



2023 Summer Institute K-5: Session 3

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Our Vision

Economic and financial literacy education has transformed the lives of Minnesotans, empowering them to find pathways to life and workplace success, and to provide for family and community stability.

Teaching Teachers | Engaging Students | Reaching Communities

Colleen Gray, MCEE Education Director



- Passion for economics education began as a 5th grade Social Studies teacher
- Committed to helping educators understand and confidently teach economics standards
- Background in Education, Non-Profit Management & Human Resources



Objectives

- Introduce you to a variety of lesson collections
- Share ideas on how to use the lessons in your classrooms
- Answer questions to ensure you feel prepared to use resources with your students

Agenda

- Explore MCEE-Created Resources
- Examine Integrating Civics and Economics Instruction
- Discover where to access lesson materials
- Answer questions

National Standards

Standard 1: Scarcity

Standard 2: Decision Making

Standard 3: Allocation

Standard 4: Incentives

Standard 5: Trade

Standard 6: Specialization

Standard 7: Markets & Prices

Standard 11: Money & Inflation

Explore MCEE-Created Resources

- Elementary Math and Economics
- Female Pioneers in Economics
- Economics is Everywhere
- Using Children's Books by BIPOC Authors to Teach Economics

MCEE: Elementary Math and Economics

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Mathematics & Economics Get Started	Mathematics & Economics Children's Literature & Additional Resources	Mathematics & Economics Glossary	Mathematics & Economics Curriculum Print List
Get Started	Children's Literature & Additional Resources	Glossary	Curriculum Print List
Mathematics & Economics K	Mathematics & Economics Grade 1	Mathematics & Economics Grade 2	Mathematics & Economics Grade 3
Kindergarten	Grade 1	Grade 2	Grade 3
Mathematics & Economics Grade 4	Mathematics & Economics Grade 5	 A photograph showing a teacher leaning over a desk, assisting several young students as they work on their assignments in a classroom setting.	
Grade 4	Grade 5		

MCEE Lesson Plan Template



LESSON Plan

[Title of Lesson or Unit]



Lesson Title	Grade Level	Time Required
Lesson Description		
Goals/Objectives		
Materials		
Handout List		
Standards/Benchmarks		
Access for All Learners	<p>Questions to consider while preparing the lesson to ensure all students have the access/ability to appropriately engage in the lesson:</p> <ul style="list-style-type: none"> Do any of my students need different modalities (e.g., through vision, hearing, or touch) or information in a format that will allow for adjustability such as text that can be enlarged, sounds that can be amplified? Are there instructional strategies I could use (e.g., graphic organizers, sentence stems, Visual Thinking Strategies) to make the lesson more accessible and less intimidating for my ELL students? Do the assessments reflect what my students know? <p>To learn more about making lessons accessible for your students, access these links: Universal Design for Learning Guidelines; Universal Design for Learning: Meeting the Needs of All Students; Best Practices for Serving English Language Learners and Their Families</p>	

Anti-Bias Considerations	<p>Questions to consider while preparing the lesson to ensure the lesson supports inclusion for all of your students:</p> <ul style="list-style-type: none"> Will my students see themselves in the lesson and if not, how can I enhance the lesson so that each student can see themselves? Is the lesson relevant to my students' lives and lived experiences and if not, what changes can I make to the lesson to make it relevant to my students? How can I encourage students to question and respond to ideas or examples they consider to be unfair? How will I respond to stereotypical or unjust ideas that emerge in discussion or the lesson itself? <p>To learn more anti-bias education, access these links: AMAZEworks: Teaching for Change</p>
Prior Knowledge	<p>No prior knowledge of economics concepts or vocabulary assumed.</p>
Vocabulary	<p>...</p> <p>Definitions of terms used in this lesson can be found in the Glossary to this curriculum.</p> <p>For additional terms and definitions, as well as a tool to create custom flashcards, please consult the Glossary of Economics and Personal Finance Terms from the Federal Reserve of St. Louis.</p>
Instructional Procedures	<p>Use this checklist for important considerations while planning.</p>
Lesson Assessment	
Additional Resources	<p>An additional list of children's literature and resources can be found in the Annotated Bibliography: ME - Resource List - Children's Literature and Additional Resources</p>
Learning Resources	
Sources Cited	

Getting Started

- [Curriculum Introduction](#)
- [Ready Assessments](#)
- [Social Justice Standards Integration](#)
- [Table of Contents](#)



Unit Topics in Each Grade

Grade K-5 lessons organized by the following concepts:

1. Decision-Making
2. Personal Finance
3. Business/Production

Kindergarten Unit Lesson Examples



**Unit 1 -
Decision-Making**

[Want to Swap](#)

[Handout Swap Chart and Key](#)

[Handout Swap items](#)

**Unit 2 -
Personal Finance**

[Money Choices](#)

[Visual - Playdough](#)

[Visual - Smoothie](#)

[Visual - Lego Set](#)

[Visual - Book Set](#)

**Unit 3 -
Business/Production**

[What Do People Do](#)

[Google Slide Deck - What](#)

[Do people do?](#)



First Grade Unit Lesson Examples

**Unit 1 -
Decision-Making**

[How Can We Decide](#)

[Google Slide Deck - How Can We Decide](#)

[Handout - Pros and Cons](#)

**Unit 2 -
Personal Finance**

[Marias Budget](#)

[Handout - Marias Budget Story](#)

[Handout - Amusement Park Budget Exercise](#)

**Unit 3 -
Business/Production**

[Open For Business](#)

[Google Slide Deck - Arthur's Pet Business](#)

Second Grade Unit Lesson Examples



**Unit 1 -
Decision-Making**

[Choices Choices](#)

[Choices](#)

[Handout - Choices Bar
Graph](#)

**Unit 2 -
Personal Finance**

[What Makes Something Useful
as Money](#)

[Google Slide Deck - What
Makes Something Useful as Money](#)

[Handout - How Many Cents
Answer Key- How Many Cents](#)

[Solving Real World Math Problems
Answer Key - Solving Real
World Math Problems](#)

**Unit 3 -
Business/Production**

[Does Honey Come From](#)

[Cows](#)

[Google Slide Deck - Does
Honey Come from Cows?](#)



Third Grade Unit Lesson Examples

**Unit 1 -
Decision-Making**

[Danny Chooses a Pet](#)

[Visual - Dannys Birthday](#)

[Visual - Decision Making](#)

[Grid Key](#)

[Handout - Decision
Making Grid](#)

**Unit 2 -
Personal Finance**

[Money and Exchange](#)

[Google Slide Deck - Money
and Exchange](#)

**Unit 3 -
Business and Production**

[The Bookmark Factory](#)

[Handout - Rectangles](#)

[Handout - Circles](#)

[Handout - Bookmark
Factory Production Data](#)

[Visual - Factory
Production Record](#)



Fourth Grade Unit Lesson Examples

Unit 1 - Decision-Making

[Using the PACED Process](#)

[Visual - Field Trip Options](#)

[Visual - PACED Decision Making Steps](#)

[Handout- PACED Decision Making Grid](#)

Unit 2 - Personal Finance

[How Big is the Schoolyard](#)

[Activity - Schoolyard Scarcity](#)

[Activity - Schoolyard Scarcity Fields](#)

[Activity - Schoolyard Scarcity Hockey Rinks](#)

[Activity - Schoolyard Scarcity Playground Areas](#)

[Activity - Schoolyard Scarcity Courts](#)

Unit 3 - Business and Production

[The Packet Factory](#)

[Handout - Packet Factory Pattern Sheets](#)

[Handout - Production Data](#)



Fifth Grade Unit Lesson Examples

**Unit 1 -
Decision-Making**

[Making Decisions Big and Small](#)

[Visual - Count the Decisions](#)

[Handout - Decision-Making Log](#)

[Visual - Decision-Making](#)

[Comparison Graph](#)

**Unit 2 -
Personal Finance**

[Income & Budget Unit](#)

[Visual- Tim's](#)

[Interactive Story](#)

[Handout - Tim's Budget
Story](#)

[Answer Key - Tim's
Budget Story Worksheet](#)

**Unit 3 -
Business and Production**

[Creative Toy](#)

[Visual - Creative Toy](#)

[Input Prices Example](#)

[Handout - Creative Toy
Determining Profits](#)

[Handout - Creative Toy
Classroom Dollars](#)

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help@councilforeconed.org or
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support call/text the CEE
support lines at 212-827-3640 or
212-827-3641

CEE's Ready Assessments

- Optional online pre and post assessments for each grade level
- [CEE's Ready Assessment Overview](#)
- [Ready Assessment Instructions](#)

MCEE: Female Pioneers in Economics

- Created using stories from the [Mini Movers and Shakers](#) series by Mary Nhin
- Teacher resources highlight concepts of
 - Scarcity
 - Incentives
 - Decision Making



Meet the Female Pioneers

- Mae Jemison
- Serena Williams
- Indra Nooyi



Image credit: Mary Nhin & Yuliia Zolotova

Female Pioneers, Economics, and Your Students



-
- These female pioneers used economics concepts as they rose to greatness.
 - Your students use economic concepts all the time.
 - Everyone uses economics!

