Economics Inquiry Learning Mini-Unit
First Grade Curriculum

Index

Description of Second Grade Challenge
Dividers to Separate Unit Components
Letter to Students from the NothingButNets and the UN Foundation
Inquiry-Based Learning Planner
Lesson Plans

Non-Fiction Reading Resources:
- Goods/Services chart
- Lemonade Game Record Sheet
- Malaria and the Economy, Peggy Dyckman and Emily Alford
- All About Malaria, Peggy Dyckman and Emily Alford
- Bed Nets Save Lives, Peggy Dyckman and Emily Alford
Unit Overview
Second grade students will receive a special letter from NothingButNets and the U.N. Foundation asking them to help tell people about malaria and how to end this terrible disease. Attached is a curriculum plan for a mini-unit that focuses on economics, how malaria affects economics in Africa, and ways in which people can help eliminate malaria and improve economic conditions. The lessons are designed to enhance a primary unit on economics, usually taught across the United States in first or second grades (1, 2).

The attached curriculum meets the content established by State Goal 15: Understand economic systems, with an emphasis on the United States.

*Standard A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.* The curriculum is color coded, linking standards and benchmarks to teaching activities. These materials include activities that engage the students as well as provide other resources (or links to specific websites) necessary to complete the unit.

The mini-unit culminates with students working in teams to create a book or brochure explaining the economic burden of malaria and ways in which a school can get involved with a solution. After playing the Internet game, *Lemonade Stand* (optional), 2nd graders run a lemonade stand earn money for their service project.

(1) All references are made to Illinois State Goals and Standards. Please refer to your specific state’s goals and standards for reference.

(2) The curriculum also meets the content established by the Office of Catholic Schools, Archdiocese of Chicago Curriculum Framework.

Holy Family Catholic Academy
2515 Palatine Rd.
Inverness, Illinois 60067
Second Grade Letter
Dear Students,

The United Nations Foundation’s Nothing But Nets Campaign needs your help. People in Africa and other parts of the world are dying every day because they were bitten by a mosquito and injected with a parasite. That parasite causes fever, pain, and sometimes, death.

We know that in second grade you study economics. You learn about needs and wants, goods and services, opportunity costs, and interdependence. People who have malaria are very, very sick and don’t feel like working or going to school. Because of this, they can’t earn as much money as people who aren’t sick. Their illness prevents them from enjoying the same level of income as people in countries that do not have malaria.

We would like you to work in teams to create a brochure that can be given to parents and people in your community. Your materials should tell about how economics affects people’s lives. We need you to research economic ideas and ways in which people could raise money to help protect people from malaria.
Inquiry-Based Learning
Unit Organizer:
Nothing But Nets
<table>
<thead>
<tr>
<th>Individual Student Assessments</th>
<th>Team Service Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance is crucial for life skills development.</td>
<td>Team Service Project includes collaborating with the community.</td>
</tr>
<tr>
<td>Food choices influence taste and health.</td>
<td>Team Service Project focuses on community needs.</td>
</tr>
<tr>
<td>Students can gain valuable skills through service learning.</td>
<td>Students learn to work effectively in teams.</td>
</tr>
</tbody>
</table>

**Individual Student Assessments**

- Importance of food in a balanced diet.
- Knowledge of nutrition and healthy eating habits.
- Understanding the impact of food choices on personal health.

**Team Service Project**

- Collaboration with local organizations.
- Development of leadership and teamwork skills.
- Awareness of community needs and resources.

---

**Inquiry-Based Learning Unit Organizer: Nothing but News**

- Inquiry-based learning approach.
- Relevant to real-world issues.
- Focus on critical thinking and problem-solving.
- Integration of media literacy.

---

**Classroom Management**

- Clear expectations and routines.
- Positive reinforcement and feedback.
- Encouragement of student autonomy.

---

**Standards-Based Lesson Plan**

- Aligned with educational standards.
- Integration of technology and multimedia.
- Differentiation for diverse learners.

