ECONOMICS Concept-based Unit
Who Wants to Be A Millionaire?
(Bulls, Bears, and Bills, oh my!)
Suggested Grade Level: 6th – 8th

Conceptual Lens: Interdependence

Concepts: Conflict, Systems, Power, Relationships, Survival

Careers: (This list is not inclusive of all possible careers. Students may think of others that would be suitable.) Accountant, Bookkeeper, Loan Officer, Budget Analyst, Tax Attorney, Tax Collectors, Banker, Chief Executive Officer, Chief Financial Officer, Economist, Financial Advisor, Import/Export Agent, Investment Counselor, Lobbyist, Mortgage Broker, Politicians, Statisticians, Stock Broker, Educator, City Planner, Law Enforcement Officers, Businesses, Consumers, Real Estate Brokers,

Process Skills: Research, Critical Thinking, Inference, Writing, Predicting, Technology, Synthesizing, Observation, Public Speaking, Reading Developing Charts and Graphs.

Vocabulary: Stock Market, Bears, Bulls, Interdependence, cause and effect, needs vs. wants, risk,

Rationale:
Who Wants to Be a Millionaire? was written as an economic unit through the lens of global economic interdependence. Students will identify and assess upward, downward, and sideways trending stocks in all three markets (American, Asian, European) and will identify similarities and differences between the three. They will understand that we can no longer separate ourselves from the rest of the world since we are all so interdependent. In addition to gaining the understanding of global economy, students will learn how to become a millionaire by behaving proactively (according to Dave Ramsey). This includes purchasing stocks, bonds, and mutual funds which the students will do via Stock Market Game. Finally, the application of this knowledge will be showcased to the students’ parents and faculty/administration at a PTA Math Night. They will also extend their knowledge in the form of a prediction on where they believe the stock market will be in six months.

Purpose:
The current media is having a field frenzy with this current Recession. Students are being inundated with information about top-tier stock brokers and company officers (CEOs, CFOs) committing suicide because of bankruptcy and scandal. Once the stock market finally turns around (which we hope it will soon), these students need to understand the importance of stocks, bonds, and mutual funds. They will be able to break the cycle of poverty (over 80% of students in my school receive free/reduced lunch) through economic education. After this unit, if given real money, these students will be competent in purchasing stocks and making money in the real world.
Concept-Based Curriculum Flowchart

Representative Topic

Who Wants to Be A Millionaire?
Bears, Bulls, and Bills, oh my!

Conceptual Lens

Interdependence

Critical Content

Facts

- Stock Values
  - Companies
  - (Bulls)
  - (Bears)
  - Industry
- Read a stock chart.
- Opportunity Cost
- Wants vs. Needs
- 1929 Crash
  - Outcome
- Supply/Demand
- Producers/Consumers
- Recessions v. Depressions
- Profits and Expenditures

Skills/Processes

- How to research stocks on financial websites and newspapers.
- How to chart a stock's market price with aforementioned references.
- How to identify a stock price's positive or negative fluctuation based on media coverage.
- How to purchase stocks through SMG.
- How to compare the Dow Jones, S&P 500, & NASDAQ.
- How to compare / contrast the American, Asian and European stocks.
- How to concise vast information for an oral presentation.

Concepts

- Conflict
- Systems
- Power
- Relationships
- Survival
**Instructional Activities**

- Read and analyze stock market exchange graphs (American – DOW, NASDAQ, S&P 500); European (FTSE 500, DAX, CAC 40); Asian (Nikkei 225, Hang Seng, Straits Times).
- Identify, analyze, and purchase stocks on the Stock Market Game Simulation (http://www.stockmarketgame.com).
- Choose a company and assess its stock holdings.
  - Presentation on behalf of your company’s stock holdings is required.
- Cornell note-taking
- MovieMaker tutorial and creation of Podcast/Movie
- Bibliotherapy (The Lorax – Dr. Seuss) wants v. needs
- Ongoing research on the stock market trend (upwards, downwards, sideways).
- Collaborate and present (to PTA) economic information for teachers and administration.
- Create trending stock outline (in either virtual or material form) for presentation.
- View video segments which could include but are not limited to: National Treasure, Dave Ramsey, Mad Money with Jim Cramer, and the MSNBC economics podcasts.

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**Essential Understandings**

- Interdependence may affect survival.
- Power may create conflict.
- Relationships can impact systems.
- Relationships that survive conflict may lead to stronger relationships.

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**Essential Questions**

- To what extent may interdependence affect survival?
- How may the struggle for power lead to conflict?
- How do relationships that survive conflict may lead to stronger relationships?
- To what extent does power create conflict?
- How can systems be impacted by relationships?

**Guiding Questions (Topic Specific)**

- To what extent are all the stock markets interconnected?
- What are the properties of a good (bull) stock?
- To what extent do the media affect the stock market?
- What makes the stock market go up and down?
- How did the United States of America recover after the Crash of 1929?
- In business, to what extent should owners be concerned with the environment? The Lorax

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**Culminating Performance Task**

- **Scenario:** Congratulations! You have been selected as a member of a specialized team chosen by the Obama administration to select the top performing stocks and increase the national capital! You will work collaboratively to select and purchase stocks seeing which group can increase their money the most in nine weeks. Please remember that the interdependence of global economy will either cause the stock exchanges to go up or down very quickly. You will also keep research on the stock market and specific companies, then you will present it to your board of directors and administration at a PTA math night.
**ALCOSS**

**Math (2009):**
6.1: Demonstrate computational fluency with addition, subtraction, multiplication, and division of decimals and fractions.
6.2: Solve problems involving decimals, percents, fractions, and proportions.
6.10: Interpret information from bar graphs, line graphs, and circle graphs.
7.1: Demonstrate computational fluency with addition, subtraction, and multiplication of integers.
7.3: Solve problems requiring the use of operations on rational numbers.

**Social Studies:**
6.6: Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.- causes of the Great Depression- stock market crash
7.5: Identify national and international trading patterns of the United States.
7.7: Describe the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, characteristics of a market economy, and supply and demand.

**Language Arts:**
6.1: Apply strategies, including making complex predictions, interpreting characters' behaviors, and comparing and contrasting, to comprehend sixth-grade recreational reading materials.
6.3: Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing to comprehend sixth-grade informational and functional reading materials.
6.4: Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade informational and functional reading materials.
6.6: Identify the author's purpose as entertainment, information, or persuasion in selected works.
6.12: Apply grammar conventions in writing with consistent verb tense; nominative, objective, and possessive pronouns; and subject-verb agreement when interrupted by a prepositional phrase.
6.14: Use organizing and paraphrasing in the research process.
6.6: Demonstrate eye contact, articulation, and appropriate voice intonation with persuasive presentations.
6.17: Use listening skills for remembering significant details, directions, and sequences.
7.1: Apply strategies appropriate to the type of reading material, including setting purposes for reading and making generalizations, to comprehend seventh-grade recreational reading materials.
7.5: Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs.
7.7: Interpret the author's message in various literary, informational, and functional texts.
7.9: Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.
7.10: Apply mechanics in writing, including commas to set off nouns of address and following introductory phrases and clauses.

7.11: Apply grammar conventions in writing to pronoun-antecedent agreement and to subject-verb agreement with inverted word order and with indefinite pronouns as subjects.

7.14: Present findings from inquiry and research using a variety of resources.

7.15: Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages.

8.1: Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eighth-grade recreational reading materials.

8.4: Apply strategies appropriate to type of reading material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade informational and functional reading materials.

8.9: Apply mechanics in writing, including punctuating titles using quotation marks, underlining, or italics and using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences.

8.10: Use prepositional phrases and compound, complex, and compound-complex sentences to vary sentence structure.

8.11: Write sentence patterns common to English construction.

8.12: Identify the correct use of degrees of comparison, adjectives and adverb forms, subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence and with compound subjects, including those joined by or with the second element as singular or plural.

8.14: Identify characteristics of spoken formal and informal language.

Business/Marketing Education:

16. Differentiate between wants and needs.

Technology:

6-8.2: Publish digital products that communicate curriculum concepts.

6-8.4: Determine basic troubleshooting strategies to correct common hardware and software problems.

6-8.5: Use basic features of word processing, spreadsheets, databases, and presentation software.

6-8.6: Select specific digital tools for completing curriculum-related tasks.

6-8.12: Use digital tools to communicate and collaborate at all levels from interpersonal to global.

6-8.13: Use digital tools to formulate solutions to authentic problems.

6-8.14: Use digital tools to generate new ideas, products, or processes.
Career Cluster Electives (2009)

Career Cluster Explorations
7-8.1: Demonstrate basic technology skills.
7-8.3: Demonstrate oral presentation skills that sustain listeners' attention and interest including eye contact, clear enunciation, and use of visual aids.
7-8.4: Apply active listening skills to obtain and clarify information.
7-8.9: Demonstrate interpersonal skills, including teamwork, conflict management, problem solving, and networking.
7-8.10: Demonstrate leadership skills for creating an environment that fosters mutual trust and confidence.

Career Cluster Electives (2009)

Entrepreneurship
9-12.7: Analyze national and international economic fluctuations to determine their effect on business markets of interest.
9-12.11: Use mathematics skills to analyze profit and loss margins for a business.

Economics:
EC02A: Students will understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all-or-nothing decisions. Students will be able to use this knowledge to make effective decisions as consumers, producers, savers, investors, and citizens.
Lesson Unit Outline

Lesson 1: “If I Had A Million Dollars”

Essential Understanding:
- Power may create conflict.

Essential Question:
- To what extent may power create conflict?

Guiding Questions:
- To what extent does money create conflict?
- How does money create conflict in the home, business, and government level?

(2 class periods)*
- “If I Had A Million Dollars” music video and activity
- Stock Market Game (hereafter referred to as, SMG) overview
- Scarcity minilesson
- K-W-L (micro-/macro- economics)
- Creative Writing on macroconcepts / Quote Interpretation
- Stossel in the Classroom: CEO’s and Celebs: Making Big Bucks video
- Share Inquiry Based Instruction
- **Homework:** Speak with an adult (parent/guardian) about how they felt when the stock market went down last year. Be prepared to share with the entire group next week.