Mae Jemison



Scarcity +



Image credit: Mary Nhin & Yuliia Zolotova

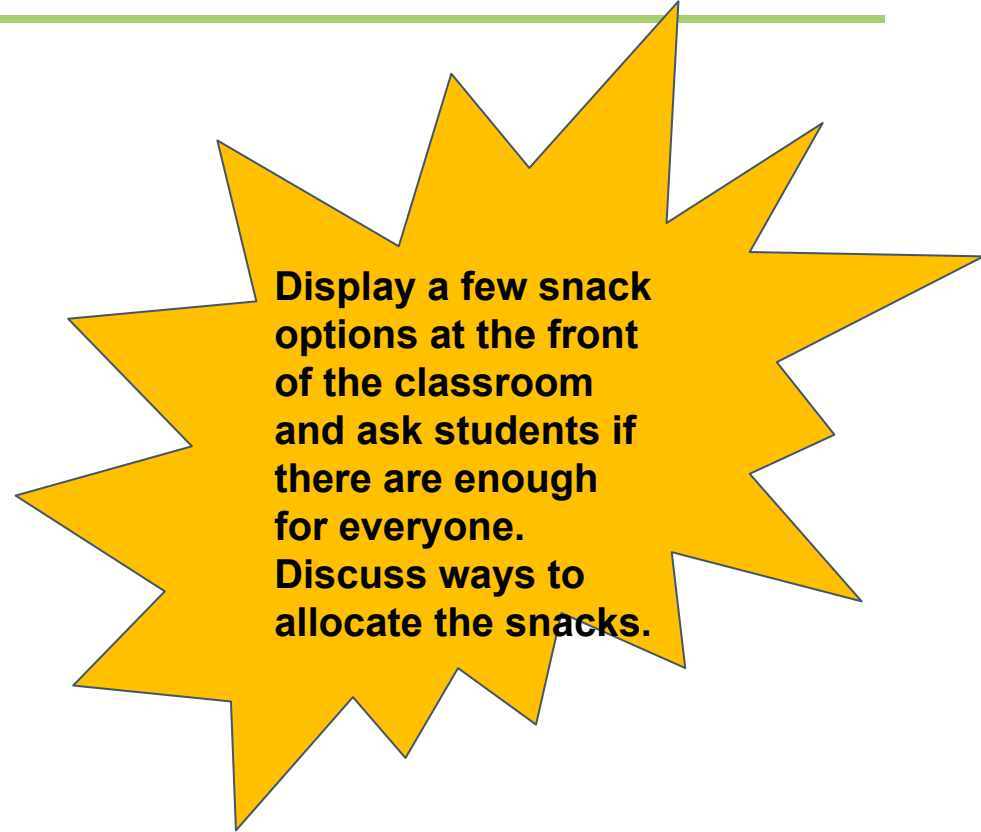
Scarcity

Answer in the chat:

Do you have a fun way to teach or demonstrate scarcity?

OR

What is one challenge you have when teaching scarcity?



Mae Jemison

- First African American female to journey to space.
- She had many talents and interests, including science, dance, and cheerleading, when she was a young child.
- She had always wanted to be an astronaut but felt discouraged and pursued medicine instead after college.
- While practicing medicine, she studied engineering at night.

Mae Jemison

- When she chose to study medicine, what did she have to give up?
- What are some things Mae Jemison might have had to give up in order to study engineering at night?
- What was Mae's scarce resource?

Link to more resources [here](#)

Serena Williams



Incentives +



Image credit: Mary Nhin & Yuliia Zolotova

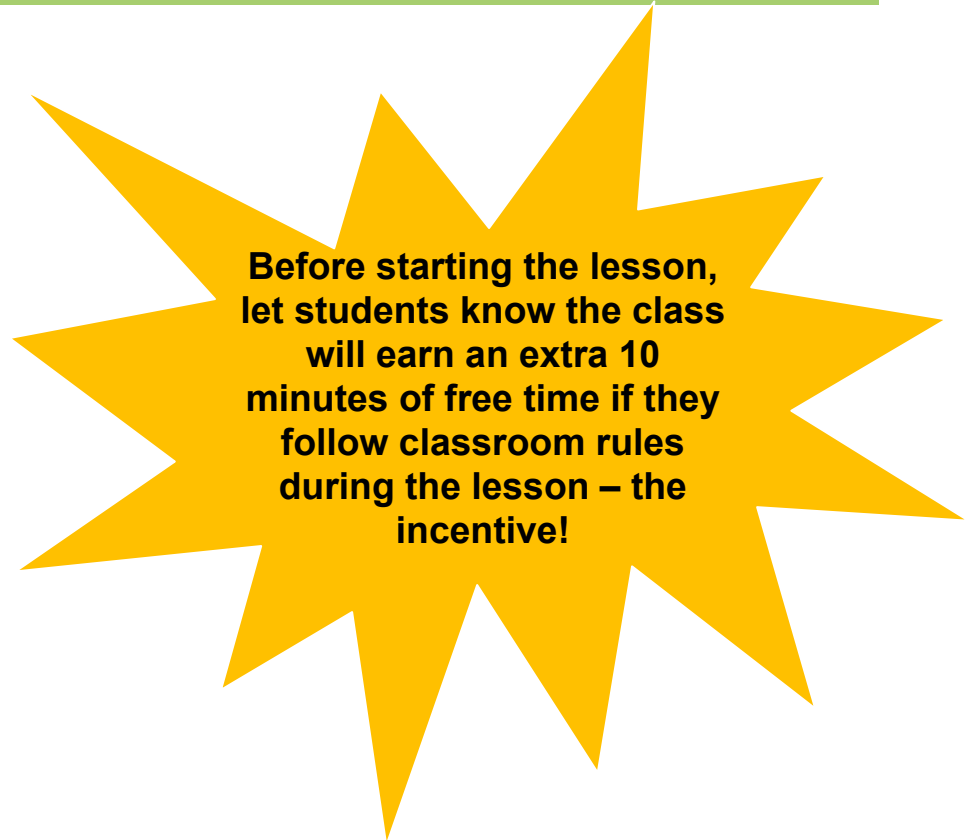
Incentives

Answer in the chat:

Do you have a fun way to teach or demonstrate incentives?

OR

What is one challenge you have when teaching incentives?



Before starting the lesson, let students know the class will earn an extra 10 minutes of free time if they follow classroom rules during the lesson – the incentive!

Serena Williams

- One of the greatest athletes of all time.
- Her father was surprised by how much professional tennis athletes made and decided to train his children.
- Her parents hung signs with inspirational quotes all around the tennis court.
- Sadly, she faced discrimination when she began playing in tournaments.
- She won many trophies before she began to win cash prizes.

Serena Williams

- What was Serena Williams' father's incentive for training her and her sisters to be professional tennis players?
- What is an example of another positive incentive Serena Williams received to encourage her to excel at tennis?
- While Serena Williams was playing tennis, what was one negative incentive that might have discouraged her from playing?

More questions/resources at the [link](#)

Indra Nooyi



Decision Making +



Image credit: Mary Nhin & Yulia Zolotova

Decision making

Answer in the chat:

Do you have a fun way to teach decision making?

OR

What is one challenge you have when teaching decision making?

Opening Activity Idea

1. Ask students to guess how many decisions they made before arriving in the classroom today.
2. Before they answer, let students share examples of decisions as you write them on the board.
3. When finished, ask students to raise their hand if they made more decisions than they originally guessed.

Indra Nooyi

- First female CEO of PepsiCo.
- She had many interests as a young child, including rock & roll! (She was in a rock band)
- She earned degrees in physics, math, and chemistry before focusing on business.
- She became the first female CEO of PepsiCo and made the decision to pivot to healthier products. Many people disagreed with this decision. Ultimately, she was vindicated.

Indra Nooyi

— — —

Once Indra Nooyi became CEO, what is one decision she made?

What was the benefit of this decision?

