

Economics Comes Naturally in the Natural State



An economics unit impacting 75 first graders over the course of 7 months

Abstract/Overview

Economics is part of the students' everyday lives in first grade at Woods Elementary. Students are taught how to earn, spend, and save money from the first day of school using classroom money through our classroom economies. Economics concepts and terms come to life through the introduction of these skills in books and hands-on activities. The students get to experience being part of a real business and enjoying the fruits of their labor when they interview and contribute to our business Patriot Partners. This year our students were able to experience all of this while focusing on how economics comes naturally in the Natural State.

We start our economics studies each year by enticing the students with a classroom economy. The students are introduced to their class's expectations and immediately paid once they follow through with their jobs. The real fun for them begins when they have enough classroom money to spend it on class passes or at the class toy store. This is a real-world experience in the effects of spending and saving as students learn about opportunity costs when they have to give up one thing they may want for something they decide they want more. The savers often learn quite a bit about exchanging their money to get their bills into more manageable increments.

These life-like experiences with money seem like enough of an economics lesson at first, but we always become aware of how much more there is to help our students understand about economics once we give our pre-assessment. Students are asked several questions about terms such as producers, goods, resources, scarcity, division of labor, and much more. There is always a bit of a panic when the students realize how much there is left to learn about economics. They soon feel relief once we use our hands-on approach and they discover the fun of experiencing economics.

This year we transitioned from our traditional start into a study of our state, Arkansas. We introduced our state and a few of the symbols and things that set our state apart from other states. Students learned that we are called the Natural State and began to understand why once we introduced natural resources. Since this part of our unit began just before the holiday season, we used Thanksgiving and Christmas books

to introduce and reiterate many economics terms and concepts such as learning about producers, consumers, and natural resources from The Very First Thanksgiving and experiencing scarcity, needs, and wants in The Mitten Tree.

This discussion of natural resources in our state combined with the reading of What Does it Mean to be an Entrepreneur? and How Santa Got His Job got our students excited to think of ways we could earn a profit for ourselves. We brought in some guest speakers who work with the natural resources in Arkansas. They shared with our students how they earn a living doing jobs such as landscaping and excavating rocks from nearby quarries, but also what was involved in starting these businesses for themselves.

After these visits, students began to understand what it meant to take a risk and start a business, but it wasn't until we made our business plan, which included requesting a loan, that the idea really hit home. Since the holidays were just around the corner, the first graders liked the idea of making Christmas ornaments out of natural resources and selling those to their classmates throughout our school. First they had to come up with ornament designs, then we needed to organize the tasks required to complete our goals of our business into departments. Applications were filled out, interviews were held, and our business began. The finance department requested a loan and had to promise to pay it back plus interest. The advertisers set to work designing posters and carols to sing to create an interest in our products. Production used trial and error and a little help from parent volunteers to assemble beautiful ornaments from pine cones, salt dough, and cinnamon sticks. The sales department learned some fast-paced lessons about supply and demand once the lines to buy our ornaments started to form. After a successful 5 days of sales was complete, we were able to pay off our loan after meeting with our loan officer and hearing more words of wisdom from this guest speaker.

Once we took a well-deserved break from our hard work, students were reintroduced to economics, but in a different format this time. We began to notice that economics not only applied to earning and spending money. Economics can be found

all around us in the Natural State. We read magazines about natural, human, and capital resources found and used in our state, located these resources on maps, and read books describing why many of these resources is a symbol of our state.

One way we studied resources in action was by discovering our state parks. Through an exercise of paying “classroom taxes”, students were able to get a hands-on understanding of how taxes provide for public goods and services such as state parks. Then they researched our state parks online and saw how each park differed depending on the region of Arkansas in which it was located. Then we decided that we would like to visit a state park to see how our taxes are used and the types of resources located there. Since we were using our hard-earned profit from our business to fund this trip, we chose Lake Fort Smith State Park based on affordability to get our bus there and back. We learned much about the different resources found and used at our state parks from our human resource, the park interpreter, who taught and guided us throughout our visit. Using a 360 degree camera, we were able to record many of the resources so we could continue to reflect on what we learned even after returning to school.

To wrap up our unit, our students proved how much they had learned through some closing activities. We immediately looked back at our 360 degree photos and created Screencastify videos to display our knowledge of the different human, natural, and capital resources found in our state parks. Students also completed a second attempt at the test we had begun our unit with as a post-test. There were many more smiles and much fewer frowns during this round with the assessment. But the closing activity that had the most impact was when the students were able to choose where to donate the remainder of our profit. They were able to use our actual budget and choose which animals and resources to donate to Heifer International, sharing their opinions through presentations and following with a vote.

Not only were our students impacted by this hands-on approach to economics, but we were able to impact many who are in need through our donation. Our students now understand that economics is a natural part of our lives, especially in the Natural State!

