

Unit Length and Description:

6 weeks

In the previous unit, students examined the macroeconomic implications when consumers fail to act optimally and considered the role of government in protecting consumers from making unwise choices. In this unit, students learn how to arm themselves with the appropriate knowledge to make informed financial decisions. First students examine the labor market to consider the return on investment associated with higher education. Then students work collaboratively to design a personal finance course.

Standards:

Standard 1: Foundations of American Government	
C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society
Standard 4: Functions of Government	
C.4.7	Explain how macroeconomic policies of the Federal Reserve System and the federal government affect American citizens
C.4.8	Describe the Federal Reserve System, its functions, and its role in the United States economy
Standard 6: Fundamentals of Economics	
C.6.1	Explain the basic problem of scarcity and how it drives economic decision-making
C.6.2	Describe the role of the factors of production as part of the circular flow of goods and services model
C.6.3	Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP
C.6.4	Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers
C.6.5	Evaluate how different economic systems allocate resources in terms of their benefits to society
Standard 7: Economic Systems and Structures	
C.7.1	Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price
C.7.2	Explain how competition affects both producers and consumers
C.7.3	Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system
C.7.4	Explain the effects of technology and innovation on global economic interdependence and competition
C.7.5	Evaluate how various types of unemployment affect the economy

Content:

- The economy affects all aspects of life.
- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Economic systems are structured to meet the needs and wants of different societies.

Claim(s):

- What is the proper role of government in the economy?

Sub-Claim(s):

- How do economic systems affect your life and the lives of others?
- How can the choices we make affect the economy?
- How are economic resources distributed?
- What impact does scarcity have on the production, distribution, and consumption of goods and services?
- How do economic needs and wants affect decisions of individuals, groups, and institutions?
- How independent should the Federal Reserve be?

Instructional Task:

- Task 1** – Basics of Economics (ongoing activity)
Task 2 – Problem of Scarcity (approximately 5 class periods)
Task 3 – Production, GDP, and the Standard of Living (approximately 5 class periods)
Task 4 – Supply, Demand, and Price (approximately 5 class periods)
Task 5 – Economic Systems (approximately 5 class periods)
Task 6 – Market Structures (approximately 5 class periods)
Task 7 – Federal Reserve System (approximately 4 class periods)
Task 8 – CULMINATING TASK

(OPTIONAL) Government Unit 5 Consumable Handout- This is provided with all the handouts for unit 5 attached together if the teacher wants to create a consumable for students.

Task 1**Basics of Economics (ongoing activity)****Standards:**

Standard 6: Fundamentals of Economics	
C.6.1	Explain the basic problem of scarcity and how it drives economic decision-making
C.6.2	Describe the role of the factors of production as part of the circular flow of goods and services model
C.6.3	Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP
C.6.4	Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers
C.6.5	Evaluate how different economic systems allocate resources in terms of their benefits to society

Connection to the Claim: Students learn foundational economic concepts.

Claim: What is the proper role of government in the economy?

Sub-claim Question: How do economic systems affect your life and the lives of others?

Academic Vocabulary: economics, scarcity, macroeconomics, microeconomics, market, supply, demand, equilibrium, black market, traditional economy, command economy, mixed economy, invisible hand, commodities

Materials:

- [Basic Economic Vocabulary BLM](#)

Instructional Process:

1. Distribute copies of the Basic Economic Vocabulary BLM, a vocabulary self-awareness (See Course Resources for description, [Interactive Literacy Strategies](#)) chart.
2. **Building Context:** Using their prior knowledge, have students self-assess their learning of the terms on the vocabulary self-awareness chart.
3. **Self-Assessment:** Have students examine the chart placing a plus sign (+) by those terms students know well, a check (√) by those terms students are familiar with but have some questions, and minus (-) by those terms students have never seen before.
4. Students should record an example and definition for each term in their own words. (See Basic Economic Vocabulary BLM and sample below.)
5. **Building Context:** As the unit progresses have students add other words to the list that are new to them.

Word	+	√	-	Example	Definition
Scarcity		√		There are only 24 hours in day.	All resources are finite and limited while needs and wants are infinite and

unlimited.

6. Throughout the course of the unit, have students refer to their vocabulary self-awareness chart to self-assess their learning and to make corrections and additions when necessary.
7. **Formative Assessment:** Completion of the vocabulary grid.

Task 2

Problem of Scarcity (approximately 5 class periods)

Standards:

Standard 6: Fundamentals of Economics	
C.6.1	Explain the basic problem of scarcity and how it drives economic decision-making
C.6.2	Describe the role of the factors of production as part of the circular flow of goods and services model
C.6.3	Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP
C.6.4	Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers
C.6.5	Evaluate how different economic systems allocate resources in terms of their benefits to society

Connection to the Claim: Students continue to learn foundational economic concepts and examine what it means to think like an economist.

Claim: What is the proper role of government in the economy?

Sub-claim Question: What impact does scarcity have on the production, distribution, and consumption of goods and services?

