

Focused Learning Lesson
Economics
9th, 10th, 11th, or 12th Grade Level(s)
E-1A-H4

Overview:

This lesson is a review of the world's economic systems. The *Social Studies Teachers' Guide to Statewide Assessment* was used to identify the Key Concepts and Description of Test Questions that are eligible for testing on the GEE 21 Exam. See page H-25 for Key Concepts and page H-27 for Description of Test Questions.

E-1A-H4 is eligible for assessment on the state test.

Due to time constraints, activities 1-9 may be modified to accommodate class periods which range from 45 minutes to 90 minutes for block scheduling.

Approximate Durations:

45 minutes

Benchmarks with GLEs:

E-1A-H4 - comparing and evaluating economic systems

GLE:

13. Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages)

Objectives:

1. Compare and evaluate economic systems.
2. Characterize or compare various types of economic systems in terms of ownership/controls of the means of production and distribution.

Teacher Preparation:

- The teacher should read the information found in Attachment 1-Teacher notes on content to prepare for the re-teaching activity
- The teacher should read Attachment 2- Chart comparing the economic systems, to prepare for the re-teaching activity.
- The teacher should see the directions for the bell ringer activity in Attachment #3.
- The teacher should see Attachments 5 and 6 for the directions for the Thinking Maps activity.
- The teacher should see Attachment 7 for the directions for the chart or graffiti activity.
- The teacher should see Attachment 8 for the directions for the Internet Quia Game.
- The teacher should see Attachment 9 for the directions on using the Internet search engines.

Materials/Equipment/Resources:

- *Social Studies Teachers' Guide to Statewide Assessment* pp. H-25 and H26
- Bell ringer papers and paper clips
- Overhead projector and transparency, chalk board, or handout for bell ringer activity
- News print paper or posters and markers
- Computer with internet access

Lesson Procedures:**Set or Opener**

Students will make flash cards by writing the key concepts on the bell ringer cards. See bell ringer directions in Attachment 3. See Key Concepts Defined in Attachment 4 for a list of the key concepts that are eligible for testing under benchmark E-1A-H4.

Begin the lesson by re-teaching the Key Concepts that are eligible for testing. Teacher notes on content should be reviewed before introducing the lesson. See Attachment 1. Key concepts that will be covered in this lesson are defined in Attachment 4.

Teacher and students will review and discuss the Key Concepts using the Thinking Maps. See Attachments 5 and 6.

Body of the Lesson

Students will construct a chart that shows the different characteristics of the three different economic systems. Use teacher notes on content. See Attachment 2 for chart information. See Attachment 7 for chart directions. Students may also construct a graffiti wall that contains facts concerning the different economic systems. See Attachment 7 for graffiti wall directions.

Quia Internet Activity: see Attachment 8 for Internet directions for Quia Game.

Closure

Students will conduct an Internet search to learn more and reinforce knowledge of the different economic systems. See Attachment 9 for directions on using the Internet search engines. Directions also included for schools without Internet access.

Attachments:

- Attachment 1-Teacher notes on content
- Attachment 2- Economic systems chart
- Attachment 3- Bell ringer activity
- Attachment 4-Key Concepts defined for lesson
- Attachment 5-Thinking Maps
- Attachment 6-Thinking Maps
- Attachment 7-Time line activity
- Attachment 8-Quia Internet activity
- Attachment 9-Internet search engine activity

Sample Assessment Items:

1. Identify four economic freedoms that citizens enjoy in a free market economy.
2. Describe the role that the U.S. government plays in the U.S. market economy.
3. Identify the 3 economic questions and explain who or what answers the economic questions in each of the economic systems.

Answers for Assessment Items:

1. Freedom to earn a profit, freedom to own property, freedom to advertise and compete for customers, and freedom to buy and sell.
2. The role of the U.S. government is limited. The U.S. economy is free, but the government does regulate businesses to insure that working conditions are safe. Federal agencies regulate the quality of foods and drugs.
3. Traditional economy - Determined by custom, habit, tradition, religion, or law.
Command economy - Determined by the government or central planners.
Market economy - Determined by individuals.

Reference Links and Technology Connections:

Kelman, Steven. (1999). *American government*. Austin, Texas: Holt, Rinehart and Winston.

Miller, Roger LeRoy. (1999). *Economics, today and tomorrow*. New York: Glencoe McGraw-Hill.