What was the cost of this decision?

Did other people agree with her when she made this decision?

The book says that her decision was right. How do you think people judged whether or not her decision was right?

More questions/resources at this [link](#)



Economics is Everywhere

Integrating Economics and Geography
in Grade 8

How can we measure and improve the quality of life in a country?: Examining GDP as a measure of standard of living

Written by Dr. Valerie Struthers Walker



Every Unit Includes:

1. A Compelling Question
2. A Table of Contents
3. An Overview to the Lesson
4. Inquiry Cycle Connection
5. Academic Standards Menu
6. Individual Lessons
7. Resources

Key Economic Terms

Scarcity ~ Having less of something than you want.

Choice ~ A decision about what to do (and when to give up)

Decision Making Process ~ A reasoned way of choosing the best one of possible alternatives

Trade Offs ~ Those things gained and lost when comparing one alternative with another.

Opportunity Cost ~ The value of the next best alternative.

4th Grade

Compelling Question:

How does where you live shape how you live?



Adapted from: Minnesota Department of Education. (nd) Inquiry Visuals. Retrieved June 15, 2019 from: http://www.mncsse.org/sites/default/files/instruction/inquiry/documents/blank_color.pdf



Where would you live in the U.S.? Why?

1. Imagine that you have access to a time machine. You set the controls to visit yourself 15 years in the future. In the space below, sketch or list what your life is like: What job do you have? What do you do for fun? What else do you notice about your life that makes you happy?

2. If I live in the U.S., I would like to live in _____

because _____

I would also like to live in _____

because _____

Lesson implementation

Launching the lesson

1. Did you know that [5 million U.S. residents move to a different state to live](#) each year? And that the [average U.S. citizen moves 11 times in his or her lifetime](#)? Moving to a new community or home is a big decision!
2. We've learned a lot about the different regions in the United States: how they are known for different geographic features, how they have different resources and economic opportunities, and what life is like in different places.
3. Since we've just studied the U.S., we're going to think about options in the United States, even though some of you might eventually explore the world! I have posted names/photos/projects representing each region at five points in the room.

If you had to say now, which are you drawn to as a place to live? Walk to that poster and discuss: Where would you move? Why?

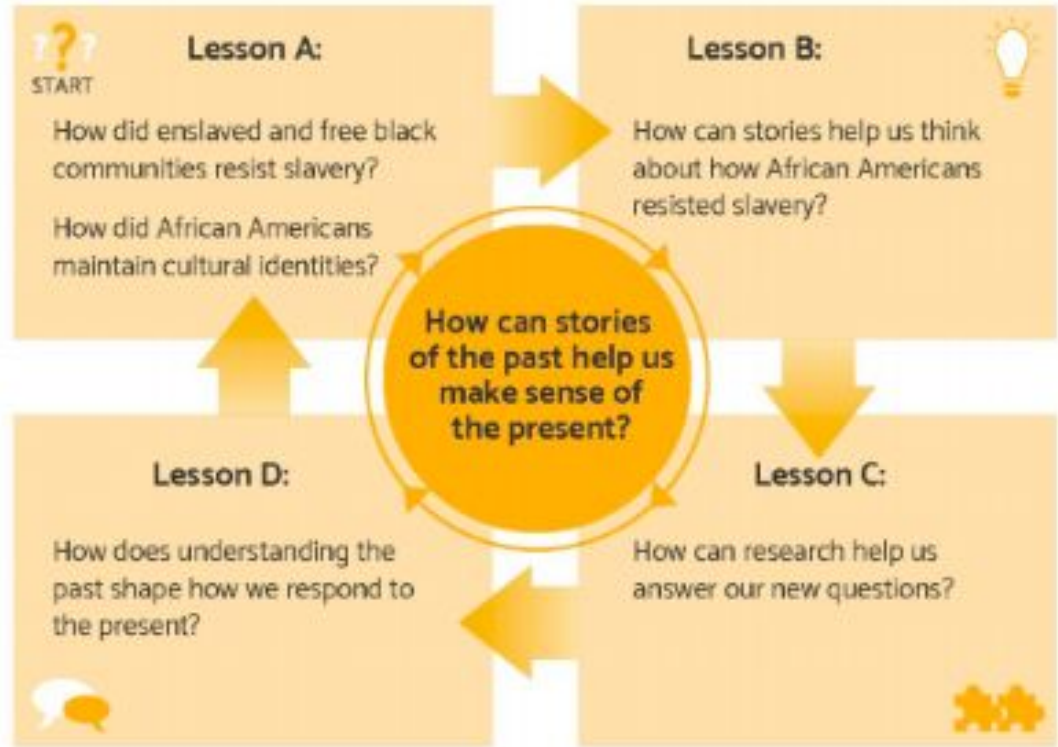
* Teaching Notes:

- Prior to this lesson, teachers may choose to introduce students to the PACED decision-making process as a tool for making smaller, everyday choices. (See Resource list for suggestions.)
- If students were able to create posters or other representations of the regions, these might be used in lieu of labels or photos.

5th Grade

Compelling Question:

How can stories of the past help us make sense of the present?



Adapted from: Minnesota Department of Education. (nd) Inquiry Visuals. Retrieved June 15, 2019 from: http://www.mncsse.org/sites/default/files/instruction/inquiry/documents/blank_color.pdf

How can stories of the past help us make sense of the present?

Lesson B: How can stories help us think about forms of resistance? What new questions do we have?

Lesson overview

In this lesson, the teacher models and then students use a decision-making tree to highlight the choices that characters in biographies and/or historical fiction are shown making as they live in, escape, or support others in escaping or resisting enslavement. As students read, they also note any questions they have about the historical accuracy or context of the stories they are reading. These questions become the basis for some of their research in lesson C, in which they draw on secondary sources for deeper understanding.

<p>Compelling and supporting questions:</p>	<ul style="list-style-type: none"> ➤ How can stories help us think about resistance and culture? ➤ What new questions do the stories we read make us ask about the history of resistance to slavery?
<p>Academic standards addressed</p>	<p>5.4.4.16.5 Describe ways that enslaved people and people in the free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763)</p> <p>5.4.1.2.1 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.</p> <p>5.2.1.1.1 Apply a decision-making process to identify an alternative choice that could have been made for a</p>

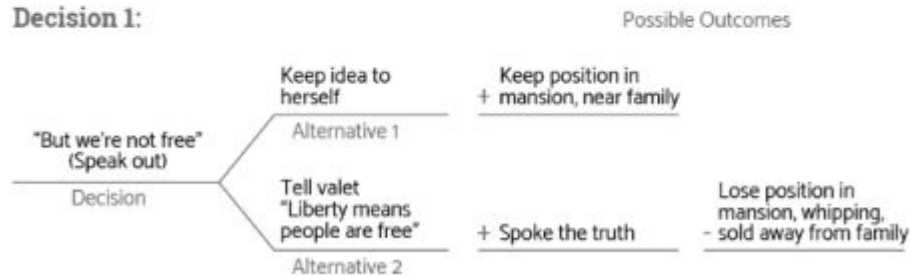
Modeled Decision Making Tree, completed in steps 5-8

Title: *The Escape of Oney Judge: Martha Washington's Slave Finds Freedom*

Historical context: Begins in Mount Vernon, after the Revolutionary War (~1780)

Decision making trees:

Decision 1:



Developing the lesson

1. Earlier in this unit we used the [Primary Source Analysis Tool](#) to help us learn and ask questions about slavery and resistance. The challenge for today will be to think about how what the class has learned so far about resistance, culture and African American history can help us think about events that have happened more recently.
2. I am going to look more closely at the last image. Project the Primary Source Analysis Tool and an image of athletes "[Taking-a-Knee](#)" or show a contemporary news article on the current event that could be interpreted as an example of resistance and/or African American culture.

Modeled Primary Source Analysis Tool, modeled in steps 2-5

Primary Source: Photo from article "#TakeAKnee", September 27, 2017

Observe	Reflect	Question
<ul style="list-style-type: none">➤ 17 men on one knee.➤ African American and white football players➤ Purple and silver uniforms➤ Etc.	<ul style="list-style-type: none">➤ They are "taking a knee"➤ I think they are protesting something.	<ul style="list-style-type: none">➤ What are their reasons for kneeling? Is it during an anthem?➤ When was this taken?➤ Did they get in trouble?

3. The first thing I will record is what I know about my primary source: This is a photo in an article from September 27, 2017. The title is "#TakeAKnee".

Ed Tech Tool: [Primary Source Analysis from the Library of Congress](#)

- Free
- Template already created
- Students can email response to teacher or download to submit when finished.