Academic Vocabulary: economics, scarcity, macroeconomics, microeconomics, market, supply, demand, equilibrium, black market, traditional economy, command economy, mixed economy, invisible hand, commodities

Materials:

- [Scarcity Handouts and Graphic Organizers](#)
- [Conversation Stems](#)
- [Discussion Tracker](#)

Multimedia Resources:

- YouTube video segment – [What is Supply and Demand?](#)

Instructional Process:

1. Prepare for the task by reading "[How to Think Like an Economist and Why It Matters](#)" by Diane Coyle. Since the article is eight pages in length, depending on capabilities of the class, sections should be independently read with students creating a 2-3 sentence summary. As always, as students read they should be annotating as they go.
2. Say: "So far this year, we have approached compelling questions about the United States primarily from a *political science* perspective. Now we shift our focus to *economics*. We've mentioned the US economy periodically and you likely hear frequent references to it in the media. But what is *economics* exactly?"
3. **Building Context:** Project and read aloud the following definitions for *economics*:
 - "the branch of knowledge concerned with the production, consumption, and transfer of wealth"^[1]
 - "a social science concerned chiefly with description and analysis of the production, distribution, and consumption of goods and services"^[2]
 - "Economics is a study of man in the ordinary business of life. It enquires how he gets his income and how he uses it. Thus, it is on the one side, the study of wealth and on the other and more important side, a part of the study of man."^[3]
4. **Building Context:** Conduct a brief discussion about the definitions. Possible questions:
 - What do the definitions have in common?
 - What does Alfred Marshall's definition suggest about the role of the individual in the study of economics?
5. Say: "Adam Smith is often referred to as the father of modern economics. In his seminal work, *The Wealth of Nations*, Smith defined his field of study (then called political economy) as follows:
 - "Political economy, considered as a branch of the science of a statesman or legislator, proposes two distinct objects: first, to provide a plentiful revenue or subsistence for the people, or more properly to enable them to provide such a revenue or subsistence for themselves; and secondly, to supply the state or commonwealth with a revenue sufficient for the public services. It proposes to enrich both the people and the sovereign."^[4]
6. **Building Context:** Call on students to paraphrase the quote from Smith.
7. Optional: Conduct a simulation demonstrating scarcity, such as "[Popcorn Economics](#)."
8. **Building Context:** Project and read aloud the following definition for *scarcity*:^[5]
 - "the fundamental economic problem of having seemingly unlimited human wants in a world of limited resources"

9. **Developing a Claim:** Ask: "Why is *scarcity* considered the fundamental economic problem?"
10. Explain that societies must make decisions about how to *allocate* or distribute scarce resources.
11. Say: "Throughout this unit, we will be exploring how the United States contends with the fundamental problem of scarcity. Your job is to investigate from the perspective of an economist. What do you think it means to *think like* an economist?"
12. **Developing a Claim:** Post the compelling question for the task: What does it mean to *think like* an economist?
13. Watch "[A Career in Economics...It's Much More Than You Think](#)" by the American Economic Association.
14. **Building Context:** Project and direct students to read "[And Thinking Like an Economist](#)" by William A. McEachern. Then read it again aloud. Pause after complex sentences and call on students to paraphrase. Take notes on the board.
15. Project "[Chapter 2: Thinking Like an Economist](#)" by J. Bradford DeLong. Call on students to take turns reading aloud. Stop at "And answering the question *how much?* Requires counting things, requires arithmetic."
16. Review briefly as a class:
 - How is economics like the natural sciences?
 - How does economics differ from the natural sciences?
17. Scroll down to "*The rhetoric of economics.*" Call on students to read aloud again. Stop before "Most of the metaphors you will see in macroeconomics will fall into four classes:..."
18. Scroll down to "Economists Use Models." Call on students to read aloud again. Stop before "The Utility of Algebra."

19. **Developing a Claim/Formative Assessment:** Conduct a brief discussion about economics. Possible questions:
- How is economics related to the other social sciences?
 - How is it distinct?
 - What are the limitations associated with the study of economics?
20. Then say: "I stated previously that Adam Smith is often referred to as the father of modern economics. Let's begin our investigation into how economists think by examining some of his most influential ideas." Introduce by using PowerPoint presentation "Thinking Like an Economist" by PowerPoint PPT Presentations.
21. **Building Context:** Provide students with a copy of excerpts from *The Wealth of Nations* and question set (contained in the Thinking Like an Economist Handouts and Graphic Organizers) and direct them to independently read the excerpt from **Chapter 1** of the text. Instruct students to write a 1-2 sentence summary of Chapter 1 with a partner (Gisting strategy could be applied). Call on students to share summaries. Another literacy strategy that may be useful is SOAPStone. This strategy will allow students to dig deeper into the motivation of the speaker, the occasion, the intended audience, purpose, subject and tone of the article.
22. **Building Context/Formative Assessment:** Direct students to independently read the excerpt from **Chapter 2** and then answer the following question with a partner: According to Smith, how can self-interest give rise to the division of labor and increased productivity? Call on students to share responses.
23. **Building Context/Formative Assessment:** Listen to the "[Role of Self-Interest and Competition in a Market Economy](#)" podcast from the *Economic Lowdown* series by the Federal Reserve Bank of St. Louis. Call on students to recap main ideas about competition, the "invisible hand," and government intervention.
24. **Building Context/Formative Assessment:** Direct students to independently read the excerpt from **Chapter 5** and then explain the following quote with a partner: "Labour, therefore, is the real measure of the exchangeable value of all commodities." Call on students to share explanations.

