

**Unit 3: Integrated ELA/SS Unit**

**Economics: Wants, Needs, and Trade in the Western Hemisphere (7-8 weeks)**

**Rationale**

*Why is this unit important and appropriate for this grade level and at this time of the year?*

During the integrated unit, students will deepen their understanding of the geography, history, economies, and governments of the Western Hemisphere. As part of the study, students will examine how and why the peoples of the Western Hemisphere make economic decisions to meet their unique wants and needs. This unit of study reflects the NYS Social Studies Standards and the Common Core Learning Standards.

**Enduring Understandings**

*EU is an overarching understanding. EU is written using teacher language. EU is something the students will remember in five years. Students can use the EU in other disciplines.*

Essential Understanding(s):

- Countries in the western hemisphere are interdependent to meet their needs and wants.

**Essential Questions**

*EQ is linked to the enduring understanding. EQ is written in student friendly language. EQ stimulates thought and is open-ended. EQ can be answered superficially early on and more deeply as the unit progresses.*

Essential Question(s):

- How do the people of the Western Hemisphere meet their needs and wants?
  - What are the three principles of an economic system?
  - How are the people of the Western Hemisphere interdependent?
  - How does Fair Trade impact people in the western hemisphere?

**Learning Outcomes**

*What do we expect students to know and be able to do at the end of the unit?*

**Content Learning Outcomes**

Students will:

- Identify the needs and wants of nations in the Western Hemisphere
- Compare and contrast the economic systems of nations in the Western Hemisphere
- Explain how nations in the Western Hemisphere address the three basic economic questions
- Conduct research about economic systems
- Define and describe the practice of Fair Trade
- Compare and contrast different points of view regarding Fair Trade

**Reading Learning Outcomes**

Students will:

- Determine the most important information in a text
- Synthesize the main ideas in non fiction texts
- Revise thinking as necessary while reading about a topic across texts
- Compare and contrast different perspectives/points of view for a given topic
- Use district online databases to research

Writing Learning Outcomes

Students will:

- Research by asking questions before, during and after reading
- Paraphrase facts and information researched
- Develop a note taking system
- Sort and categorize research notes
- Have multiple opportunities to write argumentative pieces throughout the unit (on-demand-pre/post, quick writes across a variety of topics e.g., *Should chocolate milk be served in schools? Should children under 14 be required to wear bicycle helmets when biking, rollerblading, and skateboarding? Should kids be permitted to have TV's in their bedrooms?*)
- Compose and publish an argumentative piece in which students will:
  - Develop an opinion about Fair Trade (e.g., Is Fair Trade effective/ineffective)
  - Introduce the topic clearly, state an opinion
  - Use an organizational structure in which ideas are logically grouped to support the writer's purpose
  - Support their opinion with reasons and information
  - Provide logically ordered reasons that are supported by facts and details
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
  - Provide a concluding statement or section related to the opinion presented
  - Cite sources and images using EasyBib

**Vocabulary**

*What vocabulary terms will students be expected to know?*

<b>Academic Vocabulary Tier 2</b>	<b>Domain Specific Vocabulary Tier 3</b>	<b>Argumentative Writing Vocabulary</b>
<ul style="list-style-type: none"> <li>• Wants</li> <li>• Needs</li> <li>• Supply</li> <li>• Demand</li> <li>• Population</li> <li>• Exports</li> <li>• Imports</li> <li>• Income</li> <li>• Marketplace</li> <li>• Profit</li> <li>• Production</li> <li>• Resources</li> <li>• Service</li> </ul>	<ul style="list-style-type: none"> <li>• Fair trade</li> <li>• Capital</li> <li>• Capital goods</li> <li>• Capital resources</li> <li>• Consumer</li> <li>• Command economic systems</li> <li>• Developing nation</li> <li>• Economics</li> <li>• Net resources</li> <li>• Opportunity costs</li> <li>• Per capital incomes</li> <li>• Salary</li> <li>• Scarcity</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis</li> <li>• Claim</li> <li>• Stance</li> <li>• Opinion</li> <li>• Point of view</li> <li>• Perspective</li> <li>• Reasons</li> <li>• Evidence/Proof</li> </ul> <p>Linking Words and Phrases</p> <ul style="list-style-type: none"> <li>• Because</li> <li>• Therefore</li> <li>• Since</li> <li>• For example</li> <li>• For instance</li> <li>• In addition</li> <li>• In order to</li> <li>• Nevertheless</li> <li>• Consequently</li> <li>• Specifically</li> <li>• On the other hand</li> </ul>

