
Students will be assessed on participation. Use the checklist to keep track of student participation and understanding.
Lesson 7 – How Do We Get What We Need to Live?

Grade Level: 3rd Grade

Time Needed: 60 minutes

Unit Goal: Students will make connections to economic processes in the production of goods and services to their own lives.

Lesson Objective:
- Students will form their own answer to why our economy needs consumers and workers in order to operate.

Resources:
- Slips of paper, one per group, explaining their role in the economy
- Art materials for brochure
  - Scissors, paper, markers, pencils, glue

Introduction:
We will begin our culminating activity with a wrap-up of what we have talked about over the past 6 lessons. We will review the economic terms and why they are important to our community. I will explain to them the next step we will be taking to finally answer the big question. Tell the students that we are going to create a “mock economy.” Each group of students will have a role in the economy. Through this activity, we will see how each part of the economy is important for helping us get what we need to live and how each role that is being played in interconnected.

Procedures:
Split students into groups. These will be their groups for the “mock economy.” Each child will get a slip of paper that explains the role they will be playing in the community. (see the following sheet) Students will spend the hour discussing what they need to do. As a requirement for the project, each student will have to create their own brochure. Some groups will be the producers of goods, so they will have to decide what they are going to produce, for example. Their brochure should explain what their role is in the economy. If students don’t finish this part of the activity in the given hour, they will have time in the afternoon, following lunch, to discuss with their group.

Assessment:
The brochure will be assessed by the following rubric. Following the culminating activity, students will also fill out their own self-reflection of the activity, as well as an evaluation form for each person in their group.
Cut these slips of paper up & give one to each group, so they have some idea of what to do for the mock economy activity.

------------------------------------------------------------------------------------------------------------------------

Group 1

You are a producer of goods. The good that you produce serves a physical need to people. (not food) Create a brochure that would make people want to buy your goods.

The brochure should be:
- Well written
- Include accurate facts
- Attractive and organized
- Should show how your role fits into the economy

------------------------------------------------------------------------------------------------------------------------

Group 2

You are a producer of goods. The good that you produce must be produced in order for the people of your community to not go hungry! Create a brochure that makes people want to buy the food you create.

The brochure should be:
- Well written
- Include accurate facts
- Attractive and organized
- Should show how your role fits into the economy

------------------------------------------------------------------------------------------------------------------------

Group 3

You produce a service that the people of your community rely on. People pay you to help them with something. You decide what that is. Create a brochure that would attract people to your business.

The brochure should be:
- Well written
- Include accurate facts
- Attractive and organized
- Should show how your role fits into the economy

------------------------------------------------------------------------------------------------------------------------

Group 4

You provide a service to the people of your community. Your service helps people find jobs and/or get an education. Create a brochure that makes people want to buy your service.

The brochure should be:
- Well written
- Include accurate facts
- Attractive and organized
- Should show how your role fits into the economy
**Making A Brochure : Mock Economy**

Teacher Name: **Mrs. Hall**

Members of group: ________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing - Organization</td>
<td>Each section in the brochure has a clear beginning, middle, and end.</td>
<td>Almost all sections of the brochure have a clear beginning, middle and end.</td>
<td>Most sections of the brochure have a clear beginning, middle and end.</td>
<td>Less than half of the sections of the brochure have a clear beginning, middle and end.</td>
</tr>
<tr>
<td>Attractiveness &amp; Organization</td>
<td>The brochure has exceptionally attractive formatting and well-organized information.</td>
<td>The brochure has attractive formatting and well-organized information.</td>
<td>The brochure has well-organized information.</td>
<td>The brochure's formatting and organization of material are confusing to the reader.</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>All facts in the brochure are accurate.</td>
<td>99-90% of the facts in the brochure are accurate.</td>
<td>89-80% of the facts in the brochure are accurate.</td>
<td>Fewer than 80% of the facts in the brochure are accurate.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td>All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.</td>
<td>All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.</td>
<td>Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.</td>
<td>Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.</td>
</tr>
</tbody>
</table>
Lesson 8 – How Do We Get What We Need to Live?

Grade Level: 3rd Grade

Time Needed: 60 minutes

Unit Goal: Students will make connections to economic processes in the production of goods and services to their own lives.

Lesson Objective:
  ❖ Students will form their own answer to why our economy needs consumers and workers in order to operate.

Resources:
  ❖ Poster board
  ❖ Art materials
    o Markers, glue, scissors, construction paper

Introduction:
  Students will take the idea they came up with yesterday and build on it. Students will share what their role in the economy will be. The people that will come visit our economy are other staff people from the school and families of the students. (Invitations will have been sent out prior to the big event, which will occur the following day.)

Procedures:
  Students will meet with their groups once again. They will finalize their plans for the mock economy. They will have lots of time throughout the day to “create” their goods they will be selling with construction paper, markers, glue, etc. They will be encouraged to make their area look attractive. I will also encourage them to make posters to hang outside of our classroom, advertising their business. Students will write down items they need, that the teacher must bring for the event. Student will put the finishing touches on their “areas” so they are prepared for the “mock economy” tomorrow.