Lesson 2: “Now is the TIME for financial learning”

Essential Understanding:
- Interdependence may affect survival.

Essential Question:
- To what extent may interdependence affect survival?

Guiding Questions:
- To what extent are all the stock markets interconnected?
- What are the properties of a bull (good) stock?

(1 class period)*
- Review last week’s SMG class by viewing the blog
- Cornell Note Taking mini-lesson
- Newspaper Companies – lesson on reading the stock pages.
- **Homework:** Chose one community company to track its progress or lack thereof for next week. (notecard)

Lesson 3: “What’s In It For Me?”

Essential Understanding:
- Interdependence may affect survival.

Essential Question:
- To what extent may interdependence affect survival?
Guiding Questions:
- What are the properties of a bull (good) stock?
- In business, to what extent should owners be concerned with the environment? (*The Lorax*)
  (2 class periods)*
- Review: board of directors discussion and illustration on community company stocks
  (from homework)
- Compare/Contrast: Internet Stock Pages (yahoo finance, google finance, the wall, etc) –
  including International Stock Exchanges
- Outline presentation for PTA / Math Night and expectations (outcome)
- Bibliotherapy: *The Lorax*, Dr. Seuss (affective lesson: motivation, ethics)
- Problem-Based Scenerio Scaffolding: FTE’s *The Magic of Markets* PPT, and fishers vs.
  farmers controversy
- Problem-based Scenario: Hear ye, hear ye! Court needs to come to order! First trial
  today is the Lorax vs. the Once-ler! Who really has control of the trees?
- Wants v. Needs lesson
- Listing of wants v. needs.
- Homework: Continuation of tracking the company – be prepared next week to put
  together an argument for your company and for us to debate it for our presentation.

Lesson 4: “Communication Upgrade”
Essential Understanding:
- Interdependence may affect survival.
Essential Question:
- To what extent may interdependence affect survival?
Guiding Questions:
- To what extent are all the stock markets interconnected?
- What makes the stock market go up and down?
  (1 class period)*
- Review: wants v. needs, share update info on tracking the company
- Minilesson on SMG (rules/regs/etc)
- Questions for Guest Speaker – on notecards
- Work on debate with group (debate will be during Lesson 6) – rubric graded (student-
  made)
- Homework: Continue working on your debate.

Lesson 5: “A Glimpse Into the Real World”
Essential Understanding:
- Interdependence may affect survival.
Essential Question:

- To what extent may interdependence affect survival?

Guiding Questions:

- To what extent are all the stock markets interconnected?
- What makes the stock market go up and down? (1 class period)*
- Review: get notecards out and prep them on guest speaker.
- Guest Speaker (stock broker)
- Conference about what guest speaker said while he was here.
- SMG/Podcast/MM

Lesson 6: “But I think…”

Essential Understanding:

- Power may create conflict.

Essential Question:

- How may the struggle for power lead to conflict?

Guiding Questions:

- To what extent are all the stock markets interconnected?
- To what extent do the media affect the stock market? (1 class period)*
- Review: guest speaker, give a few more minutes for the debate preparation
- Debate on community company to share information with on PTA Math Night.
- According to the debate rubric, students will choose the company they will back in the presentation. – students choose the roles they will perform in the presentation that night.
- SMG/Podcast/MM

Lesson 7: “Are We In A Recession or Depression?”: Facts Speak Louder Than Words

Essential Understanding:

- Relationships can impact systems.
- Relationships that survive conflict may lead to stronger relationships.

Essential Questions:

- How can systems be impacted by relationships?
- How may relationships that survive conflict lead to stronger relationships?

Guiding Question:

- How did the United States of America recover after the Crash of 1929? (1-2 class periods)*
- Review: chosen company and stock as whole
- Compare/contrast – Crash of 1929 historical information to today’s financial recession (lesson) – may need to be lesson all by self.
  - http://stlouisfed.org/greatdepression/
- Share presentation rubric with students – modify if need be.
• Work collaboratively on the presentation with rubric.

• SMG/Podcast/MM

Lesson 8: “Success is 99% Preparation”

Essential Understanding:
• Power may create conflict.

Essential Question:
• How may the struggle for power lead to conflict?

Guiding Question:
• What makes the stock market go up and down?
  (1 class period)*
• Review: SMG Podcast, work done so far on the presentation.

• Work on inputting the compare/contrast information re: the recession in presentation.

Initial Extension Center Ideas:
• Tic-Tac-Toe Board (attached to the last page)
• Dave Ramsey book/videos/curriculum
• Katrina’s Classroom
• Stock Market Game Pie (book)
• The Great Depression: http://stlouisfed.org/greatdepression/
• Jim Cramer’s Mad Money (book/webpage)

* tentative time frame

Narrative Overview:

What would you do with one million dollars? Would you give some away? Save? Buy something beautiful? Dave Ramsey, a financial advisor, said that everyone should have the ability to be a millionaire, you simply need to be proactive and make smart decisions NOW. Yes, you 6th, 7th, and 8th graders! I’m talking to you! Right this second you could own stock, have a savings account and even help your parents with their financial knowledge! NOW is a great time to learn about this because the global economy is interdependent and on an upturn. When one stock exchange goes up others typically follow accordingly. Well, like I asked before, WHO WANTS TO BE A MILLIONARE? Do you have the stamina to make it happen? Well, BRING IT ON!

OR

Bull and bear, up and down,
The stock market can make you frown.
Upward curve; don’t lose your nerve.
A downward trend; oh, when will it end?
Want to be a millionaire and live life without care?
Learn it now, then tackle the DOW!
Unit Interest Learning Center Resources

Curriculum Supplements and Books:
- Dave Ramsey’s Foundations in Personal Finance
  - *Foundations in Personal Finance*, a turn-key curriculum for high school students, covers the subject of personal finance through an engaging and age appropriate video series taught by Dave Ramsey. The program meets national and state standards and includes a comprehensive student workbook and a wealth of resources for educators.
    ~ Dave Ramsey’s webpage:  

- Katrina’s Classroom
  - *Financial Lessons from a Hurricane* is a four-chapter, DVD-based curriculum that teaches students about financial responsibilities such as budgeting, banking, savings, and wise use of credit. The curriculum includes lesson plans and student activities tied to each five-minute video segment.
    ~ Atlanta Fed webpage:  
    [http://www.frbatlanta.org/atlantafed/katrina.cfm](http://www.frbatlanta.org/atlantafed/katrina.cfm)

- Stock Market Pie
  - The story line features young Emily who receives a gift of stock from her grandmother. Emily learns to appreciate the value of the gift as she discusses saving and investing with her grandmother while they two make pies. Emily develops a clever pie-making metaphor to illustrate investment concepts.
    ~ Amazon.com

Websites and Activities:
- The Federal Reserve Education:

- The Federal Reserve of Richmond:
  - [http://www.richmondfed.org/education/for_teachers/lesson_plans_and_classroom_activities/index.cfm#tabview=tab0](http://www.richmondfed.org/education/for_teachers/lesson_plans_and_classroom_activities/index.cfm#tabview=tab0)

- The Federal Reserve of Atlanta:

- ACEE’s Color the Concepts Calendar Submission

- The Differentiation Tic-Tac-Toe Board
Components Menu for Lesson Plans
Lesson #: 1

Topic: *What Would You Do With $1,000,000?*  Grade: 6,7,8  Lesson Length: Two 50-minute lessons

Discipline(s): Economics, Social Studies  Instructor: Teresa Locke Godbey

| Content Knowledge/Standards | Conceptual Lens: Interdependence  
Concepts: Power, Conflict  
**Essential Understanding:** Power may power create conflict  
**Essential Questions:** To what extent may power create conflict?  
**Guiding Questions:** To what extent does money create conflict? How does money create conflict in the home, business, and government level?  
**Standards:**  
*Business/Marketing Education:*  
16. Differentiate between wants and needs.  
*Technology:*  
13: Use digital tools to formulate solutions to authentic problems. |

| Assessment | Pre-Assessment: Students will be given the final SMG assessment generated from last year's instruction on the first day of Stock Market Game TAG class.  
Post-Assessment: Teacher observation, presentation of materialistic items, ticket out the door, and updated blog (teacher created blog) |

| Introduction | • Play and loop “If I Had a Million Dollars” ([www.YouTube.com](http://www.YouTube.com)) as the students come into the classroom.  
• Instruct students to listen and remember everything this group would buy if they had a million dollars (do not write this down).  
• Play “If I Had a Million Dollars” for the students.  
• Hand out one piece of white paper to every student.  
• Students write down as many materials as they could remember that were bought in the song (1 minute).  
• After 1 minute, have students pair up and compare or add more materials. |
They only have 1 minute for this.
- Make a whole-class butcher block list of the things bought in the song and take up individual papers (to see who remembered the most).
- Hand out one piece of butcher block paper (sticky paper works best) per group and give them 10 minutes (total) to write down what they would buy with $1,000,000.
- After the timer goes off, tell students the economy has suffered and they only have $100,000. Now they have to cross off all they could not buy. (1 minute)
- The economy worsens. They only have $10,000. What would they buy? Students cross off what they can no longer purchase (1 minute).
- Share with the whole group all the materials they could now buy with $10,000. Discuss how they felt having to cut down their overall cost.