**Minilessons/Notes/Tips***What minilessons will lead to student learning outcomes?*

Minilessons/Learning Activities:

\*In preparation for this unit review BOCES Unit 2: Economics: *You Need it? You Want it? Do You Have it?* [http://www.pnwboces.org/ssela/FifthGrade/Grade5/Unit2/Unit2\\_Lesson2.htm](http://www.pnwboces.org/ssela/FifthGrade/Grade5/Unit2/Unit2_Lesson2.htm) (Username: Mamaroneck Password: kssela6)

**Week 1: Immersion**

- View the BrainPop video: *Money and Supply and Demand* to introduce vocabulary and concepts about economic systems. Take notes while viewing video using a t-chart labeled “New Learning and Thoughts/Reactions/Questions.” Complete *Key Academic Vocabulary* organizer.
- Assess student knowledge of needs and wants to plan for instruction. Have students use a t-chart to record answers to the questions: What are needs? What are wants?
- View the United Streaming videos, *Economics: The Production, Distribution, and Consumption of Goods and Services: Consuming*. Take notes while viewing videos using a t-chart labeled “New Learning and Thoughts/Reactions/Questions.”
- Work with a partner to discuss and record responses to the BOCES activity sheet, “The Production, Distribution and Consumption of Goods and Services.”
- Discuss the concept of wants vs. needs. Understand the concept of wants and needs and how it applies to their lives. Use knowledge of wants and needs to analyze the wants and needs of people living in other regions of the Western Hemisphere. Summarize and synthesize new learning using “Key Points and Evidence” template, Owocki, p. 273. (Refer to BOCES Lesson #1)
- Define and differentiate between natural resources, human resources, and capital resources. Explain how these resources are linked and interdependent. Learn about the natural resources that come from various countries. Categorize pictures of the three different types of resources and act as business leaders to trade goods/services. Summarize and synthesize new learning using “Key Points and Evidence” template, Owocki, p. 273. (Refer to BOCES Lesson #2)
- *\*Explore countries in the Western Hemisphere, focusing on various economies, resources poverty levels. This can be done during library time.*
- *\*Align with Reading Unit #3 Nonfiction: Spotlight on Determining Importance and Synthesis*
  - Use a variety of strategies to preview and prepare for reading new texts about needs and wants
  - Determine the most important information in texts and videos
  - Synthesize the main ideas in nonfiction texts and videos

**Week 2: Supply, Demand and Scarcity**

- Participate in *Banana Split* activity
- Describe, compare and contrast different types of economic systems including the command economy, mixed-market economy, and traditional economy. Apply these concepts to scenarios about different regions of the Western Hemisphere. (Refer to BOCES Lesson #4) Work with partner to synthesize learning about the economic systems by recording responses to the BOCES activity sheet “Economics Systems.”
- *\*Explore countries in the Western Hemisphere, focusing on various economies, their resources and poverty levels. This can be done during library time.*
- Read aloud *Abuela’s Weave* by Omar S. Castaneda and *The Ox-Cart Man* by Donald Hall. Use a graphic organizer to take notes, comparing and contrasting the basic economic principles/questions illustrated in the texts. (Refer to BOCES Lesson #5)
  - What goods and services shall be produced and in what quantities?
  - How shall these goods and services be produced?
  - For whom shall these goods and services be produced?
- *\*Align with Reading Unit #3 Nonfiction: Spotlight on Determining Importance and Synthesis*
  - Use a variety of strategies to preview and prepare for reading new texts about needs and wants
  - Determine the most important information in texts/videos
  - Synthesize the main ideas in nonfiction texts/videos