Resources

Charlie Needs A Cloak by Tomie dePaola

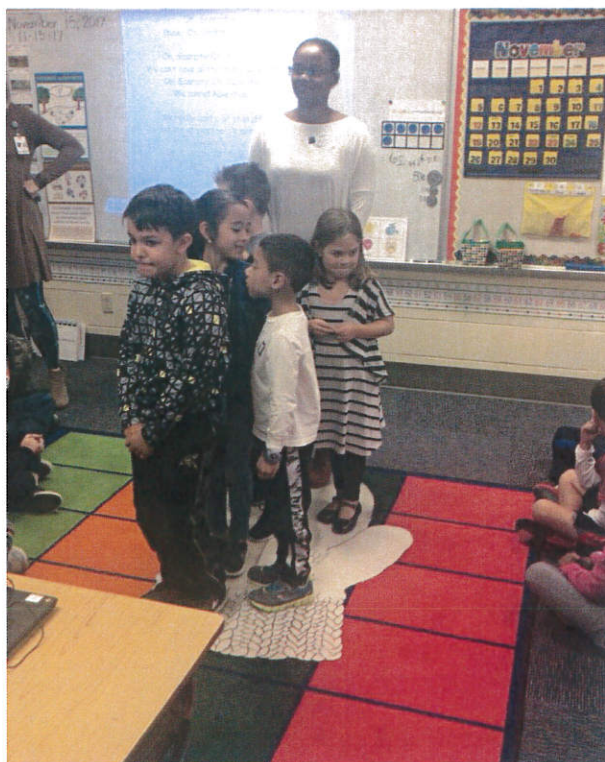
As a class we identified the natural resources that Charlie used to make his cloak. We also discussed what caused Charlie to need and want a cloak. Students walked around the classroom to find objects and had to determine what natural resources were used to make the object, such as desk being made of wood. Students then matched natural resources with the products made from them on the [natural resources matching sheet](#).

- natural resources, needs, wants

The Mitten Tree by Candace Christiansen

Students learned the meaning of scarcity when the character in the story did not have mittens. We connected the natural resources used to make the mittens with what the character used in the story Charlie Needs a Cloak. We modeled scarcity by using a large mitten and having students stand in the mitten. They experienced scarcity of space in the mitten.

- scarcity, natural resources



The Babe and I by David A. Adler

Students identified the scarcity the character had in the story. Throughout the story the students discussed with a shoulder partner what goods and services they were able to identify.

- scarcity, services, goods

The Very First Thanksgiving by Rhonda Gowler Greene

Students were able to understand the needs and wants the Pilgrims experienced when they first settled. We also discussed how the Native Americans and the Pilgrims were interdependent through bartering and trading, teaching each other necessary skills, and making use of natural resources available. As a follow up activity every student had a picture of a turkey to color and specific instructions on how to color it. A small group chose to be specialist and divide the labor to complete their pictures efficiently.

- scarcity, natural resources, needs, wants, barter, interdependence, division of labor



How the Second Grade Got \$8,205.50 by Nathan Zimelman

Students listed and discussed the different ways the students from the book were entrepreneurs and made a profit. They also identified producers and consumers. Students then completed a [consumers and producers sort](#). We discussed with the students how they could become entrepreneurs and with their profit they can go on a field trip.

- entrepreneur, profit, producers, consumers

What Does It Mean To Be An Entrepreneur? by Rana DiOrio

Students learned what it means to be an entrepreneur through the reading of this book. This gave them background knowledge to prepare them for guest speakers. One speaker owns a family business excavating, selling, and installing natural resources made from stone. The other guest speakers started their business recently, who also work with natural resources through their lawn care business. Students were able to see the different ways you can be an entrepreneur while working with natural resources. The students inquired with the new business owners how they could afford to start their own business. That's when the speakers introduced the idea of getting a loan. We then discussed with the kids how much money we would need to start our business. The students also wrote stories about what they learned about becoming entrepreneurs. They were graded using a [rubric](#).

- entrepreneur (risk taker)

The Little Red Hen by Jenny Giles

Students identified the different resources from the story. As a class we made a chart listing the different resources under each category (natural, capital, human). Then we presented to the students different natural resources found in Arkansas (rice, pine cones, pine needles, evergreen leaves, cinnamon sticks, salt, wheat/flour, water). We asked the students if we could use the natural resources to produce a good we could sell through our business. The students decided since the holiday season was impending, we could make Christmas ornaments using some of these resources.

- natural resources, capital resources, human resources, specialist

The Littlest Elf by Brandi Dougherty

Students discussed with their shoulder partner the different jobs the elf attempted. They decided if each job was producing a good or providing a service. It was also discussed how each worker was a specialist and had developed their human capital. Students also learned the economic song “Goods and Services”. Students then completed a [Goods and Services sheet](#) from Education World. After the story we discussed how all jobs are important and depend on each other to build a strong community. Students played [Interdependence Jenga](#) to visually observe how jobs in a community depend on each other.

- specialist, producers, developing human capital, interdependence

How Santa Got His Job by Stephen Krensky

We read this story as an introduction to the application and interview process. We connected Santa’s talent for producing goods to the term specialist. Then we presented the [job application](#) for our first grade business, Patriot Partners. We discussed in detail the skills necessary to be a specialist in each of our departments. Students were able to choose their department to apply for before the set interview date.

