ECONOMICS Concept-based Unit

Culture Shock

Suggested Grade Level: 3rd-5th

Conceptual Lens: Culture

Concepts: Needs & Wants, Choice, Consequences, Traditions, Perspective, Consumption, Geography, Systems

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: Observation, Critical Thinking, Reading, Inference, Keyboarding, Vision, Writing, Predicting, Technology, Synthesizing, Research

Vocabulary: financial choice, economic impact, risk, consequences, finances, standard of living, economic/financial squeeze, bottom-line, trade, I.O.U., culture, consumption

Overview of the Unit: The topic of Economy is vague for most elementary school students. (They know that when they have money, they can buy things they want!!) When students focus on their and their families' habits of consumption, the many ideas and concepts that comprise the concept become clearer. By reading the article, History's Highway Paved With IOUs by Jay McDonald, students can quickly determine that debt—which is just one of the components of economy—has been around thousands of years.

This unit includes: research, technology, creative thinking skills, philosophy, and critical thinking skills.

Background Information for the teacher: Economics

Definition:
Economics is the study of the allocation and utilization of limited resources to meet society's needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of economic concepts; the economic system of the United States; other economic systems; the interactions between and among different types of economies; and patterns of world trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, and investors, and as citizens.

Within some of the essential understanding, some lessons have multiple options. Based on the pre-assessment, you may choose to include or exclude lessons.
Pre-assessment: Read “History's Highway Paved With IOUs” by Jay MacDonald at Bankrate.com

Preview the article, as you may need to edit depending on the age and maturity level of your students. Read the article as a group. Ask students what the overall topic would be for this article. (Answer: Economics)

If they give the correct response, ask, "What does 'economics' mean?"
Record responses on the board. Ask students to explain their responses fully.

If any of the 7 topics are mentioned (see below), list them on separate pieces of paper.

Clarify confusion for students about the discussion to this point.

Discuss the history of debt article. Record the 7 discussion topics (or the remaining topics not mentioned earlier) listed below on separate pieces of paper.

This article encompasses broad topics of:
1) consequences of debt
2) geography
3) history's tradition of debt
4) monetary systems (and their manipulation by various rulers/monarchs)
5) perspective change towards debt by the end of the 18th Century
6) need of bankruptcy laws
7) want of credit cards economic impact for consumers

(Save/post this for later use/referral when discussing scaffolded questions and/or creating the culture as part of the CPT.)

Unit Pacing: Possibly one quarter to one semester depending on teacher and students.

Culminating Performance Task (CPT):
Your nation has decided to join the United Nations (UN). Your team will present to the UN committee how your culture and its economy can meet society’s needs due to resources, geography and the economic systems. Make a list of the elements that are present in a culture. The culture's economy is one of the elements that must be developed and included, as well as the role of geography in economic systems. This society must be mindful of human rights, ethics, and equity in the development of government, business, and trade. Researching past and present cultures will be beneficial in your task. Individual on your team will assume careers within the culture and present your roles in the formation and maintenance of your cultures’ economy.

Oral Presentation Rubric: Original Culture ID # is: 1920903
http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1920903&
Representative Topic

Culture Shock

Conceptual Lens

Culture

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
- Locating internet articles and lessons,
- Reading non-fiction,
- Presenting Oral
- Using Geographic Skills
- Using reference materials,
- Using technology software applications,
- Applying Critical and Creative Thinking Skills
- Listening and responding to others
- Categorizing
- Compare/contrast
- Synthesis of ideas
- Evaluating
- Planning
- Observing

Concepts
- Needs & Wants
- Choice
- Consequences
- Traditions
- Perspective
- Consumption
- Geography
- Systems
Essential Understandings

- Needs and wants of a culture determine how resources are utilized.
- The choices that we make have consequences and may affect our Standard of Living.
- Traditions and personal perspectives affect the economic needs of a society.
- Needs may affect consumption.
- Geography affects economic systems.

Essential Questions

- In what ways may needs and wants of a culture determine how resources are utilized?
- How does geography affect economic systems?
- In what ways do the choices that you make have consequences and may affect our Standard of Living?
- How do traditions and personal perspectives affect the economic needs and course of society?
- In what ways do needs affect consumption?

Culminating Performance Task

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AL COS:

Mathematics (2009)

4.6: Solve problems, including word problems, involving addition and subtraction of four-digit numbers with and without regrouping.
4.15: Represent categorical data using tables and graphs, including bar graphs and line graphs.
4.16: Determine outcomes of simple events as likely, unlikely, certain, equally likely, or impossible.
5.14: Analyze data collected from a survey or experiment to distinguish between what the data show and what might account for the results.
6.10: Interpret information from bar graphs, line graphs, and circle graphs.
**English Language Arts (2007)**

4.8: Compose descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion.

4.11: Demonstrate knowledge of subject-verb agreement with simple subjects and correct usage of regular and irregular verb forms.

4.12: Organize information on a specific topic obtained from grade-appropriate reference materials.

4.13: Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations.

4.14: Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.

5.6: Use text features, including indexes, tables, and appendixes, to guide interpretation of expository texts.

5.7: Compose expository texts using an introductory paragraph that includes a main idea; supporting paragraphs with a minimum of three reasons, explanations, or steps in a process; and a conclusion.

5.8: Express meaning through writing varied sentence structure, detailed paragraphs, and multi-paragraph compositions in an organized manner.

5.10: Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject; present, past, and future verb tenses; forms of adjectives; forms of nouns; and subject, object, and possessive pronouns.

5.11: Use search strategies in the research process to identify reliable current resources and computer technology to locate information.

5.12: Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.

5.13: Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.

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

**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.

- Preparing support materials to accompany a presentation, including tables and charts

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.

**Technology Education (2009)**

3-5.2: Use various technology applications, including word processing and multimedia software.

- Using navigational features commonly found in technology applications
Identifying digital file types

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.
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Social Studies (2004)
7.1: Describe the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.
   • Explaining the use of map essentials, including type, size, shape, distance, direction, location, scale, and symbols
7.2: Analyze regional characteristics for factors that contribute to change and for their relative importance.
   Examples: economic development, accessibility, migration, media image, technological developments
7.6: Describe how people organize economic systems for the production, distribution, and consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them.
   • Using economic concepts to explain historical and current developments and issues in global, national, or local contexts
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.
   • Describing the influence of the stock market upon individuals and the economy
7.8: Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, and insurance as well as checking and savings accounts, loans, investments, credit, and comparison shopping.
7.12: Describe problems involved in balancing the impact of human habitation on the environment and the need for natural resources essential for sustaining human life.

Career Cluster Electives (2009)
Personal Finance
9-12.1: Compare factors that impact consumer purchasing decisions throughout the life span.

Business/Marketing Education:
16. Differentiate between wants and needs.
### Content Knowledge/Standards

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<thead>
<tr>
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<td>Needs &amp; Wants, Culture</td>
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**Lesson 1: Needs and Wants of a Culture**

**Essential Understanding:** Needs and wants of a culture determine how resources are utilized.

**Essential Question:** In what ways may needs and wants of a culture/society determine how resources are utilized?

**Guiding Questions:**
- What are needs and wants?
- What are resources? List resources you and your family use.
- What is culture?
- What are the elements of a culture?
- What are the needs and wants of a culture?

### ALCOSS:

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- 16. Differentiate between wants and needs

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If they give the correct response, ask, “What does 'economics' mean?” Record responses on the board. Ask students to explain their responses fully.

If any of the 7 topics are mentioned (see below), list them on separate pieces of paper. Clarify confusion for students about the discussion to this point. Discuss the history of debt article. Record the 7 discussion topics (or the remaining topics not mentioned earlier) listed below on separate pieces of paper.

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Students will need a notebook for recording working-knowledge definitions of economic terms. Students should use the notebook for the entire unit to collect information learned, definitions, questions brought to mind, and epiphanies.