25. **Building Context/Formative Assessment:** Read the excerpts from **Chapter 6** aloud. Stop after each paragraph and call on students to verbally summarize.
26. **Building Context:** Listen to the "[Factors of Production](#)" podcast from the *Economic Lowdown* series. Instruct students to write down the four factors of production with examples as they listen.
27. **Building Context:** Direct students to review the excerpts from **Chapter 6** again and identify where Smith discusses each of the four factors of production (land, labor, capital, and entrepreneurship). Discuss briefly as a class.
28. Watch the "[Circular Flow](#)" video from the *Economic Lowdown* series.
29. Project a visual of the circular flow model. Have students take turns explaining it to a partner in their own words.
30. **Building Context:** Read the excerpts from **Chapter 7** aloud (contained in the Thinking Like an Economist Handouts and Graphic Organizers). Stop after each paragraph and call on students to verbally summarize.
31. **Building Context:** Watch "[Supply](#)," "[Demand](#)," and "[Equilibrium](#)" videos from the *Economic Lowdown* series. Review key understandings, including the difference between change in supply/demand vs. change in quantity supplied/demanded.
32. **Developing a Claim/Formative Assessment:** Provide students with copies of "[Prices: The Marketplace's Communication System](#)" by Erin A. Yetter from the Federal Reserve Bank of St. Louis. Direct them to read independently and answer the questions on pages 5-6. Discuss answers as a class. Project the "Further Discussion" supply and demand curves on pages 9-12 (one at a time) and discuss as a class.
33. **Building Context:** Conduct a [jigsaw reading](#) of the following sources:
 - "[There Is No Invisible Hand](#)," Joseph Stiglitz, *The Guardian*

- "[There Is No Invisible Hand](#)," Jonathan Schlefer from *Harvard Business Review*
- "[The Invisible Hand Has an Iron Grip on America](#)," Chris Matthews from *Fortune*
- "[Market Man: What Did Adam Smith Really Believe?](#)," Adam Gopnik, *The New Yorker* (excerpt to begin at paragraph 18: "There are three main arguments in...")

34. **Developing a Claim:** Conduct a class discussion of the values and limitations of the "invisible hand" metaphor. Possible questions:

- Have Adam Smith's ideas been misconstrued?
- Why is the "invisible hand" metaphor useful?
- Why is it problematic?

35. **Building Context:** Provide students with access to "[Thinking Like an Economist](#)" from the Federal Reserve Bank of Minneapolis. Direct students to read independently and then record the six key points with a 1-2 sentence explanation for each.

36. **Developing a Claim:** Write the six key points on the board and call on students to share explanations for each.

37. **Developing a Claim:** Ask: "Do individuals really act optimally?"

38. Watch "[How Economists Think Differently from Other Humans](#)" from *PBS NewsHour*.

39. Watch "[The Battle Between Behavioral and Rational Economics](#)" from *Bloomberg*.

40. **Developing a Claim/Formative Assessment:** Conduct a class discussion of the compelling question for the task: What does it mean to *think like* an economist? Possible supporting questions:

- Why is the study of economics valuable to society?
- What are the problems or issues associated with the study of economics? What schisms/divides exist in the field?

41. Encourage students to use the conversation stems and track student contributions with a discussion tracker (both under materials).
42. **Summative Assessment:** Assign the following writing exercise. Divide the class into groups of three or four students. Instruct one member of each group to take out a single sheet of notebook paper for the group. Have each group member write their name at the top of the paper. Explain that each group will write a text chain (See Course Resources for description, Interactive Literacy Strategies) using their knowledge of choice, cost, trade-offs, and opportunity cost. Text chains allow students to demonstrate knowledge of newly learned material through writing. Each student in the group will be required to add one new sentence to the text chain with students taking turns writing new sentences. Have the teams write a text chain using the concepts of choice, cost, trade-offs, and opportunity cost beginning with the following prompt:
- With the \$100 dollars that I earned from my part-time job, I went to the mall for the afternoon.**
43. Each student in the group should write one sentence that continues the story or text chain. The last student must bring the text chain to a logical end. Have the teams exchange papers and read the other group's text chain. Each team should highlight a word or a phrase that uses one of the concepts (choice, cost, tradeoffs, and opportunity cost) while evaluating how well the text chain incorporates the terms. Have the teams make comments and suggestions before returning the papers to the original team. Call on students to read the team's text chain aloud to the entire class. Provide appropriate feedback and have students post their team's text chain on the wall or board.
44. **Summative Assessment:** A formal assessment should be given at this point. This could be a mini unit test or quiz.

Task 3

Production, GDP, and the Standard of Living (approximately 5 class periods)

Standards:

Standard 4: Functions of Government

C.4.7	Explain how macroeconomic policies of the Federal Reserve System and the federal government affect American citizens
C.4.8	Describe the Federal Reserve System, its functions, and its role in the United States economy

Standard 6: Fundamentals of Economics

Connection to the Claim: Students learn how economics impacts government and people's daily lives.

Claim: What is the proper role of government in the economy?

Sub-claim Question: How do economic systems affect your life and the lives of others?

Academic Vocabulary: economics, scarcity, macroeconomics, microeconomics, market, supply, demand, equilibrium, black market, traditional economy, command economy, mixed economy, invisible hand, commodities

Materials:

- [Factors Affecting Productivity BLM](#)

Multimedia Resources:

- [Interactive Literacy Strategies](#)
- YouTube video segment – [Real GDP Per Capita and the Standard of Living](#)
- YouTube video segment – [What is Productivity](#)

Instructional Process

1. **Building Context:** Introduce Real Gross Domestic Product per capita and the standard of living with the short 5 minute video [Real GDP Per Capita and the Standard of Living](#).
2. **Developing a Claim:** Conduct a class discussion about the correlation of GDP growth, standard of living and overall happiness of a people. Possible questions:
 - What is the result of a higher GDP regarding Health?
 - What is the result of a higher GDP regarding life expectancy?
 - What is the result of a higher GDP regarding education?
 - What is the problem with relying only on GDP to determine the overall wellbeing of a nation?
 - What does the distribution of income have to do with how well the people of a nation are doing?
 - If GDP rises, does that also mean the incomes of those in poverty rise as well?
3. Say: "For this task, we will investigate the means of measuring subjective well-being ('happiness') versus more traditional methods of measuring economic growth."
4. Post and read aloud the compelling question for the task: Should policymakers be

more concerned about economic growth or happiness?