### Teaching Methods

**Type I: Lecture/Direct Instruction:** Introduce the Stock Market Game Unit.
Minilesson on the scarcity of money.

**Graphic Organizer:** KWL chart based on macroeconomics (economics of the country and governments) and microeconomics (economics of individuals)

**Concept Attainment:** Creative writing on what the macroconcepts **interdependence**, **survival**, and **power**, and **conflict** have in common. Share and discuss macroconcepts – **interdependence**, **survival**, and **power**, and **conflict**.
| Learning Activities | Productive Thinking: Interpret quote: “He that is of the opinion that money will do everything may well be suspected of doing everything for money.” ~ Ben Franklin  
Think-Pair-Share: Interpretation of aforementioned quote.  
Think-Pair-Share: After watching the video, discuss the quote again. Do you still feel the same about it or not? Do Celebrities deserve all the money they make?  
Inquiry Based Instruction: Congratulations! You have been selected as a member of a specialized team chosen by the Obama administration to select the top performing stocks and increase the national capital! You will work collaboratively to select and purchase stocks seeing which group can increase their money the most in nine weeks. Please remember that the interdependence of global economy will either cause the stock exchanges to go up or down very quickly. You will also keep research on the stock market and specific companies, then you will present it to your board of directors and administration at a PTA math night. |
|---|---|
| Resources | Print: *Money* magazine (several issues)  
Non-Print: YouTube accessible computer, Audio Speakers, Internet, Elmo (if you have one), White paper (1 per person), Butcher paper(or big sticky pads), Markers  
Activity Sheets: Task cards with scenario printed on them. |
| Products | KWL Chart (macro, micro)  
Butcher Block Compilation and blog {teacher created blog}  
Journal Response to money quote |
| Grouping | Whole Group: Introduction of music and stock market game unit, KWL chart, video, quote (share)  
Small Group: $1,000,000 brainstorming activity, quote (pair)  
Individual: quote (think) |
| Extensions | • Students choose one good that made it to their final list and research a company who sells that product. They explore financial pages (Google and Yahoo), as well as the company homepage. They can create a commercial for that company to help sell the good.  
• Example: One popular good for my students was coffee – preferably Starbucks. My students looked up the Starbucks webpage and the company stock portfolio pages on Yahoo Finance and Google Finance. |
- Interest center accessible with non-fiction books, fiction books, and webpages listed by interest.

| Differentiation/Ascending Levels of Intellectual Demand | Scaffolding as needed during discussion including the quote interpretation. If need be, grouping can be teacher-directed after assessing intellectual abilities. |
Lesson 1 Teacher Script

Students enter the classroom and “If I Had a Million Dollars” by the Bare Naked Ladies, is playing on the I-Mac or white board. On my board is written: Sit at a table with butcher paper on it. Only 4 people per table, please. Enjoy the video before we start.

Me: Good morning/afternoon students. Today you are going to be learning about money, money, money, money, money! (italicized sung as the song Money!) I want you to take a minute and watch this video by the Bare Naked Ladies, yes – that’s the group’s name. Try and remember as many things as you can that they would buy with 1 million dollars! You may not write this down – only by memory.

Play “If I Had a Million Dollars” once through from YouTube. After it is finished, continue.

Me: Okay, I sure hope you paid attention to all that they would buy. Now, as a group, you need to write down as many things as you can remember from the video. Remember to whisper, if the other group hears you state something, they can use it too! There are find number of things they would buy. The group who remembers the most will be able to publish their list to my blog first! Oh, you only have 3 minutes to come up with these, good luck!

Students have three minutes to work together on their list. Give them updates per minute. After three minutes…

Me: Put down your markers. Group One, how many did you get? (allow them to give the number) Group Two, how many did you get? (allow them to give the number) Group Three, how many did you get? (allow them to give the number). Okay Group ______ (highest number) is going to tell us what they remembered. My other two groups need to cross out the ones they have down that match Group ______. (First group shares). Very good, now how many did they actually remember? (They respond.) Do the same with the other two groups.

Me: Now, what if I walked over to you and handed you 1 million dollars. Write down with your group, a list of what you would purchase with that money. Keep in mind, you all have 1 million dollars a piece. After five to ten minutes, you will share your list with the entire group.

Students work together for 5-10 minutes. Allow more time if all students are working hard. When they begin to wane stop them.

Me: Our winning group from earlier gets to share their list first to the group. I need one person to hold their paper while another one shares the list aloud.

Group One presents their list.* (refers to the order in which they share, not their number)
Me: Very good, very good! Now I want another group to share theirs.

*Group Two presents their list.* (refers to the order in which they share, not their number)

Me: Fabulous! Now I need our final group to share, please.

*Group Three presents their list.* (refers to the order in which they share, not their number)

Me: That was wonderful but we have a small problem. Remember when the stock market went down? Well, you lost some money. You only have $100,000. Cross off anything that you can no longer buy with only $100,000. You have one minute starting now.

*Groups complain and then do it.*

Me: That was not easy at all was it. NO! Well, we had a big downturn in our stock market due to the housing industry and all you are left with is $10,000. You have one minute to cross off anything you can no longer buy with only $10,000.

*Groups fuss and then pare their list down to only $10,000 materials.*

Me: From when you started with $1,000,000 to the end with only $10,000, how much money did you lose? What did you feel when I told you that you had lost so much money? Well, this is only a feeling for you but it really happens to real money. Tonight your homework is to speak with your parents or guardians about how they felt when the stock market went down last year. Be prepared to share next week. Now, this is something that you are going to love! You are going to share your initial $1 million list with the world via my blog. (Show blog). Each group will be going to my I-Mac and you will have 10 minutes in order to type up your list, have me proof it, and then post it to my blog. Give your group a name – do NOT use any of your names!

*Blog is already open on I-Mac (class computer), students have 10 minutes to type up list, have me proof it and post it. When students are finished they are instructed to pick up Money magazine and find an article about the stock market. Later on they will share it.*

Me: You have all posted your list to my blog, wonderful job! Return your magazines and return to your seats, please. We’re now going to look at the Stock Market Game website (I’ll refer to it later as SMG). Pull up stockmarketgame.com. As with anything worthwhile there are some rules that you need to know about SMG. On subsequent PowerPoint. Rule #1: You have $100,000 of e-money with which to purchase real stocks. We’ll go into that later. Rule #2: Each time you purchase stocks you will pay a 5% investor fee. This 5% will vary. If you purchase a stock for $120, your investor fee would be $6. Now I
know that does not seem like much but it can really add up if you purchase Apple or Google for $300/ a share! Rule #3: Everytime you sell a stock, you pay the seller’s fee of 7%. Remember the buying fee? Well you’ve got to pay to sell too! Finally, our last rule. Rule #4: No renegade investing! You can access this from home but if your group does not agree of the transaction it will be wiped out by Wanda McAbee. If you break rule number 4, you will have to sit out a class period and not comment on the stocks your group buys that day. Trust me, it’s no fun.

Draw a KWL (microeconomics – macroeconomics) chart on the board or Elmo and write the following words on the board: interdependence, survival, power, conflict.

Me: I want to know what you know about microeconomics and microeconomics. Wait for responses – probably they will be quiet. To scaffold… Well, let’s take out the micro and macro part of the words. What are you left with? Economics! What do you know about economics? Let them share what they know about economics. Write it in the K section of the chart. Now think about the word micro as in microscope. What do you look at through a microscope? Students respond – “something small” Exactly! Students will fill in their definition for microeconomics on their vocab sheet. Microeconomics is seeing how each individual person or family spends or saves money! So what do you think Macroeconomics would mean? Hopefully students can deduct that macroeconomics would be the nation as a whole. If not…scaffold… Obama would be very concerned with macroeconomics so what would he be worried the most about? America! Yes! Students will fill in their definition for macroeconomics on their vocab sheet. Macroeconomics is the way any nation (in our case America) spend or saves her money! Now that I know what you know about economics, what would you be interested in learning about economics and this can be as simple as you want to learn how to become a millionaire! Students respond – fill in chart.

Me: Now I want you to do some creative thinking for me. On the board you see four words: interdependence, survival, power, conflict, brainstorm what these four words have in common. You have 5 minutes (3 minutes to work by yourself and 2 to work with your small group). Go.

Student work. After 5 minutes…

Me: Stop, put your pencils down please. Okay, I need for you to share with me what you think these words have in common with each other.

Students share.

Me: Very good. You all made some very good connections between these four words. Actually these four words (they will be placed on our Word Wall) are going to be our guiding words with our SMG unit.

Have a student read our quote: “He that is of the opinion that money will do everything may well be suspected of doing everything for money.” ~Ben Franklin
Me: I want for you to take about 5-7 minutes and write in your economics journal what you think this quote means. What does Ben mean when he says “He that is of the opinion that money will do everything may well be suspected of doing everything for money.”? There are not right or wrong answers – only what you think.

*Students write for 5-7 minutes. If they stop earlier – move on.*

Me: Stop. I want for you to pair up with one person and share what you both thought of the quote. You will be discussing both of your reflections for 2 minutes and then you’ll join up with the other pair on your table. Begin discussing with your partner now.

*After 2 minutes.*

Me: Stop. Now as a table I want for you to discuss this quote. You have 5-10 minutes to share each quote and discuss what you thought about it. Be prepared to share with the whole group in a little bit.

*After 5-10 minutes. You may give more time if they are very involved in their discussion.*

Me: Okay now. Quiet down. I want to start over here point to one seat and I want for you to go around and share what you thought this quote meant.

*Students share thoughts.*

Me: Excellent! We’ve got some deep thinking going on in this classroom – fabulous! Now put down your materials and I want for you to see something from John Stossel. This guy is a journalist for one of the major television networks. He researched about CEO’s and Celebs: Making Big Bucks. Do you think they deserve all the money they get? *Students answer.* We will discuss the dvd after it is finished.

*Play Stossel in the Classroom dvd.*

Me: Okay, so now what do you think about celebrities? Do they deserve the big bucks? Why or why not?

*Share.*

Me: What about the quote earlier – do you think that people who are worried solely on being rich will do very bad things to get as much money as possible? What are the ethics about this?

