Big Question Unit

Grade: 2nd Grade  (Economics)
Big Question: How do we get what we need?

Goals and Objectives:
1. Students will distinguish between producers and consumers and between goods and services.
   • Students will be able to explain and give examples of what a consumer and producer are.
   • Students will be able to list how they are consumers and how they are producers.
   • Students will produce a poster that will promote a product and try to sell it.

2. Students will understand how things are made and get to stores.
   • Students will be able to research about a product and make a flow chart of the step of how it is produced.
   • Students will be able to list the advantages and disadvantages of different methods of transporting goods.
   • The students will be able to chart on a map where different products come from.

Sub-Questions
• What things make you a consumer and what makes you a producer?
• How do we get goods into the stores?
• How are we able to buy things?

Resources
Books: People Together (textbook), One Little Lamb By Elaine Greenstein, If You Give a Mouse a Cookie by Laura Numeroff.

Other resources: the internet, posters of flow charts

Assessment
Things that will be collected for points:
- The list the that students use of the goods and services (from what they do and use everyday).
- The maps that students color in where their products come from.
- Journal about methods of transportation.
- The flow chart that the students make in groups.
- The poster that they will make of a product and their presentation.
- The end writing of what product they want to buy (how they will buy it and why they will buy it).
Day 1

Big Question: How do we get what we need?

Sub-Question: What things make you a consumer and what makes you a producer?

Objective: Students will be able to explain and give examples of what a consumer and producer are.

Time: 30 minutes

Introduction: We would start out by reading If You Give a Mouse a Cookie. Then we will begin to talk about wants and make a list of what the mouse wanted. Next we would talk about services and what in the boy did in the book as a service (ex. Reading the mouse a book). I will give the students a chance to think about thing they want and things they use. The students then would start to discuss what goods they use every day. Then they will talk about things that they do everyday that would be considered as a service. I would give them examples of things I use in my everyday life that would be goods and what would be services. I would give them the assignment of going home and making a list of things that they use or services that they do for the day. I would want each student to have at least 10 items on their list.

Day 2

Sub-Question: What things make you a consumer and what makes you a producer?

Objective: Students will be able to list how they are consumers and how they are producers.

Time: 30 minutes

The students will come back with their lists. We will talk as a class about consumers and producers. Then the students will look at their lists with a partner and put goods next to things that they consumed or bought, and put services next to the things that made them producers. After they finished looking at their list they will then talk with their partner about whether they consumed more or whether they produced more. To end this lesson I would bring the class back together as a group and discuss what things made them producers and what things made them consumers. Then we can talk about if they are more in one category than the other. I will also talk about the different jobs (ways of getting money) that people have to help them get the things that they want.

Assessment: I would look at the students’ lists to make sure they have at least 10 items and that they were able to correctly label goods or services to each item. I will also watch for everyone’s participation in the whole group discussion.

Day 3

Sub-Question: How do we get goods into the stores?
Objective: The students will be able to chart on a map where different products come from.

Time: 50 minutes

The students will use the list they already made. Together in pairs the students will find out where the goods that they used come from (ex: fruit from Florida). They will have a map of the world and color in the areas where they get their goods from. They will be able to use the internet with sites that I will set up for them that will give them the answers to most of their goods. I will help those students who are unable to find where something comes from.

Assessment: I will look at the students’ maps to see that they correctly found the different places that their goods come from. The students will know what expect from them because I will give them a check list of things that I will be look for ahead of time.

Day 4
Sub-Question: How do we get goods into the stores?

Objective: Students will be able to list the advantages and disadvantages of different methods of transporting goods.

Time: 45 minutes

I will talk to the students about where all of their products come from. Then we will talk about the different methods of transportation that is used to get these products to the stores. As a group we will make a list of different means of transportation. We will then talk about the advantages and disadvantages of each choice. For example we will talk about food that needs to get places before they spoil, so it wouldn’t be a good idea to ship something over the ocean if it won’t last the long because the food will probably spoil before it reaches the store. Another thing the students should think about is refrigeration and how that would work with transportation. Other questions to discuss would be: what would be the fastest route, what would be the best route or method of transportation?