Pennington, Robert L. (1999). *Economics*. Austin, Texas: Holt, Rinehart and Winston.

Remy, Ph.D., Richard C. (1999). *United States government, democracy in action*. New York: Glencoe McGraw-Hill.

Saffel, David C. (2000). *Civics, responsibilities and citizenship*. New York: Glencoe McGraw-Hill.

- <http://www.quia.com/jg/424319.html>

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Economic Systems Teacher Notes

There are three basic economic questions that all nations and societies must answer. What to produce, how to produce, and for whom to produce are all questions that nations and their leaders must address.

The nation's or society's response to the three economic questions is determined by its economic system. The types of economic systems are traditional, command, market, and mixed.

Traditional economic systems are based on customs, traditions, religion, law, and beliefs. The answers to the three economic questions are based on the ways or customs of doing things that have been handed down from generation to generation.

Command economic systems are systems in which the government or central planners control the factors of production and answer most of the economic questions about what to produce, how to produce it, and who will get what is produced.

Market economic systems, (capitalism, free enterprise), are systems in which most of the basic economic questions are answered by producers and consumers acting freely. Individuals own the factors of production and make economic decisions based on supply and demand. The government has little intervention.

Mixed economic systems are systems that combine characteristics of the traditional, market, and command economic systems. Today, all economies are mixed.

Most market economies today have five major characteristics. These five characteristics are private ownership of property, individual initiative or entrepreneurship, competition, freedom of choice, and the profit motive.

The United States does not have a pure market economy. It has developed a mixed economy. The government enacts some regulations, but its role in the economy is limited.

Economic Systems Chart

C. Types of Economic Systems

D. <u>Economic Systems</u>	E. <u>What to Produce</u>	F. <u>How to Produce</u>	<u>For Whom to Produce</u>
G. <u>Traditional</u>	Determined by custom, habit, tradition, religion, or law	Determined by custom, habit, tradition, religion, or law	Determined by custom, habit, tradition, religion, or law
H. <u>Command</u>	Determined by the government or central planners	Determined by the government or central planners	Determined by the government or central planners
I. <u>Market</u>	Determined by Individuals	Determined by Individuals	Determined by Individuals

Media Bell Ringer Activity

Bell ringer Activity

- Bell ringer work may be displayed on the board, overhead, handout, etc.
- The purpose of bell ringer work is to get the students ready to learn.
- Bell ringer work should last approximately three to five minutes.
- Bell ringer work should be reviewed and discussed.
- Bell ringer work should be a time for teachers to quickly complete paper work such as taking roll, filling out forms, etc.
- Students are accountable for completing bell ringer work daily.

Directions for bell ringer work:

As students enter the classroom they pick up cards and paperclips placed on a desk near the classroom door. One card for each bell ringer Key Concept should be made available for each student.

Key concepts and their definitions are shown on the overhead, board, or handout. The students write their names and the key concept on the front of the card and the definition on the back of the card. They then place the paperclip on the cards and place them in the box (donated shoe box) that is designated for their class. One month before the GEE 21 exam, return the cards to the students in order that they may review the Key Concepts in preparation for the test.

An example of bell ringer work:

NAME	(front of card)
<p>Identify the different types of economic systems.</p>	

Note to teacher: Cut sheets of paper that are about the size of a 3 by 5 index card.

(back of card)

Traditional, command, market, and mixed

Economic Systems Key Concepts Defined

Key Concepts defined for this lesson:

- Economic systems – The way in which a nation or society uses its resources to meet its people’s needs and wants.
- Capitalism (free enterprise), market system – Economic system in which the economic questions are answered by supply and demand and the exchange of buyers and sellers.
- Traditional system – Economic system in which the economic questions are answered by tradition, religion, custom, habit, and law.
- Command system – Economic system in which the economic questions are answered by the government or by the central planners.
- Mixed system – Economic system that combines characteristics of the traditional, market, and command economic systems.
- Three basic economic questions – What to produce, how to produce, and for whom to produce.

