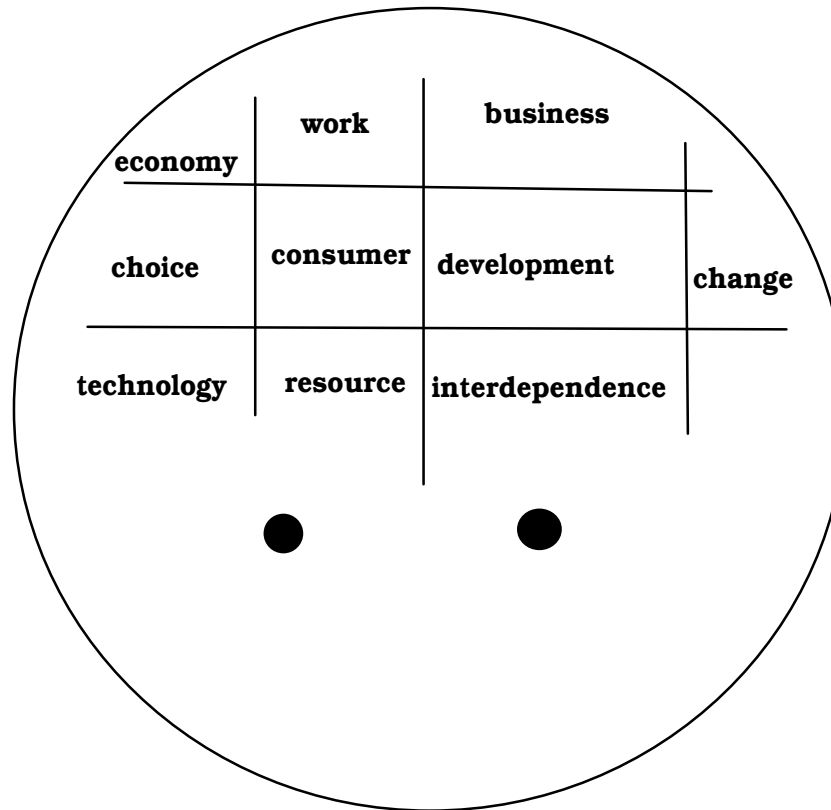


ECONOMICS FRAMEWORKS



CORE SCHOOLS DePaul Center for Urban Education ©1995
Development of this Unit Funded by the Joyce Foundation

ASSESSMENT

The following questions focus on main ideas that students will learn as they study the economy.

Ask students to answer these questions at the beginning of the unit.
They can respond in writing as well as with pictures.

Then, for each topic, review the questions--have the students add more answers.

Include more questions based on the topics you choose to study.

At the end of the unit, students should review their collections of answers and put together a kind of “digest” or book about the economy. Each student can present one idea, or students can work in teams.

- What are the important parts of the economy?
- Which is the most important part?
- Why is it most important?
- How has Chicago’s economy changed?

Add your own key questions based on the topics you choose to include in the economics unit.

-
-
-
-

WORD BANK

Here are **some** of the terms students need to know about the economy. You can use this list to assess students' learning. To assess their knowledge, have students make an economics glossary, defining the terms and then giving examples.

work	money	business	trade	economy	choices
ability apprentice aptitude career cooperation entry level job labor occupation qualification productivity salary skills reliability responsibility wage workplace	budget consumer income interest invest price savings value	employees enterprise entrepreneur factory fixed expense flexible expense industry manager produce producer product profit	advantage barter exchange export import international inter-state transportation	agriculture demand development diversify goods government human capital innovation interdependence manufacturing market property resource scarcity services specialize standard of living surplus supply system technology	alternatives benefits consequences equity incentive "trade-off" values

**Choose the words your class will emphasize.
Add more words, too.**

Planning the Economics Unit

Choose the topics you plan to include in the unit.

The recommended topics and sequence are listed here.

They are organized as questions to focus students on learning about the economy.