Source: <https://www.cnn.com/2017/09/27/us/nfl-anthem-protest-race-trump-trnd/index.html>

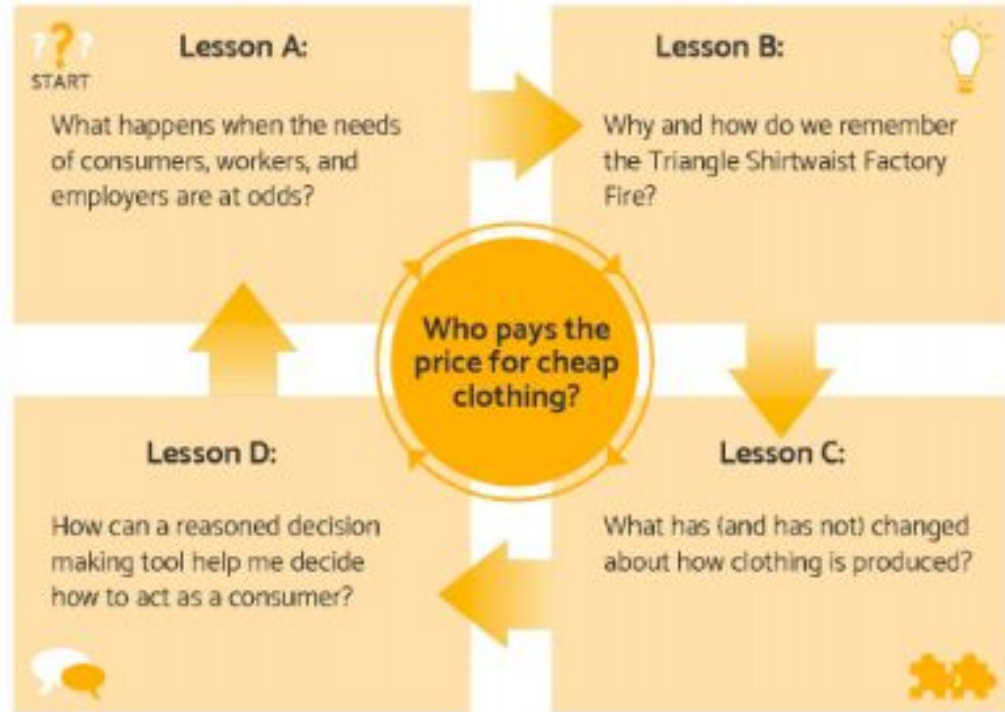
4. My next question is, what can I "Observe" or see? This is where I describe what I notice about the primary source. For this step, you should be able to point to the place in the text to show what you see. For example, I can count the people. I think they are all men. [Etc.]
5. My next step is to "Reflect". What do I think about my observations? In this step, I combine what I see and what I know to make an inference. For example, . For example, I've read about "taking a knee" and I think it is to protest racism.
6. Finally, what "Questions" do I have? Or, what do I wonder? Why are they kneeling on this day? Did everyone on the team kneel? Did they get in trouble? [Etc.]

7th Grade



Compelling Question:

Who pays the price for cheap clothing?



Who pays the price for cheap clothing?

Lesson A: What do workers, employers and consumers want? How are these needs negotiated?

Lesson overview

Part 1 (optional): In this optional preview to the unit, students are introduced to the compelling question that will guide the lesson sequence: “Who pays the price for cheap clothing?” After imagining a scenario in which they purchase an outfit that “makes them look good”, students complete a pre-assessment in which they brainstorm what might be important to consumers, workers and owners of businesses. The teacher then reads and students discuss the book *Click, Clack, Moo: Cows that Type* as an introduction to labor negotiations and related vocabulary.

Part 2: Students participate in a simulation in which they play the roles of union workers and management in a factory setting. This activity provides an introduction to some of the conditions in the Triangle Shirtwaist Factory, as well as an introduction to terms such as: labor, union, management, owners, negotiate, strike, and settle.

Simulation created by Mandy Kraus and Megan Speers, Wayzata West Middle School, MN

Compelling and supporting questions:

- Why are there sometimes tensions among the interests of workers, employers and consumers?
- What are some ways these groups settle their differences?
- How does profit work as an incentive for owners with positive and negative outcomes?

Academic standards addressed:

7.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different

Ed Tech Tool: EdPuzzle

In this unit there are several videos linked for background information on the Triangle Shirtwaist factory fire. If students are watching from home, edpuzzle is a great tool!

- ➔ Students can watch videos assigned by teacher.
- ➔ Teacher can input questions throughout the video.
- ➔ Teacher can see individual student progress



Triangle Shirtwaist Factory: "Strike or Settle?" Simulation

Today you are going to play a role in a factory that produces shirtwaists. You will be either a worker who makes shirtwaists and belongs to a union or a manager who runs the factory and negotiates on behalf of the owners of the company. From your assigned perspective, you will participate in a labor negotiations in which each side attempts to get what they want. At the end, the workers will hold a vote to decide whether they will "strike or settle".

Overview of the Simulation

Preparing for negotiations:

- You will be assigned a role as a worker in the union or a manager who represents the owners of the company.
- Read your **Role Sheet** to learn about who you are, your goals for negotiation, and what your perspective is on the upcoming negotiations. Discuss this information with your group so everyone has a common understanding of the role you play in the simulation.
- Prepare for negotiations by reading about the **Working Conditions** in the factory. The information provided on this sheet is the same for both roles, so remember to read it from your perspective as either a worker or manager.
- Create a list of demands (workers) or possible concessions (managers) to discuss in the first round of negotiations.
- Decide on who will speak for the group and who will take notes during negotiations.

TRIANGLE SHIRTWAIST FACTORY:

Role sheet: Worker and Union Member

You Are:

- A worker at the Triangle Shirtwaist Company and a union member.

Your Goal:

- You want better working conditions. Your goal is to convince the management to improve your working conditions and pay or you will strike.

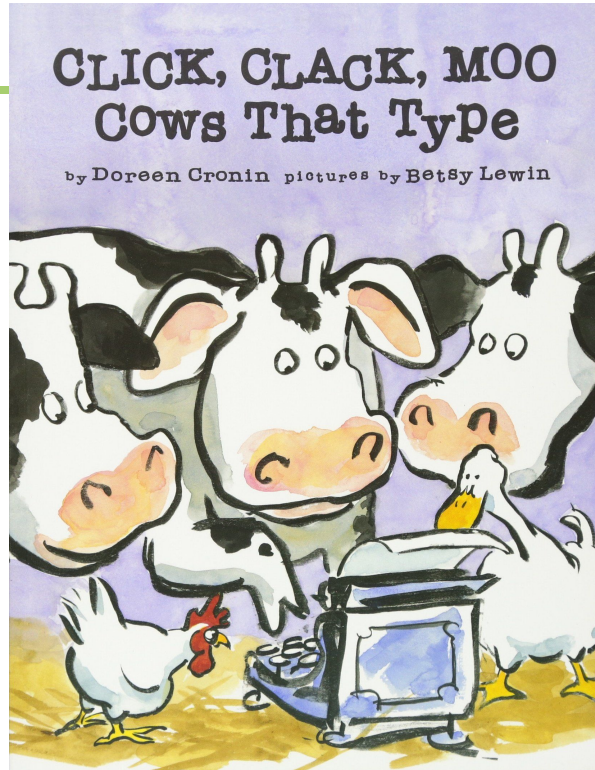
Your Role:

- Negotiate with management in order to get higher pay, fewer hours, better and safer conditions. Although you are willing to negotiate, you are also willing to strike if management will not meet many of your demands. You need to decide when or if you will reach a fair settlement with management. Try very hard to reach an agreement with management, without compromising too much on your demands.

From your perspective:

- The owners of the factories are wealthy. They are profiting off workers who can barely feed their families.
- Oftentimes all members of a family must work in order to pay for the bare necessities of life, like rent and food.
- Conditions in the factory are unsanitary and unsafe. The owners will not spend the money to fix them.
- You are willing to negotiate with Management, but not too much! If reasonable demands aren't met you will have to strike.
- If you decide to strike, your families will have no source of income and it will be difficult to survive. However, if you don't take a stand, no one will. Working conditions and pay will remain the same.
- A strike would hurt the factory because they will not be able to produce shirtwaists and would have to hire untrained workers.