- specialist, producer



Patriot Partners Job Application

Name Pen Date Nov. 15, 2017

Address Fort Smith, AR 723

School Woods Grade First

Job desired (Number your favorite 3 in order):

3 **Finance Department** (makes sure we have enough money, collects and counts money, pays debts, and more)

4 **Advertising Department** (creates posters, writes and presents creative songs, poems, or advertising jingles to promote our products)

1 **Sales Department** (sells products and more – requires staying until 3:15 during sales)

2 **Production Department** (assembling the goods to be sold)

Why should you get this job? I should get this job because I work hard and I am good at selling things.

Reference: (Someone who doesn't live in your house. Ask their permission.)
Mr. Don Chitwood 414-4600 Home

Name Pa Pa Phone Number 782-1192 work

Relationship _____

Officer Buckle and Gloria by Peggy Rathmann

We read this book to introduce public goods and services. Student had to identify public goods and services in our community, including state parks. Then they researched the different free facilities and amenities available at each state park on the Arkansas State Park website. We discussed how these are free because citizens of Arkansas pay taxes. Then they wrote an [opinion writing](#) about their feelings on taxes being used to fund state parks. The students were made aware that they would have to pay taxes with their classroom money for classroom/school goods and services.

- public goods and services, taxes

Beatrice's Goat by Page McBrier

To connect our learning of natural resources and philanthropy we read the book Beatrice's Goat. The students were able to understand how an act of giving gives others opportunities they might not otherwise have. After using our profit to pay for our field trip, we still had money leftover to make a donation. The students decided to donate to Heifer International. Students used the Heifer International website to explore the different ways they can donate natural resources so others in the world can benefit from their entrepreneurship and generosity. They were given a budget to decide what natural resources they would like to purchase for their donation. Students used a [teacher created template](#) and [photos](#) from Heifer International's website to complete this activity.

Additional Resources

The Econ Songbook by Martha Hopkins, James Madison University Center for Economic Education

Arkansas Ag Reader Junior provided by Farm Bureau Arkansas

[Link to request this resource](#)

We used the Arkansas Ag Reader Junior as bridge for students to connect natural resources and Arkansas together. The Ag Reader gave great examples of natural, human, and capital resources in the agricultural area. Students were



also able to identify natural resources in the state of Arkansas.

- natural resources, human resources, capital resources, producers, consumers

Arkansas Agriculture map provided by Farm Bureau Arkansas

[Link to request this resource](#)

Students identified many natural resources in Arkansas using a map that had an overlay of the regions. Students were able to connect the regions and those natural resources found in that area. We also discussed the reason why natural resources were developed the region due to the landforms.

- regions of Arkansas, agriculture, natural resources

Arkansas State Park website -

<https://www.arkansasstateparks.com/>

[Click here for student narrated 360 video](#)



Arkansas- A Book of Symbols & Activities about the Natural State

Students made their own book of Arkansas symbols and natural resources. Students used the Arkansas powerpoint to record facts and color their picture. Then they were able to identify the natural resources of Arkansas in the different regions.

[AR Powerpoint](#)

Activities

Interdependence Jenga

<u>Time required:</u>	One 45 minute class period
<u>Economic terms:</u>	specialist, interdependence, division of labor
<u>Resources:</u>	Jenga blocks, labels of various community jobs, the book <u>The Littlest Elf</u>
<u>Standard:</u>	<ul style="list-style-type: none">● C.3.1.2 Describe ways people improve communities● E.7.1.1 Identify goods and services that are traded● RL.1.1 Ask and answer questions about key details in a text.● RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
<u>Objective:</u>	<ul style="list-style-type: none">● Students will be able to describe how people improve communities.● Students will be able to identify goods and services.● Students will be able to recognize how jobs in the community rely and depend on each other.● Students will be able to use details in a story to describe its characters and events.
<u>Lesson/Activity:</u>	<p>Introduce the lesson by reading <u>The Littlest Elf</u> written by Brandi Dougherty. Discuss or review terms goods, services, interdependence, and specialist. Discussion points:</p> <ul style="list-style-type: none">● elves worked together to produce the goods needed for Christmas gifts● each specific job required a specialized skill that made them an expert or specialist at their job● division of labor as the elves worked together to build particular toys in the story● using division of labor is important to complete a job efficiently● What a would happen if one person did not complete their job well? Would a toy be made properly? <p>Students will complete a Goods and Services sheet from Education World following a class discussion about the goods and services seen in this book. Students will complete the sheet to have a strong foundation in identifying the difference between goods and services before playing Interdependence Jenga.</p>

To make the game Interdependence Jenga, place one label on each block and build the tower as Jenga instructions show. (It's okay if the label is not showing on the inner blocks.) To introduce the game Interdependence Jenga, discuss the jobs labeled on each block and how they contribute to the community. Have students discuss with a partner if the job produces a good or provides a service. After that, assemble the game and share directions with the students on how to play. Students will take turns removing one block each. When the block is removed, note the job that has now been taken from the "community". Place removed blocks to the side. Remind students how a community is weakened when a job is removed because we all depend on each other (interdependence). For example, when a doctor block was removed the tower would become unsteady.