*Share. Allow students to lead discussion for a little while.*

Me: I know all the information you’ve heard for the past two class periods can be overwhelming but you’re going to love this! Your final assessment in this unit is going to
be a presentation for the faculty and adults at a PTA Math Night. You will be learning
economics not as young adults but doing things that economists and stock brokers do
everyday. We will even have a stock broker come in and speak with you and hopefully,
have the opportunity to take you down to Birmingham and let you visit the Federal
Reserve! Okay, enough hype. This is going to be your final assessment!
Congratulations! You have been selected as a member of a specialized team chosen by
the Obama administration to select the top performing stocks and increase the national
capital! You will work collaboratively to select and purchase stocks seeing which group
can increase their money the most in nine weeks. Please remember that the
interdependence of global economy will either cause the stock exchanges to go up or
down very quickly. You will also keep research on the stock market and specific
companies, then you will present it to your board of directors and administration at a
_______________( ex., PTA math night).
Components Menu for Lesson Plans  
Lesson #: 2

**Topic:** *Now is the TIME for financial learning*  
**Grade:** 6, 7, 8  
**Lesson Length:** One 50-minute lesson

**Discipline(s):** Economics, Social Studies  
**Instructor:** Teresa Locke Godbey

| Content Knowledge/Standards | Conceptual Lens: Interdependence  
Concepts: Relationships, Systems  
Essential Understanding:  
- Interdependence may affect survival.  
Essential Question:  
- To what extent may interdependence affect survival?  
Guiding Questions:  
- To what extent are all the stock markets interconnected?  
- What are the properties of a bull (good) stock?  
**Standards:**  
*Math:*  
- 10: Interpret information from bar graphs, line graphs, and circle graphs.  
*Social Studies:*  
- 5: Identify national and international trading patterns of the United States.  
*Technology:*  
- 13: Use digital tools to formulate solutions to authentic problems. |

| Assessment | Pre-Assessment: Students will be given the financial pages from (local newspaper) The Decatur Daily, [http://decaturdaily.com](http://decaturdaily.com) and will be asked to evaluate one community stock by answering the given questions.  
Post-Assessment: Teacher observation, presentation of materialistic items.  
Role Playing: Students will play the roles of Company X’s Board of Directors. They will share how each student’s community company performed over the last week. A graphic organizer will be utilized to determine each stock’s maneuverability and sustainability. After all the students have presented their given information, they |
will work together to determine whether each company should be placed in the Sell, Watch, or Buy list.

| Introduction | Students will complete the stock evaluation pre-assessment and financial pages from the newspaper.  
Each student will review their answers and as a group, will identify the correct responses to the pre-assessment. |
|--------------|----------------------------------------------------------------------------------------------------------|
| Teaching Methods | **Lecture/Direct Instruction:** Briefly review the added blog from last week: (teacher created blog)  
**Graphic Organizer and Direct Instruction:** *Skill Attainment* – Students will learn how to effectively take notes through the Cornell Note style. PowerPoint shown.  
**Type I: Direct Instruction:** Learn how to interpret stocks from local newspaper and Yahoo Finance: [http://finance.yahoo.com/](http://finance.yahoo.com/)  
- Ticker Symbol, Current Stock Price, Stock Increase or Decrease since beginning of daily trading, Day’s Range, 52-week Range (Year), Analysts' Opinion |
| Learning Activities | Productive Thinking: Interpret quote in journal: “Lack of money is the root of all evil.” ~George Bernard Shaw  
- **Journal submissions will be reviewed by me weekly. I will write in notes or interesting viewpoints on each student’s work. At the beginning of Lesson #3 and all other subsequent Lessons, I will encourage students to get out their journals when they enter the classroom and read my notes. This will work well as a mini-sponge activity.**  
Coaching: Students will practice their Cornell Note Taking skills while we learn about using the Financial pages from local newspaper.  
Analytical Thinking: Students will choose a stock they like (ie: Starbucks – SBUX) and will identify the stock’s information via an online worksheet (with immediate feedback) – possibly Quia.  
**Type II: Role Playing:** Students will play the roles of Company X’s Board of Directors. They will share how each student’s community company performed over the last week. A graphic organizer will be utilized to determine each stock’s maneuverability and sustainability. After all the students have presented their given information, they will work together to determine whether each company should be placed in the Sell, Watch, or Buy list.  
Homework: Choose one community company to track its progress or lack thereof for the next week. (notecard) |
|---|---|
| Resources | Print: Local newspaper’s financial pages (1 per person), Cornell Note example and blank page  
| Products | Role Playing stock evaluation graphic organizer (plus teacher observation)  
Journal Response to money quote  
Cornell Note-taking worksheet  
Online stock evaluation worksheet (individual) |
| Grouping | Whole Group: Blog time, Cornell Note PowerPoint, Stock evaluation lesson, Role-Play post-assessment  
Small Group: Stock evaluation application  
Individual: Journal writing (money quote), Cornell Note practice, Stock evaluation |
<table>
<thead>
<tr>
<th>Extensions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Add to teacher created blog</td>
<td>Students choose one good that made it to their final list and research a company who sells that product. They explore financial pages (Google and Yahoo), as well as the company homepage. They can create a commercial for that company to help sell the good.</td>
</tr>
<tr>
<td>• Create a podcast or iMovie on their selected community stock. This can be updated weekly to show progression or recession of said stock.</td>
<td></td>
</tr>
<tr>
<td>• Interest center accessible with non-fiction books, fiction books, and webpages listed by interest.</td>
<td></td>
</tr>
<tr>
<td>• Tic-Tac-Toe Differentiation Sheet</td>
<td>Students can explore other internet stock pages: Google Finance, The Wall, including other International Stock Exchanges (we will go further in depth next week)</td>
</tr>
</tbody>
</table>

| Differentiation/Ascending Levels of Intellectual Demand                   | Scaffolding as needed during discussion including the quote interpretation. Differentiation can occur during stock evaluation. Students who need additional help can work with the teacher while students who are moving along faster can move onto the following extension: Students can explore other internet stock pages: Google Finance, The Wall, including other International Stock Exchanges (we will go further in depth next week) |
Components Menu for Lesson Plans  
Lesson #: 3

**Topic:** *What’s In It For Me?*  
**Grade:** 6, 7, 8  
**Lesson Length:** Three 50-minute lessons  
**Discipline(s):** Economics, Social Studies  
**Instructor:** Teresa Locke Godbey

| Content Knowledge/Standards | Conceptual Lens: Interdependence  
Concepts: Conflict, Survival  
Essential Understanding:  
- Interdependence may affect survival.  
Essential Question:  
- To what extent may interdependence affect survival?  
Guiding Questions:  
- What are the properties of a bull (good) stock?  
- In business, to what extent should owners be concerned with the environment? (*The Lorax*)  
**Standards:**  
**Math:**  
10: Interpret information from bar graphs, line graphs, and circle graphs.  
**Social Studies:**  
5: Identify national and international trading patterns of the United States.  
**Technology:**  
13: Use digital tools to formulate solutions to authentic problems. |

| Assessment | Pre-Assessment: Oral review (with aid of PowerPoint) to quickly review the rules of SMG and reading the financial pages.  
Post-Assessment: Teacher observation,  
Role Playing (ongoing): Students will play the roles of Company X’s Board of Directors. They will share how each student’s community company performed over the last week. A graphic organizer will be utilized to determine each stock’s maneuverability and sustainability. After all the students have presented their |
given information, they will work together to determine whether each company should be placed in the Sell, Watch, or Buy list.

### Introduction

- Students will take out their journal submissions from last week (the response to a quote) and look over the comments left by me – Sponge activity.
- If finished early, evaluate a stock using the stock evaluation guide from last week. This will be reviewed as whole group.

### Teaching Methods

**Affective/Bibliotherapy:** Lecture/Direct Instruction: Reading and interpreting of *The Lorax* by Dr. Seuss.

Direct Instruction: Review stock evaluation guide from last week.

**Coaching:** Triple Venn Diagram to compare/contrast financial pages

**Direct Instruction:** Overview rules and regulations of PTA Math Night.

**Type I:** Direct Instruction: Explicitly teach students how to use one of the Decision Making Strategies for them to continue with *The Lorax* problem given in next lesson. This decision making strategy will be chosen per the students’ needs.

### Learning Activities

**Type II:** Role Playing (on-going): Students will play the roles of Company X’s Board of Directors. They will share how each student’s community company performed over the last week. A graphic organizer will be utilized to determine each stock’s maneuverability and sustainability. After all the students have presented their given information, they will work together to determine whether each company should be placed in the Sell, Watch, or Buy list.

**Productive Thinking:** Interpret quote in journal: Do you agree or disagree? “The safest way to double your money is to fold it over and put it in your pocket.” ~Kin Hubbard

**Analytical Thinking Skills:** *The Lorax* Socratic questioning

**Type I:** Analytical Thinking Skills: Compare/contrast various financial webpages including the triple Venn Diagram (see above Teaching Methods)

**Homework:** Continuation of tracking the company – be prepared next week to put together an argument for your company and for us to debate it for our presentation.

### Resources

**Print:** Local newspaper financial pages (1 per person), *The Lorax*, by Dr. Seuss, *The Lorax* Socratic Questioning Sheet, Socratic Questioning PowerPoint, Role
Playing Company Board of Directors rubric (for teacher usage), PTA Math Night expectations (one per person – signed contract), Triple Venn Diagram, Decision Making Strategies  

**Products**
- Role Playing company board of directors (teacher observation + rubric)  
- Journal Response to money quote  
- Response to *The Lorax* in (not limited to) written or illustrated form (interpretation)  
- Triple Venn Diagram (compare/contrast financial websites)

**Grouping**
- **Whole Group:** Expectations for presentations (ex., PTA Math Night Expectations), Role-Playing exercise, Teaching Decision Making Strategy  
- **Small Group:** Review Stock evaluation (share), Socratic Questioning (*The Lorax*), Coaching Decision Making Strategy  
- **Individual:** Journal writing (money quote), Review Stock evaluation

**Extensions**
- Add to teacher created blog:  
  - Students choose one good that made it to their final list and research a company who sells that product. They explore financial pages (Google and Yahoo), as well as the company homepage. They can create a commercial for that company to help sell the good.  
  - Create a podcast or iMovie on their selected community stock. This can be updated weekly to show progression or recession of said stock.  
  - Interest center accessible with non-fiction books, fiction books, and webpages listed by interest.  
  - Tic-Tac-Toe Differentiation Sheet  
  - Students can explore other internet stock pages: Google Finance, The Wall, including other International Stock Exchanges

**Differentiation/Ascending Levels of Intellectual Demand**
- Scaffolding as needed during discussion including the quote interpretation.  
- Differentiation can again occur during the stock evaluation review. Students who need additional help can work with the teacher while students who are moving along faster can move onto the following extension: *Students can explore other internet stock pages: Google Finance, The Wall, including*
<table>
<thead>
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Socratic Circle Questioning for “The Lorax”
Teacher Copy

1 “Mister!” he said with a sawdusty sneeze,

“I am the Lorax. I speak for the trees.
I speak for the trees, for the trees have no tongues.
And I’m asking you, sir, at the top of my lungs” –
He was very upset as he shouted and puffed –
“What’s that THING you’ve made out of my Truffula tuft?"