---

**Inquiry Questions**

1. How do food choices affect our health?
2. What role do community organizations play in addressing food insecurity?
3. How can we apply our understanding of food systems to develop sustainable solutions?
individual Student assessments

Final Team Performance

- Learn the essential concepts of demand and supply.
- Understand the forces that shape market prices.
- Analyze how changes in supply and demand affect market equilibrium.
- Evaluate the impact of government policies on markets.
- Apply economic principles to real-world scenarios.

Introduction:

- Introduce the concept of demand.
- Define demand as the willingness and ability of consumers to purchase a good or service at a given price.
- Discuss the factors that influence demand, such as price, income, and preferences.

Demand Analysis:

- Analyze the demand curve for a product.
- Explain how changes in variables like price, income, and preferences affect the demand curve.

Trend Analysis:

- Identify trends in demand over time.
- Discuss the implications of long-term demand patterns.

Macroeconomic Considerations:

- Explore how demand affects macroeconomic indicators like GDP, inflation, and unemployment.
- Discuss the role of aggregate demand in shaping economic growth.

Economic Applications:

- Apply demand concepts to real-world economic issues.
- Discuss policy implications related to demand management.

Conclusion:

- Summarize key points learned about demand.
- Highlight the importance of understanding demand for informed decision-making in economics.

Additional Resources:

- Khan Academy: Microeconomics, supply and demand.
- Federal Reserve Bank of St. Louis: Economic Indicators.
Integrated Curriculum and Instruction Design: Inquiry-Based Learning

Author:

Grade Level: 8 Science

Title: Economics and Consumer Behavior

Goals/Standards: (#8)

Context:

Individual Students to answer (create worksheet)

Read a Learning and select questions on cost factors for consumption of both food and goods and services to be delivered.

Identify the factors that influence whether a product

Following the experiment, each student names the job

Final Team Performance

Complete work on the brochure by adding pictures.

Lesson 1: Long-term and short-term goals

Lesson 2: Why do we have goals?

Lesson 3: How to achieve our goals?
Lesson Plans
Active, intellectual engagement of students results in successful instruction. The opening activities for this series of lessons are designed to introduce big ideas for the content and engage students in discovery and authentic tasks. A strategy employed to accomplish this task is to design activities that help learner’s make connections between the curriculum content and their experiences. A learner’s experience includes interests, cultural experiences, values, and beliefs. With these above points in mind, begin the unit by completing the following opening activities.

Teaching and Learning Event: Opening Activity
The unit begins with the teacher introducing her dog (or other pet) to the class through pictures and stories. She asks them to think of what a pet needs. Through this discussion the students are introduced to the difference between wants and needs.

Description and Detailed Sequence of Activities:

- The pet is introduced to the class.
- Ask the students to think about what the dog needs.
- Organize students into teams of 3 or 4 and give each team a picture of the pet with room around the picture for brainstorming lists. Ask each team to list as many of the pet’s needs as they could think of. After 10 minutes have them share their lists with the whole class. Record some of the ideas on the board or chart paper.
- After all the teams have shared, write the words **food, shelter, and water**, on the board or chart paper. Then ask which of the ideas recorded on the board or chart paper are needs. Circle those ideas that are needs.
- Teams then use a highlighter to mark the words related to food, shelter, and water. Emphasize that these are ONLY needs that a dog really has and all the rest are wants.
- The class then has a brief discussion of the difference between wants and needs. Explain how dogs can survive without things it might want (such as a bed or a collar).
State Goal 15: Understands economic systems with an emphasis on the United States.
   Standard A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of good and service.
   • Compare needs and wants and goods and services for people in our economy to that of a developing nation.

Teaching and Learning Event: Letter from NothingButNets and the United Nations Foundation

The topic of Malaria and the impact that it has on children around the world is brought to the students’ attention through a letter from NothingButNets and the United Nations Foundation. After reading and discussing the letter, the class develops a list of what the NothingButNets is asking them to do, and then makes a list of questions that will help guide them as they research and create their team brochures.

Description and Detailed Sequence of Activities:

• Ask students to sit quietly and watch the clock. After 30 seconds announce, “One child has died.” Students start building questions in their minds as you continue announcing, after every thirty seconds, that another child has died.
• Now, hand each student a copy of the letter from the United Nations Foundation and read it aloud. Do not mention the name of the animal until it is revealed in the letter. NOTE: Be sure to explain that the mosquito is a special kind and not found in the United States.
• Re-read the letter and discuss the major points with your students. Now complete Task Analysis as detailed below.

