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# EDEL 350 – UNIT PLAN

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SECTION: 2  
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DATE: SPRING 2015  
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GRADE LEVEL: FIRST

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## LESSON 1:

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**Subject:** Social Studies/Language Arts

**Indiana Standard:**

» Social Studies:

- Standard 4 Economics—Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

» Language Arts:

- Reading: Vocabulary
- Speaking & Listening

**Indiana Indicator:**

» Social Studies:

- 1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people's wants and needs) that people use
- 1.4.2 Identify services (actions that someone does for someone else) that people do for each other

» Language Arts:

- 1.RV.2.2 Define and sort words into categories
- 1.SL.2.1 Participate in collaborative conversations about grade appropriate topics and texts with peers and adults in small and larger groups.
- 1.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Lesson Objective:** The students will be able to distinguish between people who produce goods and people who provide services to a community.

**Topic:** Economic Wants

**Resource:**

- » DVD: *Herschel's World of Economics* [Motion picture on DVD]. (2007). Indiana Council for Economic Education.
- » Teacher's Guide: Program 1: Goods and Services. (2007). In *Herschel's World of Economics: A Teacher's Guide to Accompany Programs 1-6*. Purdue University, West Lafayette, Indiana: Indiana Council for Economic Education.
- » Posters: Economic Wants. (2001). In *Original 22 KidsEcon Posters (The Basics)*. Purdue University, West Lafayette, Indiana: Indiana Council for Economic Education.
- » Children's Literature: Trapani, I., & Merrill, B. (1997). *How Much is that Doggie in the Window?* Boston: Whispering Coyote Press.

**Activity:** This unit will start with the following lesson activity: "Today we are going to begin our unit, 'Economic Choices in Our Community,' by learning a few key economic concepts."

- 1) The teacher will first read and discuss the Economic Wants poster with the class.
  - a) "Economic wants are desires that can be satisfied by consuming a good, service, or a leisure activity. Examples: Consumers want goods such as clothes, cars, and jewelry, and services such as haircuts, trash pick-up, and medical care. Consumers also enjoy leisure time when they don't have to work!"
- 2) The students will then watch program 1, "Goods and Services", from the DVD, *Herschel's World of Economics*. After the episode is over, the teacher will ask the students the following questions:
  - a) "What were some of Herschel's economic wants?"
  - b) "How are these different from your economic wants?"
  - c) "What is a good?"
  - d) "When Herschel said that Dr. Day's sweater was 'not good,' did he understand what an economic good was?"
  - e) "What is a service?"
  - f) "What were services that Herschel wanted?"
  - g) "What are examples of goods and services you want?"
  - h) "Is Herschel thinking at all about saving some of his money?"
  - i) "What do we call the money people earn from working?"
- 3) Next, the teacher will read the story, *How Much is that Doggie in the Window*, to the class and after reading, students will be asked the following questions:
  - a) "What is the economic want of the boy?"
  - b) "Explain why the boy could not have what he wanted in the beginning of the story."
  - c) "What are some other animals in the store the man thought the boy would want?"
  - d) "Why do you think the man was willing to sell the dog for \$5 less?"
  - e) "What did the boy do to earn the money he needed?"
  - f) "Why wasn't his lemonade stand successful?"
  - g) "The little boy had trouble saving his money as well! Why? What goods did he purchase?"
  - h) "How did he eventually get the dog?"

- 4) After reading and discussing the story, the students will play the, “Clap-Clap, Stomp-Stomp” game, where the teacher calls out an example of a good or service, and students will clap if the example is a good, or stomp if a service.
  - 5) The lesson will conclude with students completing an assessment activity independently. Each student will be given a set of pictures of different objects and occupations and a t-chart with one column titled, “Goods” and the other one titled, “Services.” Students will cut out each picture and paste it under the column in which it is related.
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## LESSON 2:

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**Subject:** Social Studies

**Indiana Standard:**

» Social Studies:

- Standard 4 Economics—Students explain how people in the school and community use goods and services and make choices as both producers and consumers.
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**Indiana Indicator:**

» Social Studies:

- SS 1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).
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**Lesson Objective:** The students will differentiate between producers and consumers and will give 3 examples of each.