Assessment:
  Students will be assessed on participation – how well they are working together as a team. (See checklist) Each student will receive a worksheet, where they will write down the roles of each student in the group. That way, the teacher can check and make sure everyone is participating.
Group Work – Student Roles

1. My role for the group activity is:

2. This is how I have contributed to our group so far:

3. I feel like everyone is doing a good job, participating with our group. (Yes or No) (circle one)

   Explain:

4. I am having a difficult time with some members in our group. (Yes or No) (circle one)

   Explain:

5. I am enjoying this activity so far (Yes or No) (circle one)

   Explain:
Lesson 9 – How Do We Get What We Need to Live?

Grade Level: 3rd Grade

Time Needed: 2 hours

Unit Goal: Students will make connections to economic processes in the production of goods and services to their own lives.

Lesson Objective:
- Students will form their own answer to why our economy needs consumers and workers in order to operate.

Resources:
- Student materials for their “mock economy” stations
- Posters advertising the event, made by the students
- Refreshments for parents and school staff who visit our classroom
- Monopoly/fake money

Introduction:
Today we will have our final lesson for this unit. All of the students’ hard work and planning will be put to work in our “mock economy.” Each student will make sure everything is set and ready at their station. The teacher will be the banker. Each group will receive a certain amount of money. The teacher should ask, Why do we all need money? Are you going to have to go to the other businesses in order to make it? (The answer should be yes.) Students should now have the understanding that we all depend on each other to make it in the economy.

Procedures:
Parents and staff members will begin to arrive. As the banker, I will provide them with some “monopoly” money, so they can support the businesses. The teacher will observe how students are interacting with one another as well. Students should be going to the other “businesses” to support their own needs. Staff and parents will visit the mock economy for about an hour.

Once the students have cleaned up their station, we will participate in one final summary activity. Students will answer the question – “How do we get what we need to live?” – by writing a summary report. (see the following sheet) This sheet will give the student the opportunity to reflect on their role in the economy and why each role is important for us to live.

Assessment:
Each student will be assessed on their reflection paper that helps the teacher see that the student understood the culminating activity and can answer the big question of the unit. See the following rubric. Each student will receive an individual grade as well as a group grade.
Mock Economy Reflection

Please write a summary/reflection of our mock economy. Please answer the following questions when writing your summary:

- Discuss your role in the mock economy.
- How did your role make a difference in the economy?
- Why is your role important?
- What did you learn through this activity?
- How do we get what we need to live?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## Individual & Group Grading Rubric

The individual as well as the group grade will be graded on the following scale:

1: Unsatisfactory  
2: Below Average  
3: Average  
4: Great job!  
5: Excellent!!

### Individual Grade:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Used Time Wisely</strong></td>
<td>Student used his/her time to its fullest. He/she stayed on task and was interested in the project.</td>
</tr>
<tr>
<td><strong>Worked Well With Group Members</strong></td>
<td>Student cooperated with group. She/he gave own opinion but was still willing to listen to the opinion of others.</td>
</tr>
<tr>
<td><strong>Individual Work Reflects Understanding of Role</strong></td>
<td>Student showed an understanding of his/her responsibilities.</td>
</tr>
<tr>
<td><strong>Completion of Task</strong></td>
<td>Student completed all required tasks on time and with a maximum effort. Student showed understanding of the big question through their role in the mock economy.</td>
</tr>
<tr>
<td><strong>Overall Efforts</strong></td>
<td>Student displays an overall understanding and interest in the task at hand. Student worked to his/her fullest potential.</td>
</tr>
</tbody>
</table>
**Group Grade:** The group grade reflects the role in the mock economy, steps taken to complete it, and how well students worked together.

<table>
<thead>
<tr>
<th>Creative, Well-Planned, Product Idea</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Product idea is clear, consistent, and realistic for the mock economy.</td>
<td></td>
</tr>
<tr>
<td>Groups worked collaboratively</td>
<td></td>
</tr>
<tr>
<td>Shared their part of the project with the others</td>
<td></td>
</tr>
<tr>
<td>Groups role followed the instructions they were given.</td>
<td></td>
</tr>
<tr>
<td>Group received instructor's approval for their role.</td>
<td></td>
</tr>
</tbody>
</table>

**Group-Effort in Completion of the Task**

| Members of the group worked together...no one member did more or less work than the others in the group. |  |
| Group's final completion of project goes above and beyond expectations (extra credit) |  |

Final Grade: ___ /55 points

**Rubric Source:**

# Unit Evaluation Checklist

**Student name:** __________________________________________________________

**Unit:** “How do we get what we need to live?” Inquiry Unit

<table>
<thead>
<tr>
<th>Participation</th>
<th>Lesson One</th>
<th>Lesson Two</th>
<th>Lesson Three</th>
<th>Lesson Four</th>
<th>Lesson Five</th>
<th>Lesson Six</th>
<th>Lesson Seven</th>
<th>Lesson Eight</th>
<th>Lesson Nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Trip Reflection Sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Exploration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Day Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Roles Handout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mock Economy Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mock Economy Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**