I chopped just one tree. I am doing no harm.
I’m being quite useful. This thing is a Thneed.
A Thneed’s a Fine-Something-That-All-People-Need!
It’s a shirt. It’s a sock. It’s a glove. It’s a hat.
But it has other uses. Yes, far beyond that.

13 You can use it for carpets. For pillows! For sheets!
Or curtains! Or covers for bicycle seats!”

1. What can a Thneed be used as?
2. Why was the Lorax upset after the Once-ler chopped down just one Truffula tree?
3. The Once-ler sees nothing wrong with him cutting down one tree. Besides killing a tree, what other consequences could it have on the environment?
4. Why do lines 4 and 5 end in a hyphen (-)?
5. Can someone really “speak for the trees” as stated in lines 2 and 3?
6. Do people today “speak for the trees”? Who are these people?
7. Why is the word “other” in line 12 italicized? Is the author trying to tell us something?
8. Have you ever done something that you thought would be helpful and it ended up being hurtful?
Socratic Circle Questioning for “The Lorax”  
Student Copy

1 “Mister!” he said with a sawdusty sneeze,

“I am the Lorax. I speak for the trees.

I speak for the trees, for the trees have no tongues.

And I’m asking you, sir, at the top of my lungs” –

He was very upset as he shouted and puffed –

“What’s that THING you’ve made out of my Truffula tuft?”


I chopped just one tree. I am doing no harm.

I’m being quite useful. This thing is a Thneed.

A Thneed’s a Fine-Something-That-All-People-Need!

It’s a shirt. It’s a sock. It’s a glove. It’s a hat.

But it has other uses. Yes, far beyond that.

13 You can use it for carpets. For pillows! For sheets!

Or curtains! Or covers for bicycle seats!”

Questions or Thoughts:

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________
Socratic Circle Script

Me: Good morning students. Today we’re going to read and discuss a part of Dr. Seuss’s book, The Lorax. How many of you have ever read The Lorax before? (Wait for students to share their responses. If students remember in depth about The Lorax continue with the next question. If not, continue on with the outline of the Socratic Circle guidelines). Have you ever thought about The Lorax through the lens of interdependence and the economy? You’ve probably thought about the environmental ramifications but economical consequences? At the end of our discussion you are going to be given a problem and you and you alone can answer it. You will do research and act as judge between the Lorax and the Once-ler. Which has the right to the trees?

Me: How many of you have worked in a Socratic Circle before? (get answers). How did you like it? (opinions here). Well, we all need to debrief on the guidelines of Socratic Circle questioning.

(Put up PowerPoint)

The following sheet of paper has 14 lines on it. When I pass it out to you, you need to read through it and make notations on your paper. Please write on it! (new slide) You can annotate your text in the following ways. You need to know what you marked and why you marked it. 1) Circle unfamiliar vocabulary words. 2) Underline key phrases. 3) Note word patterns, repetitions. 4) Keep track of story or idea as it unfolds. 5) Write down questions ??? in margins. Are there any questions about this? We’ll learn as we go. Okay, let’s try it out.

We are going to begin. I’ll hand out one paper per person and you will follow the guidelines on the board. You have 5 minutes. If you are still working hard after 5 minutes, I’ll extend it one more minute. Ready, go.

(Hand out papers and give students about 5 minutes to annotate.)

(New slide)

Pencils down, please. Now you are going to have 2 minutes to reread the paper and pay attention to your notations and form questions you have about this selection of text. When you finish, please come back to the circle and take a seat (if you are one of the first six people finished). If all seats are filled up, please stand behind the circle.

(Three minutes to form questions and gather around the circle.)

Okay now is the fun part. You six people (referring to those sitting) will get to try this first. This is how we are going to do this. I will give the people sitting in the circle a question to discuss. You are going to be in charge of answering the questions and keeping the conversation moving. Please remember your manners as you are all trying to work together to come up with an answer. Should you have any questions about the text, you can ask the inner circle if there is time left. I will tell you when to stop. People
in the outer group, you cannot talk, make gestures, or interfere with the conversation. You'll have a time to talk about what you hear. Okay group one, your starter question is: Why was the Lorax upset after the Once-ler chopped down just one Truffula tree?

(Hopefully the students will take this question and run with it. If they do not, I’ll be prepared to ask them question #3 to get them back on task.)

Okay, very good! Now, outer group, what did you think of the conversation? (allow response time) Did you see anyone lead the discussion? (allow response time) Any suggestions about what they discussed? (allow response time) Okay, now it is time to switch circles. Inner circle, stand please. Outer circle, please sit.

(students switch circles)

My new sitting group, do you know what is going to happen? (allow response time) Do you need for me to recap what you will do in the inner circle? (yes/no) Okay, your group’s starter question is: Can someone really "speak for the trees" as stated in lines 2 and 3?

(Allow students to run with it. The next question can be used if there is a lull in the discussion.)

Okay, very good! Now, outer group, what did you think of the conversation? (allow response time) Did you see anyone lead the discussion? (allow response time) Any suggestions about what they discussed? (allow response time)

Now let’s get on to the whole story of The Lorax. (Bibliotherapy questions attached will be asked and answered during the reading of The Lorax. Once finished…)

Now you are going to be assigned a character to research (this will be done ahead of time as a scaffolding accommodation. After it is done…) Here is the copy of the legal rights and issues included in the case of the Lorax v. the Once-ler. You are supposed to research online and defend your “party” – the person you are representing in the court case. (This is when I would give them their tiered assignments – please see within Lesson 4 for separation. Students go and research for a period of time. I will be available if they need to ask any questions or if I need to scaffold them in any way.)

I am very impressed with your researching skills! There are such good arguments on both sides! I’m awfully glad that I am not the judge on the docket for this case! We will be having our case in our next class period. At the end of class we will group you according to your character and you will have time to work out your arguments!

(Students work in groups and then put on the court case The Lorax v. Once-ler and once that is over we will review with the Synectics Strategy as seen below.)
Now that we have so successfully tried the case **The Lorax v. Once-ler** I want you to look back at all the work you did. *(Write down Lorax v. Once-ler on the board.)* Okay, I want you to free write about the Lorax for 10 minutes. If you think you’ve written all you can and there is still some time, try to take one of your concepts and delve deeper into it. Give me more information. You may begin. *(Students write for 10 minutes.)* Stop.

Now I want you to underline key phrases within your writing. Pretty much, if you were going to supply me a bulleted list, what key ideas would be in it? Do you have any questions? *(yes, no)* You may begin. *(Students underline key phrases.)* Stop please.

Okay now, I want someone to read to me their list of underlined words. *(Write it on a Smartboard/Sticky Pad)* Good, now let’s go over the list you have created. Any others? Let’s review the characteristics you’ve given the Lorax. What type of animal does that sound like? *(take suggestions)* Now let’s limit down to just one animal. *(limit it)* Very good! You’ve just chosen what animal the Lorax is in our class! Now I want you to close your eyes, **yes even you** insert name here, and try to imagine yourself as this animal. What do you feel? What do you see? What concerns you? After 4 minutes, I will ask you to write down answers to the three questions on the board. *(The three questions will already be on the board.)* Stop and write down the feelings you think the Lorax felt. *Give time.* Okay, let’s share your insights in the Lorax. *Students share feelings.* Let’s review what you’ve selected. **WAIT a second!** Look at these two *(find two that cannot be felt at the same time – like a feeling oxymoron)* cannot be felt together. Can you find any other opposites? *Share.* Now take these opposites and brainstorm a musical instrument that you feel this could be describing. I feel that it could be ______________. What about you? *Suggestions on board here.* Okay, now let’s choose only one. *Selection.* Now that we’ve chosen can you believe that we are comparing the Lorax with a input selection here! What do you think about that? Okay, I want you to create a visual representation of the Lorax and this instrument to be placed on our StickyPad/Smart Board and placed on my blog. You have the rest of the class period to plan and create your illustration or computer image. You may not use something that has already been published. Nice work today ladies and gentlemen.
The Lorax Bibliotherapy Questions

1. **Bibliographic Entry**

2. **Story Summary**
   The Lorax acts as the environmental conscious for the Once-ler, a pragmatic entrepreneur who is cutting down the Truffula trees to create Thneeds.

3. **Developmental Challenges Addressed**
   - Sustainability
   - Sharing
   - Pollution (ethics)
   - Preservation

4. **Themes/Key Concepts**
   - The preservation of our environment and minimization of pollution is crucial to humanity’s sustainability on this planet.
   - People need to remember that we share this world not only with other people, but with the animals that coexist here, too.

5. **Introductory Activity**
   Close your eyes and picture the most beautiful nature sight you have ever seen. Is it at the beach? Is it in the forest? Open your eyes and draw me what you saw.

6. **Menu of Discussion Questions**

   **Identification:**
   - Who confronts the Once-ler?
   - What does the Once-ler want?
   - What happens to the land surrounding the Once-ler?
   - Was the Once-ler able to control his/her thirst for wealth? Why? Why not?

   **Catharsis:**
   - How does the Once-ler feel about chopping down the Truffula trees?
   - How does the Lorax feel about just one Truffula tree being chopped down in the beginning?
   - When the animals finally leave, what emotions do you think that they are feeling?

   **Insight:**
• Have you ever taken an opportunity that looks great but ended up hurting someone or something?
• How could the Once-ler and the Lorax have worked together to make both of them happy?
• Give me an example of ways people prevent what happened to the Lorax’s land to happen now?

7. **Follow-up Activity**

• Take out your original drawing. Now draw litter all over your pastoral (nature) scene. (or just visualize). Write a letter to *The Decatur Daily* persuading people to recycle more or just to take better care of their lands.
## Components Menu for Lesson Plans
### Lesson #: 4

**Topic:** *Communication Upgrade*  
**Grade:** 6, 7, 8  
**Lesson Length:** One 50-minute lesson

**Discipline(s):** Economics, Social Studies  
**Instructor:** Teresa Locke Godbey

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### Content Knowledge/Standards

<table>
<thead>
<tr>
<th>Conceptual Lens: Interdependence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts: Relationships, Systems</td>
</tr>
</tbody>
</table>

**Essential Understanding:**

- Interdependence may affect survival.

