

6th Grade Economics: Economic Systems

Essential Learning:

- Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living (SS09-GR.6-S.3- GLE.1-EO.b)
 - How do standards of living compare across and within cultures?
 - How can geographic data be used to help make economic decisions? (SS09-GR.6-S.2- GLE.1-EO.d)
 - How do notions of standard of living vary by geographic area?

Over the course of 5 days, students will:

1. Do a close read of their text book (modified and scaffolded for ELLS) to understand the difference between the 4 different economic systems. (Reading)
2. Students will take notes related to each economic system. (Writing) (Organization)
3. Students will watch a video as extra visual support to their reading and add to their notes. (Writing)
4. Students will categorize situations into each economic system as read by the teacher in groups. (Inquiry) (Collaboration)
5. Students will do a jigsaw activity: Students will use a printout (scaffolded into levels) to explore facts about several countries – Mexico, North Korea from the CIA factbook. They will then compare their facts and use these comparisons to discuss the costs and benefits of different kinds of economic systems. (organization, collaboration, inquiry)
6. Students will do a writing activity where they describe which they think is the best economic system. (They will receive a scaffolded plan so they can do a plan, rough draft, edit, and final copy).

Procedure:

Day 1: Today we will learn about 4 different kind of economic systems and take notes. We will know we did a good job when we can explain who makes the decisions in each kind of economic systems using our notes to help us.

- Students will learn that there are 2 essential economic questions. Each country must answer them but they do so in different ways.
- Students will explore the text in their book and then a printed text related to the 4 kinds of economic systems.
- Class will do a scan of the printed text to compare it to the text in their text book.
- Teacher will read text aloud as students follow.
- Students will do a read by themselves were they circle words they don't know and then underline sentences which explain who makes the decisions in each kind of economic system.
- Students will take 3-column notes in their ISN guided by the teacher.

Day 2: Today we will use what we know to about economic systems to identify different kinds based on situations. We will know we did a good job when we can identify the appropriate economic system and justify our reasons using the word "because" in complete sentences.

- Students will watch a short video that describes the different economic systems.
- They will add to their notes after watching the video in a different color.
- Students will listen to teacher read several situations. They will discuss with their tables which kind of economic system is being described. They should be able to describe their reasoning.
 - Read 1: mark their first thought on their paper
 - Read 2: discuss their answer and reasoning with a partner. Change any answers necessary.
 - Read 3: Write down their own reasoning by themselves

Day 3: Today we will do research to learn about two different countries. We will know we did a good job when we can identify facts about different countries and justify our answers by pointing out our evidence in the text.

- Students will have a short discussion to answer the following question:
 - What determines how happy people might be living in a country? (they have enough money to survive, they can buy what they need, they are comfortable (have access to phones, internet, electricity),
 - Using what you know, let's do some predictions:
 - Which kind of economic system will have more resources available to use?
 - Which kind of economic system will have more and better workers?
 - Which kind of economic system will have more poor people?
 - Which kind of economic system will have access to more comforts in life?
- Students will be broken into groups of 3. They will use printouts from the CIA Factbook (scaffolded) to find answers related to geography, government, economics, etc of 2 different countries (North Korea and Mexico).
- Students will get together with every other student who has researched the same country to check their notes.

Day 4: Today we will use the data we gathered yesterday to assess the standard of living in different kind of economic systems. We will know we did a good job when we can compare and contrast different countries based specific indicators using our notes.

- Students will be broken into groups of 5 or 6 to share information and add it to their notes.
- Students will engage in class discussion about what they learned about different countries with differing economic systems.
 - What determines how happy people are in a country?
 - Which indicators did we look at yesterday which might tell us about that? (life expectancy, literacy rate, poverty rate, GDP, electricity, internet, phones)
 - Which kind of economic system will have more resources available to use? (Which indicators should we look at?) (arable land, resources)
 - Do resources affect the economy no matter what kind of economic system is in place?
 - Which kind of economic system will have more and better workers? (Which indicators should we look at?) (life expectancy, literacy rates)
 - Which kind of economic system will have more poor people? (Which indicators should we look at?) (GDP and poverty rates)

- Which kind of economic system will have access to more comforts in life? (Which indicators should we use?) (phone, internet, paved roads and airports)
- What do think import and export rates can tell you about a country? (What if a country has more imports than exports? What if a country has more exports than imports?)
- Were your predictions correct?

Day 5: Today we will write a paragraph to express our opinion about which kind of economic system we would most like to live in. We will know we did a good job when we can express our opinion in writing with an introduction, three or more supporting details, and a concluding sentence.

- Students will decide which kind of economy they will most like to live in.
- They will use a hamburger plan to help them write a paragraph that has a main idea, 3 or more details, and a conclusion.
- They will use their plan to write a final paragraph.