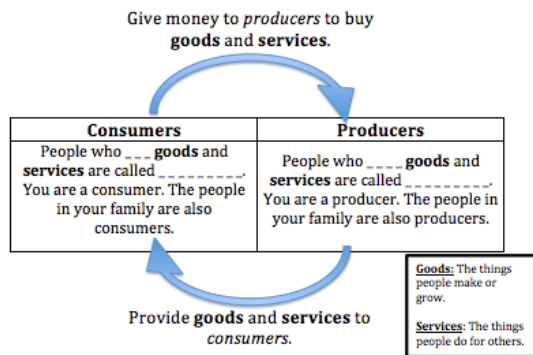
**Topic:** Consumers and Producers

**Resource:**

- » Curriculum Guide: Day, H. (1997). *Teaching Economics Using Children’s Literature* (Vol. 1). Indianapolis: Center for School Improvement and Performance, Office of Program Development.
- » Game: DeCost, Sally. (2013). Producers or Consumers. *Elementary Matters*, (11 pages].
- » Website: Business Buddies. (n.d.). Retrieved January 26, 2015, from <http://www.beaconlearningcenter.com/WebLessons/BusinessBuddies/default.htm>
- » Website: Interactive Tools. (n.d.). Retrieved January 26, 2015, from [http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457\\_story1.swf&lid=457#.UpqRL6YhvNU](http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457_story1.swf&lid=457#.UpqRL6YhvNU)

**Activity:** “Yesterday, we talked about what our economic wants are, and we also learned a lot about different goods and services, including the difference between the two. We also gave examples of different goods and services we see in the community. Today, we are going to learn about producers, which are the people who make goods or provide a service, and we are also going to learn about consumers, which are the people who buy goods and services. Everyone plays the roles of being a producer and a consumer, including all of you and me! By the end of this lesson, you will be able to give at least three examples of how you are both a consumer and a producer.”

- 1) The teacher will present students with new information about the topic using a power point presentation. Students will be given a note card to fill in as the teacher provides the new information.



- 2) The students will play a game conducted by the teacher.
  - a) The teacher will have a card with the word consumer hung on one side of the board and the word producer hung on the other side of the board.
  - b) Students will take turns going one at a time to draw a card from a pile of cards with pictures and words that are either an example of a consumer or a producer.
  - c) The student will place the card under either the consumer side or the producer side and the rest of the class will use individual white boards to write down either the letter “C” if they think the correct answer was consumer, or the letter “P” if they think the correct answer was producer.
- 3) To assess the students’ understanding of the lesson, the teacher will explain to the students that they are going to work independently to complete an exit ticket, in which they will correctly fill in the blanks for the definitions of consumer and producer, and then give three examples of how they are each.
- 4) The following questions will be asked to close the lesson:
  - a) “How would you describe a consumer?” (Level 1 Knowledge)
  - b) “Can you list three ways a person can be a consumer? (Level 1 Knowledge)
  - c) “How would you describe a producer?” (Level 1 Knowledge)
  - d) “Can you list three ways a person can be a producer?” (Level 1 Knowledge)

**Name:** \_\_\_\_\_

Fill in the blanks:

» Consumers \_\_\_\_\_ goods and services.

» Write on the lines below to list 3 examples of how you can be a consumer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Fill in the blanks:

» Producers \_\_\_\_\_ goods and services.

» Write on the lines below to list 3 examples of how you can be a producer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- e) “How would you compare and contrast the two?” (Level 2 Comprehension)
  - f) “What would be the result if there were only producers and no consumers? And vice versa?” (Level 3: Application)
  - g) “What is the relationship between consumers and producers and why is it important to understand the relationship?” (Level 4 Analysis)
  - h) “Why is it important for you to know this?” (Level 3 Application)
  - i) “How is what you learned today relevant to your lives?” (Level 3 Application)
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## LESSON 3:

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**Subject:** Social Studies, Science, P.E.

**Indiana Standard:**

» Social Studies:

- Standard 4 Economics—Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

» Science:

- Standard 3 Life Science—Observe, describe, and ask questions about living things and their relationship to their environments.

» P.E.:

- Standard 3: Physical Activity: Students participate regularly in physical activity.

**Indiana Indicator:**

» Social Studies:

- SS 1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).

» Science:

- 1.3.5 Observe and describe ways in which animals and plants depend on one another for survival.

» P.E.:

- 1.3.1 Engage in health-related physical fitness activities or games during physical education class, recess, and/or or leisure time with one’s family and friends.

**Lesson Objective:** The students will determine that the body gets energy from food, distinguish the four main food groups, and discover the sequence of production that most foods from the food groups go through: farm, processing plant, store, and home.

**Topic:** How is food produced?

**Resource:**

» Kit: National Dairy Council, Rosemont, IL. (1987). Food Gives Me Energy. [kit] Non-Print Item (kit 301). Educational Technology and Resources.

» Website: View a plan. (n.d.). Retrieved March 29, 2015, from <http://lessonplanspage.com/pehealthfoodpyramid-scootershoppingspree15-html/>

**Activity:** “Yesterday we learned about different roles, including our own, that represented the actions of a consumer and a producer. In today’s lesson, we will be learning specifically about the production of some of the foods we eat and need to be healthy.”