5. **Building Context:** Ask: "How is economic growth measured?" If no one responds correctly, remind students of a task from a previous unit where Gross Domestic Product was mentioned. For example, GDP may have come up in bill debate during the Legislative Process task from Unit Two or during discussions about trade in Unit Three.
6. Go to <https://www.frbatlanta.org/education/lessons/high-school.aspx?panel=3> and click on Macroeconomics. Then click on Economically Speaking: The ABCs of GDP. You will see an overview and then you will access the activity. It will be complete with objectives, materials and student handouts. Suggestion: Keep the link to Atlanta Federal Reserve Bank is a fantastic site for all macro and micro economic concepts.
7. **Building Context:** Provide students with the link <https://www.frbatlanta.org/education/lessons/high-school.aspx?panel=3> which will allow them to access information on GDP as well as other useful macroeconomic concepts.
8. **Developing a Claim/Formative Assessment:** Conduct a brief discussion to review the importance of GDP. Ask: "Why do policymakers care about GDP?"
9. Say: "Now that we have discussed how economic growth is measured, let's explore how economic growth is achieved."
10. **Building Context:** Watch the "What is Productivity?" video by the Bureau of Labor Statistics.
11. **Developing a Claim:** Instruct students to record the different ways of increasing productivity along with an example for each.
12. **Developing a Claim/Formative Assessment:** Conduct a brief class discussion.

Ask: "Does strong economic growth (meaning higher levels of productivity as measured by real GDP per capita) necessarily indicate that quality of life is increasing in a country?"

13. **Building Context:** After printing the following article provide students with a copy of "The Problems with Measuring and Using Happiness for Policy Purposes" by Mark D. White. Direct them to read independently.

14. **Developing a Claim:** Conduct a class discussion. Possible questions:
 - Why does White find measuring happiness and using it to guide policy decisions problematic?

15. Ask students to think about producing a product. Let students select the product. Then ask them to identify the basic steps of producing, distributing, a good or service.

16. **Building Context:** Write their ideas on the grid that is on the board (Factors Affecting Productivity).

17. **Developing a Claim:** Have student compare their list with the suggested list and discuss each area with the students. (planning, purchasing and hiring, manufacturing the good or providing the service, quality control, and inventory control). Have students record their learning using split-page note taking (See Course Resources for description, Interactive Literacy Strategies) on the Factors Affecting Productivity BLM. (See BLM and sample below).

Date:	Factors Affecting Productivity
Steps of the Production Process	Planning Choosing a location where will it be located how to get products to consumers Scheduling production

Hours of operation

Maintaining smooth operation (changes of shifts, regular inventory, and maintenance of equipment)

18. **Developing a Claim:** Possible Discussion Points:

- No matter what product or service is being produced, how well the steps in the production process are managed determines the productivity of the manufacturer.
- Productivity refers to the value of output (goods and services) produced per unit of input (productive resources).
- A more productive producer uses fewer resources.
- For the producer, higher productivity means greater profits.
- For the consumer, higher productivity means lower prices.

19. **Formative Assessment:** Have students describe the relationship between productivity and standard of living in their learning logs (See under multimedia resources for Interactive Literacy Strategies). Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

20. **Building Context:** Lead a class discussion on the innovations of the twentieth century that led to increased productivity in the United States. Have students continue their split-page notes using the Factors Affecting Productivity BLM. Technological innovations that have increased productivity in the United States include the assembly line, division of labor, mechanization, automation, and robotics. These innovations allow producers to increase productivity and, therefore, increase the United States' Gross Domestic Product (GDP) and our standard of living. GDP measures the total dollar amount of finished goods and service produced each year in the United States. Increasing productivity means increasing the GDP as more goods are produced each year. Standard of living, which is how well Americans live (e.g. income, housing, education), increases along with productivity as cheaper products allow Americans to better use their resources to improve their lives.

21. **Developing a Claim/Self-Assessment:** Have students reexamine their impression texts and record differences between their impression and the actual content learned in class. Call on students to share their comparison of their lesson impressions and the actual content learned. Provide appropriate feedback and correct student responses when necessary.

22. **Self-Assessment:** Have students reassess their vocabulary self-awareness (See

Course Resources for description, Interactive Literacy Strategies) from Activity 1 making appropriate changes and corrections.

23. **Developing a Claim:** Literacy Strategy- SPAWN Writing: Based on the split-page notes from the class discussion, have students reflect upon the concept of productivity in their learning logs (See Course Resources for description, Interactive Literacy Strategies) by responding to the following Next SPAWN (See Course Resources for description, Interactive Literacy Strategies) prompt:

Next: Thinking about the innovations that have increased productivity over the last century, what future innovations of the next century do you think will have a dramatic impact on productivity and the standard of living of Americans? Explain your answer.