Post: Using main idea mountain graphic organizer, available at: http://www.edhelper.com/teachers/General_graphic_organizers.htm or at http://www.edhelperclipart.com/clipart/teachers/org-mainideamtn.pdf, students use their evaluations skills in making conclusions, critiques, interpretations, justifications and summaries of the article and lessons. Students share the overall main idea with the class. Clarifications can be made by the teacher at this time.

Introduction

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many ideas and concepts that comprise the concept become clearer. By reading the article, History's Highway Paved With IOUs by Jay McDonald, students can quickly determine that debt—which is just one of the components of economy—has been around thousands of years.

This unit includes: research, technology, creative thinking skills, philosophy, and critical thinking skills. Unit Pacing: Possibly one quarter to one semester depending on teacher and students.

Background Information for the teacher: Economics

Definition:
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Within some of the essential understanding, some lessons have multiple options. Based on the pre-assessment, you may choose to include or exclude lessons.

Teaching Methods

Direct Instruction: Discussion of how to use the internet to access information about Trackstar and Rubistar websites

Inquiry-Based Instruction: (Type I Activity): Visit: http://trackstar.4teachers.org
Needs versus Wants Webquest
Locate the section "Find a Track"
Locate "View Track #"
Enter 331017
Select "Go"
Select "View in Text"
Click on 1. "Needs vs. Wants"
Click on 2. "Can our Needs Sometimes Be Wants?"

This webquest is designed for students to establish objects in life into the categories of needs and wants. This idea is extended, where students identify that there are often wants associated in the needs also, for example, we need food to survive, but certain foods are wants rather than needs, such as McDonalds.

**What are resources? List resources you and your family use.**
Conduct the Legacy Environmental Education lesson “Life Cycle of a Taco.” (Copies of curriculum may be obtained from [www.legacyenved.com](http://www.legacyenved.com)). Although this lesson focuses on waste management, it includes the resources used to make the product. The teacher will “walk” the students through the life cycle using the lesson. Then have students choose an item from their Needs and Wants list from the webquest to create a life cycle. Have students label their items as needs or wants and determine the number of items produced annually of each item. Have students calculate what the annual amount of money is spent on their items, the amount of resources used, etc. Then is the student had chosen a WANT, have students discuss the use of the resource and if there might be NEEDS that use the same resource.

Have students chart the resources used by their family in one day. As students share with the class, a class chart of the resources used by the class and their families is created. Estimate the amount of resources used by the school and families, community and families, etc.

Lead the discussion to finite and infinite resources. Sort the resources into finite and infinite resources. Then discuss the following questions:
1. Should there be priorities or “caps” placed on resources that are used for NEEDS and WANTS?
2. How do determine who gets to use the resources?
3. How can we ensure that the resources will be there for the NEEDS?
4. Is there one answer to the above question? Explain.

**What is Culture?**
Go to Trackstar located at: [http://trackstar.4teachers.org](http://trackstar.4teachers.org)
Locate the section "Find a Track"
Locate "View Track #"
Enter 330231
Select "Go"
Select "View in Text"
Click on 1. "Culture"
Click on 2. "Defining Culture"

After reviewing these sites, create and submit your own definition of culture. Be sure to include the resources required to make the culture thrive.

It is important for students to understand what culture is. There is no perfect definition for the word culture. Students must understand that each person is different and we should be accepting of differences. All cultures should be embraced and appreciated. Gaining knowledge of our own and other cultures will help us to understand and appreciate others who are similar and different. This track is used to help students find several definitions of the word culture. This will help them to understand what criteria goes into the definition and how one student's definition can be quite different from another student's definition. They will also understand that just because another definition is different, it does not mean it is wrong.

**What are the elements of a culture?**

**Culture Shock**

**Overview:**
This lesson asks students to think about how cultural customs differ throughout the world. Students will research a foreign culture's customs and write stories pretending they are on vacation with a friend from the country they have researched. They and their friend will travel to a new country that neither person is familiar with, and students will describe each person's reactions to the new culture and how these reactions differ based on each person's own cultural customs and habits.

Connections to the Curriculum: Geography, social studies, history, art
Objectives:
Students will discuss the topics they would include in a Culture Shock! book for the United States; research other cultures and take notes on their customs; discuss what they have learned from their research; and write stories pretending they are on a trip with a friend from the country they have researched, visiting a country that neither person is familiar with and describing their reactions to the new culture.

Geographic Skills:

Acquiring Geographic Information
Organizing Geographic Information
Answering Geographic Questions
Analyzing Geographic Information

Ask students to research another culture on the Internet or in the library and find out about that culture’s customs.

Suggested Procedure
Opening:
Tell the class that there is a book series entitled Culture Shock! (Graphic Arts Center Publishing Company) that describes the cultural characteristics of various countries. The books discuss topics such as how people greet each other, customs used at the dinner table, and business etiquette. This type of book can be helpful for people who are visiting a country for the first time or who have to move to that country for work.

Development:
Ask students to discuss what they would include in a similar book for the United States. Would everyone from the United States agree about how our culture "works?" Remind students that the U.S. is a very diverse country with many different cultures, and that different people in the U.S. might have very different ideas about what is culturally acceptable.

Further Development (if needed):
Have students take notes on the customs they learn about. For each cultural
custom, ask them to list the ways in which their own culture does things differently or the same.

Have students imagine that they are going to join a person from the culture they have studied on a trip to another country with which neither of them is familiar. Students should decide what that foreign country will be and write stories about their first day in the country. The stories should explain how each person reacts to the new culture and what customs and behaviors each person brings into the new culture. Students may need to conduct some very basic research on the new country to make sure they understand a few things about its culture and the things they would do on their first visit there.

Discuss students' stories and the things they have learned from this activity. What is "culture shock," and how do people from different cultures react when they encounter new cultures? Do all people experience new places in the same way, or are there differences in the way people might behave in new places they visit? How does the country and culture one comes from affect the way that person will behave in a new country?

Closing:
Ask students to look at some of the Web sites depicting the wonders of the world or at pictures of the wonders in magazines or books. What resources were used to make these wonders?

Suggested Student Assessment for This Lesson:
Have students, either individually or in small groups, design architectural or engineering "wonders" that would be suitable for their own home region. What do they think such a wonder would look like? What would its purpose be? What type of statement would it make about the region? What resources will be used to make your wonder of the world? In order to determine what the wonder should be, students should use the Internet or the library to research the history, native cultures, and demographics of their region.

Extending this Lesson:
Have students draw their wonders on paper and write captions explaining the reasons they have chosen to design the wonder in this way and the resources used in creating it. Their captions should include an explanation of how the region's history, native cultures, and current demographics are reflected in the
What are the needs and wants of a culture?
Go to Trackstar located at: http://trackstar.4teachers.org
Locate the section "Find a Track"
Locate "View Track #"
Enter 327430
Select "Go"
Select "View in Text"
Click on 1. **What is Economics?**

**Understanding Economics: Needs and Wants**
This site will help you to understand the importance of economics in society and how money, goods, and services are used. Students will explore the site and use the reference pages, slide show libraries and the simulation game of what owning a business is like.

