

Teacher:
Date:
Grade:

Subject / Course: Social Studies – Economics
Unit Title: Mississippi's Economy
Duration: 20–30 minutes

Mississippi Social Studies Framework:

4th Grade Mississippi Studies

ECONOMICS

5. Understand how geographic and environmental factors influence life and work.
 - e. Explain the connections between Mississippi and other states (e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.). **(DOK 2)**

GLOBAL AFFAIRS

3. Describe and illustrate geographic aspects of a region using fundamental geographic vocabulary.
 - a. Use social studies tools (e.g., timelines, maps, globes, compasses, graphs, grids, and technological resources, etc.) to describe the connections among the people, places, and environment of Mississippi and the southeastern region. **(DOK 2)**
 - b. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc.
 - c. Discuss Mississippi's global trade activities (e.g., imports, exports, interdependence, etc.). **(DOK 1)**

Summary of Unit:

Economics and Global Affairs in Mississippi.

Discuss the impact of Nissan, Peavey, and USA International Ballet Company.

Lesson Objectives:

- Explain the role of each company
- Discuss economic impact of products and services
- Explain the connection between these manufacturers and trade with other states and countries

Lesson Structure:

- The teacher will introduce the lesson by doing the Supply and Demand String Activity.
- Students will discuss, as a whole group, what they learned from the activity about goods, services, exporting, and importing.
- The teacher will show the *Mississippi, Believe It!*TM posters for Nissan, Peavey, and the USA International Ballet Competition. The teacher may get more resources for explanation purposes from each company's website.
- Students will read these posters independently, in pairs, or whole group.
- After reading, the teacher and students will create a T-chart to show which companies manufacture goods (Nissan and Peavey) and which create services (USA International Ballet Competition).
- The teacher will show the map of the world to indicate where these companies export their goods and services to help students understand global trade activities.

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Guiding Questions:

1. Name things that we need to use every day to survive.
2. Name things that you use daily or weekly that you enjoy.
3. What are services and goods?
4. What do Nissan, Peavey, and the USA International Ballet Competition produce for consumers?

Supply and Demand String Activity

Supplies for each group:

- String
- Cut-outs of the Supplies and Goods handout
- Tape

Give each student and the teacher a card with a label cut from the Supplies and Goods handout. Have them tape it to their shirt so everyone can see their title. Have the class create a large circle. The teacher will explain that we all use goods (objects created that can be seen or touched that is a resource purchased) and services (something that someone does for you that can't be seen or touched). The students may brainstorm a few examples of different types of goods and services for better understanding. The teacher will start with the string and toss it to a student to model. The teacher will pick a resource or service that her label would purchase or use and explain why she would need/use that supply. (For example, a teacher might need computer repair to make sure the board works correctly. So the string is passed to the student with the computer repair label.) Then, the student will toss the string to a student with a label they would purchase and explain why. This process would continue until each student has been given a turn. A label could be used more than once. Once each student has been given a turn, this should create a large web-shaped design to show how goods and resources are used. The teacher can then discuss how Mississippians export and import goods and services from other states and countries.

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Key Vocabulary:

- Goods
- Services
- Import
- Export
- Consumer

Resources & Materials

- Whiteboard
- Charts/Maps
- Computer
- Smartboard
- Video/Audio
- Textbook Pages
- Workbook Pages
- Handout
- Manipulatives
- Other:

Assessments:

- Pre-Test
- Post-Test
- Observation
- Oral
- Writing Assessment
- Journal
- Homework
- Demonstration
- Other:

Teacher

Car Salesman

Doctor

Mechanic

Barber

Groceries

Computer Repair

Painter

Carpenter

Police

Cook

Photographer

Pharmacist

Meteorologist

Seamstress

Cable

Internet

**Furniture
Salesman**

Veterinarian

Fast Food

Movie Ticket

**Cell Phone
Company**

Vocabulary Matching

Name _____

Date _____

Draw a line matching the vocabulary word to the definition.

1. Goods A person who purchases goods or services for personal use.
2. Services Something that someone does for you that can't be seen or touched.
3. Import To bring goods or services into a country from another country.
4. Consumer A purchased product created that can be seen or touched.
5. Export To send goods or services into a country from another country.



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International
Ballet