**Essential Question:**

- To what extent may interdependence affect survival?

**Guiding Questions:**

- To what extent are all the stock markets interconnected?
- What makes the stock market go up and down?

**Standards:**

- **Math:**  
  10: Interpret information from bar graphs, line graphs, and circle graphs.

- **Technology:**  
  13: Use digital tools to formulate solutions to authentic problems.

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### Assessment

<table>
<thead>
<tr>
<th>Pre-Assessment:</th>
<th>While watching the clip from <em>The Lorax</em>, students will sequence the story (perhaps in storyboard format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Assessment:</td>
<td>Teacher observation, <em>The Lorax</em> “Once-ler or Lorax? Economically and Environmentally Which Was Right?” Graphic organizer/debate</td>
</tr>
</tbody>
</table>

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### Introduction


- As they watch (to remember the book, etc wants v. needs) students will try to outline the sequence (chronological order) from the clip. Will share whole group.
<table>
<thead>
<tr>
<th><strong>Teaching Methods</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Direct Instruction: Briefly review the added blog from last week: <strong>Type II: Problem-based Learning:</strong> Review <em>The Lorax</em> by Dr. Seuss. Outline the problem &quot;Once-ler or Lorax? Economically and Environmentally Which Is Correct?&quot; from <a href="http://www.worksheetworks.com/miscellanea/graphic-organizers/decision.html">http://www.worksheetworks.com/miscellanea/graphic-organizers/decision.html</a>&lt;br&gt;Lecture/Direct Instruction: Using the following webpage: <a href="http://nces.ed.gov/nceskids/createAgraph/default.aspx">http://nces.ed.gov/nceskids/createAgraph/default.aspx</a>, teach students how to implement their stock information to create their own chart to showcase growth, stagnation, or decline.&lt;br&gt;<strong>Problem-Based Learning:</strong> Outline rules and expectations for the group debate about the stocks. (Possibly on Lesson 6 or 7)</td>
</tr>
</tbody>
</table>

- **Productive Thinking:** Interpret quote in journal: “Lack of money is no obstacle. Lack of an idea is an obstacle.” ~Ken Hakuta
### Learning Activities

**Productive Thinking:** Interpret quote in journal: “Lack of money is the root of all evil.” ~George Bernard Shaw  

**Type II:** **Critical Thinking:** Students will decide on economic and environmental lines which character was right: Once-ler or Lorax. Brainstorm by self. Work in pairs and groups, implementing the decision making strategy learned last week.  

**Type II:** **Problem-based Learning:** Students will research the legal issues between the Lorax and Once-ler. After researching and outlining roles, they will put on an in-class trial. (This aspect of the lesson will be tiered.) All students will have the legal rights made available to them via internet or paper. **Level I** Students will be given the legal rights that have relevance with our story on paper so they do not need to research anything. They then will write out a three paragraph persuasive essay on why their character (Once-ler or Lorax) is the victim and should be granted the “win”. **Level II** Students will also be given the legal rights but they will take their interpretation of legality one step further. They will be writing an editorial on behalf of their character. They will include persuasive information but will also try to “undermine” the reasoning of the other character. **Level III** Students will either be given the rights or will have access to them online. Then these students will act as a non-biased journalist, giving equal time representing both parties involved in the legal battle. These students will also include aspects of legal cases as backing for their statements.  

**Type I:** **Analytical Thinking:** Students will continue following their stocks and charting them using an online generator: [http://nces.ed.gov/nceskids/createAgraph/default.aspx](http://nces.ed.gov/nceskids/createAgraph/default.aspx)  

**Practical Thinking Skills:** Students will create a set of questions for our guest speaker next week.  

**Homework:** Continue composing questions to be utilized with our guest speaker next week.

### Resources

**Print:** Local newspaper financial pages (1 per person), Once-ler or Lorax (graphic organizer), Decision Making Strategy page, The Lorax  

| Products                  | Guest Speaker Questions  
|                          | Journal Response to money quote  
|                          | Group Debate  
|                          | Stock chart (made by students)  
| Grouping                 | Whole Group: Blog time, Share The Lorax (graphic organizer), Learn to chart stocks online, Outline rules for debate  
|                          | Small Group: The Lorax (graphic organizer: compare/debate/work), Begin working on debate  
|                          | Individual: Journal writing (money quote), The Lorax (graphic organizer: brainstorm), Chart individual stocks  
| Extensions               | Add to teacher created blog:  
|                          | Students choose one good that made it to their final list and research a company who sells that product. They explore financial pages (Google and Yahoo), as well as the company homepage. They can create a commercial for that company to help sell the good.  
|                          | Create a podcast or iMovie on their selected community stock. This can be updated weekly to show progression or recession of said stock.  
|                          | Interest center accessible with non-fiction books, fiction books, and webpages listed by interest.  
|                          | Tic-Tac-Toe Differentiation Sheet  
|                          | Students can explore other internet stock pages: Google Finance, The Wall, including other International Stock Exchanges  
| Differentiation/Ascending Levels of Intellectual Demand | Scaffolding as needed during discussion including the quote interpretation. Students will be given support as needed to create the questions for our guest speaker and initial debate work. The teacher can spend more time explaining and lining up the debate outline also.  

## Components Menu for Lesson Plans
### Lesson #: 5

**Topic:** *A Glimpse Into the Real World*  **Grade:** 6, 7, 8  **Lesson Length:** One 50-minute lesson  
**Discipline(s):** Economics, Social Studies  
**Instructor:** Teresa Locke Godbey

| Content Knowledge/Standards | Conceptual Lens: Interdependence  
|                            | Concepts: Relationships, Systems  
|                            | **Essential Understanding:**  
|                            | - Interdependence may affect survival.  
|                            | **Essential Question:**  
|                            | - To what extent may interdependence affect survival?  
|                            | **Guiding Questions:**  
|                            | - To what extent are all the stock markets interconnected?  
|                            | - What makes the stock market go up and down?  
|                            | **Standards:**  
|                            | **Math:**  
|                            | - 10: Interpret information from bar graphs, line graphs, and circle graphs.  
|                            | **Social Studies:**  
|                            | - 5: Identify national and international trading patterns of the United States.  

### Assessment
- **Pre-Assessment:** Students will be given their notecards with questions for our guest speaker.  
- **Post-Assessment:** Teacher observation, involvement in discussion with guest speaker and wrap up session (after he’s left)

### Introduction
- Students will be handed a set of their questionnaire notecards as they enter.  
- If they have time they can research their stock, add to the blog, or work briefly with the podcast/differentiation block!

### Teaching Methods
- **Lecture/Direct Instruction:** Review manners and good etiquette in regards to a speaker.
**Learning Activities**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td>Stock broker will come and speak to the students.</td>
</tr>
<tr>
<td><strong>Productive Thinking:</strong></td>
<td>Interpret quote in journal: “The mint makes it first, it is up to you to make it last.” ~Evan Esar</td>
</tr>
<tr>
<td><strong>Practical Thinking Skills:</strong></td>
<td>Students will be asking the guest speaker appropriate questions at opportune times.</td>
</tr>
<tr>
<td><strong>Critical Thinking Skills:</strong></td>
<td>Students will converse amongst themselves on what they thought of the guest speaker (after he leaves)</td>
</tr>
<tr>
<td><strong>Analytical Thinking:</strong></td>
<td>Students will continue tracking and charting their stocks.</td>
</tr>
<tr>
<td><strong>Type II:</strong></td>
<td>Role Playing: Students will play the roles of Company X’s Board of Directors. They will share how each student’s community company performed over the last week. A graphic organizer will be utilized to determine each stock’s maneuverability and sustainability. After all the students have presented their given information, they will work together to determine whether each company should be placed in the Sell, Watch, or Buy list.</td>
</tr>
<tr>
<td><strong>Type II:</strong></td>
<td>Practical Thinking Skills: Students will continue working on their debate work for the following week.</td>
</tr>
</tbody>
</table>

**Resources**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print:</strong></td>
<td>The Decatur Daily financial pages (1 per person), Speaker questions</td>
</tr>
</tbody>
</table>

**Products**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker interaction (teacher observation)</td>
<td></td>
</tr>
<tr>
<td>Speaker question notecards</td>
<td></td>
</tr>
<tr>
<td>Journal Response to money quote</td>
<td></td>
</tr>
<tr>
<td>Collaboration work on debate (teacher observation)</td>
<td></td>
</tr>
</tbody>
</table>

**Grouping**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole Group:</strong></td>
<td>Speaker time, Role playing (whole group)</td>
</tr>
<tr>
<td><strong>Small Group:</strong></td>
<td>Role playing (pairs), Debate (small group work)</td>
</tr>
<tr>
<td><strong>Individual:</strong></td>
<td>Journal writing (money quote), Stock research</td>
</tr>
</tbody>
</table>

**Extensions**

- Add to blog: [http://teresa-giftededucation.blogspot.com](http://teresa-giftededucation.blogspot.com)
- Students choose one good that made it to their final list and research a company who sells that product. They explore financial pages (Google and Yahoo), as well as the company homepage. They can create a commercial for that company to help sell the good.
- Create a podcast or iMovie on their selected community stock. This can be updated weekly to show progression or recession of said stock.
- Interest center accessible with non-fiction books, fiction books, and webpages listed by interest.
- Tic-Tac-Toe Differentiation Sheet
- Students can explore other internet stock pages: Google Finance, The Wall, including other International Stock Exchanges

| Differentiation/Ascending Levels of Intellectual Demand | Scaffolding as needed during discussion including the quote interpretation. Teacher can assist as needed with the groups and their debates. Extensions can be implements to assist with the debate. Further information and examples can be given if students have difficulty. |
### Components Menu for Lesson Plans

**Lesson #: 6**

**Topic:** *But I Think...!*  **Grade:** 6,7,8  
**Discipline(s):** Economics, Social Studies  
**Lesson Length:** One 50-minute lesson  
**Instructor:** Teresa Locke Godbey

| Content Knowledge/Standards | Conceptual Lens: Interdependence  
|                           | Concepts: Survival, Power  
|                           | **Essential Understanding:**  
|                           |   - Power may create conflict.  
|                           | **Essential Question:**  
|                           |   - How may the struggle for power lead to conflict?  
|                           | **Guiding Questions:**  
|                           |   - To what extent are all the stock markets interconnected?  
|                           |   - To what extent do the media affect the (stock) market?  
| Standards: | Economics:  
|            | EC02A: Students will understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all-or-nothing decisions. Students will be able to use this knowledge to make effective decisions as consumers, producers, savers, investors, and citizens.  
|            | Math:  
|            | 10: Interpret information from bar graphs, line graphs and circle graphs.  
|            | Technology:  
|            | 12: Create a product using digital tools.  