Extension questions:

- Is one job more important than another?
- What started to happen when we removed a job from the community?
- What do you think would happen if there wasn't a police officer in your community? Firefighter? Teacher?
- Why are all these jobs important?
- How do they contribute to the community?
- How do these jobs depend on each other?
- Would you live in a community that didn't have a nurse? Veterinarian?

Extension activity:

Have students hold onto the block(s) that they removed from the tower. Then have them come up and share with the class what job they have and whether it provides a service or produces a good. The student will tell the class what they decided and as a class they agree or disagree. Students will rebuild two towers: a service tower and a goods tower. Observe at the end which tower is taller and deduce what that means about our community.



Independence Jenga



[Link to Interdependence Jenga Labels](#)

(Sized for Avery Return Address labels)

doctor	lawyer	teacher	principal
custodian	editor	cook	tutor
babysitter	police officer	firefighter	paramedic
dentist	counselor	baker	chef
garbage collector	gardener	judge	contractor
hair dresser	barber	preacher	mayor
banker	secretary	supervisor	farmer
grocer	musician	toy maker	writer
composer	photographer	carpenter	seamstress
vet	mechanic	clothing designer	decorator
sales person	advertiser	letter carrier	coach
athlete	manager	cashier	cart pusher
truck driver	pharmacist	nurse	über driver
engineer	radiologist		

“Natural State” Resources

<u>Time required:</u>	45 minute hike+ 45 minute class period
<u>Economic terms:</u>	Human, capital, and natural resources
<u>Resources:</u>	Lake Fort Smith State Park, computers with access to Internet, camera (we used a 360 degree camera)
<u>Standard:</u>	<ul style="list-style-type: none"> ● E.5.1.1 Explain ways human resources earn income ● E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services ● G.9.1.1 Explain positive and negative effects humans have on the environment (e.g., litter, pollution, planting trees, recycling) ● G.10.1.1 Explain ways people use natural resources in the community in which they choose to settle ● H.6.1.2 Identify state symbols of Arkansas: <ul style="list-style-type: none"> ○ flower ○ bird ○ fruit/vegetable ○ folk dance ○ Instrument ● D.4.1.1 Describe how and why data is used ● D.5.1.3 Organize and visually represent data as a whole class and in teams ● CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>Objective:</u>	<ul style="list-style-type: none"> ● Students will be able to identify natural, human, and capital resources.
<u>Lesson/Activity:</u>	<p>Resources to use prior to lesson to introduce Arkansas natural resources, human resources, and capital resources:</p> <ul style="list-style-type: none"> ● Arkansas Ag Reader Junior provided by Farm Bureau Arkansas ● Arkansas Agriculture map provided by Farm Bureau Arkansas ● Arkansas PowerPoint ● Arkansas State Park website <p>Discussion questions:</p>

- What are some natural resources we see everyday?
- What are some human resources we see everyday?
- What are some capital resources we see everyday?
- How have humans impacted natural resources in the environment?
- Are the natural resources we see in our neighborhood different from what we see in the state parks?
- Do we see more natural, human, or capital resources in the state park?
- Where do we see more natural, human, capital resources?

After studying natural resources found in Arkansas, either take a field trip to a park, take students outside to the playground, or use the [Arkansas State Park website](#) as a virtual field trip. (We took a field trip with our students to Lake Fort Smith State Park.) Many state parks can provide a park interpreter to instruct students on facts about local animals and their habitats and lead guided hikes. Either take photographs of the trip or use pictures found on the state park website. (We took with us a 360 degree camera to capture different moments in various locations along the way. Below are some examples.) Hunt for specific natural resources along the way. Discuss any natural resources found that are state symbols such as pine trees, honey bees, mockingbird,...

If a field trip is taken, upon returning to school, upload the photos to Google Classroom or a common site where each student can access the pictures. Students will then preview the photos and chose one on which to create a Screencastify video. In their videos they should name the human, natural, and capital resources they notice. If using a state park website, have students use Screencastify on that site to narrate what they observe.

Have students present their Screencastify videos to the class.