- 1) The teacher will begin by asking the students the following questions:
    - a) “Why does your body need energy?”
    - b) “What does your body get its energy from?”
    - c) “What are the main food groups that we need to make sure we are eating from every day to stay healthy?” (Milk/Dairy, Meat, Fruit&Vegetables, Grains)
    - d) “Where do you think the foods from each one of these groups come from?”
  - 2) Following the steps in the teaching guide and using the food production sequence cards the teacher and class will:
    - a) Discuss Milk Processing
    - b) Explore Egg Production
    - c) Discuss Orange Juice Processing
    - d) Discuss Bread Production
    - e) Distribute the Food Mix-Up worksheet
    - f) Each row of pictures represents the production of a different food.
    - g) Students will examine the four pictures and number the pictures to show the correct sequence of food production.
  - 3) The last activity will involve students to participate in physical activity where they will be “shopping” for food by riding a scooter to retrieve pictures of different food items from the “store”, and then bringing them back and identifying the correct location to place each food within the food pyramid groups. The class will be divided into teams of 6, and each team member will take a turn at riding the scooter to go get a food item. Every time a student brings back something, each team member will record which food group they think the food brought back belongs in, on a recording sheet. At the end of the activity, each team will present their food they retrieved, where they chose to place food items on the food pyramid, and explain reasons why.
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## LESSON 4:

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**Subject:** Social Studies

**Indiana Standard:**

» Social Studies:

- Standard 1 History—Students identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.
- Standard 4 Economics—Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

**Indiana Indicator:**

» Social Studies:

- Historical Knowledge 1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present.
- 1.4.3 Compare and contrast different jobs people do to earn income
- 1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).

**Lesson Objective:** The students will specify the meaning of interdependence and specialization and give examples of each.

**Topic:** Colonial Workers

**Resource:**

» Text Book: Gallagher, S., & Hopkins, M. (2001). The Colonial Workers Web. *In Adventures in Economics and U.S. History* (Vol. 1). Richmond, VA: EconFun.  
» Children's Literature: McGovern, A., & Otani, J. (1992). *If You Lived in Colonial Times*. New York: Scholastic.

**Activity:** "Yesterday, we learned about concepts of production, through exploring how some of the various foods we eat in our daily lives are produced. Today, we are going to learn more about production, and participate in an activity to explore how workers, both today and long ago in colonial times, worked within their societies to produce specialized goods and services, and also the interdependence between workers."

- 1) Each student will be given a worker card, which will have the name of a contemporary worker on the front of the card. (Ex: Hair stylist, librarian, doctor, policeman, teacher, etc.) The students will tape their card to their shirt so that everyone can identify who they are.

- 2) The class will sit in a circle on the floor while the teacher reviews the concepts of goods and services, and producers and consumers. Students will look around the circle to choose two or three workers that produce a good or service that they might need.
  - 3) While holding the end of a large ball of yarn, roll it to the student, sitting in the circle, of who produces a good or service, in which, your worker uses, whether it is used on the job, or if it is used at home, and explain how they use it. The student receiving the yarn then selects another worker who produces a desired good or service, and does the same as the student before. Continue rolling the ball of yarn until a "web," is formed and all the students have had a turn.
  - 4) Ask and discuss with students the following questions:
    - a) "What does it mean to be self-sufficient?"
    - b) "What is specialization?"
    - c) "What do you think are the benefits of specialization? Disadvantages?"
    - d) "What is interdependence?"
  - 5) Read aloud the book, *If You Lived in Colonial Times*, with the class, and compare the economy of the current time period to the economy during the colonial time period. This can be done by brainstorming a list of colonial workers, either from the book, or not from the book, and comparing and contrasting them with workers today. (Ex: Blacksmith, postmaster, cotton farmer, farmer, wig maker, hunter, sheriff, governor, etc.)
  - 6) Write a colonial worker on the back of the first card each student originally had at the beginning, and repeat the yarn activity while pretending to be colonial workers.
  - 7) Debrief by discussing with students:
    - a) "In colonial times, families were much more self-sufficient. Often they produced their food, clothing, and shelter, trading only for things they could not produce."
    - b) "People who are self-sufficient are not as interdependent. If the grocery does not open for a week, they still have food they have grown."
    - c) "People in today's society tend to specialize and become much more interdependent than in colonial times."
    - d) "In colonial times, many workers performed jobs that were similar to those found in today's society. However, the jobs of many others are no longer needed today."
    - e) "Money (coins and currency) was often in short supply; so many times people had to barter (trading without money) to get what they needed. People did not have credit cards."
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## LESSON 5:

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**Subject:** Social Studies, Art

**Indiana Standard:**

» Social Studies:

- Standard 4 Economics—Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

» Art:

- Standard 5—Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of the art.
- Standard 8—Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

**Indiana Indicator:**

» Social Studies:

- 1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).

