

FLCHE-TPS Lesson 5 Kindergarten

Exploring Economics Through Visual Evidence

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

<u>Enduring Understandings:</u> <ol style="list-style-type: none">1. Communities need both goods and services.2. People can be producers and consumers and choose between needs and wants.	
<u>Essential Questions:</u> <ol style="list-style-type: none">1. How can a primary source (photograph) tell us about the activity of people from the past?2. What are examples of economic activity (buying or selling goods or services)?3. In what ways does economic activity change or stay the same overtime?	
<u>Vocabulary/Targeted Skills:</u> goods, services, needs, wants, consumer, producer, economics, money, primary source, photograph, history, citizen	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will find and record visual evidence of economic activity (buying/selling) from a primary source.	
<u>Lesson:</u> Exploring Economics Through Visual Evidence	<u>Time:</u> Two 25-minute sessions (50 minutes)
<u>Standard(s):</u> <u>Social Studies Standards:</u> <ul style="list-style-type: none">● SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.● SS.K.E.1.4 Identify the difference between basic needs and wants.● SS.K.C.2.1 Demonstrate the characteristics of being a good citizen. <u>Language Arts Standards:</u> <ul style="list-style-type: none">● LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.● LAFS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text● LAFS.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)● LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<u>Content Purpose:</u>	

Students will use primary sources (photographs) to explore evidence of economic activity (buying and selling).

Assessment/Evaluation (for this lesson):

Students will identify examples of needs, wants, goods, services, producers, and consumers of people from today and in the past.

Reading Materials/Primary Source links:

Primary source: *Pop stand of children in community camp, Oklahoma City, Oklahoma, 1944*

<https://www.loc.gov/item/2017783962/>

Primary source: *Woman selling baked goods by roadside, 1925-1930?*

<https://www.loc.gov/item/95512513/>

Secondary Source/Context Brainpop Jr. video:

<https://www.youtube.com/watch?v=MlkoZfzlfxo>

Suggested Procedures:

1. Explain to students that they will be looking at photographs of people from the past. These two photographs are primary sources.
2. Explain to students that the images represent an economic activity. Each image shows people buying and selling. Students will need to find evidence of what is being sold and why.
3. Provide context by using the Brainpop Jr. video: *Goods and Services*.
<https://www.youtube.com/watch?v=MlkoZfzlfxo> Invite students to share what goods and services they have bought (or adults have bought for them) and why. Record these responses into two columns labeled goods and services. Remind students that when buying a good or service they are consumers. Were these goods or services based on need or want?
4. Now engage students in a discussion about goods or services they would sell. Record responses into the two columns of goods and services. Remind students that when selling a good or service they are producers. Invite students to share why they would produce their shared good or service. Provide context that communities need both producers and consumers.
5. Present a hard or digital copy of the primary source:
<https://www.loc.gov/item/2017783962/> *Pop stand of children in community camp, Oklahoma City, Oklahoma*. Have students first describe who they see (children, males, females, producers, consumer). Then ask students what they see (stands, crates, canvas, fence, trees, etc.). Avoid asking students what is happening in the picture or allowing them to share these ideas first. Students need to first identify the who and what, before exploring the activity. Circle or record their responses.
6. Now ask students if they note the economic activity. *Who is the producer? What is being produced? Who is the consumer? What makes you say that? Do you suppose the pop is a need or a want?* (The title/caption reveals that this is a pop stand, although

clear visible evidence of pops, is not really present. Instead, use this lack of clarity to be imaginative about what they children are selling and why.)

7. Present students with the second primary source: <https://www.loc.gov/item/95512513/> *Woman selling baked goods by roadside*. As before, ask students to only identify who (women) followed by what objects (tree, house, containers, table, covered food, bread) are in the photograph. After students have found evidence of people and objects, identify the economic activity. *Who is the producer? What is being produced? Who is the consumer? What makes you say that? Do you think the bread is a need or a want?*
8. Close the lesson by reviewing student responses to consuming and producing in the beginning. Were either of the economic activities from the photographs mentioned on their list? Tell students that being part of a community by buying or selling makes good citizens. Without these economic exchanges, a community cannot function properly.

Extensions:

1. Have students write or orate a title or caption for each of the photographs.
2. Invite students to role play buying and selling classroom goods. If possible, use real or model U.S. currency. Pair this lesson with introducing or reinforcing U.S. dollars and coins.