Click links below to watch examples of students narrating 360 pictures from our field trip:

[Video 1](#)

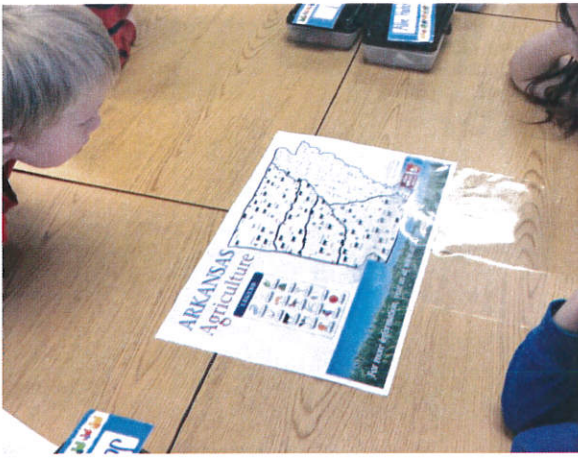
[Video 2](#)

	<p style="text-align: center;">Video 3 Video 4 Video 5</p>
<p><u>Instructions to download and use Screencastify</u> (adapted from instructions from University of Oregon)</p>	<p>Screencastify is a Chrome-based extension that allows you to record a video of your browser or desktop while talking over it.</p> <ol style="list-style-type: none">1. Download Chrome:<ol style="list-style-type: none">a. https://www.google.com/chrome/browser/2. Add the Screencastify browser extension:<ol style="list-style-type: none">a. Navigate to the Chrome Web Store and search for Screencastify.b. Select the + Add to Chrome button.c. A pop-up will appear, select Add Extension.d. Next, a message will appear saying that the extension has been added.3. Set-up Screencastify<ol style="list-style-type: none">a. Select the Screencastify icon that will appear in the top-right corner of the Chrome omnibar, next a setup page will appear.b. If camera and microphone access have not been setup yet: select Setup Camera Access. Next, you may have a small pop-up appear, select Allow for camera and microphone access of your device.c. Then, choose where to store your recordings, select Google Drive and click Next.d. If you have not logged into your Google account yet, select Sign In where you can log-in or create a new account.e. Next, Screencastify will ask if you want to setup tab recording, it is recommended to select Skip since most likely you will be using desktop recording.f. Once set-up is complete, select Get Started to continue. A video may start playing for a quick “how-to” on using Screencastify.

Screencastify Checklist

😊 • 😞	I used a picture from our trip.
😊 • 😞	I used Screencastify to narrate what I saw in the picture.
😊 • 😞	I identified at least 4 resources (natural, human, and/or capital).
😊 • 😞	I shared my video with the class or a partner.

	4	3	2	1
Picture Choice	Student used 360° picture from our field trip.	Student used a picture from our field trip.	Student used a picture from a state park.	Student did not use a state park picture.
Screencastify Use	Student narration was clear and well timed using many describing words.	Student narrated the picture using describing words.	Student narration on Screencastify was somewhat clear and descriptive.	Student narration on Screencastify was not clear nor descriptive.
Resource Identification	Student correctly identified 4 or more resources from the picture.	Student correctly identified 3 resources from the picture.	Student correctly identified 2 resources from the picture.	Student correctly identified 1 or no resources from the picture.
Sharing	Student independently shared their video with the class or partner.	Student shared their video with the class or a partner with teacher help.	Student stood by teacher while teacher shared their video.	Student did not share their video.



Arkansas Agriculture map provided by Farm Bureau Arkansas

Arkansas Ag Reader Junior provided by Farm Bureau Arkansas



Evaluation/Assessment

Throughout the implementation of this unit, the students were assessed both formatively and summatively. We started with a pre-assessment ([link](#)) over basic economic terms. Only 3 of the 75 first grade students were able to pass with a score of 80% or higher.

Students were formatively assessed after each new economics skill was taught. When we read Charlie Needs A Cloak by Tomie dePaola, students were informally assessed by partners on their ability to correctly identify natural resources used to make different classroom objects. Then we used pictures of resources and the products that can be made from them and formally assessed how the students completed the natural resources matching sort independently. ([link](#)) The results of this activity proved great understanding of this concept by all of the students.

As another informal assessment, after reading The Mitten Tree by Candace Christiansen and The Babe and I by David A. Adler students were called a few at a time to step inside a larger-than-life mitten. They were asked essential questions:

- How did the characters experience scarcity?
- What would happen if we added more people on our mitten? Why?
- What type of scarcity are we experiencing (when standing on the mitten)?

These questions were asked and discussed as a whole group.

To assess the students' understanding of division of labor after reading The Very First Thanksgiving by Rhonda Gowler Greene, students were given a choice in how to color a Thanksgiving turkey picture. They could choose to color their turkey independently or to be trained to specialize in coloring a certain portion of each turkey and sharing the work with a group. Only 4 to 6 students from each of 3 first grade classes chose to become specialists and work on multiple pictures within a group. This told us that as a whole they classes needed further discussion and examples of the value of division of labor.

We assessed how to students understood producers and consumers after reading How the Second Grade Got \$8,205.50 by Nathan Zimelman. Students used the producers and consumers sort ([link](#)) to show how they understood the difference between these 2 parts of a community. Only 2 to 3 students from each class needed a one-on-one reteach to accurately complete this assessment.

Guest speakers came to speak to our classes after we read What Does It Mean To Be An Entrepreneur? by Rana DiOrio. After discussing what the speakers shared, students wrote stories about what it takes to be an entrepreneur. We used a rubric to formally assess their writing. ([link](#)) The 3 to 5 students from each class who struggled

with the concept of entrepreneurship specifically in their writing were met with in small teacher-led groups to clear up misunderstandings.