» Art:

- 1.5.2 Discuss art as creations of humans for the purpose of visual pleasure or communication.
- 1.8.1 Identify the uniqueness of products and processes of visual art and other disciplines.

**Lesson Objective:** The students will categorize productive resources use them to create an original work of art.

**Topic:** Productive Resources

**Resource:**

» Children's Literature: Cummings, Pat, ed. *Talking with Artists*. New York: Bradbury Press, 1992.

» Computer Disc: Virtual Economics. (2005). National Council on Economic Education on CD ROM. [CD ROM]. New York, New York: National Council on Economic Education.

**Activity:** “Boys and girls, in yesterday’s lesson, every one had the opportunity to be all kinds of different jobs, from both the past and the present. We also explored the roles various workers of different jobs and how they worked together as consumers and producers. In today’s lesson, you are all going to take on the same role as artists. You will be using resources to produce art masterpieces. Also, your artwork will be displayed, by creating a gallery of your individual artworks, in the hallway right

outside our room, so that other students and teachers in the school will be acting as consumers, by admiring your masterpieces as they walk past.”

- 1) Provide students with background information about productive resources:
  - a) There are three basic categories of productive resources—Human, Natural, and Capital.
  - b) Human resources, which is also called labor, represent the quantity and quality of human effort directed toward producing goods and services.
  - c) Natural Resources, also called “land” and “gifts of nature,” are present without human intervention.
  - d) Capital resources are goods made by people and used to produce other goods and services.
  - e) Producers combine labor, natural, and capital resources to produce goods and services.
- 2) Tell students that natural, human, and capital resources must be combined to produce a good, such as their art masterpieces. They are going to be producers and represent the human resources. The scissors, glue, paper, and other items used represent the capital resources. Lastly, the teacher will have brought in items such as, stones, shells, acorns, seeds, etc. for students to use in making their artwork, which represent the natural resources.
- 3) The teacher will share a few artist’s stories from the book, *Talking with Artists*. This book includes pictures of the artists’ drawings when they were children and as adult workers, and is a resource to help children appreciate their creative abilities before they begin working on their own art pieces.
- 4) Students will then be instructed to use their resource materials to begin producing their masterpieces. As students create their masterpiece, they will also be recording what resources they are using on the, “Resources Sheet”, which the teacher will give to each student. On the “Resources Sheet”, students will draw pictures, or write the names of the resources under the appropriate resource categories.
  1. When students complete their artwork, they will be given a 3” by 5” note card to write their first and last name and the name of their masterpiece. The students’ products will then be displayed, along with their name cards, on the gallery bulletin board outside of the room.

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## LESSON 6:

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**Subject:** Social Studies

**Indiana Standard:**

» Social Studies

- Standard 4 Economics—Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

**Indiana Indicator:**

## » Social Studies

- 1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants and needs (scarcity)

Lesson Objective: The students will be able to give examples of scarcity and explain why scarcity always requires a person to make a choice.

**Lesson Objective:** The students will be able to give examples of scarcity and explain why scarcity always requires a person to make a choice.

**Topic:** Scarcity**Resource:**

- » Teacher's Guide: Austin, J., & Fitzthum, C. (n.d.). Scarcity. In *Never Too Young: Personal Finance for Young Learners: After School Program for Elementary School Students in Personal Finance and Economics* (p. 135). New York, New York: Council for Economic Education.
- » Teacher's Guide: Program 4: Scarcity. (2007). In *Herschel's World of Economics: A Teacher's Guide to Accompany Programs 1-6*. Purdue University, West Lafayette, Indiana: Indiana Council for Economic Education.
- » Professional Journal: Gallagher, S., & Hodges, S. (2010). Let's Teach Students to Prioritize: Reconsidering "Wants" and "Needs." *Social Studies and the Young Learner*, (3), 14-16.

**Activity:** "During yesterday's lesson, we learned a lot of new information about different types of resources: human, natural, and capital. By being artists and producing your original works of art, you demonstrated how workers provide human resources, and all the items you used were either an example of a natural or capital resource. Today, we are going to talk more about how those resources for producing goods and services are limited. There will never be enough goods and services to satisfy everyone's economic wants, which are essentially unlimited, and this is called scarcity. People experience scarcity of goods and services throughout their daily lives, which requires them to make choices."