Debrief students by looking back at the NEEDS and WANTS categories of the life cycles of the items the students had researched. From the discussion with the Life Cycle activity students should realize that money determines who gets the resources. Then with this discussion students should realize that businesses and advertising use persuasion to convince society, or members of a culture, that they “NEED” an item- brand name clothes, certain food products, fast food, etc.
| Learning Activities | Analytical Thinking Skills: Determining main idea of article  
Skills: Locating internet articles and lessons, reading non-fiction, graphic organizer, oral presentation, Geographic Skills of: Acquiring Geographic Information Organizing Geographic Information, Answering Geographic Questions, Analyzing Geographic Information  
Processes: acquiring, organizing, and analyzing |
|--------------------|------------------------------------------------------------------------------------------------|
| Resources           | **Print:** “History’s Highway Paved With IOUs” by Jay MacDonald at Bankrate.com  
Conduct the Legacy Environmental Education lesson “Life Cycle of a Taco.” (Copies of curriculum may be obtained from www.legacyenved.com).  
**Non-Print:** Computer with Internet access, Paper for note taking, Construction or poster paper, Markers or colored pencils |
| Products            | Main mountain idea graphic organizer, Notebook for recording definitions of economic terms, |
| Grouping            | Whole group: pre-assessment  
Small group: Trackstar lessons, Life of a Taco lesson  
Individual: post-assessment |
| Extensions          | 1. Websites for individual research:  
Peace Corps Kids World  
ThinkQuest: Cultural Connections  
2. Self-directed research on an economic concept, culture, or needs and wants of a culture.  
3. Create a PowerPoint summarizing the concepts and ideas learned from lesson one. |
| Differentiation/Ascending Levels of Intellectual Demand | 1. Scaffolding as needed during discussions of article, definition of economic terms/words  
2. Use of technology: Trackstar, Rubistar, Webquest, PowerPoint  
3. How to Buy a Car: Car Loan Project  
The student will use economic concepts and mathematical calculations in deciding, hypothetically, what car to buy and how to finance the purchase. The student will experience a real-life application. |
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**Lesson 2: Choices and Standard of Living and the Resulting Consequences**

**Essential Understanding:** The choices that we make have consequences and may affect our Standard of Living.

**Essential Question:** In what ways do the choices that you make have consequences and may affect our Standard of Living?

**Guiding Questions:**
- What are choices?
- What economic/financial choices do you make?
- What are consequences? What are economic/financial consequences?
- What are negative economic/financial consequences?
- What are positive economic/financial consequences?
- How do the choices you make with your money affect your ability to save for the future (for investing in your schooling, retirement, purchase of a home, etc...)?
- What is Standard of Living? What is your standard of living?
- What choices do you make every day? Sometimes? Never?
- What economic/financial choices do you make?

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   • Using economic concepts to explain historical and current developments and issues in global, national, or local contexts
7.8: Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, and insurance as well as checking and savings accounts, loans, investments, credit, and comparison shopping.

Career Cluster Electives (2009)
Personal Finance
9-12.1: Compare factors that impact consumer purchasing decisions throughout the life span.

Business/Marketing Education:
16. Differentiate between wants and needs.

Assessment
Pre: The Choice Game: Teacher creates play money using bills only. Denominations are: $1, $5, $10, $50, $100, $500, $1,000, and $10,000. Teacher decides how much money each of the jobs below earns per month. Assign jobs to students randomly: cashier, mayor, teacher, bank president, governor, doctor, preacher, stay at home mom, carpenter, landscaper, etc…
(Assign as many jobs as necessary. Some jobs may be duplicated.)

A list of monthly expenses are read to the class, and students give money to the teacher as bills come due: income taxes: state and federal, electricity, water, health insurance, automobile payment, auto insurance, mortgage/rent, food, clothing, entertainment (movies, concert, cable, etc...) As students run out of money for the month, discuss and record feeling students are having and what they plan to do when there is no more money left, but the month is not finished yet. Keep this list displayed throughout the lesson for student referral.

**Post:** Create a monthly budget using PowerPoint about your future self. Include your job, realistic monthly salary (internet research may be required for this), monthly income and expenses (internet research may be required for this). Include your plan to maintain your desired standard of living. Refer to the rubric for requirements: PowerPoint Monthly Budget: Content and Appearance

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2014294&

Rubric ID: 2014294

### Introduction

Write “Choice” on the board. Have students write a definition that relates to money and economics. Do not discuss responses. Write “Standard of Living” on the board. Without using reference materials for a guide, have students write a definition. Do not discuss responses.

### Teaching Methods

**Strategy-based Instruction (Self Awareness):** What are choices? What choices do you make every day? Sometimes? Never? What economic/financial choices do you make? Solicit a definition from the students for the word “Choice.” Then have students explain choices they make on a daily basis ex. “What to eat for breakfast?”, “What clothes to wear each day?”, etc. What choices do you sometimes make for yourself? What choices do you not make for yourself? Who makes those choices for you? Why?

Then refer students back to their list of needs and wants. Ask them to choose the top five items they wanted. Then have them choose the top five items (from their list or elsewhere) that they would take on a one month road trip. Why did you choose those items? If you had to purchase the five items, would you still choose the same five? If your parents were going to purchase those items, would they choose the same five items? Each time you selected the five items, what was the determining factor?

What is a “consequence”??
http://www.wordcentral.com/

What are choices? What economic/financial choices do you make?
What are consequences? What are economic/financial consequences?
What are negative economic/financial consequences?
What are positive economic/financial consequences?

Go to Trackstar:  http://trackstar.4teachers.org
Track #43307: Choices Have Consequences

Have students act out the Reader’s Theater with student created costumes and putting on a performance for another class or just read it in parts in the classroom.
Ask students to think about the following questions as they read the story:

What choices were made by the character(s)?
What were the consequences?
Were those consequences positive or negative? Explain.
What choices have you made that resulted in consequences? Explain your answer including if those consequences were positive or negative? Why were there consequences for your choices?

How do the choices you make with your money affect your ability to save for the future (for investing in your schooling, retirement, purchase of a home, etc...)?
Ask the above question. Add the following questions.
What choices have you made that affected your finances (yours, families’, birthday money, or anytime you had money in your pocket or the bank)? Explain.
Did those choices have a positive or negative effect on your finances?

What is Standard of Living? What is your standard of living?
Standard Of Living
Go to Trackstar:  http://trackstar.4teachers.org
Track #289447: Inventions: Social and Economic Consequences as Related to the Standard of Living

http://www.enchantedlearning.com/inventors/science.shtml
http://cybersleuth-kids.com/sleuth/Science/Inventors
Read about 4 inventors. Using Microsoft Word or another type of word processing software, create a chart that includes the following information:
1. Name of inventor,
2. Birth date and birthplace
3. Country of citizenship upon death
4. What did they invent?
5. How did their invention(s) affect the economy of the United States?
6. How did their invention(s) influence the culture of the United States?
8. How has this invention affected your Standard of Living? Explain.

Assignment for this lesson:
Create a PowerPoint about one inventor to show the social and economic consequences of their invention as related to the standard of living. Refer to the rubric for requirements.
http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=1281153

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Analytical Thinking Skills: Students determining that Standard of Living is based on Choices they make with their money.</th>
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<tbody>
<tr>
<td></td>
<td>Skills: using reference materials, using technology software applications, creative thinking skills</td>
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<tr>
<td></td>
<td>Processes: communicating information; collaboration, production of creative elements of Reader’s Theater costumes and performance; acquiring, organizing, and analyzing information and presenting in technology format: Microsoft Word and PowerPoint</td>
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<thead>
<tr>
<th>Resources</th>
<th>Print: list of feeling from pre-assessment, definitions of “Choice” and “Standard of Living”, Reader's Theater Text: The Sea King’s Daughter, (A Russian Legend)</th>
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</table>

| Products | List of feelings as a result of the pre-assessment relating to money and self worth, definitions of economic terms, production of Reader’s Theater play, PowerPoint about inventor, PowerPoint of monthly budget |

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<tr>
<th>Grouping</th>
<th>Individual: pre and post assessments, Trackstar Standard of Living/Inventors lesson</th>
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<tr>
<td></td>
<td>Whole group: Strategy-based instruction lesson about choices and consequences, Reader’s Theater Russian Legend</td>
</tr>
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</table>

<p>| Extensions | 1. Research for further defining economics at: <a href="http://www.mcwdn.org/ECONOMICS/EconMain.html">http://www.mcwdn.org/ECONOMICS/EconMain.html</a> (This site is an introduction to basic concepts on economics and contains information, quizzes, activities and links to various online resources to learn more about our global economy.) |
|           | 2. Economics from A to Z definitions at: |</p>
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| http://economics.about.com/od/economicsfromatoz/Economics_From_AtoZ.htm  
| Differentiation/Ascending Levels of Intellectual Demand | 1. Research budgeting using a search engine such as Google.com or Bing.com.  
2. Create a journal of terms that will be used in PowerPoint presentations.  
3. Create a yearly budget for you and your family. |
Conceptual Lens: Culture
Concepts: Traditions, Perspectives, Economic Needs

Lesson 3: Philosophy Lesson
Essential Understanding: Traditions and personal perspectives affect the economic needs of a society.
Essential Question: How do traditions and personal perspectives affect the economic needs and course of society?
Guiding Questions: What are traditions?
What are some traditions that you/your family have?
What are personal perspectives?
What are economic needs?
What is society?
What do economic needs and society have to do with each other?
(How are they related/interdependent?)