Bringing this lesson to younger learners:



Developing the lesson

1. Writing to Learn Worksheet 7A:

One of our goals for the unit will be to deepen our knowledge of some academic vocabulary that will help us answer our questions. On the Writing to Learn worksheet, complete #3: Rate your knowledge: How familiar are you with each of the key terms we will be using? By the end of the lesson our goal is that you become more familiar with these ideas. (And, if not, ask for clarification!)

2. Read aloud: *Click, Clack, Moo: Cows that Type* by Doreen Moren. As you listen, try to make connections between the events in the story and the vocabulary we have just previewed.
3. Discuss vocabulary connections.

Example: *The animals on the farm were the **labor** in the story, since they produced the milk and eggs. They formed a **union** when they decided to work together to convince the farmer.*

4. On the Writing to Learn Worksheet, complete #4: Write a summary, using the vocabulary.

Example: *A farmer, who was the owner of the barn and farm, had a problem with his workers. The cows and pigs and sheep were unhappy with their working conditions. They formed a union to help them negotiate changes. They even went on strike and refused to produce milk and eggs!*

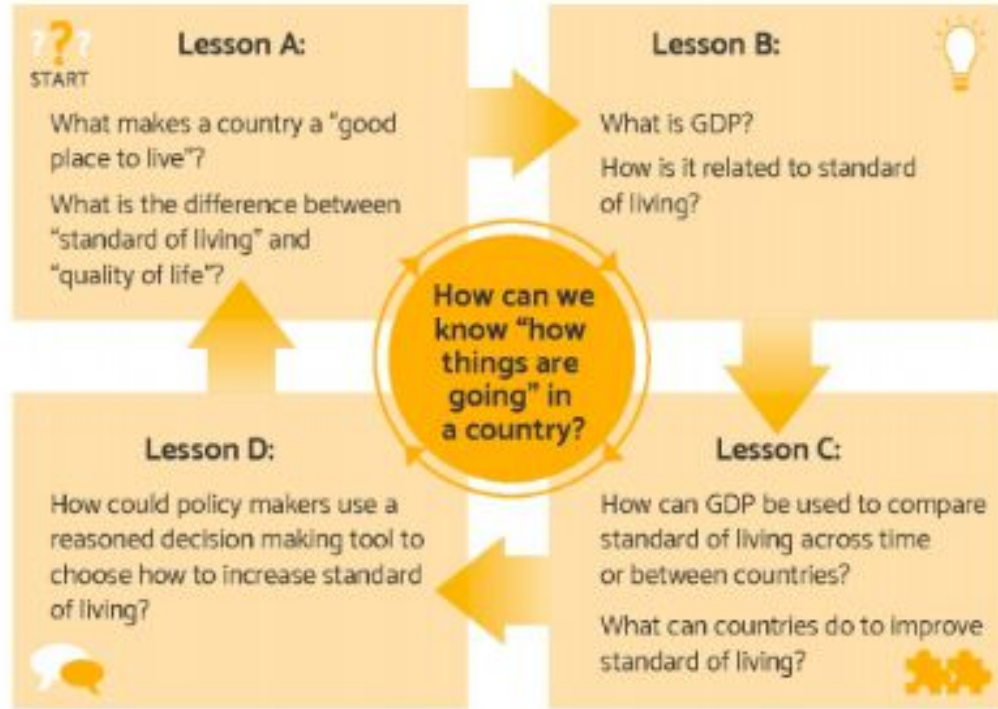
* Teaching Note:

The vocabulary previewed in the Rate Your Knowledge activity is not explicitly used in the read aloud, so the students' task is to use prior knowledge to connect terms to the events in the story. If students have no prior knowledge of the academic vocabulary, they might need more explicit support.

8th Grade

Compelling Question:

How can we know “how things are going” in a country?



How can we measure and improve the quality of life in a country?

Lesson A: What makes a country a “good place to live”?



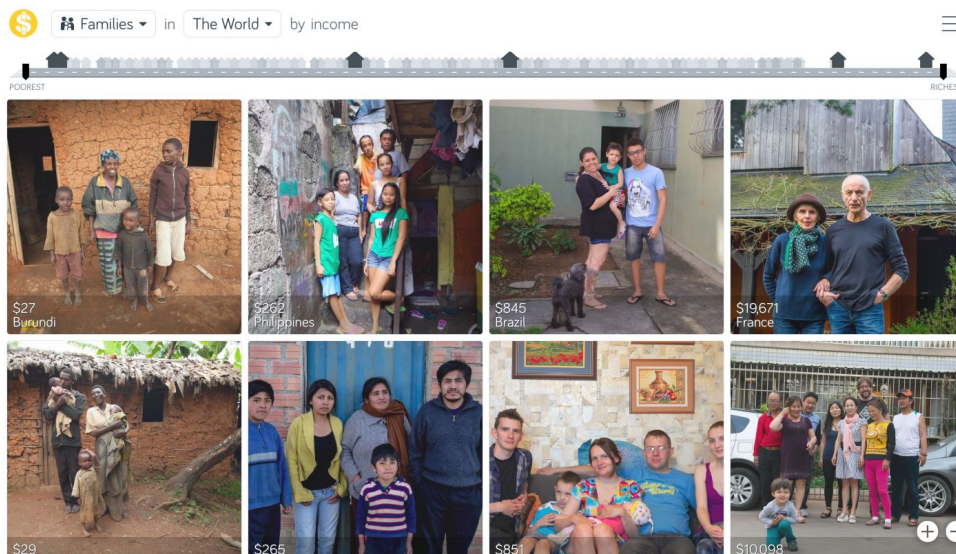
Lesson overview

Students begin by brainstorming what they would consider to be the characteristics of a “good life” for the people living in a country and are introduced to the term “standard of living”. Students then explore the [Dollar Street](#) project and begin to consider how different income levels impact how people live. In the closing, students are invited to consider the challenge of assessing standard of living in a country, as a whole.

The use of the “[Dollar Street](#)” resource as an introduction to “standard of living” was recommended by Mariah Benn and Gina Nelson during the piloting of the unit.

Compelling and supporting questions:	<ul style="list-style-type: none">➤ What makes a place a “good place to live”?➤ What does “standard of living” describe? How is it different than “quality of life”?➤ What might be challenging about measuring “standard of living” in a country?
Academic standards addressed	<p>8.2.3.4.1 Identify factors which affect economic growth (percentage changes in real Gross Domestic Product—real GDP) and lead to a different standard of living in different countries.</p> <p><i>For example: Factors—investment in physical capital, use of natural resources, application of new technologies, education and training, political stability.</i></p> <p>8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic resources to</p>

Dollar Street Website



What is GDP? How is it related to 'standard of living'?

What does the word mean (definition)?	Draw it!
GDP helps us understand...	Why <u>can't</u> GDP tell us about quality of life?
Per capita GDP helps us understand...	

Country Comparisons of Gross Domestic Product

(Unless indicated, all figures represent 2017 data)

Country	GDP	GDP World Rank	Per capita GDP	Per capita GDP World Rank
China	\$23,210,000,000,000	1	\$16,700	105
USA	\$19,490,000,000,000	2	\$59,800	19
Brazil	\$3,248,000,000,000	8	\$15,600	108
Mexico	\$2,463,000,000,000	11	\$19,900	90
South Korea	\$2,035,000,000,000	14	\$39,500	46
Sweden	\$518,000,000,000	40	\$51,200	26
Tanzania	\$162,500,000,000	75	\$3,200	193

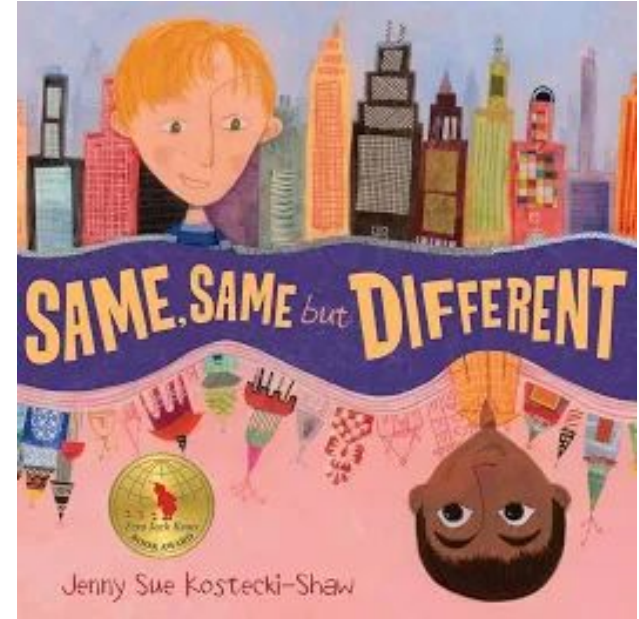
Central Intelligence Agency. World Fact Book. Retrieved June 26, 2019 at: <https://www.cia.gov/library/publications/resources/the-world-factbook/>

- Columns 2-3 shows the **total GDP** for countries we explored on Dollar Street, along with how the GDP rank among world countries. What do you notice or what surprises you about this data?
- Columns 4-5 show the **per capita GDP** for countries, along with how the per capita amounts rank among world countries. What do you notice or what surprises you when you consider this data?
- Why is it important to consider the **per capita GDP** when thinking about the standard of living in a country?