In order to set parameters for content and focus on the challenge, complete task analysis using the following strategies:

1. Pin or tape two pieces of chart paper on the wall. Label the first one, Task Analysis and the second sheet, Questions we have to answer.
2. Ask, “What are we being asked to do (see the model on the following page)?” The answer to each question is found in the body of the letter from NothingButNets and the United Nations Foundation. Response; “We need to create a brochure that explains the economic burden of malaria and ways in which a school can get involved with a solution and run a lemonade stand to earn money for this service project.” Write the student’s response on the first sheet of chart paper. Then probe further by asking, “What will the money be used for?” Student response, “The United Nations will purchase mosquito nets to protect people.” Add this response to the first statement.

3. Ask, “What information do we need to include in our brochure?” Student response, “We need to learn about mosquitoes and malaria.” Write this response under the task on the first chart.

Ask, “What else do we need to learn about and include in our brochure?” response, “We need to include information about NothingButNets and the UN Foundation.” Add this response to the first chart.

Ask, “Is there anything else we need to include?” Student response, “We need to figure out how to set up a lemonade stand/ business so we can raise money to buy bed nets.” Again, add this response to the chart.

Finally, ask, “What questions do we have now?” List the questions on the second chart.

See model charts below.

<table>
<thead>
<tr>
<th>Task Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>We must create a brochure that tells people about:</td>
</tr>
<tr>
<td>• the problem of malaria</td>
</tr>
<tr>
<td>• how malaria affects the economy</td>
</tr>
<tr>
<td>• bed nets that protect families from mosquitoes</td>
</tr>
<tr>
<td>• the mission of the U.N. Foundation and Nothing But Nets to purchase nets and eliminate malaria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions we have now (samples):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is malaria?</td>
</tr>
<tr>
<td>• How is malaria spread?</td>
</tr>
<tr>
<td>• What are bed nets?</td>
</tr>
<tr>
<td>• How does malaria affect the economy?</td>
</tr>
<tr>
<td>• What can we do to stop the spread of malaria?</td>
</tr>
<tr>
<td>• How can we encourage others to take action?</td>
</tr>
</tbody>
</table>
State Goal 15: Understands economic systems with an emphasis on the United States.

Standard A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of good and service.

- Compare needs and wants and goods and services for people in our economy to that of a developing nation.

Teaching and Learning Event: By reading children’s books, students come to understand economic wants are those goods, services, or recreational activities that people would like to have.

Description and Detailed Sequence of Activities:

- Purchase or check out the following book from the library. Read aloud, “If You Give a Pig a Pancake” and use the questions that accompany the book found at [http://www.kidseconbooks.com/html/if_you_give_a_pig_a_pancake.html](http://www.kidseconbooks.com/html/if_you_give_a_pig_a_pancake.html)

- Discuss the difference between needs and wants. Make a list of items that the pig wanted. Ask students, “Of all of these items, what did the pig need (food, water, shelter). The pig could eat the pancake but could not use the tree house since pigs can’t climb trees. Now discuss the difference between goods and services. A good is something you can hold in your hand, consume, touch, and see. A service is something that someone else does for you. Download the Goods/Services chart and sort the items the pig wanted as needs/wants and goods/services.

- Place students into teams of three or four students. Give each team catalogues or flyers from grocery and department stores (taken from the Sunday papers). Have them cut out pictures of items that represent wants (sports equipment, candy, games, etc.) and then paste them on chart or butcher paper. Have them
repeat the activity cutting out pictures that represent needs (healthy food items, basic clothing, houses, etc.).

• Give each team one of the following books purchased or secured from the library. *Click, Clack, Moo*, by Betsy Lewin; *If You Give a Moose a Muffin*, by Laura Joffe Numeroff; *If You Take a Mouse to School*, by Laura Numeroff; *If You Give a Mouse a Cookie*, by Laura Numeroff. Give each team the Goods and Services chart to sort the items wanted or needed by the character.