ALCOSS

Mathematics (2009)
4.16: Determine outcomes of simple events as likely, unlikely, certain, equally likely, or impossible.

English Language Arts (2007)
44.11: Demonstrate knowledge of subject-verb agreement with simple subjects and correct usage of regular and irregular verb forms.
4.12: Organize information on a specific topic obtained from grade-appropriate reference materials.
4.13: Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations.
4.14: Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.
5.10: Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject; present, past, and future verb tenses; forms of adjectives; forms of nouns; and subject, object, and possessive pronouns.
5.12: Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.
5.13: Apply strategies of a skillful listener, including maintaining eye contact,
attending to the listening task, and assigning meaning to the message.

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

Career Cluster Electives (2009)
Career Cluster Explorations

7-8.3: Demonstrate oral presentation skills that sustain listeners’ attention and interest including eye contact, clear enunciation, and use of visual aids.
- Preparing support materials to accompany a presentation, including tables and charts

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.

Technology Education (2009)
3-5.2: Use various technology applications, including word processing and multimedia software.
- Using navigational features commonly found in technology applications
- Identifying digital file types

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

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.

Social Studies (2004)

7.2: Analyze regional characteristics for factors that contribute to change and for their relative importance.
    Examples: economic development, accessibility, migration, media image, technological developments

7.6: Describe how people organize economic systems for the production,
distribution, and consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them.
- Using economic concepts to explain historical and current developments and issues in global, national, or local contexts

### Assessment

**Pre:** Have students make a list of traditions without giving a definition.

**Post:** Make a 6 page book on a trifolded sheet of paper. Beginning in the middle of the trifold, write the sentence starter… **The Important Thing About Traditions is…**

Page 2 is to the right. On this page, write the sentence starter… **It is true that traditions…**

Turn page over so page 3 is on the left side of the trifold. Write at the top of this page… **It is true that a tradition…** In the middle is Page 4. Write this at the top of the page… **It is also true that traditions…**

Page 5 is on the right side of the trifold. Write: **It is true that traditions…**

Turning the page over again, Page 6 will be on the left. Write: **But traditions are…**

### Introduction

In small groups, have students compare lists of traditions created in pre-assessment. Assign one topic below to a small group. (There could be up to 9 small groups.)

- United States society
- Southern culture/society
- families
- churches
- schools
- groups of friends
- workplaces
- communities
- groups with a shared economic interest

Each small group shares answers with whole group. Students may write their findings of large pieces of paper to display during the lesson.

Ask the Follow up Questions:

In what ways are the traditions in different cultures/societies different/similar from/to each other? Give students several minutes to create a Venn diagram comparing and contrasting three of these groups to which they belong.

Why does each group listed above have its own traditions as well as the traditions of its culture?

How are church traditions similar to or different from cultural traditions?
In what way do we carry our family and cultural traditions into our peer groups, schools, and workplaces?

Do peer groups and work places have separate traditions? If they are separate, why are they separate?

**Teaching Methods**

**Jigsaw cooperative learning:** Assignment of traditions topics to a small group.

**Teacher-Led Discussion:**

*What are personal perspectives?*

**Discussion Plan:** What is a tradition?

What makes something a tradition?

Does a practice have to be old to be a tradition?

Are traditions always taught or are can they be learned by modeling? (May need to explain modeling).

How many people have to know about a practice for it to be a tradition?

How many people have to follow a practice for it to be a tradition?

If everyone stopped following it, would it still be a tradition?

Can one person have their own tradition(s)?

Who has the power to make something a tradition?

**Discussion Plan:** What is the value of traditions?

Why do we have traditions?

Are they important? Why or why not?

Are they useful? What do they do for us?

Are there ways in which traditions are not useful or even harmful? Examples?

Can traditions become outdated? What would make them outdated?

Are there traditions that you would change if you could? Which ones?

How would you change them?

Why would you change them?

Can traditions be changed, and still be traditions? Can they change and still be valuable?
What are personal perspectives?
What are economic needs?
What do economic needs and society have to do with each other? (How are they related/interdependent?).

Philosophy Lesson Discussion Scenario:
Imi is a Samoan woman. When she leaves school she decides to give up going to church, and she refuses to look after her brothers and sisters anymore. After many months, she gets a job, moves out of home and eventually marries someone who her parents do not approve of. Her husband, Kent, thinks she should work outside of their home to help save money for when they have children. Imi and her husband say that when they have children they will not bring them up in the Samoan way.

What are the Samoan traditions? Students may infer a few traditions from the story. Then have them research or share with then additional traditions.
How have Samoan traditions and personal perspectives affected their economic needs before Imi's marriage? You might need to have students define the economic needs.
How have the traditions affected the economic needs of her family before/after marriage?
What has Imi lost? What has she gained?
Is Imi still a Samoan woman? In what ways is she? In what ways is she not?
Imi’s parents say that she has lost her identity. Do you agree?
Her husband says Imi has become more of an individual. Do you agree?
Does Imi owe it to her children to teach them about Samoan traditions?
Does she owe it to her children to bring them up to follow Samoan traditions?
Can you understand a tradition without following it?
Should Imi keep some traditions and let go of others?
Which should she let go? Why?
Which should she keep? Why?
What difference does it make to your answers if Imi’s husband is Samoan? If he is from another culture, does it matter which other culture he is from?

Debriefing: Discussion of Philosophy Lesson including:
1) Why the choices Imi and her husband made was right for them and their family.
2) Why the choices Imi and her husband made was not right for them and their family.
<table>
<thead>
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<th>Learning Activities</th>
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<tbody>
<tr>
<td><strong>Analytical/Critical Thinking Skills:</strong> Identifying traditions as pertaining to a particular group.</td>
</tr>
<tr>
<td><strong>Skills:</strong> categorizing, compare/contrast, juggling, sharing, listening, synthesis of ideas, staying on task, and evaluating</td>
</tr>
<tr>
<td><strong>Processes:</strong> analyzing and organizing information, collaboration, production</td>
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<th>Resources</th>
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<tbody>
<tr>
<td><strong>Print:</strong> graphic organizer: 3 ring Venn diagram, Philosophy Lesson, bubble map for extension</td>
</tr>
<tr>
<td><strong>NonPrint:</strong> background knowledge, websites for extensions</td>
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<tr>
<th>Products</th>
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<tbody>
<tr>
<td>Definition of traditions, Lists of traditions, Six page trifold book, The Important Thing About Traditions is…</td>
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<th>Grouping</th>
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<td><strong>Individual:</strong> Pre and Post Assessments</td>
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<tr>
<td><strong>Small Group:</strong> Introduction of lesson</td>
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<td><strong>Whole Group:</strong> Discussions</td>
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<tr>
<th>Extensions</th>
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<tbody>
<tr>
<td>1. Write a response to Imi stating your points of agreement and disagreement with her and her family’s choices.</td>
</tr>
<tr>
<td>3. Visit Trackstar.4teachers at: <a href="http://trackstar.4teachers.org">http://trackstar.4teachers.org</a></td>
</tr>
<tr>
<td>4. Enter track number: 322570: <strong>Fabulous Fourth of July</strong> We celebrate the Fourth of July with many traditions. Read the story, find the traditions and make a bubble map of them.</td>
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<tr>
<th>Differentiation/Ascending Levels of Intellectual Demand</th>
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<tr>
<td>1. Make a list of traditions that you wish to begin, with plans how to implement them.</td>
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<tr>
<td>2. Interview family members to discover traditions that you did not know about (that may have been lost over the years).</td>
</tr>
<tr>
<td>3. Create a PowerPoint of traditions unique to your family. Share it with family members.</td>
</tr>
</tbody>
</table>
Content Knowledge/Standards