24. **Developing a Claim/Formative Assessment:** Have students share and compare their responses with a partner. Encourage students to question their partner's logic and reasoning. Call on students to share their responses with the whole class. Provide appropriate feedback and correct student responses when necessary.
25. **Summative Assessment:** Direct students to write a 3.5 essay (thesis statement, 3 main body paragraph- productivity, GDP and the standard of living-, closing) explaining the relationship between productivity, GDP, and standard of living. Use the following sources:
- Video: [Real GDP Per Capita and the Standard of Living](#)
 - [Atlanta Federal Reserve: Economically Speaking: The ABCs of GDP.](#)
 - Article: "[The Problems with Measuring and Using Happiness for Policy Purposes](#)" by Mark D. White

Task 4

Supply, Demand, and Price (approximately 5 class periods)

Standards:

Standard 6: Fundamentals of Economics	
C.6.1	Explain the basic problem of scarcity and how it drives economic decision-making
C.6.2	Describe the role of the factors of production as part of the circular flow of goods and services model
C.6.4	Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers

Standard 7: Economic Systems and Structures

C.7.1	Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price
C.7.2	Explain how competition affects both producers and consumers

Connection to the Claim: Students examine the impact of the laws of supply and demand on society.

Claim: What is the proper role of government in the economy?

Sub-claim Question: What impact does scarcity have on the production, distribution, and consumption of goods and services?

Academic Vocabulary: economics, scarcity, macroeconomics, microeconomics, market, supply, demand, equilibrium, black market, traditional economy, command economy, mixed economy, invisible hand, commodities

Materials:

- [Graphing Supply and Demand BLM](#)
- Graphing paper
- Colored pencils

Multimedia Resources:

- [Interactive Literacy Strategies](#)
- The Hudsucker Proxy video segment – [The Hula-Hoop](#)
- [The Pearl Exchange Lesson Plan](#)
- “[Supply](#),” “[Demand](#),” and “[Equilibrium](#)” videos from the *Economic Lowdown* series

Instructional Process:

1. Say: This week you will dig deeper into the economic concepts of supply and demand.
2. Post the following questions or distribute as a handout:
 - Who is the man at the desk?
 - What news does the lady give him?
 - Who is the man in front of the store?
 - Why is he changing his prices?
 - What role does the young boy play?
 - When does the price of the Hulu Hoop begin to rise?
 - How far will the price rise?
 - Why is the man at the desk happy at the end of the video?
 - What represents the demand?
 - What represents the supply?
3. **Building Context:** View the [Hula-Hoop video](#). After viewing, discuss each of the

above questions with the students.

4. **Optional:** This activity is complicated and should only be attempted after the teacher has become thoroughly acquainted with the procedures. Introduce the concepts of supply and demand using the [Pearl Exchange](#).
5. Distribute the Graphing Supply and Demand BLM.
6. **Building Context:** After discussing what a demand schedule illustrates, instruct students to create a demand curve by plotting the points on their paper. Students can use graph paper or quickly create a graph using their notebook paper. Quantity will always be on the horizontal line (X axis) and the price will be on the vertical line (Y axis).
7. Ask for a volunteer to put their graph on the front board (white board or using Elmo projection). Remind the student to explain as the data is presented what and why the information is being placed on the graph.
8. **Building Context:** Ask students to analyze the demand schedule and demand curve. Using only that information, ask them to write down, in their notebook, the Law of Demand. Depending on the abilities of the class this can be done individually or in pairs. Tell them that there are 3 important parts to the law.
9. **Building Context/Developing a Claim:** Once the students have had time to think about the graph ask for a volunteer to come up to the graph already on the board and explain what the three parts to the Law of Demand are.
10. **Building Context:** View the Demand Video to further clarify the Law of Demand.
11. Refer students to now examine the Supply schedule on the handout.
12. **Building Context:** After discussing the what a supply schedule illustrates instruct students to create a supply curve by plotting the points on their paper. Students can use graph paper or quickly create a graph using their notebook paper. Quantity will always be on the horizontal line (X axis) and the price will be on the vertical line (Y axis).
13. **Building Context/Developing a Claim:** Ask for a volunteer to put their graph on the front board (white board or using Elmo projection). Remind the student to explain as the data is presented what and why the information is being placed on

the graph.

14. **Building Context:** Ask students to analyze the supply schedule and supply curve. Using only that information, ask them to write down, in their notebook, the Law of Supply. Depending on the abilities of the class this can be done individually or in pairs. Tell them that there are 3 important parts to the law.
15. **Building Context/Developing a Claim:** Once the students have had time to think about the graph ask for a volunteer to come up to the graph already on the board and explain the three parts to the Law of Supply.
16. View the Supply Video to further clarify the Law of Demand.
17. Ask students to now create a graph that illustrates both the demand and the supply curve.
18. Instruct students to locate the point where the two curves intersect.
19. Ask students to analyze the point of intersection and determine what the graph illustrates.
20. Ask the students if anyone knows or can figure out what the point of intersection is called.
21. Once the point of Equilibrium has been identified and explained, ask students to shade or color the portion of the graph that illustrates a shortage and the portion of the graph that illustrates a surplus. ***(This is usually confusing for the students so focusing students on a specific price and then asking what the demand is (write it down) and then at the same price what is the supply [write it down] will help them see the shortage and surplus areas. Ask- is the demand greater than, less than or equal to the supply. Use several prices and follow the same procedure.)*** Students should see the relationship to shortage and surplus.
22. View the Equilibrium video to further clarify the concepts of equilibrium, equilibrium price and equilibrium quantity.
23. **Formative Assessment:** As students create their graphs, walk to each student and check for correct progress. Offer minor assistance if the student is not on track.

24. **Summative Assessment:** Create a quiz that would require students to graph both the demand and supply curves, locate the equilibrium point and price, and answer specific questions related to the graph. Example: At \$5 the demand is < = > supply? The price will increase or decrease or stay the same? Is there a shortage or surplus? Also, have students explain the two laws either in an essay or listing format.

