10 Minutes of Social Studies:

Work and Choices in the Free Enterprise System

*Lessons from the Dr Pepper Museum to help you teach economics concepts, even in the midst of a busy day.*

Objective: SWBAT identify goods and services and describe how they are acquired.

TEKS: 2.6 A B

(9) Economics. The student understands the value of work. The student is expected to:

(A) explain how work provides income to purchase goods and services; and

(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.

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| Day | Tool  | Connection |
| Day 1 Engage | Do: As a class, make a list of things that people need and want. Ask the students *“How do people get money to purchase all of these things?!”* | Say:Tell students that *“In our country, we have Free Enterprise: The way our businesses work is that people work to make money so that they can purchase goods and services that they need and want.”*  |
| Day 2 Explore | Play Video: As a class, watch a video about spending: [Where all the Money Goes](https://www.youtube.com/watch?v=N9iZfxElc1A&t=31s) or [Kids-What do you spend money on?](https://www.youtube.com/watch?v=nK5pp87T4zQ) | Ask:As a class, discuss *“things families need to spend money one and ways families can save money to buy things they want.”* |
| Day 3 Explain | Read: As a class, read a book about working hard to make money: [If You Made a Million](https://www.indiebound.org/book/9780688136345), [How the Second grade Got $8,205.50 to Visit the Statue of Liberty](https://www.amazon.com/Second-Grade-205-50-Statue-Liberty/dp/0807534358), or [Alexander, who used to be rich last Sunday](https://www.amazon.com/Alexander-Used-Rich-Last-Sunday/dp/0689711999). | Discuss:As a class, identify how the character in the book used their money and discuss earning, saving, and spending in the book.  |
| Day 4 Elaborate | Do:As individuals, tell the students to color the pie graph to show how much time they would like to work and play. Then, ask them to choose how to “spend” their money by cutting and pasting items to fill in the part of the pie graph they “worked”.  | Say:Explain that *“People choose how much to work and how to spend the money they earn. People also choose what to do, some jobs make more money than other jobs.”*  |
| Day 5 Evaluate | Play VideoAs a class, watch a video about people making choices to earn, spend, or save money: [Going Places 1948 cartoon](https://www.youtube.com/watch?v=lv-Gff__zEM) (0-2:00), [What Would My Kid Do?](https://www.youtube.com/watch?v=O3DTrpYUNKg), or [$7.50 Once a Week](https://www.youtube.com/watch?v=GawH48QNDfc). | Ask: As individuals, students will respond to the following question: *“What types of choices do people make with their money?”* |



RESOURCES:

Day 4:

Work, Play, and Purchase: Teacher Edition

1. *Color the pie graph to show how much you would like to work and how much you would like to play each week using two different colors.*

Work

Play

1. *Choose what types of things you would like to spend your money on and paste them on the part of the pie graph you chose to work. (Remember: you can only buy things that fit in the work part of your pie graph).*

Vacation

Car

TV

Pool

Big House

Play

Work, Play, and Purchase

1. *Color the pie graph to show how much you would like to work and how much you would like to play each week using two different colors.*

College

Vacation

Play

Work

*Did you work enough to purchase your needs and wants?*

1. *Choose what types of things you would like to spend your money on and paste them on the part of the pie graph you chose to work.*

 *(Remember: You can only buy things that fit in the work part)*

Car

Pets

Fun Stuff

Pool

Clothes

Food

House