

Social Studies
Economics
Grade 8
What Will I Do?

Overview:

Working people all over the world realize that certain goods and products cannot be purchased unless they can afford to purchase them. In this lesson, the students will make their own decisions based on sound economic concepts as they apply to interdependence of career options and household preferences.

The students will work independently or cooperatively while taking on the role of a working individual in the field of their choice in economic decision-making.

This activity will require children to analyze, interpret, observe, rationalize, and theorize which are basic concepts of economics.

Duration:

The lesson will take two class periods (90 minutes each).

Benchmarks:

E – 1A – M1 Describing how the scarcity of resources necessitates decision making at both personal and societal levels.

E – 1A – M3 Analyzing the consequences and opportunity cost of economic decisions.

E – 1A – M5 Giving examples of how skills and knowledge increase productivity and career opportunities. (This benchmark is reflected on every test form.)

Teacher Preparation:

1. Purchase a class set (one **set** for **each** class) of newspapers.
2. Have glue, scissors, and construction paper for each student.
3. Make copies of hand-out.

Materials:

Class set of newspapers
Glue, Scissors

Opener:

1. Lead a group discussion on purpose of activity.
Purpose: The purpose of this activity is to allow you to make important decisions about your future. (Career, House, Car)
2. Allow students to provide feedback about their career choice. Record responses on overhead or board.
3. Through out the discussion, ask students about how they plan to prepare for this choice. (education, training, skills)

Body of Lesson

1. After the group discussion, distribute the classified section of the newspaper to each student or groups of students.
2. The students will cut out one classified ad for the job and salary of their choice and glue onto construction paper.
3. The students will also cut out an advertisement and/or picture of the car and house of their choice along with the price and glue onto construction paper.
4. With all three advertisements on construction paper, allow the students about five minutes of observation time to compare results.
5. Instruct students to reflect about the activity they completed. Now, they will write a detailed essay explaining how they will obtain this job including dates, education, training, and skill mastery for competition in the job market.
6. Have each student accompany his/her essay with a creative and eye-catching time-line depicting the information in their essay.

Closing

Based on the newspaper search, essay assignment, and time line activity, encourage students to seriously consider the endless possibilities of productive citizens who invest in sound career-making decisions.

Extensions

1. Have students institute a school-wide career day with invited professionals and specialists.
2. Enlist students to invite guest speakers in their area of interest to come and speak to the class or school on their profession.

Assessment

Short Answer: Discuss some choices and decision you faced when developing your plan of action.

Constructed Response: Education helps people gain skills and knowledge that make them more productive and increase their career opportunities.

Jessica has a decision to make. She can quit college to become manager of a pet shop, or she can stay in school for 4 years and complete her degree in business management. What would you advise Jessica to do? Write a letter to her in which you support (explain) your advice with two reasons.