- 1) The students will be involved in an art project that requires scissors. There will only be a few pairs of scissors available for the entire class to use, so they will be unable to use the scissors all at the same time.
- 2) Scissors will be placed on a table, and the teacher will instruct students to come and get the scissors when they are ready to use them.
- 3) When students begin to be frustrated by the scarcity of scissors, the teacher will stop the class for a discussion.
  - a) "How would you describe this problem?"
  - b) "How are you deciding at this point who gets to use the scissors?" (first come, first serve)

- c) “Are there any other ways to handle the scarcity of scissors?” (Ex: the teacher decides; pairs of students share scissors; taking turns; set up a lottery; sign out-sign in)
  - 4) Students will then be asked to give examples of times in their lives when things were scarce, and discuss what happened in each situation presented, and whether they had to make a choice.
  - 5) Students will be assessed according to completion of an assignment, in which, they will be asked to write, and/or draw a picture about a time in their life when things were scarce.
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## LESSON 7:

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**Subject:** Social Studies/Language Arts

**Indiana Standard:**

» Social Studies

- Standard 4 Economics—Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

» Language Arts

- Reading: Literature

**Indiana Indicator:**

» Social Studies:

- 1.4.6 explain that people exchange goods and services to get the things they want and need.

» Language Arts:

- 1.RL.2.1: Ask and answer questions about main idea and key details in a text

**Lesson Objective:** The students will compare and contrast ways of trading and differentiate between bartering and using money.

**Topic:** Trade: Bartering vs. Money

**Resource:**

» Website: Economics and Personal Finance Education Resources. (n.d.). Retrieved March 6, 2015, from <https://www.stlouisfed.org/education>

» Children’s Literature: Torres, L. (1995). *Saturday Sancocho*. New York: Farrar Straus Giroux.

» App: Weinburg, K. (2011). Mint US (Version 1.0.3) [Mobile application software]. Retrieved from [http://http://itunes.apple.com/](http://itunes.apple.com/)

» Lesson Plan Guide: Hill, T.A. (n.d). *Saturday Sancocho Lesson*. Federal Reserve Banks of St. Louis: [www.stlouisfed.org/education](http://www.stlouisfed.org/education), and Philadelphia: [www.philadelphiafed.org/education](http://www.philadelphiafed.org/education).

**Activity:** The teacher will begin this lesson, by first, hooking students' attention through asking the following series of questions:

- “Have any of you ever helped a parent or grandparent with cooking?”
- “If you have helped a family member with cooking, what kinds of foods have you helped to prepare and what kinds of cooking tasks have you been able to help with?”
- “Have you ever made a trade?”
- “What did you trade?”

“From participating in the lesson from yesterday about scarcity, you should have a good understanding of what it means when something is scarce, as well as, an idea for how to resolve problems when goods/services are scarce. Today, we are going to discuss trade, and bartering of goods and services as a resolution for meeting the demands of our scarce needs and wants.”

- 1) The teacher will explain that the type of trading she had just previously asked students about in a question at the start of the lesson (helping someone cook) is called bartering, and that bartering is the direct exchange of goods and services among people. People exchange goods and services for other goods and services without the use of money in bartering.
- 2) Next, the teacher will inform the students that they are going to hear a story about a girl named Maria Lili, who makes a special kind of stew called chicken sancocho with her grandparents every Saturday. Also, inform students that the story includes a lot of examples of bartering, so to listen very carefully to hear which items are traded in the story.
- 3) Students will then listen, as the teacher reads aloud the story, *Saturday Sancocho*. As the teacher reads the story, she will explain that:
  - a) The story is set in Central or South America.
  - b) Cilantro is an herb added to many dishes to make them taste good.
  - c) A plantain is like a banana, but not as sweet.
  - d) Cassava is a root vegetable similar to a potato.
  - e) Cumin is a spice added to many dishes to make them taste good.
- 4) After reading the story, the teacher will distribute a copy of a handout 1 and display visual 1 from the lesson plan guide resource.

**Handwriting Exercise**

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**Visual I: Mama Ana and Maria Lili's Trades**

1. Mama Ana and Maria Lili traded \_\_\_\_\_ eggs for \_\_\_\_\_ bunch of Don Expansio's plantains.
2. Maria Ana and Maria Lili traded \_\_\_\_\_ plantain(s) for \_\_\_\_\_ pounds of Dofia Carmen's cassava.
3. Mama Ana and Maria Lili traded \_\_\_\_\_ pounds of cassava and \_\_\_\_\_ egg for \_\_\_\_\_ ears of Don Manco's corn.
4. Mama Ana and Maria Lili traded \_\_\_\_\_ ears of corn for \_\_\_\_\_ of Dofia Dulceora's cacao.
5. Mama Ana and Maria Lili traded the remaining four eggs for \_\_\_\_\_  
and \_\_\_\_\_.
6. Mama Ana and Maria Lili traded some of the tomatoes for \_\_\_\_\_.
7. Mama Ana and Maria Lili traded some of the cilantro for \_\_\_\_\_.
8. Mama Ana and Maria Lili traded some of the garlic for \_\_\_\_\_.
9. Mama Ana and Maria Lili traded a basket of \_\_\_\_\_ for  
some of Dofia Perenna's chickens.
10. Maria Ana and Maria Lili traded a hand-knit \_\_\_\_\_ for one of  
Don Fernando's wooden \_\_\_\_\_ and a colorful spinning \_\_\_\_\_.