Kindergarten: *Same, Same but Different* (Jenny Sue Kostecki-Shaw)



Students learn about needs and wants as they explore characters in a story and answer questions about the characters' needs and wants



Kindergarten: *Same, Same but Different*

(Jenny Sue KostECKi-Shaw)



Econ: Needs, Wants

ELA: Key details in a text

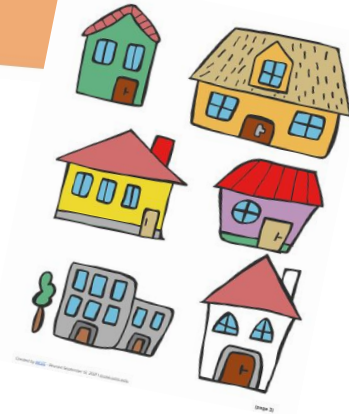
SJ: Learn how people live daily in different ways

Activities

- ❖ Needs and Wants (1:58 minutes)
- ❖ Visual: Same, Same but Different
- ❖ Practice identifying wants and needs identified in the story

Kindergarten: *Same, Same but Different*

(Jenny Sue Kostecki-Shaw)



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First Grade: *Madison's 1st Dollar* (Ebony Beckford)



- Explore the concepts of spending, saving, and donating money.
- What will Madison do with her dollar? What would you do with a dollar?
- How are you and Madison alike? How are you and Madison different? Why is it important to be friendly to people who are like you and different from you?
- Economics, ELA, Math, and Social Justice Standards incorporated in the lesson.



First Grade: *Madison's 1st Dollar*

(Ebony Beckford)



Econ: **PACED** Decision Making
Process: **P**roblem, **A**lternatives,
Criteria, **E**valuate, **D**ecision

Costs and Benefits

Pro/Con Analysis

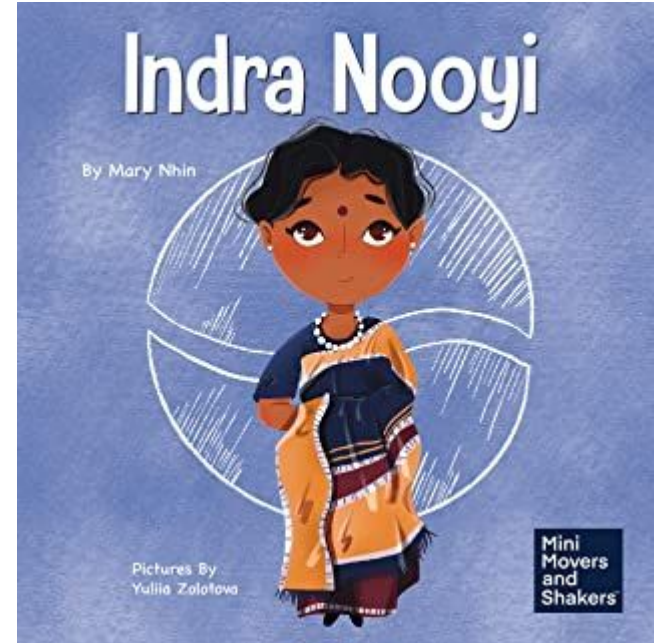
Activities

- ❖ Money review
- ❖ Play “Make a Dollar”
- ❖ Write and/or draw a picture of what you would do with a dollar and explain

Second Grade: *Indra Nooyi* (Mary Nhin)



Students learn about goals and outcomes as they explore the fascinating life of Indra Nooyi, the first woman CEO of PepsiCo.



Second Grade: *Indra Nooyi*

(Mary Nhin)



Econ: Goals and outcomes

ELA: Understanding key details in text

SJ: Describe ways of being similar and different from others

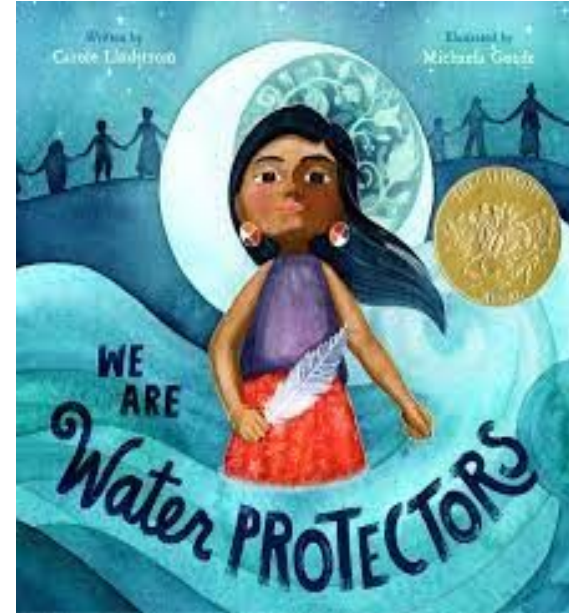
Activities

- ❖ Goal setting for kids | Small Talk | CBC Kids
- ❖ Handout: Indra Nooyi
- ❖ Journal writing

Third Grade: *We Are Water Protectors* (Carole Lindstrom)



- Learn about the importance of protecting water from an indigenous person's perspective.
- Learn about the Dakota Access Pipeline.
- Water as a natural resource.
- Economics, ELA, Science, Social Studies, and Social Justice Standards incorporated in the lesson.



Third Grade: *We Are Water Protectors* (Carole Lindstrom)



— — —

Students will think about how water as a natural resource is used in daily life and for producing products. In addition, students will think about what services are dependent on water.

Econ: Producing any good or service requires resources

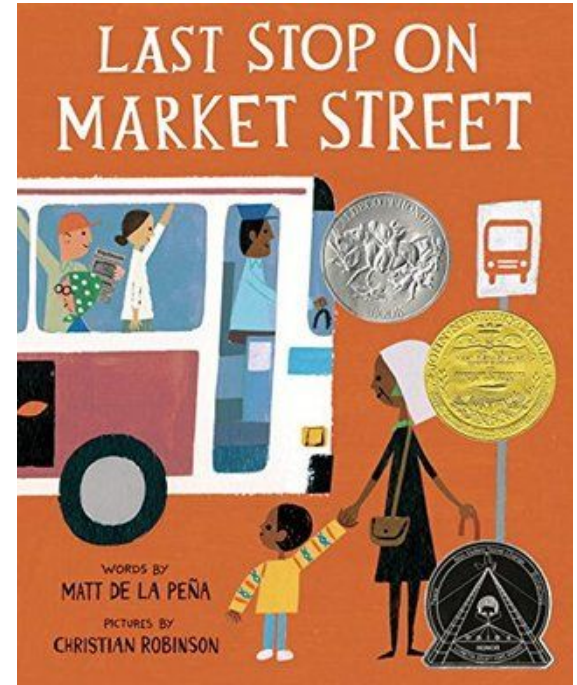
Activities

- ❖ Watch videos about Anishinaabe, Dakota, and Tlingit cultures
- ❖ Watch: “Despite protest, Dakota Access Pipeline Nears Completion”
- ❖ Observe water pollution and record observations

Fourth Grade: *Last Stop on Market Street* (Matt de la Peña)



Students will apply a reasoned decision-making process to make a choice, examine how incentives can change people's decisions about resource use, describe details and examples in a story, draw inferences, and learn about other people's lives and experiences.



Fourth Grade: *Last Stop on Market Street* (Matt de la Peña)



Activities

Econ: Incentives, Resources,
Decision-Making

ELA: Making Inferences

SJ: Learn about other people's
lives and experiences

- ❖ Making Inferences (6:08 video)
- ❖ Inference Task Cards Activity (cut out each of the eight inference cards)
- ❖ What are Incentives Interactive Activity
- ❖ PACED Decision-Making Steps visual
- ❖ PACED Decision-Making Grid handout
- ❖ Car vs Bus in the Big Commute (1:45 video)
- ❖ Journal writing

Fourth Grade: *Last Stop on Market Street* (Matt de la Peña)



Name _____ Date _____ Page 1

Inference Task Cards

A reader must make an inference when the author does not tell everything about the story. Making an inference is like putting the pieces of a puzzle together.