• One person from each team reads the assigned book aloud. Team members write down what each character wants. Teams share their book and the list of economic wants.

• Read aloud, *Click, Clack, Moo*, by Betsy Lewin. Use the following website: http://www.kidseconbooks.com/html/click_clack_moo__cows_that_type.html

  NOTE: milk and eggs are economic NEEDS. We get important vitamins and minerals from this food source. Discuss the difference between milk (need) and ice cream (want). Ice cream is an economic want because the excess fat and sugar. Continue discussion with other examples.

  Teaching and Learning Events
  Social Studies Goals, Standards, and Benchmarks, continued
  Estimated time: 30 minutes

  State Goal 15: Understand economic systems, with an emphasis on the United States.
  Standard A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
  • Determine how human, natural, and capital resources impact the production of goods and services.

  Teaching and Learning Events: Jigsaw
  Locate three articles in the Resource section of this unit and duplicate for teams (All About Malaria, Malaria and the Economy, Bed Nets). Each student reads an article and then shares with classmates who have the same article. Then group three students together, each with a different article. After the teams share, the whole class meets to pull out the main ideas from the articles and answer questions posted during task analysis.
• Locate articles from the Resource section of this unit on the following topics; All About Malaria, Malaria and the Economy, and Bet Nets. Additional information can be obtained from the following websites: http://www.malarianomore.org/kids/materials/g1-teachinguide.pdf, http://www.malarianomore.org/kids/educational-materials.php.

• Students read articles twice silently. The first time reading, students focus on reading through the entire article. The second time, students re-read and highlight what they think is important to the main idea of their article.

• Students who have read the same article share information with each other in small teams. Then students form groups in which each child has read a different article. They share the information from each of their articles. Give each student five cubes/chips/bears. For each piece of information they share, they turn in one token. At the end of the discussion, all students will have used all of their tokens.

• Re-visit the task analysis as a whole class. Answer questions and ask more based on the information they learned from the articles they read and shared. Discuss ways in which malaria impacts the economics in a village. Ask, “Are people who are sick able to work? If not, how do they supply economic needs for their family?”

• Download the book, Nets Are Nice, and read it aloud. Use the following: http://www.malarianomore.org/kids/educational-materials.php Hold up a $10 bill. Say, “Name economic wants that people can buy for this amount of money.” Then ask, “How can this amount of money help save a village?”

• Begin work on the brochure by summarizing information on goods/services, wants/needs and economic burden of malaria. Teams should be made up of students who have read the three articles. As a class, decide on the different subjects that need to be addressed in the brochure based on the information they have found and what they want to tell the community. (The topic of each of the articles the students were assigned to read make great section titles for the brochures.) Be sure to include information from the NothingButNets and U.N. Foundation letter.
Teaching and Learning Events
Science Goals, Standards, and Benchmarks
Estimated time: 30 minute

State Goal 15: Understands economic systems with an emphasis on the United States.

Standard A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of good and service.

• Determine how human, natural, and capital resources impact the production of goods and services.

Teaching and Learning Event: How to run a Lemonade Stand

Description and Detailed Sequence of Activities:

• Remind the students of the task presented by the United Nations’ letter to set up a lemonade stand in order to raise money for bed nets.
• The teacher introduces the Lemonade Game by running through a sample day and explaining how to complete the record sheet with their daily data with their assets, cost per glass, charge per glass, # of glasses made, # of glasses sold, product expenses, advertising expenses, total expenses, gross profit, net profit. This chart can be downloaded from the United Nations Foundation website. The game can be found on the following website: www.ae4rv.com/games/lemonade.htm
• The students were separated into groups, and given time to complete 5 days on the game.
• Over the course of the next few days, the students are given time to complete a total of 30 “days” or turns within the game in order to see the long range affects of their economic choices.
• Use information from the book, Lemonade for Sale, and what students have learned from playing the game to develop a plan for setting up a lemonade stand. Students could sell lemonade at lunch and after school when parents are in the building. Their signs should advertise the purpose for raising the money. Additional donations are welcome!
• Sell lemonade!
Teaching and Learning Events
Science Goals, Standards, and Benchmarks
Estimated time: 30 minute

State Goal 15: Understands economic systems with an emphasis on the United States.
Standard A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of good and service.
  • Compare needs and wants and goods and services for people in our economy to that of a developing nation.
  • Determine how human, natural, and capital resources impact the production of goods and services.

