

EconoGeography

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Grade Level	6
Duration	4 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

3. How to analyze the spatial organization of people, places, and environments on Earth's surface

Element 4: Human Systems

11. The patterns and networks of economic interdependence on Earth's surface.

12. The processes, patterns, and functions of human settlement.

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Element 5: Environment and Society

15. How physical systems affect human systems.

16. The changes that occur in the meaning, use, distribution, and importance of resources.

AZ Standards

ELA

Reading

Key Ideas and Details

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Language

Vocabulary Acquisition and Use

6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

Presentation of Knowledge and Ideas

6.SL.4 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.

6.SL.5 Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

ECONOMICS

Individuals and institutions are interdependent within market systems.

6.E3.1 Describe the relationship between various costs and benefits of economic production.

6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.

The interconnected global economy impacts all individuals and groups in significant and varied ways.

6.E5.1 Describe the factors that influence trade between countries or cultures.

Overview

Students often don't see the connections between today and the past. Therefore, they need help in seeing how economic vocabulary and understanding of natural resources can apply to an earlier civilization.

Purpose

In this lesson, students will examine factors that influence economic choices, such as scarcity and opportunity costs while looking at how geographic factors determine what can be produced for sale.

Materials

- “Sell It” Project Instructions Sheet
- Poster Note Page
- Computers/internet or classroom resources
- Presentation Grade Sheet
- Informational Reading on Egypt (for an example)
- Economics Vocabulary (optional)
- Economics PowerPoint (optional)
- Natural Resources PowerPoint (optional)

Objectives

The student will be able to:

1. Use the 5 themes of geography to help explain economic concepts including scarcity and opportunity costs.
2. Demonstrate their knowledge of a region’s natural resources to create a saleable product.

Procedures

Prerequisite Knowledge: Students will have already studied various ancient civilizations. Students should also be familiar with the economic vocabulary and understand what natural resources are. If not, show the PowerPoints on economics and natural resources. To teach the 5 Themes of Geography, lessons can be found at:

<https://geoalliance.asu.edu/5Themes> or
<https://geoalliance.asu.edu/Japan5Themes>

SESSION ONE

1. Begin the lesson by offering to sell a pencil and a candy bar to the students. Remind students that a person needs to either need or want it to buy it. And that if it costs too much, some won’t buy it. Or you can trade with students for the pencil, candy bar or other items 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. Explain the project requirements.
3. Have students/groups select which civilization (Roman, Chinese, Greek, etc.) they want to use for the project or have them select “out of a hat” one of the civilizations that has already been studied.
4. Handout out Poster Note Page. Explain how this worksheet will be completed. Emphasize that first they need to know the natural resources of the region before they can decide

on a product to make and sell. Share the example written on Egypt. Point out the need to know the natural resources.

5. Allow time for student research.
6. At end of the session make sure each student/group has a civilization and knows what they need to research.

SESSION TWO

7. Continue research.
8. As students/groups finish their Poster Note Page, give them approval to get poster paper and begin working on their poster and presentation.
9. At end of this session make sure each student/group has picked a product to make, knows to whom they wish to sell the product, and how they will transport the product.

SESSION THREE

10. Distribute the Presentation Grade Sheet and explain expectations.
11. Allow students to continue working on the posters and practice presentations.

SESSION FOUR

12. Have groups/students give presentations.

Assessment

ELA and Social Sciences

Use the Presentation Grade Sheet to evaluate the presentations. Mastery is set at a score of 80% or higher.

Extensions

Have students make a commercial to “sell” their product instead of the poster boards.

Have students use a computer program to create a digital poster.

Create a prototype of the product.

Explain how the governments can affect the choice of items to be sold.

Sources

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