Econogeography

Students learn how new knowledge can be applied to the past.

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT 1: THE WORLD IN SPATIAL TERMS</strong>&lt;br&gt;3. How to analyze the spatial organization of people, places, and environments on Earth's surface</td>
<td><strong>Concept 5: Environment and Society</strong>&lt;br&gt;<strong>PO 1.</strong> Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.</td>
<td><strong>Strand 5: Economics</strong>&lt;br&gt;<strong>Concept 1: Foundations of Economics</strong>&lt;br&gt;<strong>PO 1.</strong> Identify how limited resources and unlimited human wants cause people to choose some things and give up others. <strong>PO 2.</strong> Determine how scarcity, opportunity costs, and trade-offs influence decision-making.</td>
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<td><strong>ELEMENT 4: HUMAN SYSTEMS</strong>&lt;br&gt;11. The patterns and networks of economic interdependence on Earth's surface&lt;br&gt;12. The processes, patterns, and functions of human settlement.&lt;br&gt;13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.</td>
<td></td>
<td><strong>ELA Common Core Standards</strong>&lt;br&gt;<strong>Reading</strong>&lt;br&gt;<strong>Key Ideas and Details</strong>&lt;br&gt;<strong>6.RI.1</strong> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</td>
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<td><strong>ELEMENT 5: ENVIRONMENT AND SOCIETY</strong>&lt;br&gt;15. How physical systems affect human systems.&lt;br&gt;16. The changes that occur in the meaning, use, distribution, and importance of resources.</td>
<td></td>
<td><strong>Writing</strong>&lt;br&gt;<strong>Speaking and Listening</strong>&lt;br&gt;<strong>Presentation of Knowledge and Ideas</strong>&lt;br&gt;<strong>6.SL.4</strong> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. <strong>6.SL.5</strong> Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</td>
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Overview

Students often don’t see the connections between today and the past. Therefore, they need help is seeing how their new found economic vocabulary and understanding of natural resources can apply to one of the earlier civilizations studied.

Purpose

This lesson will have students examine factors that influence economic choices, such as scarcity and opportunity costs while looking at how geography determines what is produced to “sell”.

Materials

- “Sell It” Project Instructions Sheet
- Poster Note Page
- Presentation Grade Sheet
- Informational Reading on Egypt (for an example)
- Economics Vocabulary (optional)
- Economics Power Point (optional)
- Natural Resources Power Point (optional)

Objectives

The student will be able to:

1. Use the themes of geography to help explain economic concepts including scarcity and opportunity costs.
2. Demonstrate their knowledge of how to find and use natural resources to create a saleable product.

Procedures

Prerequisite Knowledge: Students will be familiar with earlier time periods. In this case, it would be Ancient Civilizations. Students should also be familiar with the economic vocabulary and understand what natural resources are. If not, show the PowerPoint included: economics and natural resources.

Session One

1. Anticipatory set: Sell a pencil and a candy bar to the students using their team money. Remind students that a person needs to either need or want it to buy it. And that is if it costs too much, some won’t buy it. Or you can trade with students for the pencil, candy bar or other item you are willing to use. Remind them that trading is another way to obtain our wants and our needs.

2. Group students if you would like them to work in groups. Then distribute the “Sell It” Instruction Sheet.

3. Have students select which civilization they want to use for the project.


5. Begin researching natural resources and society’s needs to help determine what to sell.

6. At end of period make sure each student has a civilization and knows what they need to research.

Session Two

7. Continue research.

8. Start making poster after poster notes page is approved. (Some won’t be ready for this yet.)

9. At end of period make sure each student has picked a product to make.

Session Three

10. Give students the Presentation Grade Sheet and explain expectations.

11. Continue working on the posters.

12. Practice presentations.

Session Four

13. Finish posters, possibly start presentations.

Assessment

Use the Presentation Grade Sheet to evaluate the presentations. Mastery is set at 80%, but can be adjusted based on the students.

Extensions

Have students make a commercial to “sell” their product.

Create a prototype of the product.

Explain how the government affects the choice of items to be sold.
Create a product appropriate to a specific time or location.

Sources


http://www.pbs.org/empires/egypt/educators/index.html