Conceptual Lens: Culture
Concepts: Supply, Demand, Goods/Services, Consumption, Budgeting

Lesson 4: Needs and Consumption

Essential Understanding: Needs may affect consumption.
Essential Question: In what ways do needs affect consumption?
Guiding Questions:
Explain what and how you consume. Explain your consumption
What are needs?
What are some of your needs?
How are needs and wants different?
What things might have to be consumed to meet your needs?
What are some needs that we all have in common? What are they?
What needs are essential?
What is consumption?
Explain what and how you consume. Explain your consumption.

ALCOSS
Mathematics (2009)
4.6: Solve problems, including word problems, involving addition and subtraction of four-digit numbers with and without regrouping.
4.15: Represent categorical data using tables and graphs, including bar graphs and line graphs.
4.16: Determine outcomes of simple events as likely, unlikely, certain, equally likely, or impossible.
6.10: Interpret information from bar graphs, line graphs, and circle graphs.

English Language Arts (2007)
4.11: Demonstrate knowledge of subject-verb agreement with simple subjects and correct usage of regular and irregular verb forms.
4.12: Organize information on a specific topic obtained from grade-appropriate reference materials.
4.13: Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations.
4.14: Identify strategies of a skillful listener, including attending to the listening
task and assigning meaning to the message.

5.6: Use text features, including indexes, tables, and appendixes, to guide interpretation of expository texts.

5.10: Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject; present, past, and future verb tenses; forms of adjectives; forms of nouns; and subject, object, and possessive pronouns.

5.11: Use search strategies in the research process to identify reliable current resources and computer technology to locate information.

5.12: Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.

5.13: Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.

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

**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.

- Preparing support materials to accompany a presentation, including tables and charts

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.

**Technology Education (2009)**

3-5.2: Use various technology applications, including word processing and multimedia software.

- Using navigational features commonly found in technology applications
- Identifying digital file types

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. |

**Social Studies (2004)**

**7.6:** Describe how people organize economic systems for the production, distribution, and consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them.
- Using economic concepts to explain historical and current developments and issues in global, national, or local contexts

**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.
- Describing the influence of the stock market upon individuals and the economy

**7.8:** Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, and insurance as well as checking and savings accounts, loans, investments, credit, and comparison shopping.

**Career Cluster Electives (2009)**

**Personal Finance**

**9-12.1:** Compare factors that impact consumer purchasing decisions throughout the life span.

**Business/Marketing Education:**

**16.** Differentiate between wants and needs.

**Assessment**

**Pre:** Write “Supply” and “Demand” on the board. Have students write definitions for each. Discuss the student definitions, clarifying if/when/where needed.

**Post:** Use Assessment Rubric for Supply and Demand Webquest with the following
### Introduction

**General background information on Supply and Demand:**
You may wonder why the prices of goods go up and down so often. Gasoline is an example of a good that has frequent price fluctuations. One of the reasons is the Law of Supply and Demand. Share the following definitions:

**Supply** refers to how many of a certain good or service is available for people (need) to purchase.

**Demand** means the number of people who wish to buy (consume) that good or service.

Ask students to write down other goods/services that are price-sensitive based on the Law of Supply and Demand. Discuss the list and create a class list to display.

**Additional information for students if they are having difficulty developing a list of price-sensitive products:**

How does this work? Let's say that a brand-new, super powerful video game is about to come out. The game makers must decide how many of the games to make so they are not stuck with too many left in the store or in the warehouse. They then have to decide how much to charge for the game - its price. They would need to charge enough for the game to cover the costs of creating the game, advertising the game, shipping the game to stores, etc. Since they also wish to make a profit on the game, they will also want to figure that cost as well. If the price of the game is too high, however, people may not be able to afford it or decide it is not worth the price and there will be too many or an oversupply. If the price is too low, costs will not be covered and little profit will be made even though the game may sell very well. The company would lose money and may even have to close. The people who invest money in the company would not want to give the company money anymore to make more products because they would not get a good share of the profits. *Usually as prices rise, supply or amount of a product increases and as prices fall, the supply decreases as more people can afford the product (or find a need for it).*

If the product is a truly excellent one, there will probably be high demand. Also if it is well advertised, more people will know about the product and be apt to want it. If the product is not well advertised or is not a good product, people will not want it and the demand will be low and the supply greater. In the case of the video game, if a better game came on the market later with superior technology, the demand for the current
Other factors that affect sales of an item are if the product is available, how good the customer service is, the appearance of the store, how the items are displayed - even what the parking is like for a store or the colors of the boxes the product is in.

**Teaching Methods**

**Inquiry-Based Instruction:** (Type I Activity) Spending and Savings Webquest found at: [http://questgarden.com/48/97/0/070329061053/index.htm](http://questgarden.com/48/97/0/070329061053/index.htm)

[Permissions: We all benefit by being generous with our work. Permission is granted for others to use and modify this WebQuest for educational, non-commercial purposes as long as the original authorship is credited. The modified WebQuest may be shared only under the same conditions. Source for Webquest: Ashley Lafargue, University Of Georgia]

**Brief Overview of Webquest parts:** (Visit Spending and Saving Webquest for complete lesson)

**Introduction**

Your group represents a family who is given $100 for one month. You must decide how much money you want to spend on food, how much you want to spend on entertainment, and how much you want to save. You will be exploring how typical American families spend their money, on average.

**Task**

Step 1: Each group member will research online to find out how people normally budget their money.
Step 2: You will be asked a series of questions about the information you found in Step 1.
Step 3: After your group has decided how much money you are placing in each category, you will use Microsoft Excel to make a pie chart.

**Process**

You have been assigned into a group of three people. Imagine that your group is a family, and you are given $100 for one month to spend on food, entertainment, and
savings. Your job is to decide how much money you want to spend on each category. But first, each group member should research online to find out how people normally budget their money. Answer these questions: What percent of their money do most families usually spend on food? What percent do they spend on entertainment? What percent do they save? You should look up **averages** for answers to these questions. Use these resources to find the answers to these questions:

### Evaluation (Post-assessment for lesson)
Rubric with the following components:
- Online questions and answers, Excel Pie Chart, Group Presentation, Teamwork
- Using these scoring categories: Unsatisfactory, Average, Satisfactory

### Conclusion
Have students share what they have learned *personally* about spending, savings, and budgeting.

Even though this webquest was created for 1st grade curriculum, it includes principles related to needs and consumption through:
1) deciding what will be bought with family money (consumption) and
2) budgeting for the family...(they have to determine their needs for spending their money).

Also, technology is incorporated through the use of an EXCEL spreadsheet.