Clues in the Text + What You Know = Inference

Directions: Read the passages and answer the question on your answer document.

- My teacher walked into class with her glasses on. It was unusual that she wore her glasses. Her eyes were puffy and she talked quietly to the class. On her desk, she had a bag of cough drops and some tea with a bottle of honey next to it.
What was wrong with the teacher?
- Sarita was excited to get out of the car. She had been sleeping for today for weeks and it was finally here. She slipped as she went up the walkway to the house, and her mom opened the door. Suddenly, everyone shouted, "Surprise!"
Why was Sarita excited?
- Benjamin was nervous for Saturday. He knew that the team would gather at the field in the morning for a pep talk from their coach. Benjamin would find his spot between the goalposts and wait for the action to arrive.
What was Benjamin doing?
- Lulu's sister was a fantastic artist. One day, Lulu walked into her sister's room to find her crying. There were bright red, blue, yellow, and green puddles of liquid all over the floor.
What caused Lulu's sister to cry?
- Zander sat at his desk with his headphones on. He saw his teacher's face and his friends' faces on the computer in front of him. He pressed a button so he could lower the volume.
What was Zander doing?
- Rio and Marcus sat in the backseat of the car as their dad drove. The car traveled quickly on the highway and it seemed like they had been in the car for hours. However, when they reached their destination, it would be all worth it.
What were Rio, Marcus, and their dad doing?
- As she stood in line, Mona looked at the choices on the menu. There were so many good options, today! She narrowed down her choice to something sweet or something salty. She made a decision, stepped forward, and began to speak.
What was Mona doing?
- Omar and his team practiced together every day after school. They went to the court behind the school and bounce-passed the ball to each other. Whenever someone scored a basket, everyone would cheer and say, "Nice job!"
What sport did Omar play?

Find worksheets, games, lessons & more at education.com/resources

Name _____ Date _____ Page 2

Inference Task Cards

Answer	Text Evidence: How Do You Know?
1.	
2.	
3.	
4.	

Name _____ Date _____ Page 3

Inference Task Cards

Answer	Text Evidence: How Do You Know?
5.	
6.	
7.	
8.	

Question 1 / 8

Mommy says, "You can watch TV if you clean your room." What is the incentive?



- A. watching TV
- B. cleaning your room

[econedlink](http://www.econedlink.org)
www.econedlink.org



PACED
Decision
Model

State the **p**roblem

List the **a**lternatives

Identify the **c**riteria

Evaluate the alternatives

Make a **d**ecision

P.A.C.E.D. Decision-Making Grid

- State the Problem.
- List the Alternatives.
- Identify the Criteria.
- Evaluate the Choices.
- Make a Decision.

Directions: Write an open question with 4-6 choices in the alternative column, 4-6 criteria in the criteria column, and 4-6 evaluations in the evaluation column.

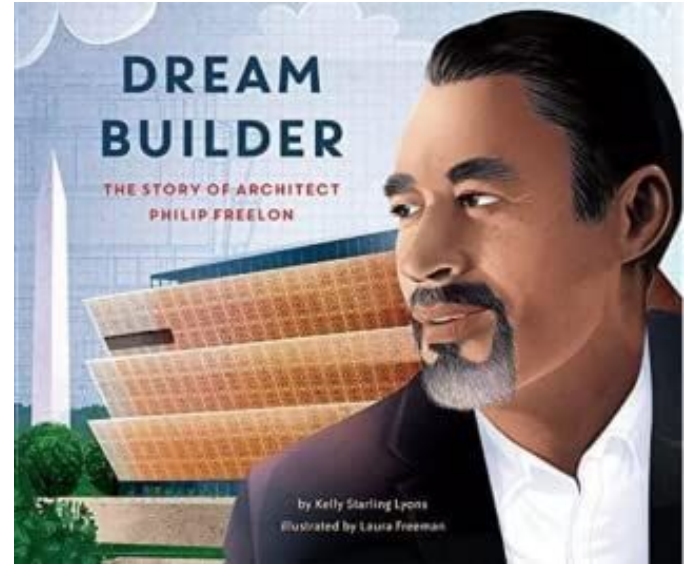
Alternative	Criteria	Evaluation

Fifth Grade: *Dream Builder: The Story of Architect Philip Freelon*
(Kelly Starling Lyons)



— — —
Students will:

- Learn about the life of architect Philip Freelon and the impact of his choices on himself, his community and the nation.
- Be challenged to conduct research on Philip Freelon and present their findings.
- Understand how Philip Freelon's vision to share and preserve stories of our past led him to the role of Architect of Record for the National Museum of African American History and Culture.



Fifth Grade: *Dream Builder: The Story of Architect Philip Freelon*
(Kelly Starling Lyons)



— — —

Econ: Decision-Making,
Investigating Individual &
Community Well-Being

ELA: Planning & Conducting Research

SJ: Learn about a person whose
career path lead him to bring
justice and fairness to the
world

Activities

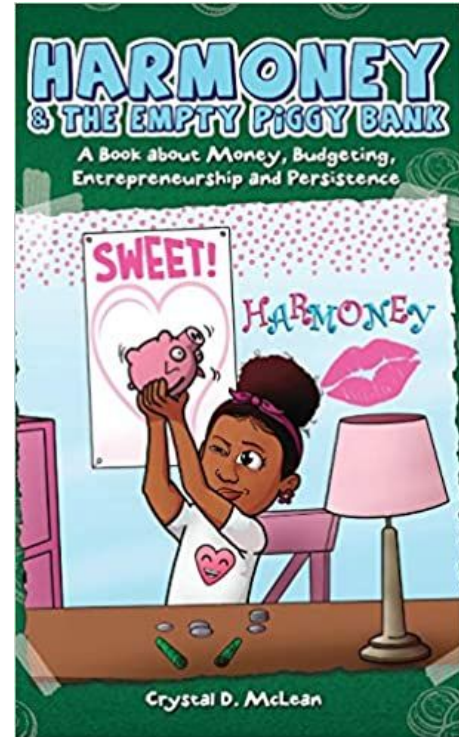
- [The PACED Decision-Making Grid](#)
- [Research Graphic Organizer](#)
- [Philip Freelon Poster/
Presentation Requirements](#)
- [Rubric for Presentation/Poster](#)

Sixth Grade: *Harmony & the Empty Piggy Bank* (Crystal D. McLean)



Students learn how to:

- Differentiate between types of income
- Create a budget based on real-world expenses
- Express their learning in their journals



Sixth Grade: *Harmony & the Empty Piggy Bank* (Crystal D. McLean)



Econ: Income, Budgets

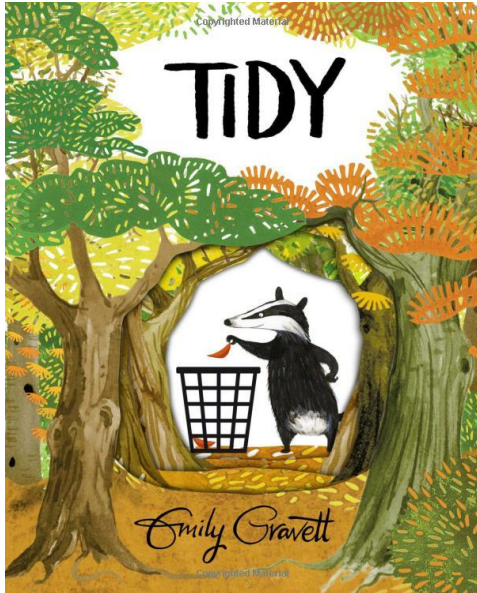
ELA: Write routinely for a range of tasks

SJ: Learn about other people's lives and experiences

Activities

- Harmony & the Empty Piggy Bank - Visual - Types of Income
- Teacher Resource: Income Ball Toss Questions
- Journal writing
- Budget Basics Worksheet

Integrating Economics and Civics



- Share the story *Tidy* by Emily Gravett about a badger that makes decisions throughout the story.
- Tell students that while listening to the story, think about these questions: What do you notice about Pete the Badger's decisions? What do you wonder about his decisions?

Encourage Students to Question

— — —

What do you notice about Pete's decisions?

What do you wonder about Pete's decisions?

Was Pete the Badger an effective decision maker?

What makes you say that? What is your evidence from the text?

Goals and Consequences

What is Pete's goal here?