**Assessment**  
**Pre-Assessment:** Students will present a SHORT presentation (for teacher response only) at the beginning of class. While others are working on their debates, each group will come up individually to discuss problems/final concerns.
<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will be able to work collaboratively with their groups in finalizing their debate and technological presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Direct Instruction: Briefly review the added blog from last week:</td>
</tr>
<tr>
<td>Coaching: Whole group brief recap on last week’s speaker. Likes, dislikes, any further questions? Concerns? Finalize by creating/signing a thank-you card for our guest speaker.</td>
</tr>
<tr>
<td>Lecture/Direct Instruction: Presentation speaking and listening etiquette (powerpoint)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive Thinking: Interpret quote in journal: “It is pretty hard to tell what does bring happiness; poverty and wealth have both failed.” ~Kin Hubbard</td>
</tr>
<tr>
<td>- <strong>Journal submissions will be reviewed by me weekly. I will write in notes or interesting viewpoints on each student’s work. At the beginning of Lesson #3 and all other subsequent Lessons, I will encourage students to get out their journals when they enter the classroom and read my notes. This will work well as a mini-sponge activity.</strong></td>
</tr>
<tr>
<td>Type II: Analytical Thinking: Students will present their debate on their community company for the presentation (ex., PTA Math Night) (each group has a total of 10 minutes for their presentation). After each group, we will debrief to share what the whole class and I enjoyed about each presentation.</td>
</tr>
<tr>
<td>Critical Thinking: After all groups have shared, the students will determine the strength of each argument and with the assistance of the rubric, choose which company they want to showcase at the PTA night, o. They will choose the group, not me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print: Local newspaper financial pages (1 per person)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Group Debate</td>
</tr>
<tr>
<td>Technological presentation format (visual aid)</td>
</tr>
</tbody>
</table>
| Grouping                                      | **Whole Group:** Blog time, Presentation etiquette powerpoint, presentation time, debate  
  Small Group: Individual one-on-one teacher/small group check in (introduction)  
  Individual: Journal writing (money quote) |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Extensions                                   | • Add to teacher created blog:  
  • Students choose one good that made it to their final list and research a company who sells that product. They explore financial pages (Google and Yahoo), as well as the company homepage. They can create a commercial for that company to help sell the good.  
  • Create a podcast or iMovie on their selected community stock. This can be updated weekly to show progression or recession of said stock.  
  • Interest center accessible with non-fiction books, fiction books, and webpages listed by interest.  
  • Tic-Tac-Toe Differentiation Sheet  
  • Students can explore other internet stock pages: Google Finance, The Wall, including other International Stock Exchanges |
| Differentiation/Ascending Levels of Intellectual Demand | Scaffolding as needed during discussion including the quote interpretation. Differentiation can occur during stock evaluation. Students who need additional help can work with the teacher while students who are moving along faster can move onto the following extension: *May continue working on their technological visual aid presentation and/or tic-tac-toe differentiation board individually or in small group.* |
# Components Menu for Lesson Plans

**Lesson #: 7**

**Topic:** *Are We In A Recession or a Depression?* *(Facts Speak Louder Than Words)*

**Grade:** 6, 7, 8

**Lesson Length:** One (or Two) 50-minute lesson(s) (for overview) if interest is high – will take several classes!

**Discipline(s):** Economics, Social Studies

**Instructor:** Teresa Locke Godbey

## Content Knowledge/Standards

<table>
<thead>
<tr>
<th>Conceptual Lens:</th>
<th>Interdependence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts:</td>
<td>Relationships, Systems</td>
</tr>
<tr>
<td>Essential Understanding:</td>
<td></td>
</tr>
<tr>
<td>• Relationships can impact systems.</td>
<td></td>
</tr>
<tr>
<td>• Relationships that survive conflict may lead to stronger relationships.</td>
<td></td>
</tr>
<tr>
<td>Essential Questions:</td>
<td></td>
</tr>
<tr>
<td>• How can systems be impacted by relationships?</td>
<td></td>
</tr>
<tr>
<td>• How may relationships that survive conflict lead to stronger relationships?</td>
<td></td>
</tr>
<tr>
<td>Guiding Question:</td>
<td></td>
</tr>
<tr>
<td>• How did the United States of America recover after the Crash of 1929?</td>
<td></td>
</tr>
</tbody>
</table>

**Standards:**

- **Math:**
  - 10: Interpret information from bar graphs, line graphs, and circle graphs.

- **Social Studies:**
  - 7: Identify causes of the Great Depression.

- **Technology:**
  - 13: Use digital tools to formulate solutions to authentic problems.

## Assessment

**Pre-Assessment:** Students will take the words “recession” and “depression” and give me their definition of what those two words mean. Share whole group. Additionally, students will be given a pre-test on The Great Depression.

**Post-Assessment:** If interest is high enough to cover in-depth, I’ll give the pre-test again to see how much they learned. If not, then their post-assessment will consists of the Venn Diagrams, role playing identification and discussions. Activity
<table>
<thead>
<tr>
<th>Role Playing: Students will be given cards with situations with recession and depression type incidents and will have to identify in which one they would take place: recession or depression.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
</tbody>
</table>
| • As students enter the song “Brother, Can You Spare A Dime?” will be playing on loop. Students will be instructed to listen to the words and be prepared to share their thoughts when we start.  
• Students will be shown the Great Depression/Recession PowerPoint.  
• Students will take the words “recession” and “depression” and give me their definition of what those two words mean. Share whole group. |
| Teaching Methods |
| **Type I: Lecture/Direct Instruction:** Share thoughts of “Brother, Can You Spare A Dime?”. Presentation of the Great Depression PowerPoint (28 slides) to introduce vocab Recession and Depression.  
**Graphic Organizer:** *Compare, Contrast:* Venn Diagram to go along with the Great Depression PowerPoint. Identify the differences between the great depression and this current recession.  
**Direct Instruction:** Inflation/Deflation powerpoint from Seattle, two contributing factors of the Great Depression! |
## Learning Activities

<table>
<thead>
<tr>
<th>Productive Thinking</th>
<th>Interpret quote in journal: “No one can possibly have lived through the Great Depression without being scarred by it. No amount of experience since the depression can convince someone who has lived through it that the world is safe economically.” ~ Issac Asimov</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Journal submissions will be reviewed by me weekly. I will write in notes or interesting viewpoints on each student’s work. At the beginning of Lesson #3 and all other subsequent Lessons, I will encourage students to get out their journals when they enter the classroom and read my notes. This will work well as a mini-sponge activity.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Type II: Activity:</strong> To reinforce inflation and recession, perform the activity from Seattle (John). Hand out “zenn dollars” from Zimbabwe. Give three per person. Take out one candy bar. Auction it off and plot the auction prices. Debrief. Take other “zenn dollars” and throw it into the class. Explain about “Helicopter Ben” Ben Bernanke – to offset deflation. Now take out one more candy bar. Auction it and plot prices. Show how the price went up on the same piece of candy since there was more money infused in the “economy”. Debrief inflation. Share story.</td>
</tr>
<tr>
<td></td>
<td><strong>Analytical Thinking:</strong> Students will be placed into groups. They will jigsaw the Great Depression concepts: inflation/deflation, unemployment, bank failure, bank panic. Students will research (with the given webpages) and will gather information about their concepts. After ample time to research, students will be jigsawed into the similar concept grouping. After 10 minutes there, they will join their original group to share their specified knowledge on their concepts.</td>
</tr>
</tbody>
</table>

## Resources

| Print | The Federal Reserve (St. Louis) lesson outline from: [http://www.stlouisfed.org/greatdepression/curriculum.html](http://www.stlouisfed.org/greatdepression/curriculum.html), Venn Diagram (Recession/Depression), Copy of “zenn dollars” |

## Products

| Jigsaw information about Great Depression |
| Journal Response to money quote |
### Activity Auction (inflation)

| Grouping          | Whole Group: Blog time, Activity “zenn dollars”, Venn Diagram, PowerPoints, Song discussion  
|                  | Small Group: Jigsaw concepts  
|                  | Individual: Journal writing (money quote), Gather information for jigsaw concepts |

| Extensions         | Add to blog: http://teresa-giftededucation.blogspot.com  
|                   | Students choose one good that made it to their final list and research a company who sells that product. They explore financial pages (Google and Yahoo), as well as the company homepage. They can create a commercial for that company to help sell the good.  
|                   | Create a podcast or iMovie on their selected community stock. This can be updated weekly to show progression or recession of said stock.  
|                   | Interest center accessible with non-fiction books, fiction books, and webpages listed by interest.  
|                   | Tic-Tac-Toe Differentiation Sheet  
|                   | Students can explore other internet stock pages: Google Finance, The Wall, including other International Stock Exchanges |

| Differentiation/Ascending Levels of Intellectual Demand | Scaffolding as needed during discussion including the quote interpretation. Differentiation can occur during stock evaluation. Students will be grouped according to their ability level on the webquests. We can have students work in pairs if that is necessary. Also, I’ll determine the groups beforehand so that even though I teach a TAG class – if needed, I’ll have one very strong person (per concept) to help lead the discussion. |
Components Menu for Lesson Plans  
Lesson #: 8

<table>
<thead>
<tr>
<th>Topic: <strong>Success is 99% Preparation</strong></th>
<th>Grade: <strong>6,7,8</strong></th>
<th>Lesson Length: <strong>One/two 50-minute lesson(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline(s):</strong> Economics, Social Studies</td>
<td><strong>Instructor:</strong> Teresa Locke Godbey</td>
<td></td>
</tr>
</tbody>
</table>

