

## FLCHE-TPS Lesson 8 Grade 1

### Exploring Economics through Primary Sources

#### *It's Elementary, My Dear: Primary Sources in the Elementary Classroom*

<u>Enduring Understandings:</u> <ol style="list-style-type: none"><li>1. Communities function based on goods, services, producers, and consumers.</li><li>2. Primary sources can show examples of goods, services, producers, and consumers.</li></ol>	
<u>Essential Questions:</u> <ol style="list-style-type: none"><li>1. How do people participate in the exchange of goods and services?</li><li>2. How can primary sources be used to illustrate ways in which people participate as consumers and producers and show evidence of goods and services?</li></ol>	
<u>Vocabulary/Targeted Skills:</u> primary source, economics, money, producer, consumer, good, service, store, yard, fabric, train, passenger, Texas, Ohio, Costa Rica	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Student will identify and document evidence of economic terms: producer, consumer, goods, and services from primary sources.	
<u>Lesson:</u> Exploring Economics through Primary Sources	<u>Time:</u> 50 minutes
<u>Standard(s):</u> <u>Social Studies Standards:</u> <ul style="list-style-type: none"><li>● SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.</li><li>● SS.1.E.1.3 Distinguish between examples of goods and services.</li><li>● SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.</li></ul> <u>Language Arts Standards:</u> <ul style="list-style-type: none"><li>● LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.</li><li>● LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li><li>● LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li></ul>	
<u>Content Purpose:</u> Students will use primary sources to document evidence of economic activity: producers, consumers, goods, and services.	

Assessment/Evaluation (for this lesson):

Students will document evidence in a worksheet showing an understanding of economic activities from primary sources.

Reading Materials/Primary Source links:

- Primary source, *A typical passenger train of Costa Rica, Central America*:  
<https://www.loc.gov/item/2001699972/>
- Primary source, *San Augustine, Texas. Lady purchasing yard goods*:  
<https://www.loc.gov/item/2017852512/>
- Primary source, *Newsboys admiring sporting goods, Jackson, Ohio*:  
<https://www.loc.gov/item/2017728069/>
- Secondary source, *Learning Money for Kids/Coin Song for Children* video:  
<https://www.youtube.com/watch?v=q9jexkHgjxo>
- Secondary source, *Learning Money for Children in 1<sup>st</sup> and 2<sup>nd</sup> Grade* video:  
<https://www.youtube.com/watch?v=Z7hwaeaDk-I>
- Secondary source, Brainpop, Jr. *Goods and Services* video:  
<https://www.youtube.com/watch?v=MlkoZfzlfxo&t=148s>

Suggested Procedures:

1. Review the concept of money as needed. Use the videos for context:  
<https://www.youtube.com/watch?v=q9jexkHgjxo> or  
<https://www.youtube.com/watch?v=Z7hwaeaDk-I>, to illustrate the differences in money values, as this may surface over the course of the lesson. Share with students that they will need to think about how money may be used by people around the world.
2. Begin a discussion by asking students when they have ever seen money used in their lives. *Where was the money used? For what purpose?* Write down answers as students share these observations. *(The goal will be to show that money is used for both goods and services, but this will surface later in the lesson.)*
3. Now explain that the examples students gave reflect many ways in which people spend their money and may be categorized as *goods* and *services*. Watch the Brainpop, Jr. video, *Goods and Services*: <https://www.youtube.com/watch?v=MlkoZfzlfxo&t=148s>
4. Return to your written list of student examples. Invite students to label each of their examples as either a good or service (and sometimes both as in a restaurant). Add other examples to the list as needed to ensure students have a firm understanding of the differences between goods and services.
5. Model for students how people can be *producers* or *consumers*. Invite students to role play an exchange of a good. (Use manipulative money if possible.) Have one or two students set up a classroom supply “sale,” and have one student visit the sale to purchase a supply (good). Show students that the those selling goods are producers, while those purchasing are consumers.
6. Return to the written list of student examples, and identify consumers and producers from several of these examples. Clarify student understanding.

7. Divide the class into three groups. Provide each group either a digital access or hard copy access to one of the primary sources:
  - Primary source, A typical passenger train of Costa Rica, Central America:  
<https://www.loc.gov/item/2001699972/>
  - Primary source, San Augustine, Texas. Lady purchasing yard goods:  
<https://www.loc.gov/item/2017852512/>
  - Primary source, Newsboys admiring sporting goods, Jackson, Ohio:  
<https://www.loc.gov/item/2017728069/>
  - *It is recommended to keep the caption/title hidden at this time, allowing students an opportunity to analyze the images.* Students will be asked to add the title of the primary source on the worksheet at the end of the lesson.
8. Ask students to describe what they see using the economic terms used in the lesson: *good, service, producer, consumer*. Use the lesson worksheet to have students document this information in the appropriate boxes. Each primary source has several examples which may surface. *Some examples may include: **Passenger train:** Consumers=passengers; Goods=food; **Sporting Goods store:** Consumers=newsboys, Producer=Sport Goods store, goods=fishing pole/tackle; **Goods Store:** Service=selling of yard, Producer=lady selling yards of fabric, etc.*
9. Close the lesson by reviewing all sources with each group digitally projecting each source. Invite groups to share their observations with the class. Explore any unseen observations. Have students write this information on their worksheets. Lastly, have students write the photograph title on their worksheet.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Exploring Economics through Primary Sources

Primary Source Title:

**Examples of Goods:**

**Examples of Producers:**

**Examples of Services:**

**Examples of Consumers:**