To add the depth and complexity for 4th-5th graders, do not assign the $100 as income but have students determine their profession and research the income for that profession in their community. [Have students refer earlier lesson for projected income based on profession.] Have students determine the number of children they have.

| Learning Activities | **Analytical Thinking Skills**: categorizing information and decision making for the economic good of the family  
**Skills**: using references through the internet, planning, making observations, reading informational texts, using technology for a product  
**Processes**: acquiring, organizing, and analyzing information; collaboration and production  
**Print**: Definitions for economic terms from A to Z at: [http://economics.about.com/od/economicsfromatoz/Economics_From_AtoZ.htm](http://economics.about.com/od/economicsfromatoz/Economics_From_AtoZ.htm)  
**Non-Print**: Microsoft Word and Excel software programs |
### Resources

Websites:
- [http://www.econdata.net/](http://www.econdata.net/)
- [http://www.tvhistory.tv/tv-prices.htm](http://www.tvhistory.tv/tv-prices.htm)
- [http://www.kbb.com/](http://www.kbb.com/)
- [http://www.theautochannel.com/search/prices.html](http://www.theautochannel.com/search/prices.html)

### Products

- Student definitions of Supply and Demand, list of goods/services price-dependent on supply and demand, Microsoft Word list of internet researched questions from the Process Section of the web quest, Microsoft Excel Pie Chart

### Grouping

**Individual:** Pre-assessment, Conclusion (personal thoughts on spending, saving, and budgeting)

**Small Group of 3:** Saving and Spending Web quest, Post-assessment

**Whole group:** Discussions and clarifications of economic definitions

### Extensions

1. Following the webquest activities: Give students a “luck” activity—car broke down, did additional work received money, children need braces, etc…
   Students create a new pie chart for month 2 based on the additional expenses or income.
   Did they have enough money to pay for the expenses?
   Did they have to “charge” anything or owe money (IOU) to anyone? [Reference to pre-assessment article, “History’s Highway Paved with IOUs”]
   Have students estimate what their financial situation would be in one year?
2. Visit the Federal Reserve Website at: [http://www.federalreserveeducation.org](http://www.federalreserveeducation.org)

### Differentiation/Ascending Levels of Intellectual Demand

1. Scaffold questions and clarifications
2. Use of web quests and requirements of its completion
3. Microsoft Word and Excel software programs
<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Lens:</strong> Culture</td>
</tr>
<tr>
<td><strong>Concepts:</strong> Geography, Systems</td>
</tr>
</tbody>
</table>

**Lesson 5: Socratic Circle (Critical Thinking Lesson): Fordlandia**

**Essential Understanding:** Geography affects economic systems.

**Essential Question:** How does geography affect economic systems?

**Guiding Questions:**
- What is geography?
- What are the elements of geography?
- What is an economic system? Gives examples of an economic system.

**ALCOSS:**

**Mathematics (2009)**
- 4.16: Determine outcomes of simple events as *likely*, *unlikely*, *certain*, *equally likely*, or *impossible*.
- 6.10: Interpret information from bar graphs, line graphs, and circle graphs.

**English Language Arts (2007)**
- 4.12: Organize information on a specific topic obtained from grade-appropriate reference materials.
- 4.13: Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations.
- 4.14: Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.
- 5.6: Use text features, including indexes, tables, and appendixes, to guide interpretation of expository texts.
- 5.11: Use search strategies in the research process to identify reliable current resources and computer technology to locate information.
- 5.12: Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.
- 5.13: Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.
- 7.14: Present findings from inquiry and research using a variety of resources.
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.
• Preparing support materials to accompany a presentation, including tables and charts
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.

Technology Education (2009)
3-5.2: Use various technology applications, including word processing and multimedia software.
• Using navigational features commonly found in technology applications
• Identifying digital file types
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.

Social Studies (2004)
7.1: Describe the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.
• Explaining the use of map essentials, including type, size, shape, distance, direction, location, scale, and symbols
7.2: Analyze regional characteristics for factors that contribute to change and for their relative importance.
Examples: economic development, accessibility, migration, media image, technological developments

7.6: Describe how people organize economic systems for the production, distribution, and consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them.

• Using economic concepts to explain historical and current developments and issues in global, national, or local contexts

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.

• Describing the influence of the stock market upon individuals and the economy.

7.12: Describe problems involved in balancing the impact of human habitation on the environment and the need for natural resources essential for sustaining human life.

**Socratic Circle**

**Purpose:**

- Develop critical thinking skills during the preparation (reading) and dialogue exchange
- Construct meaning through group dialogue
- Deepen learner understanding through questioning
- Shift responsibility to group discussion/dynamics from teacher to the student
- Practice/master reading comprehension strategies
- Build vocabulary
- Improve verbal and written expression of thought and ideas
- Enhance listening skills
- Practice civility and respect during dialogue exchange
- Text selection is read critically and annotated
- Students question the reading based on Fact
Interpretation
Evaluation

- Students meet in two concentric circles
  Inner circle discusses the text to discover meaning
  Outer circle observes dialogue. At the end of the discussion, the outer circle assesses the inner circle's performance.
  Concentric circles role are reversed.
  After this discussion, the inner circle receives feedback from the outer circle.
  Written reflection is completed in journal in order to be used as a reminder of the discussion and model for future circles.

**Suggested Lesson Timing:**

- Discussion of Circle: 15 minutes
- Discussion of Guidelines: 10 minutes
- Questions: 5 minutes
- Reading of Text: 10 minutes
- Annotation of the Text: 10 minutes
- 1st Circle: 15 minutes
- Debriefing 1st Circle: 5 minutes
- 2nd Circle: 15 minutes
- Debriefing 2nd Circle: 5 minutes

Reflective Thinking Discussion: After the conclusion of circle
Follow up Thesis Statement: After the conclusion of journal writing

**Resources:**

- Print materials:
  - *Fordlandia* song lyrics/music
  - Copy of Bloom’s Taxonomy of Questioning (for reference)
  - Socratic Circles guidelines (each student will get a copy prior to circles)
  - Socratic Circle Feedback Form (attached)
Paper and pencil

Students are to research the background of Henry Ford from Wikipedia found at:


Teacher Talk:

Henry Ford (July 30, 1863 – April 7, 1947) was the American founder of the Ford Motor Company and father of modern assembly lines used in mass production. His introduction of the Model T automobile revolutionized transportation and American industry. He was a prolific inventor and was awarded 161 U.S. patents. As owner of the Ford Motor Company, he became one of the richest and best-known people in the world. He is credited with "Fordism", that is, the mass production of large numbers of inexpensive automobiles using the assembly line, coupled with high wages for his workers. Ford had a global vision, with consumerism as the key to peace. Ford did not believe in accountants; he amassed one of the world's largest fortunes without ever having his company audited under his administration. Henry Ford's intense commitment to lowering costs resulted in many technical and business innovations, including a franchise system that put a dealership in every city in North America, and in major cities on six continents. Ford left most of his vast wealth to the Ford Foundation but arranged for his family to control the company permanently.

After the Socratic circle, discuss Fordlandia, discuss a question such as....."How can a person be such a success and a failure at the same time?"

Then tie in the Essential Understanding Question- Discuss the following questions.
Have a map of the western hemisphere for students to look at
What is geography?
What are the elements of geography?
What geographical features in your community/Alabama/US have helped with production of goods and services?
How has geography affected the production of cars by Henry Ford? What features of the location helped Henry Ford to produce rubber?
For further information, research *Fordlandia* on Wikipedia at:

http://en.wikipedia.org/wiki/Fordl%CE%B2ndia

**Brief Information on Fordlândia ("Ford-land")** is a now-abandoned, prefabricated industrial town established in the Amazon Rainforest in 1928 by American industrialist Henry Ford for the purpose of securing a source of cultivated rubber for the automobile manufacturing operations of the Ford Motor Company in the United States. Ford had negotiated a deal with the Brazilian government granting his newly formed Companhia Industrial do Brasil a concession of 10,000 km² of land on the banks of the Rio Tapajós near the city of Santarém, Brazil, in exchange for a nine percent interest in the profits generated.