**Week 3: Three Basic Economic Principles**

- On-Demand Writing Prompt (Refer to Calkins *The Research Based Argument Essay* p. 2). Administer an on demand writing assessment to pre-assess students opinion writing skills. Analyze student writing to plan for whole class, small group and individualized instruction during the unit. Suggested prompts for opinion writing include but are not limited to the following:
  - Chocolate milk should not be served in schools.
  - Children under 14 must wear bicycle helmets when biking, roller blading and skateboarding.
  - Should kids be permitted to have a TV in their bedroom?
  - Should kids be required to do chores in school or in the classroom?
- Discuss what it means to state an opinion and make a claim supported by relevant reasons and evidence. Respond to one of the on demand writing prompts not previously used. Create a “For/Against” t-chart, identify and record reasons in support of both points of view. Discuss with a partner. Share whole group.
- Compare and contrast how nations address the three basic economic questions by studying and discussing images of economic activity from Latin America and the United States. (Refer to BOCES Lesson #6)
- Learn about the Inuits through read alouds, videos, images, etc. Study the ways of life of the Inuit people, past and present. Focus on wants and needs, scarcity, supply and demand and interdependence and take notes using a t-chart labeled “then” and “now.”
  - Read and discuss with a partner two articles about the effect of strict fur trading laws on the lives of the Inuit people of Canada. Analyze and share the two differing points of view on this topic.
  - *\*Independent Inquiry Extension: research another indigenous people to compare/contrast the traditional way of life vs. life today. Focus on wants, needs and scarcity. (Refer to BOCES Lesson #7). Select an issue facing this indigenous group. Research different points of view about the issue. Present findings with orally and/or in writing/visually.*
- \*Align with Reading Unit #3 Nonfiction: Spotlight on Determining Importance and Synthesis
  - Use a variety of strategies to preview and prepare for reading new texts about needs and wants
  - Determine the most important information in a text/video
  - Synthesize the main ideas in nonfiction texts/videos

**Week 4: Economics Up Close: Fair Trade**

- Determine questions authors consider when crafting an essay, specifically connecting reasons and evidence in an argumentative piece. (Refer to Calkins *The Research Based Argument Essay*, p. 35)
  - Why is the claim important?
  - How does the claim connect to the author’s point of view?
  - What is the author trying to teach/show/make the reader believe?
- Look at mentor essays and consider the questions authors consider when crafting an essay. Annotate mentor essays.
- Guide students through the Chocolate Milk Argument. (Refer to Calkins Session 2- *Flash Drafting Arguments*. Sample anchor chart on pg. 22.)
- Introduce the concept of fair trade by reading aloud and discussing *Fair Trade Chocolate Book* by the Global Exchange Group. Have students stop, jot and turn and talk while reading.
- Read (shared reading, guided reading, independent reading) a variety of books and texts on Fair Trade. Texts/articles may range in terms of fair trade products (e.g., chocolate, bananas, coffee).
  - Use district online databases (e.g., Grolier Encyclopedia, World Book Online, Searchasaurus) to gather articles about Fair Trade.
  - Annotate or take notes on articles read. Meet with partner to discuss ideas, reactions, and lingering questions and different points of view about fair trade.
  - Engage students in whole class discussions regarding fair trade products, practices, advantages, disadvantages, etc.
  - *Begin* developing a claim/stance.
  - Start gathering research with that group and stance in mind.
  - Develop individual note taking system (e.g., index cards, notebook, graphic organizers).
  - Start paraphrasing facts and information.
  - Keep track of sources (texts, images) used to research.
- \*Align with Reading Unit #3 Nonfiction: Spotlight on Determining Importance and Synthesis
  - Use a variety of strategies to preview and prepare for reading new texts about needs and wants
  - Determine the most important information in a text (including videos)