Students were informally assessed over their understanding of natural, capital, and human resources after the reading of The Little Red Hen by Jenny Giles. We made a chart through whole group discussion of different resources under each category (natural, capital, human). As a class, the students were effectively able to list at least 5 resources for each column for our chart. They were asked essential questions about these resources:

- How could we use natural resources found in Arkansas (rice, pine cones, pine needles, evergreen leaves, cinnamon sticks, salt, wheat/flour, water) to produce a good we could sell?
- What types of capital and human resources would be needed to produce those goods?
- What might happen if the employees in our company had the same attitude as the characters in The Little Red Hen?

We assessed the students formally about goods and services and informally about interdependence after we read The Littlest Elf by Brandi Dougherty. Students completed a Goods and Services sheet ([link](#)) from Education World following a class discussion about the goods and services seen in this book. There were 6 to 8 students from each class who needed a reteach in a small group after completing this activity. After the story we discussed how all jobs are important and depend on each other to build a strong community. Students played Interdependence Jenga ([link](#)), taking turns pulling out labeled blocks to weaken the tower (representing the community). They were asked essential questions:

- Is one job more important than another?
- What started to happen when we removed a job from the community?
- What do you think would happen if there wasn't a police officer in your community? Firefighter? Teacher?
- Why are all these jobs important?
- How do they contribute to the community?
- How do these jobs depend on each other?
- Would you live in a community that didn't have a nurse? Veterinarian?

These class discussions showed an overall understanding of this concept from first grade as a whole.

Students were formally assessed after we read How Santa Got His Job by Stephen Krensky. Following a discussion about how to fill out a job application, students were given job applications ([link](#)) to fill out in their own handwriting with assistance from an adult. Only 1 to 2 students from each first grade class was unable to complete the

application at home, so they were guided in completing it with their teacher. The students who followed directions were able to get the job they chose.

The Arkansas Ag Reader Junior provided by Farm Bureau Arkansas ([link](#)) was a formal assessment. We read through the pamphlet as a whole group. Then students were to identify natural resources found in Arkansas. The 3 to 6 students from each class who has misunderstandings on this activity were able to meet with their teacher in a small group for a reteach.

We used the Arkansas Agriculture map provided by Farm Bureau Arkansas as an informal assessment in small groups. The students used these maps along with a teacher-created clear layover map outlining the regions of Arkansas to take note of the patterns of natural resource locations in our state. They were asked essential questions:

- Why do you think the majority of cattle and swine found on the western side of the state?
- Why do you think cotton, corn, and rice are found on the eastern side of the state?
- Do you think we would be successful if we wanted to start a business producing rice in our area of the state? Why or why not?

As a whole, the students seemed to accurately answer these types of questions, showing an overall understanding of the patterns of resource locations in our state.

After reading Officer Buckle and Gloria by Peggy Rathmann, students were formally assessed through their writing. They were asked to write an opinion piece telling their stance on using tax money to fund the development of state parks. Writing was graded using a rubric. ([link](#)) On average, 2 to 4 students from each first grade class required a reteach of the concept of using tax money to fund the development of a state park. After the reteach, each of those students seemed to grasp the idea well enough to express their opinion in writing.

We used Arkansas State Park website ([link](#)) for students to research activities we could participate in on a field trip to one of the many state parks in our state. This was used as an informal assessment as the students took turns sharing their ideas of free activities they wrote about. There were a great variety of ideas shared, a few of which were not free. A discussion was had about why those activities might not be free and covered by tax money and why we would not be choosing to participate in any of those on our field trip. The overall outcome of this informal assessment was that the first graders successfully comprehended the idea free resources found at state parks across our state.

Our main formal assessment over natural, capital, and human resources was through the creation of Screencastify videos completed by each student. After the field trip to Lake Fort Smith State Park, students chose one of the 360° photos and narrated the resources they saw using the Google application Screencastify. They self-assessed

and were formally assessed using a rubric. ([link](#)) This activity showed that 96% of our first graders were able to successfully complete this project with a score of 80% or above.





After using our profit from our business to pay for our field trip, we read Beatrice's Goat by Page McBrier. Students voted to use our remaining \$400 to donate natural resources to Heifer International. Students were given a slideshow template ([link](#)) and pictures from the Heifer International website ([link](#)) to show a combination of resources they would make to donate \$400 to the organization. They completed this in small groups of 4 or 5 with much teacher support. They were informally assessed over their ability to use the \$400 through group discussion and with teacher support. Each group of 4 or 5 was able to successfully complete this activity with guidance from their teacher.

To have a comparison from the beginning of our unit, we used the same assessment we had used as a pre-assessment as our post-assessment. 93% of our students scored 80% or better on the post-assessment and the remaining 7% received a score between 70-79%. This data proved to us that our students had truly grasped the vast array of economics standards they had been exposed to during this unit of study.

