

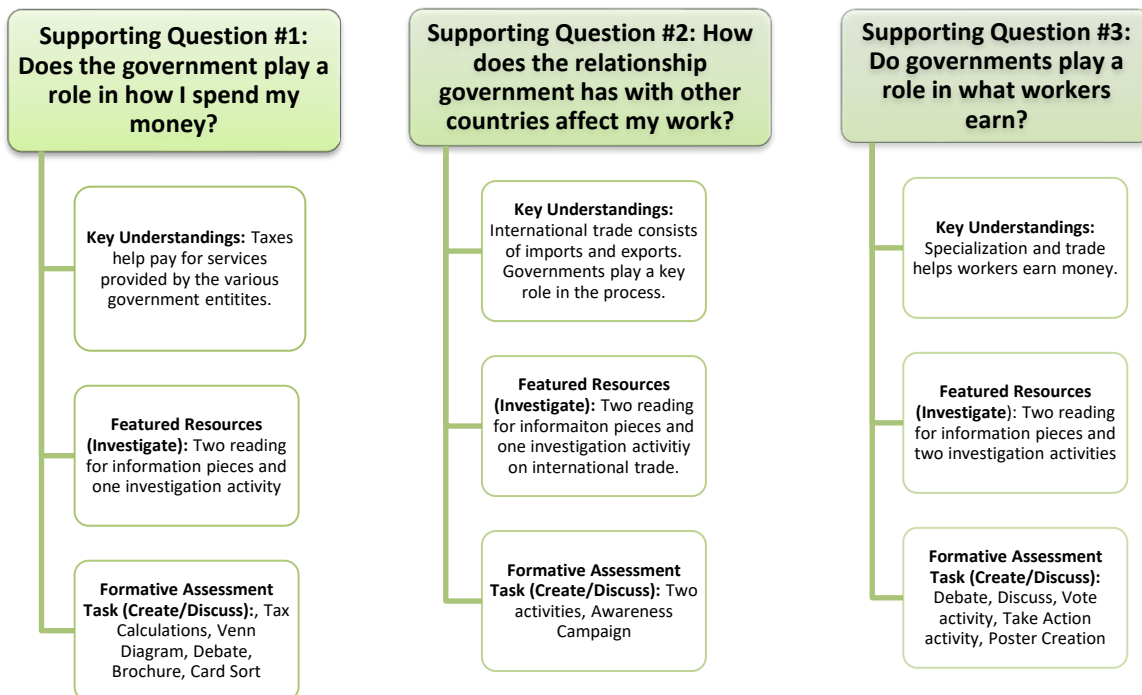
## Grade 5 Lesson 2

### Compelling Question: Does the government impact the income I earn?

IL Financial Literacy Standard	<b>SS.FL.4.5:</b> Explain that interest is the price the borrow pays for using someone else’s money	
IL Econ Standard (when applicable- this row can be deleted)	<b>SS.EC.1.5:</b> Analyze why and how individuals, businesses, and nations around the world specialize and trade.	<b>SS.EC.3.5:</b> Determine the ways in which the government pays for the goods and services
Inquiry Standard	<b>SS.IS.2.3-5:</b> Create supporting questions to help answer essential questions in an inquiry.	<b>SS.IS.3.3-5:</b> Determine sources representing multiple points of view that will assist in answering essential questions.
	<b>SS.IS.4.3-5:</b> Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	<b>SS.IS.5.3-5:</b> Develop claims using evidence from multiple sources to answer essential questions.
	<b>SS.IS.6.3-5:</b> Construct and critique arguments and explanations using reasoning examples, and details from multiple sources.	<b>SS.IS.7.3-5:</b> Identify a range of local problems and some ways in which people are trying to address these problems.
	<b>SS.IS.8.3-5:</b> Use listening, consensus building, and voting procedures to decide on and take action in their classroom and their school.	
Student Outcomes	<ul style="list-style-type: none"> <li>• Students create essential and supporting questions to guide their investigations.</li> <li>• Students understand government plays a role in how much income they earn and how much it effects their take home pay</li> </ul>	

## Ask

### Compelling Question: Does the government impact the income I earn?



## Introduction to Lesson

The compelling question for this lesson is *Does the government impact the income I earn?* This lesson explores how the government pays for goods and services it provides. Students investigate taxes at the federal, state, and local levels as well as compare taxes in the United States to other countries. Students also investigate relationships governments have with other countries, along with free trade agreements, tariffs, and quotas. To begin this lesson, start a class discussion by asking the students, “Do you think anything outside of your boss and job influences how much money you have?”

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. 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: Does the government play a role in how I spend my money?

#### Investigate

##### Featured Resources

**Reading for Information– What are Taxes?** The article briefly explains the circular flow between the three main sectors in the United States (households, business, and government) along with taxes collected at the federal, state, and local levels.

**Reading for Information – How are taxes used?** The article discusses how the federal, state, and local governments use money collected from taxes to pay for services provided for the common good.

**Investigation Activity – Lottery Tickets:** Students investigate lottery tickets, what state services it helps provide funding for, and the amount of tax charged for winnings. Students create three supporting questions to support the essential question provided. Students research the information from credible sources and complete a T-chart. Students will take a stand on whether lottery tickets are beneficial to the State of Illinois and provide evidence to support their claim.