K	work What work do people do in school?	money How do people get and use money?	choices What choices do I make about spending time?	connections What parts of the economy are part of my life?	changes How do people improve their neighborhood?
1	work What work do people do to help other people?	money What is a price?	choices How do people decide what to buy?	connections What parts of the economy are part of my life?	changes How do people improve their neighborhood?
2	work What work do people do in the community, and where do they do it?	money How do people figure out how to buy things?	choices What choices does a family make about money?	connections What parts of the economy help your family travel, communicate, and meet other needs?	changes How do people improve a community?
3	work What work do people in Chicago do?	money How do people in Chicago get and use money?	choices What choices do people in Chicago make about resources?	connections What are economic connections in Chicago? What are economic connections between Chicago and other places?	changes How could people improve the Chicago economy ?

4	work What work do people do in Illinois?	money How do people use money in Illinois?	choices What choices do people make about Illinois resources?	connections How is Chicago connected economically to Illinois, the U.S., the world?	changes How has the Illinois economy changed? How will it change?
5	economy What is an economy? > work (labor) > business > government > consumers > resources	changes What is important to the economy of the US at different times?	choices What choices have people made that have changed the US economy?	connections How have the different parts of the United States been connected economically?	technology How has technology changed over time in the US? How has that affected jobs?
6/ 7	economy What is an economy? > work (labor) > business > government > consumers > resources	development What can countries do to improve their economies?	choices What choices have been most important to the progress of a country?	connections How does one country's economy affect other countries?	technology How does technology affect the use of resources?
8	economy What is an economy? > work (labor) > business > government > consumers > resources	development How has the US economy developed? (Trace different components, such as workers and businesses.)	choices What economic choices have people been able to make at different times in U.S. history?	connections How have the choices of one person or group of persons affected the economic opportunities of others?	technology How has technology affected the development of the United States economy?

MY PLAN FOR THE UNIT

For each week, choose a topic you will focus on.

Then select activities.

This time-line provides a total of four weeks--or four days.

You decide the time to invest in the unit.

WEEK or DAY	FOCUS What is your topic?	ACT What is the major activity that students will work on to learn about the topic?	REPORT How will students present what they learn?
1			
2			
3			
4			

Week 5: Assess and clarify

RECOMMENDED SEQUENCE FOR EACH WEEK

FOCUS

- **ORIENTATION**

Introduce (or reintroduce) the topic of the week.

(A topic such as work can extend as long as three or four weeks depending upon the value you decide the topic has to the students and the different skills development activities you organize to focus on that topic.)

- **CONCEPT DEVELOPMENT**

A. Introduce key vocabulary related to the topic.

B. Define the terms with the students with examples from their own experience.

ACT

- **IDEAS IN CONTEXT**

Involve students in activities that deal with the topic and develop skills--

math

maps

reading

writing

arts

REPORT

- **SYNTHESIS**

Have students make glossaries, displays, or tests to clarify the topic.

CONNECTIONS

A. Involve parents through homework assignments that involve the parents as economic experts.

B. Link the topics by organizing ongoing projects such as an expanding exhibit about the economy, a board game that gets more elaborate as the students learn more about the economy, a book that expands to include more chapters.

SCHOOL PARTNERS

Each class can contribute to the economic education of the entire school, including:

_____ a test on economics

_____ crossword puzzles about the economy

_____ stories about the economy

_____ a display about economics

_____ career profiles

_____ a "BIG BOOK" about the economy

Go FAR: The Teaching/Learning Sequence

Focus	Act	Report
<p><i>Teacher previews the work</i></p> <ul style="list-style-type: none"> • what students will learn • how they will learn it • why it is important to learn it <p><i>Teacher uses the focus question to preview the learning.</i></p> <p><i>Teacher uses the outline to organize student learning.</i></p>	<p style="text-align: center;">Reading Science/Social Studies</p> <p><i>Teacher asks related questions and organizes activities that require different kinds of thinking:</i></p> <ul style="list-style-type: none"> • Literal • Analytic • Inferential • Evaluative <p><i>Students work independently, in pairs, or in groups to:</i></p> <ul style="list-style-type: none"> • read about a topic • draw pictures and/or take notes about the topic • complete or create "organizers" (<i>outlines, lists, charts, graphs, maps, time-lines, diagrams</i>) to analyze the topic • evaluate ideas/information • create their own multiple choice questions 	<p><i>Students clarify what they have learned in reports such as:</i></p> <ul style="list-style-type: none"> • learning log • paragraph • booklet • display • oral presentation • their own textbook, including explanations and examples • news report