***Permission to use the lyrics/music of *Fordlandia* from Large River Music, Inc. granted on 2-25-10.***

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**Fordlandia**

Song Lyrics

by Kate Campbell & Walt Aldridge

© 2006 Large River Music (BMI) / Sony ATV Music (ASCAP)

One day Henry Ford went down, built his very own new town.  
The only one for miles around, in the middle of the Amazon.  

Hospitals and factories, a quarter-million rubber trees  
Gonna beat that European squeeze and raise his bottom line.  

Fordlandia is still standing there, in the jungle air,  
in the middle of nowhere  
Some dreams die hard, some notions are, like the City of Fordlandia

A church, a school, and a butcher shop, but they never got a single crop  
The whole thing was a giant flop from the day he thought it up.
How could anybody know you can't plant rubber trees in a row?
They need a little space to grow, if you're gonna send some tires back home.

Fordlandia is still standing there, in the jungle air, in the middle of nowhere
Some dreams die hard, some notions are, like the City of Fordlandia

Speaking now for Ford's defense, sometime things make perfect sense.
The best laid plans of mice and men will often go astray.

All of history's greatest minds dared to lay it on the line.
They come up short a couple of times before they made the Model T.

Fordlandia is still standing there, in the jungle air, in the middle of nowhere
Some dreams die hard, some notions are, like the City of Fordlandia

Like the City of Fordlandia

Lesson Outline
Background:
This Socratic Circles critical thinking lesson is tied to the concept-based unit of study, Economy. As a means for students to gain a deeper understanding of a current, folk song's meaning, students will think critically about economy by focusing explicitly on the process of thinking through examination of ideas, questions, and answers. The song is Fordlandia by Kate Campbell & Walt Aldridge.

Teacher Talk:
Socrates. Has anyone heard that name before? [Allow wait time, acknowledge all answers.] Here’s a brief history of Socrates. He was a Greek philosopher and teacher who lived from 470—399 BC. He developed a Theory of Knowledge. Socrates was convinced that the surest way to attain reliable knowledge was through the practice of disciplined conversation. He called this method dialectic. The word, dialectic, is a noun which means the art or practice of examining opinions or ideas logically, often by the method of question and answer, so as to determine their validity. In other words, he taught by asking open-ended questions.

We are going to participate in a Socratic Circle today. It is a method to try to understand information by creating a dialectic in class in regards to a specific text. In a Socratic Circle, participants seek deeper understanding of complex ideas in the text through rigorously thoughtful dialogue, rather than by memorizing bits of information.

Since we’re working on a unit of study related to economy, I’ve chosen a current folk song as the text we all will read. It will raise important questions in your minds. At the end of the activity, you might leave with more questions than you brought. I hope you continue to think about the experience.

As participants, you carry the burden for the quality of the session. Good Socratic Circles occur when you study the text closely in advance, listen actively, share your ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support your ideas.

These are the guidelines for participating in a Socratic Circle:

1. Refer to the text when needed during the discussion. A circle is not a test of memory. You are not "learning a subject"; your goal is to understand the ideas, issues, and values reflected in the text.
2. It's OK to "pass" when asked to contribute, but you are expected to contribute at some point during the discussion.
3. Do not participate if you are not prepared. A circle should not be a bull session.
4. Do not stay confused; ask for clarification.
5. Stick to the point currently under discussion; make notes about ideas you want to come back to.
6. Don't raise hands; take turns speaking.
7. Listen carefully.
8. Speak up so that all can hear you.
9. Talk to each other, not just to the leader or teacher.
10. Discuss ideas rather than each other's opinions.
11. You are responsible for the circle’s success, even if you don't know it or admit it.

These are the steps we will follow:

Step 1
You will have 10 minutes to read the text. While you are reading you should write questions you have on the page’s margin. You can circle words you don't know, and underline key phrases. Keep track of the story or idea as it unfolds and also note word patterns and repetitions. Think about what the author is saying, meaning, and if it’s true. You will have 10 minutes to annotate the text.

Step 2
I will divide the group into two parts. The inner circle sits on the floor or in chairs, facing each other. The outer circle sits in chairs behind the inner circle quietly observing. I'll state an opening question for the discussion. The question will reflect a genuine curiosity on my part, and it will lead you back to the text to speculate, evaluate, define, and clarify the issues involved. Responses to the opening question generate new questions from you and me, leading to new responses.

The initiating question is: “How does the singer feel in this song?”
General question: “Why do you think she wrote the song?”

Step 3
The outer circle observes, listens, and writes a critique of the inner circle’s dialogue. You should focus on how the ideas are presented rather than what is being said. Make notes about these specifics: who asks the best questions; who speaks most and least; who leads the group; who distracts the group. You will complete Socratic Circle Feedback Form (attached).
**Step 4**

The assessment for this activity will be a self-assessment of your reflective journal entry for everyone and the feedback form completed by the outer circle. Also, I’ll be making notes on the circles to help me assess your performance.

**Step 5**

The follow-up to the circle will be a thesis statement. It is a concise statement for an imaginary literary essay. After the assessment, as a group, we will compete the following:

In *Fordlandia*, Kate Campbell and Walk Aldridge employ (method/communication technique) to reveal (what message)?

### Annotating The Text

- Circle any vocabulary words you are unfamiliar with or would have difficulty explaining to others.
- Underline key phrases.
- Keep track of the text/poem idea as it may unfold.
- Note word patterns and repetitions or anything that strikes you as confusing or important.
- Write down any questions and/or answers in the margins.

### Keys to a Successful Socratic Seminar

1. Be prepared. Read the assigned text carefully, probably more than once. Try your best to fully understand it.

2. Write thought-provoking questions. Remember to write both questions and answers. Your questions and answers will be checked before the beginning of the seminar.

3. Keep an open mind during the discussion. Look for the strengths in other people’s ideas. Be prepared to change your point-of-view based on what you have learned.
4. If several people wish to talk, raise your hand and wait quietly to be called upon. Do not raise your hand while another student is speaking.

5. Speak loudly enough for everyone in the room to hear you. Look at other students when talking. Bring the assigned reading to the discussion; you may wish to refer to it.

6. If you don’t understand something, ask clarifying questions.

7. If you don’t have something to say, it is OK to “pass” when asked to contribute.

8. When in the outer circle, pay close attention to the discussion, and take notes.

Socratic Circle Feedback Form

Name_________________________ Date:______________________________

1. Rate the inner circle’s performance on the following criteria: (Circle the rating you think they earned.)

Did the participants……. Poor Average Excellent

Dig below the surface meaning? 1 2 3 4 5

Speak loudly and clearly? 1 2 3 4 5

Cite reasons and evidence for their statements? 1 2 3 4 5
<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Use the text to find support?</td>
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<td>Listen to others respectfully?</td>
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<tr>
<td>Stick with the subject?</td>
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</table>

After the Socratic circle, discuss *Fordlandia*, discuss the question such as....."How can a person be such a success and a failure at the same time?"

Then discuss the following scaffold questions. Have a map of the western hemisphere for students to look at

*What is geography?*
*What are the elements of geography?*

What geographical features in the your community/Alabama/US have helped with production of goods and services?
(If students did not bring up how geography played a key role in location ask the following questions): How has geography affected the production of cars by Henry Ford? What features of the location helped Henry Ford to produce rubber?

What is an economic system? Give examples. To what economic systems do you belong?