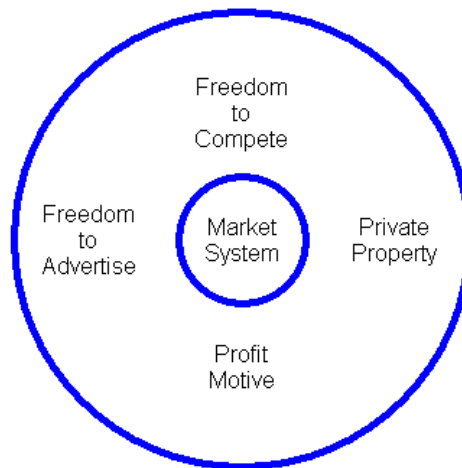
Economic Systems Thinking Maps

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Thinking Maps directions:

- The Key Concept, market system, is written in the center circle.
- Students will brainstorm facts and concepts relating to the Key Concept that is in the center circle. Students will write these facts and concepts in the outside circle.
- Students will write a short paragraph using the information from the map.

Market System
Circle Map

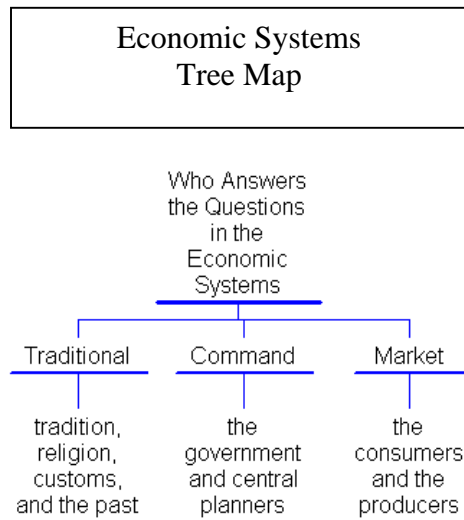


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Thinking Maps directions:

- Write the title of the map on the first line of the Tree Map.
- List the three economic systems on the three lines under the title.
- Brainstorm facts and concepts relating to who answers the economic questions in each of the economic systems.
- Students will write a short paragraph using the information from the map.



Economic Systems Chart Activity/Graffiti Activity

Economic systems chart activity

Newspaper offices are happy to give teachers the ends of newsprint rolls. These are excellent for making time lines, charts, graphic organizers, etc.

Directions for creating charts depicting the way in which the different economic systems answer the three economic questions:

Use the information that is provided in this lesson to construct a chart. See Attachment 2 for information relating to the different economic systems.

Different colored markers may be used to depict the different economic systems. These charts will be displayed in the classroom for further review and discussion.

Economic systems graffiti wall activity pointers

Place the newsprint or posters on a wall

Allow the students to write, scribble, draw, etc. facts that they have learned concerning the different economic systems on the newsprint or posters.

Display student work for further review and discussion.

Economic Systems Quia Internet Game Directions

Directions:

1. Enter <http://www.quia.com/jg/424319.html> in the address box and click.
2. The mass media games will appear on the screen.
3. Students should first review the flashcards that contain the key concepts for this benchmark.

Directions for reviewing the flashcards:

1. Click on the flashcard game.
2. View the first Key Concept.
3. Click “Other side” to view the definition of the key concept.
4. Click “Remove card”
5. Continue this process until all Key Concepts have been reviewed.
6. In the box on right side of the game, click “Start over” to play another game.

Directions for matching game:

1. Click on the matching game.
2. Click on the cards that are a match. If the match is correct, a symbol will cover the correct matches. If the match is not correct, nothing will happen. When no boxes are left the game is finished.
3. In the box on right side of the game, click “Start over” to play another game.

Directions for the concentration game:

1. Click on the concentration game.
2. Students try to match the Key Concept with the proper definition.
3. In the box on right side of the game, click “Start over” to play another game.

Directions for word search game:

1. Click on the word search game.
2. Students locate the Key Concepts that are listed under the word search.
3. When a Key Concept is located, the student will hold the curser down and highlight the Key Concept.

Economic Systems Internet Activity

Internet Search Engine Activity

Students will go to their favorite search engines, (<http://www.ask.com> and <http://www.google.com> are excellent sources of information). Students will type in the specific economic systems that are listed in the *Social Studies Teachers' Guide to Statewide Assessment*. These systems include traditional, command, market, and mixed economies. The search engine will provide a number of links to investigate. The students will click on various links to find information concerning the Key Concepts that are being studied. Students will then write a paragraph about their findings.

Teachers may want to preview these Internet sites in order to more effectively guide and direct students.

***** If computers and Internet access are not available, students may use encyclopedias or textbooks to research the Key Concepts that are addressed in this lesson.