#### Create/Discuss

##### Featured Resources

**Tax Calculations:** Students work through four different scenarios involving taxes and calculate how much taxes will add to the cost of the original item.

**Discussion/Debate – Lottery Tickets:** After completing the investigation activity on lottery tickets, students will decide whether lottery tickets are beneficial to the State of Illinois. Students can be split into two teams for the debate. They will need to provide evidence gathered during their investigation to support their claims.

**Government Shutdown Brochure:** Students will pick 1 of the 21 government shutdowns in history to research and create a brochure about the cause, effects, and state their opinion of the situation.

**Venn Diagram:** Students compare federal, state, and local taxes.

**Card Sort:** Students work in groups to determine what services provided by government are paid for with local, state, or federal taxes.

## Supporting Question #2: How does the relationship our government has with other countries affect workers?

Investigate
Featured Resources
<b>Reading for Information – International Trade:</b> Students read an article on international trade, tariffs, quotas, and the Free Trade Agreements (FTAs) the United States has with other countries throughout the world.
<b>Reading for Information– Intellectual Property:</b> Students learn about intellectual property, its negative impact on the economy, and how it involves international trade.
<b>Illinois Exports and Jobs Investigation Activity:</b> Several graphs, charts, and tables are provided for students to compare and analyze information. Students pick a metropolitan area closest to their school and investigate what types of products or services are being exported.

Create/Discuss
Featured Resources
<b>Connect/Extend/Challenge:</b> Students connect existing information they had with new information they learned about FTAs, Quotas, and Tariffs. They explore new ideas surrounding the essential question of “ <i>How does the relationship our government has with other countries affect workers?</i> ”. Students note any areas of international trade that still confuses them. At the end of the activity, students create new questions that they have never thought of before.
<b>Counterfeit Products Awareness Campaign:</b> Students create a campaign to bring awareness to community members about counterfeit products, illegal downloads, and pirating. Students should highlight the dangers and safety concerns of using/consuming counterfeit products, how it impacts jobs, and how the government is trying to stop this problem.
<b>3YS Activity:</b> Students explore three ‘whys’ regarding international trade. This activity engages them in deep learning while they think through how Free Trade Agreements (FTAs) might affect the people around them, along with their state, nation, and the world.

## Supporting Question #3: Do governments play a role in what workers earn?

Investigate
Featured Resources
<b>Reading for Information – Specialization and Trade:</b> Students read an article on how countries specialize in different trades or providing a skilled workforce along country specializations and natural resources.
<b>Reading for Information – Earning A Day’s Wage:</b> Students read an article about the apparel industry and about vast differences across the world in the amount of money people receive for the work they perform.
<b>Investigation Activity Part I – Where is My Clothing Made?</b> For Part I of this assignment, students check labels on 15 various pieces of clothing and 5 pairs of shoes in their household. They complete two charts listing what the item is (shirts, pants, jeans, shorts, etc.) and what country each piece was made in. Students then analyze their data and identify emerging patterns.
<b>Investigation Activity Part II – Apparel Wages in Other Countries:</b> Students work in pairs or small groups for Part II of the assignment. They select a country from the list they compiled in Part I. Students will create a compelling/essential question and 3 supporting questions to guide their investigation about wages workers in the garment industry receive in other countries. After completing their investigation, students create a poster or presentation to communicate their findings to the class. The final step is a personal reflection about Parts I (Where is My Clothing Made) and II (Wages in Other Countries) of the assignment. Students write 2-3 paragraphs summarizing their thoughts.

## Create/Discuss

### Featured Resources

**Discuss, Debate, Vote – The Apparel Industry:** After completing the Part I and II on the apparel industry, students discuss their findings about workers' wages in different parts of the world and consumers' preference to purchase low-cost apparel. As a class, decide what is an important issue to debate that has pros and cons to it. Use that idea as a platform to debate the issues.

**Create a Poster - Specialization and Trade:** Students can demonstrate what life would be like without specialization. The posters can be submitted to a statewide contest called the *Economics Concepts Poster Contest*. For this year's contest, the essential question for this category is: *How would your life differ if you had to produce everything you consume and could obtain nothing from anyone else?* For rules and regulations, please visit [www.econillinois.org](http://www.econillinois.org).

## Ask: Does the government impact the income I earn?

### Reflect

#### Summative Assessment Performance Activities

Task	Construct an argument, supported by evidence that addresses how the government impacts the income a person earns.
Extensions/Actions	Submit posters to Econ Illinois' Economic Concepts Poster Contest. For more information, visit <a href="http://www.econillinois.org">www.econillinois.org</a> .
	Explore Harmonized System (HS) codes and classify products with the U.S. Census Schedule B Search Engine <a href="https://uscensus.prod.3ceonline.com/">https://uscensus.prod.3ceonline.com/</a> .
	Debate the various categories on an expenditure budget for your local town, school district, etc.
	Write a letter to a public official from your town to persuade them towards an alternative spending.
	Compare/contrast sales tax on receipts from various counties and towns.