## Visual 1

**Bartering Sancocho**

**Handout 1: Mama Ana and Maria Lili's Trades**

- Mama Ana and Maria Lili traded \_\_\_\_\_ eggs for \_\_\_\_\_ bunch of Don Eusebio's plantains.
- Mama Ana and Maria Lili traded \_\_\_\_\_ plantains for \_\_\_\_\_ pounds of Doña Carmen's cassava.
- Mama Ana and Maria Lili traded \_\_\_\_\_ pounds of cassava and \_\_\_\_\_ eggs for \_\_\_\_\_ ears of Don Mateo's corn.
- Mama Ana and Maria Lili traded \_\_\_\_\_ ears of corn for \_\_\_\_\_ of Doña Dolores's carrots.
- Mama Ana and Maria Lili traded the remaining four eggs for \_\_\_\_\_ and \_\_\_\_\_.
- Mama Ana and Maria Lili traded some of the tomatoes for \_\_\_\_\_.
- Mama Ana and Maria Lili traded some of the cilantro for \_\_\_\_\_.
- Mama Ana and Maria Lili traded some of the garlic for \_\_\_\_\_.
- Mama Ana and Maria Lili traded a basket of \_\_\_\_\_ for one of Doña Perona's chickens.
- Mama Ana and Maria Lili traded a hand-knit \_\_\_\_\_ for one of Don Fernando's wooden \_\_\_\_\_ and a colorful spinning \_\_\_\_\_.

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## Handout 1

- 5) Upon completion of the handouts and discussion of the story, students are now going to participate in a bartering activity. They will be bartering for the ingredients to make chicken sancocho, just like Mama Ana and Maria Lili did.
- The teacher will have prepared one of each ingredient card (1. tomatoes, onions, and carrots; 2. plantains, cassava, and corn; 3. cumin, garlic, and cilantro; 4. chicken), for each student in the class and will place all the cards in a brown paper bag.
  - Show one of each card to the students and explain that these cards represent the ingredients.
  - Display visual 2, from the lesson plan guide resource, and explain that the object of the activity is to trade until they have one of each of the ingredient cards listed on the visual. Once they have one of each card, they should return to their seats. They can only trade one card for one other card, and cannot trade one card for multiple cards. Once trading cards are distributed, no one may talk, show their card to anyone else, or begin trading until they hear the teacher say the words, "trade now."

**Bartering Sancocho**

**Visual 2: Bartering Game Round 1 Rules**

**BARTERING GAME RULES -- Round 1**

The object of the activity is to get one of each of the following cards:

- Pink card: tomatoes, onions, and carrots
- Yellow card: plantains, cassava, and corn
- White card: cumin, garlic, and cilantro
- Blue card: chicken

Once we begin to draw cards from the paper bag, no one may talk, show their cards to anyone else, or begin trading until I say "trade now."

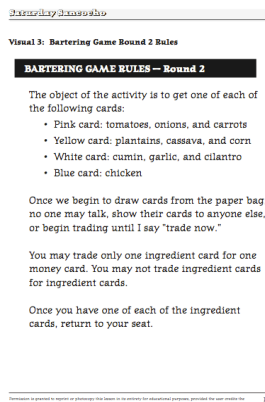
You may trade only one card for one other card. You may not trade one card for multiple cards.

Once you have one of each of the ingredient cards, return to your seat.

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## Visual 2

- 6) Once the trading is completed, and all of the students have returned to their seats, discuss the following:
  - a) What problems did you have trading for all 4 of the ingredient cards? (Finding someone who had what the student wanted and who wanted what the student had.)
    - i) Point out that this is called a coincidence of wants.
    - ii) Explain that a coincidence of wants occurs when each participant in an exchange is willing to trade what they have in exchange for what the other participant is willing to trade.
    - iii) Finding a coincidence of wants can often be difficult and that makes barter time consuming.
  - b) Did anyone make a trade for an ingredient they didn't want?
  - c) What would have made trading easier? (Money)
- 7) Students will then do the activity again, but this time they will be given money to use to buy the ingredients. Display Visual 3, from the lesson plan guide resource, and explain to the students that the object of this round of the activity is to once again trade until they have one of each of the ingredient cards listed on the visual. However, this time they will use money to make the trades, and they will not be allowed to trade ingredient cards for other ingredient cards.