### Content Knowledge/Standards

| Conceptual Lens: Interdependence  
Concepts: Relationships, Survival  
**Essential Understanding:**  
- Power may create conflict.  
**Essential Question:**  
- How may the struggle for **power** lead to **conflict**?  
**Guiding Question:**  
- What makes the stock market go up and down?  
**Standards:**  
**Math:**  
- 10: Interpret information from bar graphs, line graphs, and circle graphs.  
**Technology:**  
- 13: Use digital tools to formulate solutions to authentic problems. |

### Assessment

| Pre-Assessment: Students will be given a quick quiz and track a chosen stock from the beginning of the unit.  
Post-Assessment: Teacher observation, final Obama presentation (video, oral, + visual) |

### Introduction

| Students will be given the rubric for their final presentation. Each group will take their information gathered so far in response to the problem scenario. They will outline their group’s final decision, based on information gathered throughout the unit. |

### Teaching Methods

| **Direct Instruction:** Students will go over the final group presentation rubric. |
### Learning Activities

<table>
<thead>
<tr>
<th>Productive Thinking: Interpret quote in journal: “Money was never a big motivation for me, except as a way to keep score. The real excitement is playing the game.” ~Donald Trump, “Trump: Art of the Deal”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal submissions will be reviewed by me weekly. I will write in notes or interesting viewpoints on each student’s work. At the beginning of Lesson #3 and all other subsequent Lessons, I will encourage students to get out their journals when they enter the classroom and read my notes. This will work well as a mini-sponge activity.</strong></td>
</tr>
</tbody>
</table>

**Type II: Analytical Thinking:** Students will work in groups to consolidate the information about the Obama scenario. They will overview the information given, track their stock from the beginning of the unit, and share forward thinking prospects.

### Resources

<table>
<thead>
<tr>
<th>Print: Finance page of local newspaper pages, rubric</th>
</tr>
</thead>
</table>

### Products

<table>
<thead>
<tr>
<th>Obama scenario presentation (video, visual, + oral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Response to money quote</td>
</tr>
</tbody>
</table>

### Grouping

<table>
<thead>
<tr>
<th>Whole Group: Presentation of Obama scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group: Working on the Obama scenario in preparation of the presentation</td>
</tr>
<tr>
<td>Individual: Individual research as needed</td>
</tr>
</tbody>
</table>

### Extensions

<table>
<thead>
<tr>
<th>Add to teacher created blog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students choose one good that made it to their final list and research a company who sells that product. They explore financial pages (Google and Yahoo), as well as the company homepage. They can create a commercial for that company to help sell the good.</td>
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<tr>
<td>Create a podcast or iMovie on their selected community stock. This can be updated weekly to show progression or recession of said stock.</td>
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<tr>
<td>Interest center accessible with non-fiction books, fiction books, and webpages listed by interest.</td>
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<tr>
<td>Tic-Tac-Toe Differentiation Sheet</td>
</tr>
<tr>
<td>Differentiation/Ascending Levels of Intellectual Demand</td>
</tr>
</tbody>
</table>


Culminating performance assessment

The culminating performance for *Who Wants to Be a Millionaire?* is a multifaceted assessment. Since the students are going to be learning about the economy – they will be playing the roles of real stockbrokers and CEOs/CFOs. Acting as such requires them to speak eloquently, debate effectively, and reason logically. As stated earlier, the assessment is multifaceted – it will cover two separate, but interlocking activities.

First of all, the students will learn the baseline information about the economy (what are the properties of a bull stock, how can you tell an up-trending stock from a side-trending stock, how the economy is affected by the media, etcetera). The students (hereafter referred to as young adults) will be concentrating on their logical thinking, debate and collaboration skills through the debate assessment. Each person will be working independently to locate a prime bull stock in the Decatur community and will prepare a persuasive presentation in order to have the other young adults choose it for the final stock choice. The final stock choice will be the singular stock shared with the adults and teachers on PTA Math Night. After each presentation, the group will judge the stock and presentation based on a student-made rubric (a teacher example is located at the back of this document). They will then debate and finally choose one stock to fulfill the second assessment.

After the students have chosen their community stock of choice, they will collaborate on the division of research and work. This group will jigsaw their work based on their interests and group necessity. Each student is required to work independently.
and bring back information valuable to the group. Finally, the students will consolidate the information gathered into segments – economy as a whole (including a visual representation for the presentation), the impact of the economy on Alabama (visual), on local community (visual), on the local school system (visual), and on our company of choice. After all this information is gathered, the students will place the information into a brief, but fact-filled presentation for the parents.

These two assessments will align with the essential understandings chosen for this unit in several ways. The young adults will learn that the interdependence of all three stock market exchanges (Asia, Europe, and North America) are all interconnected and affect each exchanges survival. They will also explore how the most powerful companies survived this recession and how that created conflict amongst many companies. Finally, they are going to investigate and prove how relationships between people and/or companies can impact the systems that are in control of them. This is going to be highly noticeable through the merging of companies to avoid bankruptcy during this past recession. A key example would be the auto industry in which Chrysler was going bankrupt but then merged with Fiat. All these essential understandings are effectively researched and covered through the final assessment.
Resources

- Stock Market Game Differentiation Tic-Tac-Toe Board (as extension)
- Community Stock Debate Rubric (teacher example)
- Analysts Stock Evaluation Form
- Triple Venn Diagram
- Economics for Leaders (EFL) PowerPoints
  - 1) Scarcity and Economic Growth
  - 3) Open Markets
  - 6) Incentives, Innovation and the Rate of Institutions
  - 9) Money and Inflation (Zenn dollars activity)
  - Magic of Markets (Once-ler and Lorax legal activity prior knowledge)
- Cornell Note-Taking
  - Cornell Note PowerPoint (webpage on specific lesson used)
  - Cornell Note-Taking System Page
  - Cornell Note Outline Page (Introduction)
  - Cornell Note Blank Page
  - Blank TAG Stock Market Game Cornell Note Page
- The Lorax
  - Once-ler or Lorax?... Personalized Graphic Organizer (Decision Sheet)
  - *Bibliotherapy Questions with Lesson*
  - *Socratic Questions with Lesson*
  - The Lorax and Sustainable Development (*Dr. John Ramsey*) (extension)
  - Tour Theme: Animals
- Discussion Questions from *The Lorax*
- Using Dr. Seuss’s *The Lorax* to help students discover Sustainability
- Lorax Blank Storyboard

- **The Great Depression**
  - An Overview of the Great Depression (*David C. Wheelock*)
  - Pre- and Post-Test for The Great Depression (Federal Reserve-St. Louis)
  - The Great Depression References (Federal Reserve-St. Louis)
  - Resources for the Great Depression (Federal Reserve-St. Louis)

- **Globalization**
  - Crossing Borders (Federal Reserve-St. Louis)
<table>
<thead>
<tr>
<th>Create an advertisement encouraging clients to buy your stock. (This can be in video, audio, or presentation format). Be creative!</th>
<th>Create a game so that people can learn about the stock market. There has to be trivia with the game for people to learn. (Hint: Jeopardy 5 columns – 5 cards each)</th>
<th>Create a jingle (with words and notes) about SMG, the stock market, or the economy. It has to be at least 45 seconds long and you will have to perform it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a Podcast about a stock of your choice. You will include all the information including: current price, news, analyst’s opinions, etc.</td>
<td><strong>Student Choice</strong></td>
<td>Write and deliver a persuasive paper on our economy. This is a broad topic so you can have a variety of issues to work with. (1 page, typed)</td>
</tr>
<tr>
<td>Create a skit to show one economic concept from the calendar. You will have to work in a group for this one and it will be taped.</td>
<td>Create a scanned collage of artifacts (things) that have to do with U.S. economy. You must have at least 10 items (no pictures) and write a 1 page paper on why each item was selected.</td>
<td>Write and add (an approved) blog to Ms. Godbey’s blog. You will write down a top 10 list of things learned about the stock market.</td>
</tr>
</tbody>
</table>
# Stock Market Board

Rubric Made Using: RubiStar (http://rubistar.4teachers.org)

## Class Debate: Community Stock Debate

**Teacher Name:** Ms. Godbey

**Student Name:** __________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect for Other Team</strong></td>
<td>All statements, body language, and responses were respectful and were in appropriate language.</td>
<td>Statements and responses were respectful and used appropriate language, but once or twice body language was not.</td>
<td>Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.</td>
<td>Statements, responses and/or body language were consistently not respectful.</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>All information presented in the debate was clear, accurate and thorough.</td>
<td>Most information presented in the debate was clear, accurate and thorough.</td>
<td>Most information presented in the debate was clear and accurate, but was not usually thorough.</td>
<td>Information had several inaccuracies OR was usually not clear.</td>
</tr>
<tr>
<td><strong>Use of Facts/Statistics</strong></td>
<td>Every major point was well supported with several relevant facts, statistics and/or examples.</td>
<td>Every major point was adequately supported with relevant facts, statistics and/or examples.</td>
<td>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.</td>
<td>Every point was not supported.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.</td>
<td>Arguments were not clearly tied to an idea (premise).</td>
</tr>
<tr>
<td><strong>Understanding of Topic</strong></td>
<td>The team clearly understood the topic in-depth and presented their information forcefully and convincingly.</td>
<td>The team clearly understood the topic in-depth and presented their information with ease.</td>
<td>The team seemed to understand the main points of the topic and presented those with ease.</td>
<td>The team did not show an adequate understanding of the topic.</td>
</tr>
</tbody>
</table>
Stock Evaluation

You may either use Yahoo Finance @ http://finance.yahoo.com or the financial pages from The Decatur Daily to answer the following questions.

1. Community Stock: ____________________________________________________________

2. Stock Ticker Symbol: ________________________________________________________

3. Current Stock Price: _________________________________________________________

4. Stock Change: ______________________________________________________________

5. Day’s Range: ________________________________________________________________

6. 52-week Range: _____________________________________________________________

7. Analysts’ Opinion: ____________________________________________________________

8. What does the Analysts’ Opinion really mean?

___________________________________________________________________________

___________________________________________________________________________
Triple Venn Diagram