Pre-assessment

Name Jayk Date 1-10 -10





Economics Test ✓

1. Circle the picture that shows a producer.

2. Circle the picture that is a good.

3. Circle the picture that shows a service.

4. Circle a natural resource.


Post-assessment

Name Eileen Date 13

Economics Test

1. Circle the picture that shows a producer.

2. Circle the picture that is a good.

3. Circle the picture that shows a service.

4. Circle a natural resource.


AWESOME

WOW

Artifacts

Pre-assessment Link

Name Jayk Date 1/23 -10

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good	scarcity	human
opportunity cost	consumer	capital
division of labor	natural	service
specialist		

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6. A lawyer, baker, and doctor are human resources.

7. When Mother washes the dishes, sister dries them, and Dad puts them away, they are using natural resources.

8. Morgan bought several items at Wal-Mart. She became a consumer.

9. Sun, soil, water, and seeds are needed to make our garden grow. These are natural resources.

10. Bobby had to decide between the cookies and the doughnut. He chose the cookies. The doughnuts were his opportunity cost.

11. The fire department bought a new fire truck, shiny ladders, and a new hose. These are capital resources.

12. Logan and Joe cleaned the chalkboard and washed tables. They provided a service.

13. A specialist is very good at one particular job.

14. Scarcity means:
 a. not wanting more of something.
 b. not having as much as your friends.
 c. there is not enough of something for all people who want it.

15. On a hot day 4 children asked their Mom for a cool treat. Mom looked in the freezer and found 3 ice cream bars. What is the scarce item?
 a. one child
 b. time to play
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16. A store in Arkansas sells books published in New York, and written by an author in California. This is an example of:
 a. money
 b. wants
 c. interdependence



Scarcity

Students experiencing scarcity of space after reading the story The Mitten Tree.



Guest Speakers

Entrepreneurs that work with natural resources came to speak to the students about their businesses.

Interdependence Jenga

Students played Interdependence Jenga to visually see how all jobs depend on each other to build a strong community.



Student Work

Students were given independent work to review skills and terms.

[Link to website for Goods and Services Sheet](#)

[Link to Consumers vs Producers Sort](#)

100%

Goods and Services

Directions: Look at each picture. Decide whether it is showing a **good** or a **service**. Circle the correct word.

1. good service	2. good service	3. good service
4. good service	5. good service	6. good service
7. good service	8. good service	9. good service
10. good service	11. good service	12. good service

100%

Name: Morgan

Directions: Sort the pictures for consumers and producers

Consumers		Producers	
 getting a manicure	 getting presents	 farmer	 pizza maker
 eating	 shopper	 mailman	 baker

[Link to Needs vs Wants Sort](#)



Needs vs. Wants









Needs	Wants



Name: Grant L.5 Word Relationships
100% NEWS
My Weekly Reader

A Good or a Service?

Cut out each of the **goods** and **services** at the bottom of the page. Paste them into the correct side of the chart.

Goods	Services
 a cupcake	 cans of soup
 mittens	 raking leaves
 a soccer ball	 shoveling snow
	 decorating your school
	 bringing a meal



Division of Labor
 Students learned how becoming a specialist and working together through division of labor will complete a task more efficiently.

Students completed job applications to be apart of our business, Patriot Partners.

[Link to Job Application](#)



Patriot Partners
 Job Application

Name Emily Date Nov. 15, 2016

Address

School Woods Grade first

Job desired (Number your favorite 3 in order):

3 **Finance Department** (makes sure we have enough money, collects and counts money, pays debts, and more)

1 **Advertising Department** (creates posters, writes and presents creative songs, poems, or advertising jingles to promote our products)

 Sales Department (sells products and more – requires staying until 3:15 during sales)

2 **Production Department** (assembling the goods to be sold)

Why should you get this job? I should get this job because I am good at singing and drawing.

Reference: (Someone who doesn't live in your house. Ask their permission.)

no answer Angela Clayton
 Name

770-895-9232
 Phone Number

grandmother
 Relationship

Interviewing for Patriot Partners



Loan Presentation



Production Time





12-7-17

I am a specialist in our company the Patriot Partners. My job in Patriot Partners is production. In production I make the ornaments. One of them is a Raserback. Also we make ornaments out of natril resorsis, so that Raserback was made out of a pincon.

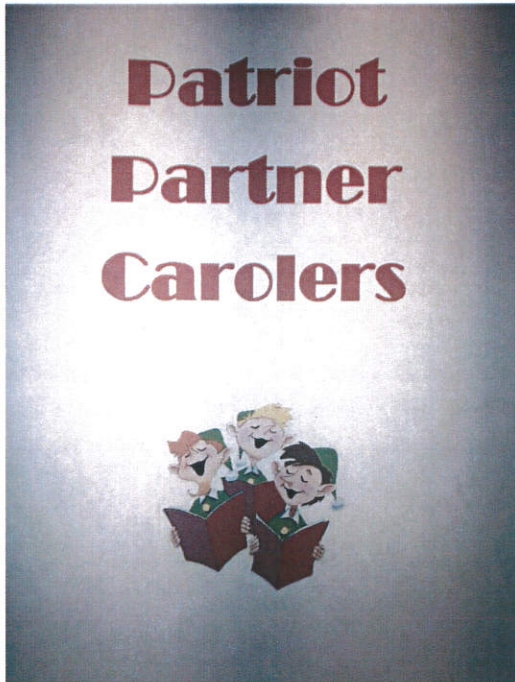
Our Final Product



Advertising



Songs that the advertising team wrote



Deck your trees with hand-made ornaments.
 Fa-la-la-la-la La-la-la-la
 They make the perfect adornments.
 Fa-la-la-la-la La-la-la-la
 They are made from things in nature.
 Fa-la-la La-la-la La-la-la
 Buy some to keep and some to share.
 Fa-la-la-la-la La-la-la-la