Task 5

Economic Systems (approximately 5 class periods)

Standards:

Standard 6: Fundamentals of Economics

C.6.1	Explain the basic problem of scarcity and how it drives economic decision-making
C.6.5	Evaluate how different economic systems allocate resources in terms of their benefits to society

Standard 7: Economic Systems and Structures

C.7.1	Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price
C.7.3	Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system

Connection to the Claim: Students examine and evaluate the impact of various economic systems on societies.

Claim: What is the proper role of government in the economy?

Sub-claim Question: How do economic systems affect your life and the lives of others?

Academic Vocabulary: economics, scarcity, macroeconomics, microeconomics, market, supply, demand, equilibrium, black market, traditional economy, command economy, mixed economy, invisible hand, commodities

Materials:

- [Government Regulations T-Chart](#)
- [Conversation Stems](#)
- [Discussion Tracker](#)

Multimedia Resources:

- [Introduction to Economic Systems Simulation Game](#)
- YouTube video segment – [Philosophical Chairs](#)

Instructional Process:

1. **Building Context:** Introduce students to the possible economic systems by playing the Bead Game. [Introduction to Economic Systems Simulation Game](#):

- Print out the needed handouts and follow the step by step instructions on what materials will be needed, handouts and forms.
- At first glance the simulation seems complicated, but it is really not.
- Preparation time before students get to class is about 20 minutes.
- Instead of having the students move to a new village have one student from each group get the village papers that they will now need for the next round.
- It is possible to have six teams- that would mean that two teams would have the same village at the same time. The differences between the two groups can be very interesting.
- Have a student from each team go to the board and record their earnings at the end of each round.
- Example of chart on board or projected to white board:

Team	Market Economy	Command Economy	Traditional Economy
1			
2			
3			
4			
5			
6			

- a) Once the chart is complete have a discussion as to what conclusions can be easily drawn.
2. Post and read aloud the compelling question for the task: "Is freer fairer?"
3. Say: "To answer this question, we will first compare the US system to other economic systems around the world."
4. **Building Context:** Conduct steps 1-8 of the "[Allocation Strategies](#)" lesson from the Federal Reserve Bank of Atlanta. Call on students to share their answers to the questions on "Handout 1."
5. **Building Context:** Watch "[Types of Economic Systems](#)" from University Now.
6. Project the "[Economic Systems Infographic](#)" from the Federal Reserve Bank of Atlanta.
7. **Developing a Claim:** Computer lab or another digital device needed. The handouts can be printed for the students if need be. Provide students with digital access and direct them to complete the "[Economic Systems Infographic Activity](#)" with a partner. Discuss [answers](#) as a class.
8. **Building Context:** Computer lab or another form of digital device needed. Provide students with digital access. Divide the class into eight groups. Assign each group one country from the activity to research. Direct groups to complete all three parts of the "[Comparative Systems Activity](#)" for their assigned country. The form can also be printed for students. Have groups report findings to the class.
9. **Building Context:** Provide students with access to "[Rising Productivity, Declining Population Impact Russia's Economy](#)" by Guillaume Vandenbroucke. Direct students to read and annotate the article, view the Index of Economic Freedom.

10. Instruct students to visit the Heritage Foundation's "[Index of Economic Freedom](#)," click on Russia, explore the report, (report can be printed as a handout too).
11. **Developing a Claim:** Conduct a class discussion. Ensure you use discussion techniques that provide opportunities for each student to contribute to the discussion ([Discussion Strategies](#)). Possible questions:
 - a. How well has Russia's economy transitioned since the fall of the Soviet Union?
 - b. What obstacles stand in the way of economic progress?
12. Direct students to visit the Heritage Foundation's "[Index of Economic Freedom](#)" again, click on the United States, and explore the report.
13. **Developing a Claim:** Conduct a brief class discussion. Ensure you use discussion techniques that provide opportunities for each student to contribute to the discussion ([Discussion Strategies](#)). Possible questions:
 - Why did the United States receive the ranking it did?
 - Compare to the rankings in the [World Happiness Report](#) (pages 20-22 of [2017](#) report). What economic freedom rankings did the "happiest" countries receive? Why? The least happy? Why?
 - What are the limitations of the "Index of Economic Freedom"? (Direct students to the "[About](#)" page of the Heritage Foundation if they are unfamiliar with it and unable to identify the think tank's political ideology.)

Formative Assessment: DBQ: RUSSIAN ECONOMIC STANDING. Main Questions:

- Where exactly does the Russian economy stand relative to that of the United States?
- How has the Russian economy standing evolved over time?

PANEL A

- What does Panel A indicate? Answer: differences in the growth rate of GDP per capita in Russia, the U.S. and the world as a whole.
- Examine the time from 1989 to 1998. What happens to Russia's GDP and how does that compare to the United States during the Great Recession?
- Examine the time period from 1998 to 2008. Draw a comparison between the United States GDP and that of the Russian GDP. What can one infer from the data?
- Since 2008 what has taken place regarding Russia's GDP? From the data can we determine how long that finding will last?

PANEL B

- Regarding Russia's GDP, after the collapse of the Soviet Union, did the Russia's situation improve? Why?
- Two Russian economists, Revold Entov and Oleg Lugovoy, conducted their own research as to what happened to the Russian economy between 1989 to 1998. What did they determine as the cause of the GDP declining at that time?
- From 1998 to 2008 Russian economy grew. How did the Russian GDP compare to the United States during that 10-year period?
- GDP is not the only criteria for measuring the wellbeing of a nation. Population must also be examined. What could the study of

population tell us about a nation?