Teaching and Learning Event: Students work in teams to summarize information for on assigned topic for the brochure.

Description and Detailed Sequence of Activities:
  • Continue working on the brochure. Students work with their teams to find appropriate pictures to accompany their brochures. A file of pictures is available at the website and you can use the following website to give students other picture choices. http://www.wpclipart.com/ Also, “Google” additional pictures from the Internet using the term “public domain pictures” + bed nets (or malaria, lemonade, etc.)
Read the book ______________________. Decide what the animal in the book wanted or needed. Write the name of the thing (Good) in the box named Needs if the animal must have it to live. Write the name of the things that the animal wanted in the box named Wants.

Decide if the Services the animal wanted were needed in order to live and write them in the box under Needs. If the animal just wanted them to have fun, write them in the box under Wants.

<table>
<thead>
<tr>
<th>Needs (things you MUST have in order to live)</th>
<th>Wants (things you would like to have because your needs have been met)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goods</strong> (things that people use such as food, toys, and clothing)</td>
<td>example: milk</td>
</tr>
<tr>
<td><strong>Services</strong> (ways in which humans help other people like education and health care)</td>
<td>example: seeing a dentist</td>
</tr>
</tbody>
</table>
Malaria

Every 30 seconds a child in Africa dies of malaria. Malaria is a disease caused by a parasite (pair–uh-site). In Africa, people get malaria when a special mosquito bites them. Once inside a human, the parasites make their way through the bloodstream to the liver. They multiply in the liver. From the liver more parasites are released into the human’s bloodstream. A mosquito that bites a person who has malaria gets the parasites along with their blood meal. The disease can then be given to another person when an infected mosquito bites another person.

Female mosquitoes use their proboscis to suck blood from people and animals. The proboscis is a long mouthpart that is found on the head of some animals.

When a mosquito “bites” an infected person or animal the infected blood is in the proboscis. The people who are bitten become infected with malaria.

When adults get sick from malaria they can’t work. If they can’t work they don’t make money and can’t buy things that their family needs. That’s why we need people to know about malaria and Nothing But Nets.
Malaria and the Economy

Think about the last time you were sick. Now, imagine feeling sick everyday. If adults are sick they can't go to work and are unable to make goods or provide services. They can't make money for their family to purchase goods or services. A father in Africa may only make about $4 US dollars a week. They don’t have enough money to buy nets to protect their family from malaria. If they bought a net they may not have enough money for food.

If there aren't many producers or consumers the whole village’s economy is hurt. Once malaria is removed the people will feel better and can work and make a profit from their goods or services. They can then take that profit and buy other goods and services that will now start a good cycle for producers and consumers. The economy will keep growing and get stronger. That’s why we need people to know about malaria and Nothing But Nets.
Bed Nets Save Lives

Bed nets are the best way to help prevent malaria. People get malaria when a certain type of mosquito bites them. Preventing mosquito bites prevents malaria. Mosquitoes are most active at night from around 10 p.m. to 4 a.m. The bed nets help protect people from mosquitoes when they are sleeping. A bed net is usually hung above the center of a bed or sleeping area so that it completely covers sleeping people. Most bed nets last five years. They are big enough to cover at least two people.

Bed nets are also treated with an insecticide that kills mosquitoes. Mosquitoes have a long mouthpart called a proboscis and can bite people through the bed net. You are probably wondering how the bed nets keep that proboscis from reaching people. The insecticide kills mosquitoes that come in contact with the bed net. Insecticide also has a repellent property that will keep the mosquitoes away from the house.

In a community protected by bed nets, the number of infected mosquitoes will become fewer. Malaria will be reduced and eventually eliminated. Each of these nets can be bought for a cost of only $10.00. How many bed nets could you buy by giving up one video game? Think about how many lives you can help save!