## 2014-2015 Grade 5 Writing Units of Study

### **Week 5, 6 & 7: Integrating Economic Principles with Argumentative Writing and Oral Debate**

- \*See Performance Based Assessment, See Grade 5 Opinion Essay Writing Unit
- Analyze structure of an argument essay. (Use familiar mentor essays studied and annotated in Week 2)
- Read and study mentor essays (Recommended text, *Should There Be Zoos? A Persuasive Text* by Tony Stead). Work with partner to read and annotate mentor texts noting the features and characteristics of the genre. Discuss whole class and make a chart of noticings about essay structure, features, vocabulary, etc.
- Model writing process for students through shared writing. Select and engage students in composing an argumentative piece about a Fair Trade produce (e.g., coffee, bananas, chocolate).
- Compose argumentative essay
  - Introduce the TC opinion/argument checklist
  - Review and revise claim (Week 4) as needed
  - Review research notes to determine additional research needed
  - Categorize research to identify reasons to support claims
  - Develop reasons by crafting topic sentences
  - Link opinion and reasons using words, phrases, and clauses
  - Draft essay using paragraph and essay structure
  - Compose a cohesive draft by organizing and logically sequencing information/reasons and evidence
  - Provide a concluding paragraph that relates to the opinion presented
  - Use variety of persuasive craft moves
    - Repeat (repetition) of key phrases/words
    - Select powerful/precise/domain specific word choice
    - Use linking words, phrases, clauses phrases
    - Use auxiliary verbs to add voice or mood to the main verb
    - Self/peer assess published essay using class created rubric
- Meet with group members to prepare for the oral debate, "Trade Talk." (See Performance Based Assessment)
  - Analyze the protocols, practices of debates by watching videotaped debates and/or reading transcripts of debates. (See Professional Resources for suggestions).
  - Gather arguments, counter arguments.
  - Decide responsibilities and expectations for each group member.
  - Rehearse.
  - Engage in debate (See Lucy Calkins Session 15- *Argument Across the Curriculum*).
  - Self and group assess performance using class created rubric that includes oral and listening expectations.
- Administer post on demand writing assessment- *Dauphine Grill and Wendy's Articles*
- \*Align with Reading Unit #3 Non Fiction: Spotlight on Determining Importance and Synthesis
  - Synthesize the main ideas in nonfiction texts
  - Recognize and revise thinking as necessary while reading about a topic across texts
  - Demonstrate an understanding of multiple perspectives/points of view for a given topic

### **Week 8: Reflecting, Preparing for Writing Celebration**

- Finalize publishing of process pieces (e.g., final revisions, edits, typing)
- Finalize resources and citations
- Complete reflection (example templates included)
- Gather on-demand and student process pieces to display during celebration

**Notes/Tips:**

- Create and post a banner of the EQ.
- Provide many opportunities for students to familiarize and demonstrate understanding of the vocabulary related to both content and writing.
- Have several word walls (e.g., domain specific vocabulary, opinion writing vocabulary) visible for students to use as a reference. Students should also keep track of words on index cards, in their word study notebook, etc.
- Practice the art of debating. Share with students the Teachers College Reading and Writing video, *Introducing a Class to a Text Based Debate*. Analyze the class debate noting protocol, roles and responsibilities of the opposing views. Explain debate specific vocabulary such as case, rebut, caucus. Have students practice this type of debate with read aloud texts (Recommended texts include short stories from *Every Living Thing* by Cynthia Rylant, *Hey World, Here I Am* by Jean Little or typed texts of familiar issue centered picture books.)

**Assessment**

*How will student learning be assessed?*

**Formative Assessments:**

\*See Webb's Depth of Knowledge Assessment Attachment

**Level 1: Recall & Reproduction**

- Complete graphic organizer, "Needs and Wants of People Living in Andes Mountains of Latin America" (Refer to BOCES Lesson #1)
- Classify items according to resources (Refer to BOCES Lesson #2)
- Identify and explain economic systems and provide examples (Refer to BOCES Lesson #4)
- Play economics vocabulary game (Refer to BOCES Lesson #5)

**Level 2: Basic Application of Skills and Concepts**

- Explain how supply, demand and scarcity are related.
- Identify and explain economic systems and provide examples (Refer to BOCES Lesson #4).
- Assessment of economic systems using scenarios (Refer to BOCES Lesson #4).
- Identify good and services/economic systems photos (Refer to BOCES Lesson #6).
- Complete end of unit assessment (Refer to BOCES Unit Overview).

**Level 3: Short-term Strategic Thinking**

- Compare/contrast the ways of the Inuit peoples and the impact their environment has on their economic system.
- Articulate the different economic principles and explain how they exist in each of the economic systems.
- Answer constructed response questions (Refer to BOCES Lesson #8).

**Performance Based Assessment:**

**Level 4: Extended Higher Order Thinking**

- Class will choose a Fair Trade product to study in depth. For the performance based assessment students will (1) engage in a class debate about the trading of this product and (2) compose an argumentative piece taking a stance in support/against the fair trade of this product and. (One option is for students to argue in writing and orally the same side. Another option is for students to argue one point of view in writing and a different point of view in the oral debate.)
  - Select a role (e.g., consumer, farmer, grocery store owner, American Nutrition Association employee)
  - Conduct research from the perspective of the selected stakeholder.
  - Compose an argumentative essay to reflect their position on a Fair Trade certified product.
    - Develop a thesis and state a claim
    - Gather research to support claim with reasons and information
    - Construct an argument