- Why did the economists compare Venezuela's population to that of Russia?

CONCLUSION

- What conclusions can be drawn about the rate of growth in Russia?
- Can we tell from the data how long it will take to increase the GDP to that of the United States?
- Where exactly does the Russian economy stand relative to that of the United States?
- How has the Russian economy standing evolved over time?

14. Say: "The Heritage Foundation promotes a laissez-faire, or hands-off approach, to the economy. One of the foundation's goals is to reduce government regulation, which they believe reduce efficiency and stifle economic growth. Next we will analyze the arguments in favor and against government regulations."
15. Distribute Government Regulations T-chart (located under materials). Inform students that the completed T-charts will be collected and graded at the end of the task.
16. **Building Context/Developing a Claim:** Provide students with access to "[The Economy Hits Home: Regulations](#)" by Jay Richards from the Heritage Foundation. Direct students to read independently and then work with a partner or in small groups to add claims to the T-chart.
17. **Building Context/Developing a Claim:** Provide students with access "[Red Tape Kills Jobs](#)" by James Bailey and Diana Thomas from US News & World Report. Direct students to read the article independently and then work with a partner or in small groups to add claims to their Government Regulations T-chart.
18. **Building Context/Developing a Claim:** Provide students with access to the following sources. Facilitate a [jigsaw reading](#) of the sources. Instruct students to continue adding claims to their Government Regulations T-chart.
 - "[Do Regulations Really Kill Jobs?](#)" Alana Semuels, The Atlantic
 - "[The Free Market's Not Always the Fair and Honest Market,](#)" David Lazarus, Los Angeles Times
 - "[Why We Need Government in the Marketplace,](#)" David Brodwin, US News & World Report

- [“Faith in an Unregulated Free Market: Don’t Fall for It,”](#) Robert J. Shiller, New York Times
- [“What Makes Us Happier: Government or the Free Market?”](#) Benjamin Radcliff, Newsweek

19. **Formative Assessment:** Conduct a philosophical chairs debate in response to the compelling question for the task:

- ***Is freer fairer?***

20. Remind students to consider:

- the relationship between economic freedom and happiness/subjective well-being
- the arguments for and against government regulations

21. Encourage students to use the conversation stems and track student contributions with a discussion tracker.

22. **Summative Assessment:** Depending on level of ability of students, have them write either a significant paragraph or a 3.5 essay (thesis, 3 body paragraphs and conclusion) to answer the two main questions:

- Where exactly does the Russian economy stand relative to that of the United States?
- How has the Russian economy standing evolved over time?

Task 6

Market Structures (approximately 5 class periods)

Standards:

Standard 7: Economic Systems and Structures	
C.7.1	Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price
C.7.2	Explain how competition affects both producers and consumers
C.7.3	Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system

C.7.4	Explain the effects of technology and innovation on global economic interdependence and competition
C.7.5	Evaluate how various types of unemployment affect the economy

Connection to the Claim: Students examine and evaluate the impact of various economic systems on societies.

Claim: What is the proper role of government in the economy?

Sub-claim Question: How do economic systems affect your life and the lives of others?

Academic Vocabulary: economics, scarcity, macroeconomics, microeconomics, market, supply, demand, equilibrium, black market, traditional economy, command economy, mixed economy, invisible hand, commodities

Materials:

- [Market Structures BLM](#)
- [Social Studies Extended Response Rubric](#)

Multimedia Resources:

- Discovery Education video segment – [The Sherman Antitrust Act](#)
- Discovery Education video segment – [Clayton Antitrust Act](#)
- Discovery Education video segment – [Monopolies and Antitrust Lawsuits](#)
- YouTube video segment – [GISTS Reading Strategy Video](#)

Instructional Process:

1. **Building Context:** Watch "[Episode 25: Market Structures](#)" video by Dr. Mary J. McGlasson.
2. **Building Context/Formative Assessment:** As students view the video, pause at each type of market. Allow students time to take Split Page Notes or fill out the black line master "Market Structures BLM" (located under materials. Once the notes have been taken, throw out questions to check for understanding.
3. **Developing a Claim:** Have students come up with their own examples for each structure and identify the structure using their own words.
4. Post and read aloud the following compelling question: "What should the government do about monopolies?"
5. **Building Context/Developing a Claim:** Provide students with access to

“[Monopoly](#)” by George J. Stigler. Direct students to read and annotate the article independently (including the “About the Author” section) and then answer the following questions with a partner:

- Why are economists concerned about monopolies?
- Explain why Stigler claims “competition is a tough weed, not a delicate flower.”
- What three broad options for controlling monopolies does Stigler offer?
- How does he argue against antitrust policy? public regulation?

6. **Building Context/Developing a Claim:** Provide students with access to “[The University of Chicago Worries about a Lack of Competition](#)” from the *Economist*. Direct students to read the article independently and then answer the following questions with a partner:

- Why is weaker competition problematic?
- How influential have the Chicago school’s (including George J. Stigler’s) ideas been?
- Why has the “pendulum shifted” on concern about monopolies?
- What policies and tactics does the article suggest to combat monopolies?

7. **Building Context:** Provide students with access to “[America’s Monopoly Problem: How Big Business Jammed the Wheels of Innovation](#)” by Derek Thompson from the *Atlantic*. Direct students to read the article independently.

8. **Developing a Claim:** Conduct a class discussion of the compelling question: What should the government do about monopolies?

