


The Million Dollar Question CARC Social Studies

Please note, all support documents are after the lesson plan template and begin on page 4. Each support document is linked in the lesson plan. Click on the red push pin () in each support document to return to the lesson plan template.

Grade Level	9	General Outcome	9.2 Students will demonstrate and understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity
Time Frame	5 – 6 classes	Enduring Understanding (purpose of the lesson)	This project is designed to give students background information on a Market Economy and how governments can be involved in a market economy. It requires students to critique, judge, rework, decode, design and perform. The students will categorize reasons for intervention and then debate which reason they feel is the most important. The culminating activity is written and requires them to defend their position.
Developed By	Gill Brinton, Jill Turnbull		
Critical Challenge/Big Idea	Determine the most important reason for government intervention in a market economy?		
Values and Attitudes Outcomes		Knowledge and Understanding Outcomes	
9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER)		9.2.4 compare and contrast the principles and practices of market and mixed economies 9.2.4.1 What are the principles of a market economy? (ER) 9.2.4.2 Why do governments intervene in a market economy? (ER, PADM) 9.2.4.3 Why is Canada viewed as having a mixed economy? (ER, PADM)	
		Skills and Processes Outcomes	
		Critical Thinking and Creative Thinking: 9.S.1.1 determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue 9.S.1.2 evaluate, critically, ideas, information and positions from multiple perspectives Apply the Research Process:	

		<p>9.S.7.1 reflect on changes of perspective or opinion based on information gathered and research conducted</p> <p>9.S.7.2 integrate and synthesize concepts to provide an informed point of view on a research question or an issue</p> <p>9.S.7.3 develop a position supported by information gathered during research</p> <p>9.S.7.4 draw conclusions based upon research and evidence</p> <p>9.S.7.5 determine how information serves a variety of purposes and that the accuracy or relevance may need verification</p> <p>Oral, Written and Visual Literacy:</p> <p>9.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p>
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Note: The summative assessment in this challenge is skill based. Not all of the skills are summatively assessed, and therefore the numbers do not appear in bold type. The rubric can be modified to assess any of the outcomes in the learning activity.

<p>Summative Assessment Strategies</p>	<p><u>Assessing the Proposal</u></p>
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Define an Economic system</p> <p>Teacher will supply three definitions of economy and economic system (text, dictionary and online reference) See <i>Support Document</i> – What is an economic system?</p> <ol style="list-style-type: none"> 1. Students will create their own definition of the term.

Teaching/ Learning Strategies and Activities

Activity 2: Define a Market Economy

2. Teachers will introduce the 4 pillars of a market economy (profit, private ownership, individualism/consumer sovereignty, competition) See student resource.
3. Students will use a placemat activity to come to a consensus of a definition of a market economy:
As individuals students will list words or phrases that they think define or are associated with a market economy.
As a group they will create a definition of a market economy to share with the class.
(For more information on placemat activities, see http://www.learnalberta.ca/content/sssm/html/placematactivity_sm.html as referenced in "Resources")
As a class create a common definition of Market Economy.
See Support Document – [What is a Market Economy?](#)
4. Intervention brainstorming – students brainstorm examples of ways intervention occurs in their own lives.

See Support Document – [Intervention](#)

Activity 3: In what areas does the government intervene in a market economy?

5. Using the support documents below ([Social Issues](#), [Environmental Issues](#), [Economic Issues](#), [Security Issues](#)), cut out each of the words and ideas. Mix them together. Have students create 4 pages, one with each of the headings ("Social Issues", "Environmental Issues", "Economic Issues", and "Security Issues") at the top.
6. Students will categorize words and ideas into the four groups.

Activity 4: Debate and discuss

7. Students will form committee groups (environment, social, economic, security) and brainstorm reasons why they should get 1 million dollars of government funding.