O' come all ye Patriots,
 Joyful and triumphant,
 First grade is selling ornaments,
 So come after school.

Come and adore them,
 They're made from natural resources.
 O' come, shop, and adore them,
 O' come, shop, and adore them,
 O' come all ye Patriots,
 Come buy ornaments!

[Link to video of students singing our song for advertising](#)

(You may need to download video to view)

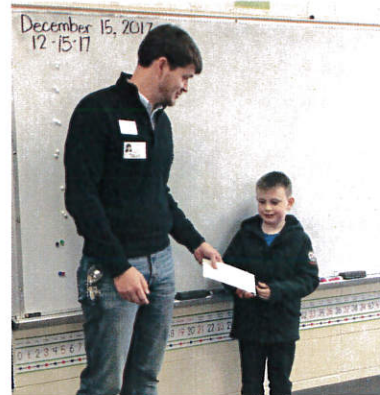


Sales



Finance

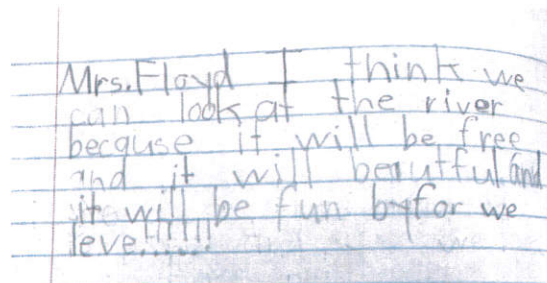
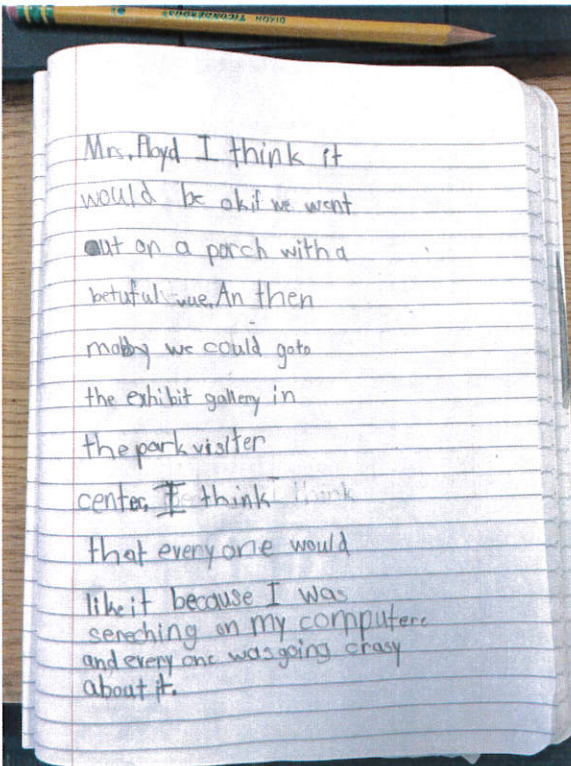
Finance department counting our earnings.



Paying our loan back to Mr. Keifer

Field Trip Prep

Students researched on the Arkansas State Parks websites to make recommendations of free activities to do at the parks.



Lake Fort Smith



Students visited with the park interpreter to learn about surrounding natural resources.



Enjoying a hike led by the park interpreter



Students visiting Jewel the garter snake.

[Link to Tax Receipt](#)

TAX RECEIPT April 2018

FROM _____

FOR public goods and services

RECEIVED BY _____

[Link to Slideshow Template for Heifer International Donation](#) [Suggestions](#)

[Link to Photos for Slideshow](#)

V Morgan
I think it is a good idea to use tax money for state parks. I think it is because we don't have to pay when we go in. Also if we went to other state parks we could just walk into. Also if you were going to a state park you wouldn't use up time paying to get in. Do you think it is a good idea to use tax money for state parks?

eu
I think it's a good idea to pay tax money for state parks. I think that because it will take up your time having to pay. I would love to be there longer but if you have to stay there for 20 min or something like that, paying will shorten up time. I chose that reason because paying tax money already pays for the land. What would you choose if you had this choice to pay tax money or not?

Students wrote an opinion piece to share their thoughts about paying taxes to support public goods and services.

Post-Assessment

Name Eileen 13 Date _____

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