9. **Developing a Claim/Summative Assessment:** Direct students to write an op-ed or letter to editor summarizing their position on the legality of monopolies. Use the Social Studies Extended Response rubric (located under materials) to grade the op-ed or letter. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

10. **Extra/Building Context/Developing a Claim:** Provide students with a copy of the “[Types of Unemployment](#)”. Working with a partner have students use the GISTing strategy to identify each type of unemployment. Once they are clear on the meaning have students write down to good examples for each type of unemployment.

Task 7

Federal Reserve System (approximately 5 class periods)

Standards:

Standard 1: Foundations of American Government	
C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society

Standard 4: Functions of Government	
C.4.7	Explain how macroeconomic policies of the Federal Reserve System and the federal government affect American citizens
C.4.8	Describe the Federal Reserve System, its functions, and its role in the United States economy

Connection to the Claim: Students investigate the Federal Reserve's goals, instruments, and role in the US economy.

Claim: What is the proper role of government in the economy?

Sub-claim Question: How independent should the Federal Reserve be?

Academic Vocabulary: economics, scarcity, macroeconomics, microeconomics, market, supply, demand, equilibrium, black market, traditional economy, command economy, mixed economy, invisible hand, commodities

Materials:

- [Social Studies Extended Response Rubric](#)

Multimedia Resources:

- Discovery Education Skill Builder – [How the Fed Controls the U.S. Economy](#)
- Discovery Education video segment – [The Role of the Federal Reserve](#)

Instructional Process:

1. Post and read aloud the compelling question for the unit: "How independent should the Federal Reserve be?" Then explain that to answer the question more information must be found.
2. Say, today we will begin to explore the Federal Reserve System and how it controls the nation's money supply. Explain that the Federal Reserve System (FED) is the central bank of the United States and give a brief history of the FED. (The Federal Reserve Act of 1913 created the Federal Reserve system to maintain and control the nation's money supply. It is the third central bank of the United States.)

3. **Building Context:** Watch the video on the tools that the FED uses to control the nation's money supply, "[The Tools of Monetary Policy](#)". Ask students to take Split Page Notes as the class watches and discusses the video. The video must be paused frequently to provide formative checks that students are understanding the content.

4. **Building Context:** Watch "[Rand Paul on the Federal Reserve](#)" (January 12, 2016) video. Instruct students to write down questions as they listen:
 - unfamiliar terms/concepts
 - claims to investigate more fully

5. **Building Context/Developing a Claim:** Provide students with access to "[Rand Paul Has the Most Dangerous Economic Views of Any 2016 Candidate](#)" by Danny Vinik from *New Republic* and "[How Rand Paul's Crusade to 'Audit the Fed' Could Make His Worst Nightmares Come True](#)" by Jordan Weissmann of *Slate*. Direct students to read the articles independently and continue writing down questions as they read.

6. **Developing a Claim:** Discuss the perspective of each of the three sources. Ensure you use discussion techniques that provide opportunities for each student to contribute to the discussion ([Discussion Strategies](#)).

7. **Developing a Claim/Formative Assessment:** Ask students to share their questions. Record questions on the board. Allow students to come to the realization that they need more information about the Federal Reserve to develop an informed position on the issue.

8. Post and read aloud the compelling question for the unit: "How independent should the Federal Reserve be?"

9. **Building Context:** Watch "[Why Monetary Policy Is Important for Everyone](#)" video from the Federal Reserve Bank of Atlanta.

10. Review questions on the board students wrote down at the beginning of the task. Remove any questions that have been answered.

11. **Building Context:** Provide students with access to "[Q & A: Explaining 'Audit the Fed'](#)" by David Wessel of the Brookings Institution and direct them to read the source independently.

12. Review questions on the board students wrote down at the beginning of the task. Remove any questions that have been answered. If additional research is necessary to answer remaining questions, either provide additional sources for students or support them to perform independent research.

13. Allow students time to review all sources and prepare for the assessment.

14. **Summative Assessment:** Direct students to write an essay in response to the compelling question: How independent should the Federal Reserve be? Students should have a well-developed claim with support from the sources and their knowledge of social studies.

15. Use the social studies extended response rubric (located under course materials) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Task 8

Culminating Task (approximately 1 class period)

Standards:

Standard 1: Foundations of American Government	
C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society
Standard 4: Functions of Government	
C.4.7	Explain how macroeconomic policies of the Federal Reserve System and the federal government affect American citizens
C.4.8	Describe the Federal Reserve System, its functions, and its role in the United States economy
Standard 6: Fundamentals of Economics	
C.6.1	Explain the basic problem of scarcity and how it drives economic decision-making
C.6.2	Describe the role of the factors of production as part of the circular flow of goods and

	services model
C.6.3	Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP
C.6.4	Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers
C.6.5	Evaluate how different economic systems allocate resources in terms of their benefits to society
Standard 7: Economic Systems and Structures	
C.7.1	Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price
C.7.2	Explain how competition affects both producers and consumers
C.7.3	Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system
C.7.4	Explain the effects of technology and innovation on global economic interdependence and competition
C.7.5	Evaluate how various types of unemployment affect the economy

Claim: What is the proper role of government in the economy?

Materials:

- [Social Studies Extended Response Rubric](#)

Unit Five Assessment

Description: Students write an essay in response to the following question: What is the proper role of government in the economy?

Suggested Timeline: 1 class period

Student Directions: Write a multi-paragraph essay in response to the question: What is the proper role of government in the economy? **Use evidence gathered throughout the unit and your knowledge of social studies to develop and support your explanation.**

Use the social studies extended response rubric to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.