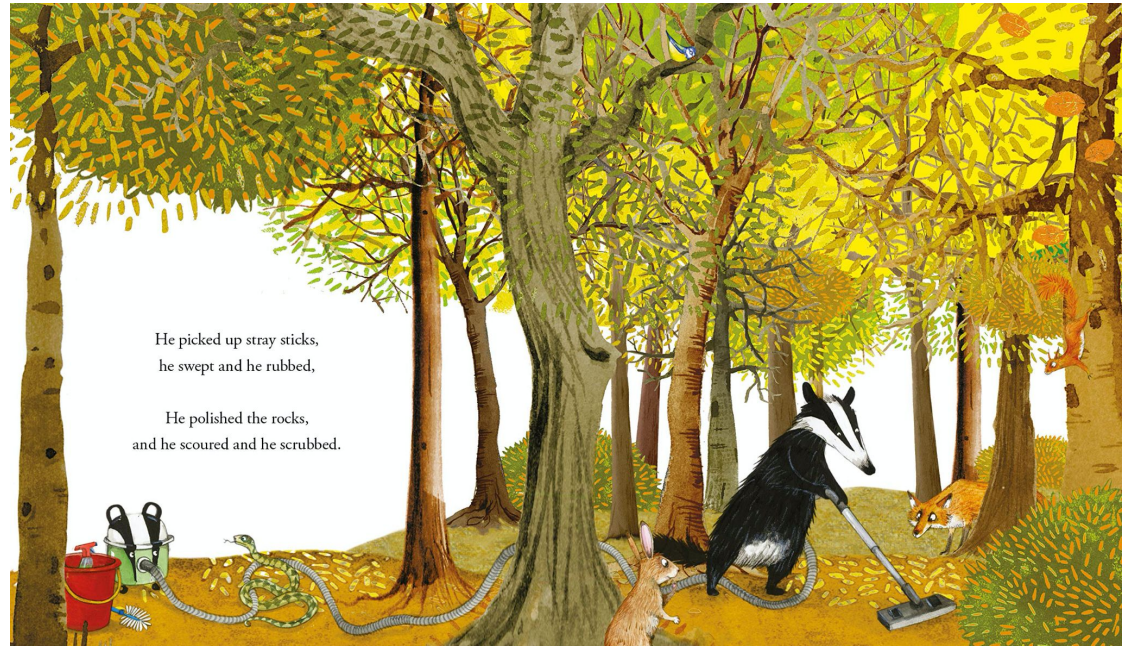
What are the consequences of this plan?



Goals and Consequences

What is Pete's goal here?

What are the consequences of this plan?

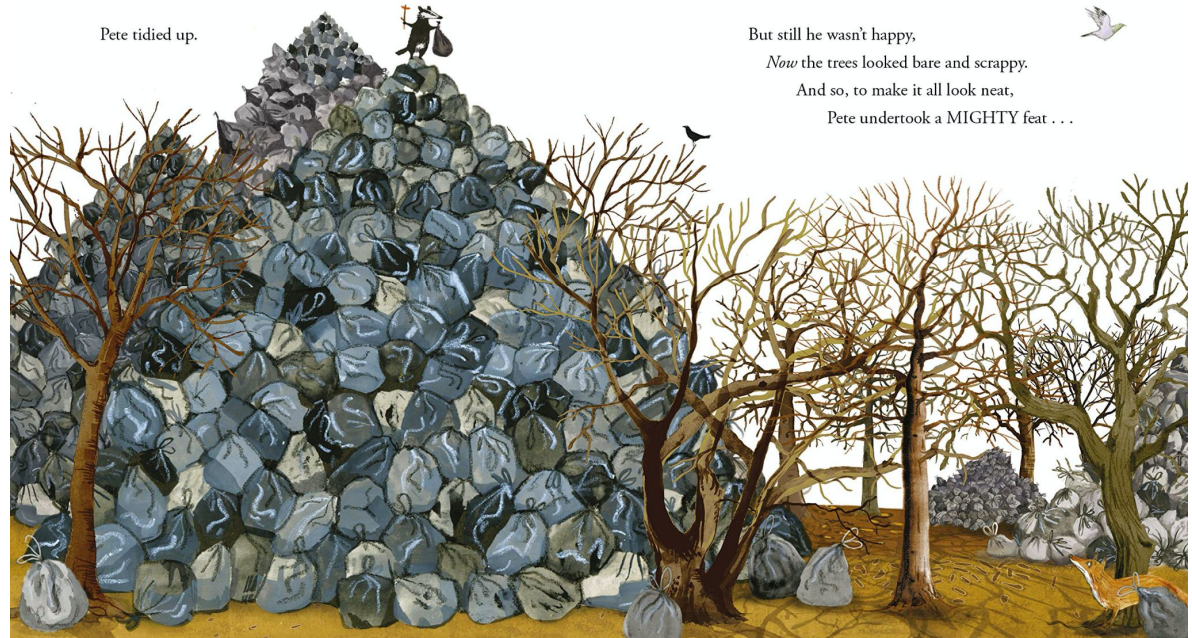


Goals and Consequences



What is Pete's goal here?

What are the consequences of this plan?



Pete tidied up.

But still he wasn't happy,
Now the trees looked bare and scrappy.
And so, to make it all look neat,
Pete undertook a MIGHTY feat . . .

Goals and Consequences



What is Pete's goal here?

What are the consequences of this plan?

Pete called in the diggers,
He called in the mixers,

He called in the concrete,
The rakers, the fixers.



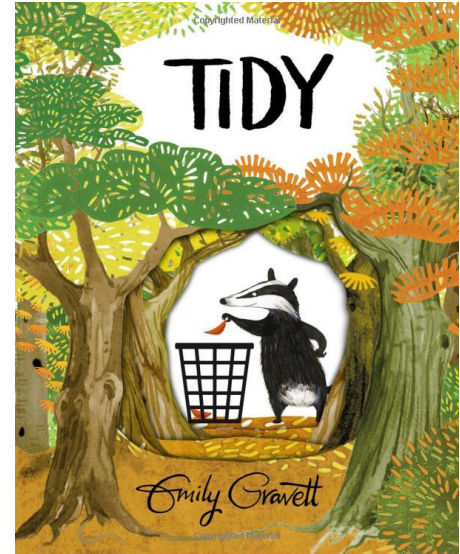
Considering the Impact of our Decisions on our Communities

Who are the members in the forest community?

Did Pete make the best decision for his community?
How do you know?

If you were one of the forest community members, how
might you help Pete make better decisions?

How could he make better decisions for the forest
community?



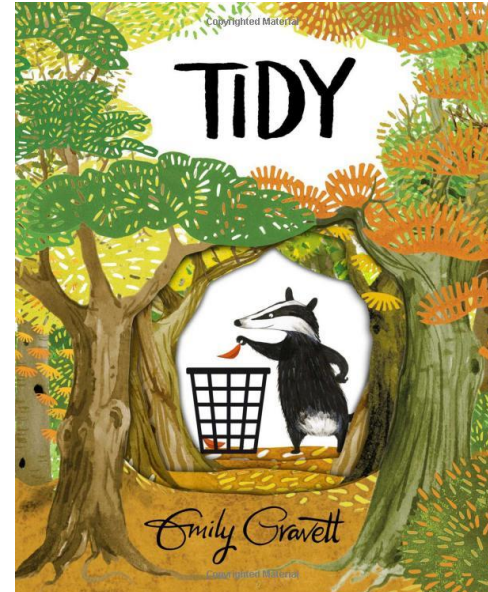
Considering the Impact of our Decisions on our Communities

— — —

What can we learn from Pete to help each of us make decisions for ourselves and our community?

How does perspective impact decisions?

What do we need to consider to make a good decision?





Effective decision making
is an important skill for both
economics and civics
education!

In the chat, answer this question:

How does this literature help children to understand *decision making*?

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Assessment

— — —

Why is using stories written by BIPOC authors important?

What are the benefits of integrating Math and Economics concepts?

How do you think students would react to the Female Pioneers lessons?

Questions



Choose Break-Out Room for Session 4



Please access the provided link in the chat and participate in the poll to indicate your breakout room choice for session 4.

<https://take.quiz-maker.com/poll4878972x8765c0F4-151>

Resources



- ❖ [MCEE: Elementary Math and Economics](#)
- ❖ [MCEE: Female Pioneers in Economics](#)
- ❖ [MCEE: Economics is Everywhere!](#)
- ❖ [MCEE: Integrating Economics and Civics](#)
- ❖ [MCEE: Using Children's Books by BIPOC Authors to Teach Economics Standards](#)



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