

Grade 1, Lesson 2

Compelling Question: How do people get money?

IL Financial Literacy Standard	SS.EC.FL.3.1: Explain how people earn pay or income in exchange for work.	
IL Econ Standard (when applicable- this row can be deleted)	SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services.	SS.EC.1.1 Explain and give examples of when choices are made, that something else is given up.
Inquiry Standard	SS.IS.1.K.-2: <i>Constructing Essential Questions</i> . Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	SS.IS.2.K-2: <i>Determining Helpful Sources</i> . Explore facts from various sources that can be used to answer the developed questions.
	SS.IS.5.K-2: <i>Communicating Conclusions</i> . Ask and answer questions about arguments and explanations.	
Student Outcome	Students will be able to explain: <ul style="list-style-type: none"> • Most people <i>earn</i> money in exchange for working. • <i>Income</i> is money received in exchange for work. • <i>Work skills</i> are the skills and knowledge people need to perform a job. 	

Ask

Compelling Question: How do people get money?

Supporting Question #1: Do all workers do the same work?

Key Understandings:
Students will understand that there are different types of workers who have different jobs.

Featured Resources (Investigate): Video-Earning & reading for information piece focused on earning income

Formative Assessment Task (Create/Discuss): brainstorm & matching Activities

Supporting Question #2: Do all workers need the same work skills?

Key Understandings:
Students will understand that there are different job skills that people need.

Featured Resources (Investigate): Video-Earning Part 2 & reading for information piece focused on work skills

Formative Assessment Task (Create/Discuss): work skills brainstorm & matching activities

Supporting Question #3: Do all workers earn income?

Key Understandings:
Students will learn that sometimes people work but do not receive an income.

Featured Resources (Investigate): Video-Non Paid Work and reading for information piece on Unpaid Work

Formative Assessment Task (Create/Discuss): T-Chart and Job Interview Activity

Introduction to Lesson

The compelling question for this lesson is *How do people get money?* Students will learn that workers earn income by using their work skills to produce goods and services. Everyone has different skills and individuals use their unique skills to perform a variety of jobs in exchange for money. Some work is unpaid.

The lesson is structured as follows: Each lesson consists of three supporting questions that directly ties in to the compelling question. Each supporting question gets a little tougher as you progress through the lesson. Each supporting question includes an Investigate and Create/Discuss section. You will notice that the last two items located in each Create/Discuss section is a Close-Reading Activity and an Interview Activity. These two activities can be used for any and/or all of the three supporting questions. The Reflect section is located towards the end of the lesson which provides students a chance to demonstrate their knowledge of money and allows you to have a summative evaluation.

Supporting Question #1: Do all workers do the same work?

Investigate

Featured Resources

Video – Earning: This video highlights that there are different types of work that people do. The video showcases different types of work environments and the variety of jobs that workers do in exchange for income.

Reading for Information Piece – Earning: The Reading for Information Piece discusses how people receive money for the work they do. Students will learn that different kinds of skills leads to higher or lower paying jobs.

Create/Discuss

Formative Assessment Performance Activities

Brainstorm Activity: Students brainstorm what kinds of work they do (i.e., make their bed, care for a pet, make their lunch, clean their room, etc.). For now, they will leave the column labeled “Skills needed” blank. They then share their list with a partner and compare. Are their lists the same? Why or why not?

Matching Activity: After watching the video and/or reading the information piece, students complete a matching activity to match workers with the work they do.

Close-Reading Activity: Students read about different types of workers, the work they produce and the skills needed to perform their work (including paid and unpaid)

Interview Activity: Students select a worker (paid or unpaid) to interview. The activity provides interview guidelines and questions to ask. Format could be a bulletin board showcase piece. Students present their interviews to the class.

Supporting Question #2: Do all workers need the same work skills?

Investigate

Featured Resources

Video – Earning: This video is a continuation of video watched during Supporting Question #1. It describes different workers and the work they do, adding on the skills needed to do their work (could also include how they got those skills).

Reading for Information Piece – Earning: The Reading for Information Piece is a continuation from Supporting Question #1. In this piece, students learn about workers and the skills need to do their job.

Create/Discuss

Formative Assessment Performance Activities

Skills Activity: After watching the video and/or reading the information piece, students use the list of work they do (which was created for Supporting Question #1) to list what type of work skills are needed to perform this work (give examples).

Job Skills Match Activity: Students complete a matching activity to match workers with the type of skills needed to do that type of work.

Supporting Question #3: Do all workers earn income?

Investigate

Featured Resources

Video on Non-Paid Work: This video highlights different types of non-paid work (caretaker, volunteer, etc.) to show students that people do not receive money for all types of work.

Reading for Information Piece – Unpaid Work: There are very important jobs that people don't receive money for. This reading for information sheet discusses those types of jobs.

Create/Discuss

Formative Assessment Performance Activities

Activity –T-Chart: After watching the videos, students complete a paid and unpaid work T-Chart.

Close-Reading Activity: Students read about different types of workers, the work they produce and the skills needed to perform their work (including paid and unpaid)

Interview Activity: Students select a worker (paid or unpaid) to interview. The activity provides interview guidelines and questions to ask. Format could be a bulletin board showcase piece. Students present their interviews to the class.

Ask: How do people get money?

Reflect

Summative Assessment Activity

Argument	Construct an argument, supported by evidence, that addresses how people get money.
Extension/Action	Participate in Econ Illinois' Economic Concepts Poster Contest (entries due by December 31, for rules and participation information, visit: http://econillinois.org/educators/economics-poster-contest/index.shtml) Students draw a picture that illustrates: <ul style="list-style-type: none">• how workers exchange their work skills to produce a good or service in exchange for earning money. The drawing could feature many different types of workers, each producing a different good or service in exchange for income or the many different workers needed in the production of one single good or service (i.e. How many workers does it take to make a carton of strawberries? Farmers to grow, field workers to pick, truck drivers to deliver, factory workers to sort and package, check-out clerk to sell to consumers).