### Visual 3

- 8) After all the students have collected all four cards, and sat down, the class will discuss:
  - a) “Was it easier to use money or to barter?”
    - i) Emphasize that bartering required a coincidence of wants while with money, extra ingredient cards could be traded in exchange for a money card, which everyone knew they could use to buy the ingredient card they wanted.
- 9) Explain to students the concept of money, and how we use currency, coins, checks, and electronic money (credit and debit cards) every day. Then, explain the concept of exchange, and how it is the trading of goods and services with people for other goods and services, or for money.

- 10) Using the iPad app, Mint US, the teacher and students will explore the different US coins and bills that we use, and their different values of worth.
- 11) The students will then be given a handout, from the lesson plan guide resource, to complete independently as an assessment activity.
- Explain to the students that there are 2 scenarios, in which they are to choose which one represents an example of bartering and which one represents an example of using money, and drawing a picture of each in the appropriate box.
  - They will also have to fill in the missing word of two fill-in-the-blank sentences.

**Handout 7: Assessment**

Name \_\_\_\_\_

- Jorge exchanged his apple for Sue Ellen's banana without using money.
- Jason bought a toy truck from Justin using some coins.

Barter	Money

- When people exchange goods and services without the use of money we call that \_\_\_\_\_.
- \_\_\_\_\_ is anything widely accepted in exchange for goods and services.

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### Assessment Handout

- 12) As a closure for the lesson, the teacher will facilitate discussion by asking the following questions:
- "What is exchange?"
  - "Why do people choose to exchange goods and services?"
  - "What do we call the direct exchange of goods and services without the use of money?"
  - "Why don't we barter for most of the goods and services we want?"
  - "What is a coincidence of wants?"
  - "What is money?"
  - "What are some different types of money we use today?"
  - "Why does money make exchange easier?"
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## LESSON 8:

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**Subject:** Math/Health

**Indiana Standard:**

» Math

- Measurement Standard

» Health

- Standard 2—Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Indiana Indicator:**

» Math

- 1.M.1: Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.

» Health

- 1.2.3 Identify how the media can influence health.

**Lesson Objective:** The students will choose what they think is the best choice while shopping for different food items and determine the correct amount of money for the price of chosen food items.

**Topic:** Spending and Counting Money

**Resource:**

» Teacher's Guide: Austin, J., & Fitzthum, C. (n.d.). Money. In *Never Too Young: Personal Finance for Young Learners: After School Program for Elementary School Students in Personal Finance and Economics*. New York, New York: Council for Economic Education.

**Activity:** “Boys and girls, yesterday we learned a ton of information about trading in order to get goods through using both bartering and money. We learned that money is a lot more convenient to use, and is typically what everyone uses today. For our lesson today, we will be pretending to be shoppers and clerks at a grocery store, and purchasing healthy food items, since food is one of our needs for survival.”

1. Students will take turns as being either a shopper or a store clerk.
2. Each store clerk will be assigned to sit at a desk with a certain food item, some foods will be healthy and others will not be as healthy.
3. Each item will be given a certain price for how much it costs to buy.
4. Students, who are shoppers, will be given play bills and coins, and will go to each clerk's desk to decide whether or not he or she wants to buy whatever the food item is at that desk.
5. If the student decides he or she does want to buy the item, then he or she will need to count out and give the store clerk the correct amount of money for

- the item, and the store clerk will have to recount the money to ensure it is correct.
6. After students have gone around to each desk, the class will take turns discussing what items they decided to buy and why they chose the item for reasons such as: it was a food they really liked, if it was healthy, or the cost of the food.
  7. The class will then have a small discussion about how different advertisements we see on television or on billboards influences our choices of what we want to eat, whether it is food that is good or bad for our health.
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## LESSON 9:

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**Subject:** Social Studies, Language Arts

**Indiana Standard:**

» Social Studies

- Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

» Language Arts

- Media Literacy

**Indiana Indicator:**

» Social Studies

- 1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants and needs (scarcity)
- 1.4.6 Explain that people exchange goods and services to get the things they want and need

» Language Arts

- 1.ML.1 Recognize the role of the media in informing, persuading, entertaining, or transmitting culture

**Lesson Objective:** The students will explain how advertising can affect spending decisions and compare the benefits and the costs involved in making spending decisions based on advertisements.

**Topic:** Ads Make Us Spend

**Resource:**

» Teacher's Guide: Wright, D., & MacDonald, R. (2010). *Financial fitness for life: Grades K-2* (Second ed.). New York, N.Y.: Council on Economic Education (New York, N.Y.).

**Activity:** “In yesterday’s lesson, we practiced making choices about spending money for food, and we discussed a little about how our decisions were influenced when we purchased a certain food item. Today, we are going to discuss how advertisements can have a great impact on the things we choose to buy.”