Assessment: I would make a check list and observe that everyone participates. I will also have them journal about the discussion to check for their understanding and thoughts about the different methods.

Day 5
Sub-Question: How are we able to buy things?

Objective: Students will be able to research about a product and make a flow chart of the step of how it is produced.

Time: 30 minutes
I will read the book *One little Lamb* (it’s about how a lamb gives up its wool and the process of how it gets made into mittens). Then I will ask the class if they know what flow chart is. Together as a class we will make a flow chart of how mittens are made.

**Day 6 and 7**

Sub-Question: How are we able to buy things?

Objective: Students will be able to research about a product and make a flow chart of the step of how it is produced.

Time: 50 minutes each day

I will break the class into groups. As a group they will decide on a product that they would like to research how it is made. They will come to me to make sure that their product is alright. Then for the next two days they will research on the internet or by using books how the product is made and how it’s to the stores. Next they will make a poster of the flow chart of their product. At the end of their second day they will present their poster to the class.

Assessment: I will use a rubric to assess their posters. I will also be observing the students participation in their group with a check list. See check list.

**Day 8 and 9**

Sub-Question: What things make you a consumer and what makes you a producer?

Objective: Students will produce a poster that will promote a product and try to sell it.

Time: 50 minutes each day

The students again will be place in another group that I will assign. The students will have a list of different products that they can choice from. Then together they will decide why this product is important and why people need it. They will also need to decide how they would sell the product like marketers. They may need to do some research so they will be able to go to the computer lab if they want. They will pull all of this information together to make a poster. They will have to think about how they will present it to the class whether it will be a commercial, infomercial, news report, etc. The goal is to get their peer to want to buy it.

Assessment: I would make a check list of things that I would be looking for as they are working in groups such as working well with others, staying on task, etc.

**Day 10**

Big Question: How do we get what we need?

Time: 50-60 minutes

Objective: The student will be able to answer the big question.
The students will be presenting their posters trying to sell the product the best that they can. After each presentation students will be able to ask the presenting group questions. After the presentations each student will write a little response that will answer the big question. They will write about what product they would buy, why they would choose that produce, and how they will be able to purchase that product.

Assessment: I will use a rubric to grade this project. See attached.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer most questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer a few questions posed by classmates about the topic.</td>
<td>Student is unable to accurately answer questions posed by classmates about the topic.</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Collaboration with Peers</td>
<td>Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others in the group. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.</td>
</tr>
<tr>
<td>Poster</td>
<td>The whole group worked on the poster. Helps with audiences' understanding of product.</td>
<td>Most of the group worked on the poster. Helps somewhat with audiences' understanding of product.</td>
<td>Group didn't work together on poster. Helps somewhat with audiences' understanding of product.</td>
<td>Group didn't work together on poster. Didn't help audiences' understanding of product.</td>
</tr>
<tr>
<td>Written Response</td>
<td>Uses many ideas in an organized fashion to answer the big question. Easy to understand.</td>
<td>Uses most ideas in an organized fashion to answer the big question. Pretty easy to understand.</td>
<td>Uses some ideas to answer the big question. Seems unsure how to answer the question.</td>
<td>Ideas are lacking and is hard to follow. Doesn't completely grasp the answer to the big question.</td>
</tr>
<tr>
<td>Listens to Other Presentations</td>
<td>Listens intently. Does not make distracting noises or movements.</td>
<td>Listens intently but has one distracting noise or movement.</td>
<td>Sometimes does not appear to be listening but is not distracting.</td>
<td>Sometimes does not appear to be listening and has distracting noises or movements.</td>
</tr>
<tr>
<td>Interaction:</td>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with Others</td>
<td>L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows leadership Qualities</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays on Task</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays on appropriate websites</td>
<td>L</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S-Seem behavior
L-Lacking in behavior
N/A-Not Applicable at this time