<table>
<thead>
<tr>
<th>Culminating Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1: Culminating Performance Task: Focus on Culture</strong></td>
</tr>
<tr>
<td>Create an original culture. Make a list of the elements that are present in a culture. The culture’s economy is one of the elements that must be developed and included. This society must be mindful of human rights, ethics, and equity in the development of government, business, and trade. Researching past and present cultures will be beneficial in your task. When you are complete, students will assume careers within the culture and present their roles in the formation and maintenance of their societies. <strong>Remind students to</strong></td>
</tr>
</tbody>
</table>
include economic systems in their Culminating Performance Task. This CPT can be an individual assignment or a small group assignment.

Oral Presentation Rubric: Original Culture ID # is: 1920903

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1920903&

Option 2: Culmination Performance Task: *Focus on Culture/Economy*

Your nation has decided to join the United Nations (UN). Your team will present to the UN committee how your culture and its economy can meet society’s needs due to resources, geography and the economic systems. Make a list of the elements that are present in a culture. The culture’s economy is one of the elements that must be developed and included, as well as the role of geography in economic systems. This society must be mindful of human rights, ethics, and equity in the development of government, business, and trade. Researching past and present cultures will be beneficial in your task. Individuals on your team will assume careers within the culture and present your roles in the formation and maintenance of your cultures’ economy. Remind students to include economic systems in their Culminating Performance Task.

Oral Presentation Rubric: Culture and Economy ID#: 2011189

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2011189&
Bloom's Taxonomy of Learning Domain: Cognitive

(Mental skills: knowledge)

The cognitive domain (Bloom, 1956) involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

<table>
<thead>
<tr>
<th>Category</th>
<th>Example and Key Words (verbs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: Recall data or information.</td>
<td><strong>Examples</strong>: Recite a policy. Quote prices from memory to a customer. Knows the safety rules. <strong>Key Words</strong>: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</td>
</tr>
<tr>
<td>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</td>
<td><strong>Examples</strong>: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. <strong>Key Words</strong>: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</td>
</tr>
<tr>
<td>Application: Use a concept in a</td>
<td><strong>Examples</strong>: Use a manual to calculate</td>
</tr>
</tbody>
</table>
| new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place. | an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.  
**Key Words:** applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. |
|---|---|
| **Analysis:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences. | **Examples:** Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.  
**Key Words:** analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates. |
| **Synthesis:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. | **Examples:** Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.  
**Key Words:** categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, |
**Evaluation**: Make judgments about the value of ideas or materials.

**Examples**: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.

**Key Words**: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
Socratic Circle Feedback Form

Rate the inner circle’s performance on the following criteria:
(Circle the rating you think they earned.)

<table>
<thead>
<tr>
<th>Did the participants........</th>
<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
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<tr>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Speak loudly and clearly?</td>
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<td>2</td>
<td>3</td>
</tr>
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<td>2</td>
<td>3</td>
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</table>
Life Cycle Of A Taco

OBJECTIVES:
Students will be able to:
1. Break down the components of producing a product.
2. Create a life cycle analysis of a taco.
3. Trace a product through its life cycle by starting with the finished product.

BACKGROUND:
Buying and using products that result in less garbage is one aspect of source reduction or waste prevention. Life cycle analysis gives a more complete picture of the waste and energy associated with a product. Rather than just looking at the amount of waste that ends up in a landfill or an incinerator, the analysis measures energy use, material inputs, and waste generated from the time raw materials are obtained to the final disposal of the product. The product is evaluated through each of the following stages of the life cycle:
- acquiring the raw materials
- manufacturing and processing
- distribution and transportation
- use/reuse
- recycling
- disposal (waste management)

Each stage receives inputs of materials and energy and creates outputs of wastes. Overall, these stages may have a significant environmental impact. This activity uses a game to introduce students to life cycle analysis.

VOCABULARY:
life cycle analysis/assessment, waste, raw material

ADVANCE PREPARATION:
1. The teacher should have a large room with the desks placed in a circle.
2. Obtain a varied assortment of consumer products and/or containers manufactured from a wide range of raw materials. Place these materials in the center of the circle.
3. Discuss the Life Cycle Inventory handout.

PROCEDURE:
Setting the Stage
1. Introduce the concept of life cycle analysis. Lead students through the life cycle of a product, beginning with raw material acquisition and ending with disposing of the product. Along the way, give various examples of how energy is consumed and how waste products (air emissions and solid waste) are produced.
2. Inform students they will be retracing the life cycle of a product from its disposal to its raw materials' source.
3. Instruct students to sit in a circle. Place the objects you have brought to class in the center, designated as the “waste stream,” where the product is finally disposed.

Activity
1. General Product Life Cycle Analysis: One student will select an object from the waste stream. Beginning with the student who selected the object and moving clockwise around the circle, have students tell a life cycle story about the product with each student building on the previous student’s statement. The first student starts with raw materials. The rest work through transportation, manufacturing and processing, packaging, consumer purchase, use, and disposal. (It may be helpful to write the steps on the chalkboard.)
2. Taco Life Cycle Analysis: The teacher should display the six product life cycle stages. Hand the students numbered index cards, from which they can read the following descriptions in order to trace the product life cycle stages. The teacher should start by saying, “Let’s take a look at all of the preparation that goes into serving a taco.”
   • Grain is grown, using a variety of fertilizers, herbicides, pesticides, and significant quantities of water. Threshers, combines, and tractors are used to sow, grow, and reap the grain. All of these large pieces of equipment burn fuel and emit pollutants and greenhouse gases.
   • The grain is shipped to cattle ranches or feedlots where it is fed to cattle together with water. Waste products include manure, methane, and uneaten grain.
   • Cattle are shipped by truck or train to market, where they are fed and sold. They are shipped again to processors. At the processing plants, the cattle are slaughtered and cut into large sections called primal cuts. These must be quickly refrigerated and aged. Waste products include unusable animal parts, waste water, and manure.
   • The beef is shipped in refrigerated trucks and rail cars to food service warehouses where it is ground, formed into ground beef, and boxed and wrapped for use. It is stored and frozen until needed. The beef is shipped by freezer truck to stores and restaurants and is kept in cold storage until needed. Then it is prepared by cooking the meat in a pan or grill.
   • Grain is grown for use in baking. Vegetables are grown: producing tomatoes, onions, and lettuce. All use fertilizer, pesticides, and herbicides plus large quantities of water. Farm machinery that uses fuel and some chemicals is used.
   • Grain is shipped to mills where equipment converts it into flour. The flour is packaged in bulk bags. Vegetables are shipped to refrigerated warehouses and held in storage until needed. Then they are sent by refrigerated trucks to stores and restaurants where they are cut up, cooked, and served. Some tomatoes and onions are shipped to processing companies.
   • The flour is shipped to bakeries where it is mixed with water and other ingredients. The dough is then baked in ovens, which require heat energy in the form of gas, oil, electricity, or wood. Once cooled, the tortillas are packaged and warehoused. Condiments also are packaged and shipped to warehouses. Then they are shipped to local stores. Waste includes leftovers, which are thrown away. The tortillas are trucked to local stores where they are used to make tacos.
   • Trees are cut and oil or gas is drilled. The lumber and petroleum are shipped or piped to mills and refineries. At the mill, lumber is pulped, using very large quantities of water and corrosive chemicals including chlorine. Large machines then turn the pulp into paper, which is wound on rolls and stored.
   • The paper and plastic are shipped to manufacturing plants, which make a variety of products: polycarbonate paper for use in wraps and boxes; paper for use in bags; plastic wrap for use in bread, meat, and vegetable packaging; and cardboard for use in pallets and boxes. Finished packaging is shipped to points where it is needed. Wastes include most, if not all, of the used packaging including wrap used to provide a freshly cooked, sanitary taco. The beef is then placed on a flour tortilla topped with condiments, wrapped, and put under hot lights until served. Uneaten portions are thrown away.

Follow-Up
1. Have the students discuss and summarize the life cycle analysis. Questions might include:
   • What inputs and outputs resulted from manufacturing this product?