1. The lesson will begin by reading, story 11, The Ad Made Me Do It, from the Financial Fitness for Life: Pocket Power teacher’s guide, and asking a series of reading comprehension questions geared towards understanding both what happened in the story, as well as, the concept ads and their influence on us as consumers.
  2. Discuss with students how people sometimes help us make our spending decisions, and have them think of people who have helped them make spending decisions.
  3. Explain that sometimes other people, who make the products we buy, try to help us make spending decisions too.
  4. Discuss reasons with students about why they think people advertise. Guide answers to include how ads help the producer sell the product and earn more income, and how it also provides information to consumers about what products are available and the prices and characteristics of different products.
  5. Discuss the many different places and ways we see, and are exposed, to ads. List the students’ answers on the board.
  6. Show students a variety of forms of ads, such as, magazines, newspapers, direct mailings, and photos of billboards, television commercials, and the radio.
  7. Students will then be put into small groups and given ads of different brands for the same or similar product or service. In their groups, they will compare each producer’s item, and decide as a group, which one they would buy first and give reasons why.
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## LESSON 10:

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**Subject:** Social Studies, Language Arts

**Indiana Standard:**

» Social Studies

- Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

» Language Arts

- Speaking & Listening
- Media Literacy

**Indiana Indicator:**

» Social Studies

- 1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants and needs (scarcity)
- 1.4.6 Explain that people exchange goods and services to get the things they want and need

» Language Arts

- 1.SL.1 Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes
- 1.ML.1 Recognize the role of the media in informing, persuading, entertaining, or transmitting culture

**Lesson Objective:** The students will *determine the factors* in order to *create* a realistic, original product or service that will serve the wants and needs of other people.

**Topic:** 1st Grade Entrepreneurs

**Resource:**

» Teacher's Guide: Wright, D., & MacDonald, R. (2010). *Financial fitness for life: Grades K-2* (Second ed.). New York, N.Y.: Council on Economic Education (New York, N.Y.).

**Culminating Activity:** "Over the past week and a half we have been learning a lot about how the economy works and our own roles in the economy. For today's lesson, in order to complete the activity, you will have to combine everything we have learned during this unit. You will each be creating your own product or service, which can be something that already exists and your product/service is your own new and improved version, or you can invent something entirely new that hasn't been invented yet. After you have your product, you will be advertising it to the class and you will also be making a commercial for your product, in which I will record on video."

- 1) For product/service students will have to:
  - a) Come up with their own idea for what they are trying to sell and then construct a product sample.
  - b) Explain why they think their product/service is needed and/or wanted.
  - c) Address concepts of limited resources and scarcity to explain why product/service is needed and/or wanted by consumers.
  - d) Explain how the product/service will be produced, such as workers and/or the resources necessary for production.
  - e) With careful consideration, determine the price for the product/service.
- 2) For the commercial advertisement of the product/service students will have to:
  - a) Convince consumers (other classmates) why their product/service is needed and/or wanted.
  - b) Address concepts of limited resources and scarcity to convince students during the promotion of their product/service.

- c) Speak clearly, audibly, and with enthusiasm while presenting the commercial for their product/service.
- d) Attentively watch all other classmates as they present the commercial for their product/service.
- e) After watching a classmate present his/her commercial, all the other students will have to evaluate whether they believe they think the product is worth buying, and if the cost to buy the product/service is a reasonable amount for what the product/service provides, or if the cost is very cheap for what the product/service provides. Or, if they believe the product is not worth buying because it is overpriced for what the product/service provides.

## EVALUATION OF STUDENT LEARNING

	<b>0 points</b>	<b>5 points</b>	<b>10 points</b>
<b>Design</b>	Students did not create a product/service.	Created an original product/service, but did not explain why it is wanted/or needed by consumers.	Created original product/service, explaining why it is wanted and/or needed by consumers.
<b>Production</b>	Did not describe product production process.	Described either the resources necessary to produce product/service, or the workers necessary to produce product/service.	Described both the resources necessary to produce product/service, and the workers necessary to produce product/service.
<b>Cost</b>	No cost given to product/service.	Price of product/service was randomly chosen with no reasoning to support why it costs the given amount.	Price of product/service was carefully chosen with consideration to the wants/needs of consumers, scarcity, and the resources used to make the product.
<b>Commercial Presentation</b>	Did not make a commercial for product/service.	Presented commercial, but made no attempt at being persuasive, or enthusiastic about product.	Showed enthusiasm and attempt at persuading audience to buy product/service while presenting commercial.
<b>Audience Participation</b>	Displayed rude, or disruptive behavior during the presentation of other classmates.	Displayed quiet, respectful behavior during the presentation of other classmates, but either did not attempt to evaluate the cost and whether or not the product was worth buying, or answer to the worth of buying the product was not supported.	Displayed quiet, respectful behavior during the presentation of other classmates, and evaluated the cost and whether or not the product was worth buying using support.