	<p>8. Students will then split into groups of four with one member each representing one of the categories and discuss which department should receive the funding. This session will allow students to hear arguments from different perspectives.</p> <p>9. Student groups will select the department they feel is most deserving of the funding. They will then justify their decision in a class debate. To aid students in preparing for the debate, see <i>Support Documents</i> Investigating our Position and Building our Position</p> <p>Activity 5: Writing a proposal</p> <p>10. Students develop criteria for an effective proposal. Ask students to brainstorm criteria for effective proposal. These may include: concise, focused, feasible, takes into account all four interest groups.</p> <p>11. The students will then take on the role of leader of the country and submit a proposal to that justifies their decision. See <i>Support Document</i> Project Questions</p>
<p>Resources</p>	<p>Learn Alberta. (2008). <i>Support material: placemat activity</i>. Retrieved 25 March, 2010 from http://www.learnalberta.ca/content/sssm/html/placematactivity_sm.html</p> <p>Lychak, P., D. Gerrits, A. Nogue, J. Parsons. (2008) <i>Issues for Canadians</i>. Toronto, Ont: Nelson Education Ltd.</p> <p>H. Lewis et al., (2006). <i>Critical challenges across the curriculum, immigration in 20th Century Canada</i>. The Critical Thinking Consortium.</p>
<p>Possible Sites for Further Research</p>	<p>Canada.com. (January 31, 2008). <i>Calgary can't afford to ignore plan for ending homelessness</i>. Calgary Herald. Retrieved March 29, 2010 from http://www.canada.com/calgaryherald/news/theeditorialpage/story.html?id=e484359a-4532-4d7b-b122-aa92a3b4c444&p=2</p> <p>Canada.com. (March 3, 2008). <i>NIMBY attitude towards tower to aid homelessness is sickening</i>. Calgary Herald. Retrieved March 29, 2010 from http://www.canada.com/calgaryherald/news/letters/story.html?id=8ce7f25e-5b85-4267-a118-69aba480ebfc</p> <p>Absolute homeless. (2010). <i>Truth</i>. Retrieved March 29, 2010 from</p>

	<p>http://www.absolutehomeless.com/</p> <p>Global issues. (2010). <i>Environmental issues</i>. Retrieved March 29, 2010 from http://www.globalissues.org/EnvIssues/</p> <p>Learn Alberta. (2008). <i>Modelling the tools: drawing the line on rights</i>. Retrieved March 29, 2010 from http://www.onlineguide.learnalberta.ca/content-og/ssmt/html/drawingthelineonrights_mt.html</p>
<p>Formative Assessment Strategies</p>	<p>Teachers can analyse student understanding of concepts to inform instruction, and students can gain feedback about their own knowledge through:</p> <ul style="list-style-type: none"> • Small group discussions • Debate

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

Assessing the Proposal

Level Criteria	Excellent	Proficient	Adequate	Limited
Considers position of the other interest groups (9.S.1.1, 9.S.1.2)	Includes pertinent information that indicates consideration of other positions	Includes relevant information that indicates consideration of other positions	Includes general information that indicates consideration of other positions	Includes trivial information that indicates consideration of other positions
Develops and supports position (9.S.7.2, 9.S.7.3, 9.S.7.4)	Synthesizes information to develop an astute recommendation supported by compelling evidence	Synthesizes information to develop a convincing recommendation supported by credible evidence	Synthesizes information to develop a plausible recommendation supported by simplistic evidence	Synthesizes information to develop a weak recommendation supported by minimal evidence.
Communicates information (9.S.8.1)	Communicates information in a compelling manner to engage the audience.	Communicates information in a purposeful manner to interest the audience.	Communicates information in a straight-forward manner that generally holds the attention of the audience.	Communicates information in an ineffective manner that does little to sustain attention of the audience.

Comments:

What is an Economic System? |

Wikipedia

An **economic system** is a particular set of [social institutions](#) which deals with the [production](#), [distribution](#) and [consumption](#) of [goods](#) and [services](#) in a particular [society](#).