## 2014-2015 Grade 5 Writing Units of Study

- Craft an engaging introduction
- Develop subtopics to strengthen argument
- Logically order reasons that are supported by facts and details
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a concluding statement related to the claim stated
- Cite sources using EasyBib
- Self and peer assess published work using class created rubric
- Engage in whole class “Trade Talk” debate.
  - Meet with group members sharing the same role (e.g., farmers, consumers) to share research and plan for debate. Gather additional research (e.g., reasons, facts and details to support reasons) as needed. Identify the order/sequence of presenting reasons. Discuss which reasons, facts and details each group member will share. Select any visuals such as charts, graphs, images to use in the debate. Rehearse debate before live performance.
  - Videotape and view debate to assess each group’s performance using class created rubric.
- Transfer the skills learned for composing an argumentative piece of writing by engaging in an on demand argument essay based on a prompt shared by the teacher.

### Standards

*What standards are addressed during the unit?*

#### CCLS in Social Studies

- **S.S 4.1** Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

#### CCLS in Writing

- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - b) Provide logically ordered reasons that are supported by facts and details.
  - c) Link opinion and reasons using words, phrases, and causes (e.g., *consequently, specifically*).
  - d) Providing a concluding statement or section related to the opinion presented.

#### CCLS in Reading

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *grade 5 topic or subject area*.
- **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.9:** Integrate information from several texts of the same topic in order to write or speak about the subject knowledgeably.

#### CCLS in Language

- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a) Use punctuation to separate items in a series.
  - b) Use a comma to separate an introductory element from the rest of the sentence.
  - c) Use a comma to set off words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - d) Use underlining, quotation marks, or italics to indicate titles of works.
  - e) Spell grade-appropriate words correctly, consulting references as needed.
- **L.5.4:** Determine or clarify the meaning of unknown words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause /effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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- a) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- b) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

### CCLS in Speaking and Listening

- **SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### Professional Resources

*What professional resources will be helpful in planning the unit?*

#### Professional Resources:

- Mamaroneck Grade 5 Writing Units of Study: Unit #3 Opinion Essay
- *Units of Study for Teaching Reading* by Lucy Calkins and Kathleen Tolan *Navigating in Expository Texts Determining Importance and Synthesizing*
- *Units of Study for Teaching Writing* by Lucy Calkins, Mary Ehrenworth, and Annie Taranto *The Research-Based Argument Essay*
- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The Common Core Writing Book* by Gretchen Owocki
- *Should There Be Zoos? A Persuasive Text* by Tony Stead
- *An Overview of Fair Trade in North America*
- Teachers College Reading and Writing Project
  - Common Core Videos: *Introducing a Class to a Text Based Debate*, <http://vimeo.com/album/2192388/video/56069187>
  - *How to get Argument Protocols Up and Going in Reading Workshop*

#### Student Resources:

##### Books about Fair Trade:

- *Think Fair Trade First!* by Ingrid Hess
- *Fair Trade Chocolate Book* by the Global Exchange Group ([www.globalexchange.org](http://www.globalexchange.org))
- *An Overview of Fair Trade in North America (Fair Trade Resource Network)*

##### Books about Producers and Consumers:

- *Abuela's Weave* by Omar Castaneda
- *Cocoa Ice* by Diana Appelbaum
- *Hiromi's Hands* by Lynne Barasch
- *No Monkeys, No Chocolate* by Melissa Stewart
- *When the Bees Fly Home* by Andrea Cheng

##### Books about Wants and Needs:

- *Arthur's TV Trouble* by Marc Brown
- *Chicken Sunday* by Patricia Polacco
- *Max's Dragon Shirt* by Rosemary Wells
- *Nothing* by Jon Agee
- *The Giving Tree* by Shel Silverstein

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Books about Goods and Services:

- *Anna the Bookbinder* by Andrea Cheng
- *Caps for Sale: A Tale of a Peddler Some Monkeys, and Their Monkey Business* by E. Slobodkina
- *Ox-Cart Man* by Donald Hall
- *Piper Reed Gets a Job* by Kimberly Willis Holt
- *Strega Nona Meets Her Match* by Tomie dePaola

Books about Scarcity:

- *Cloud Tea Monkeys* by Mal Peet & Elspeth Graham
- *Four Feet, Two Sandals* by Karyn Lynn Williams and Khadra Mohammed
- *The Hard-Times Jar* by Ethel Footman Smothers
- *Those Shoes* by Maribeth Boelts

Economics Article that Discusses Resources and Good and Services:

- *New World Studies Weekly- USA, Canada and Latin America*