Encarta Dictionary

The production and consumption of goods and services of a community regarded as a whole.

Issues for Canadians

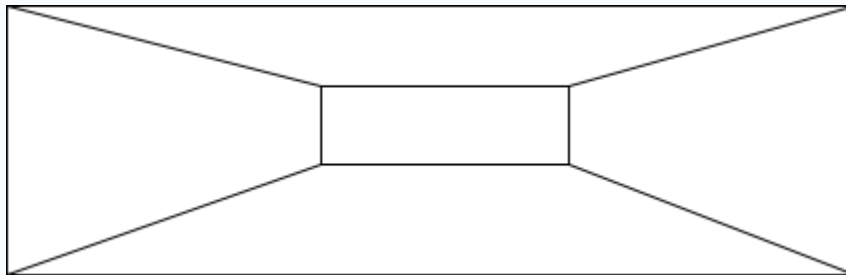
All the choices we make about things we create, grow, eat, sell and buy. Economics involves making decisions about the resources we consume, the taxes we pay to the government and how we respond to the needs of the citizens.

What is a Market Economy? 📌

There are four pillars of a market economy.

Profit	Private Ownership	Individualism	Competition
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In a group of four, use a placemat to brainstorm all the ideas, words, concepts and you know about a market economy.



In the centre of the placemat write one statement from each topic that clearly defines how the topic is linked to a market economy.

For example: Profit is essential to a market economy because ...

A new research website is being developed and the creators are asking for help to develop definitions for their webpage. The website is to be used by middle school students and will be called Teenapedia. The definitions must meet the following criteria to be accepted: **clear, concise and accurate**.

Your class has been volunteered to write the definition of a

Market Economy

in·ter·ven·tion - the act of intervening, especially a deliberate entry into a situation or dispute in order to influence events or prevent undesirable consequences

Who intervenes in your life? 

**The people that
intervene in my life.**

Social Issues

Homelessness

Religion

Health Care

Racism

Education

Discrimination

Elderly

Human Rights

Aboriginal
Affairs

Gun Control

Drug and
Alcohol Abuse

Poverty

Environmental Issues

Pollution

Climate
Change

Emissions

Global Warming

Recycling

Genetically
modified food

Biodegradable

Disasters

Air Pollution

Biodiversity

Population

Conservation

Economic Issues 📌

Business

Bankruptcy

Job Creation

Equality

Economic
Growth

Income

Minimum Wage

Boom and Bust

Price Control

Corruption

Trade

Unemployment

Security Issues

RCMP

Terrorism

Laws

Identity Theft

Justice

On-line
protection

Armed Forces

Defense

YCJA

Bullying

Crime Rate

Curfew

Name: _____

Investigating our Position

Interest group: _____

Relevant Facts and Beliefs	Implications for our arguments

Name: _____

Building our Position

Committee Group:

Major Arguments	Justification

Project Questions

Many people believe that Canada is facing a number of important issues that require your attention. You are the leader of the country and must decide which of the four areas: social, economic, environmental and security deserves the million dollars. Use one of the following prompts to assist you in taking a position and justifying your choice. Write a proposal to your cabinet ministers that clearly explains the reasons for your decision.

Social Issues

I think the government needs to fund Social issues in Canada. My quality of life is based on how well my social needs are met. Without adequate health care, education or housing my quality of life would be poor. I need to feel safe and respected to be happy.

Environmental Issues

The environment is the most important issue that Canadians must face today. Without environmental protection people will not have the quality of life in the future that we have today.

Security Issues

While Canada does not face any direct military threats, instability in other parts of the world can threaten: human rights and other democratic values; the well-being of our allies; and Canada's security, prosperity and interests.
Taken from www.forces.ca *Canadian Forces Website*

Economic Issues

Economics is the most important issue for Canadians. We need money to develop businesses and to have a high quality of life in our country. As Canadians if our jobs and money are protected we will be happy.