



*History and Social Science  
Aligned Standards of Learning  
Sample Activities: Economics*

**2007-2008**

## **ASOL:**

HS-E1: The student will match simple descriptions of work that people do with the names of those jobs.

## **Sample Activity:**

Have students go on a field trip to visit community helper environments (hospital, police station, fire station, fast food restaurant, post office, retail store/grocery). Assign school responsibilities (daily lunch count, attendance, etc.). Play an instructional game involving community helper identification and roles with realistic pictures and physical prompts. Non-disabled peers will have simple descriptions of community workers with picture cues that assist in identification that they will read aloud. The disabled peer will have a physical object related to the community helper (for example, fireman's hat), and gesture that their community worker has been described. Make a collage of community helpers with pictures from the Internet, magazines newspapers, etc.

## **Materials Needed:**

- Objects related to the community helpers (fire hat, stethoscope, oven mitt, hard hat, stamped letter, etc.), Internet pictures, magazines, and newspapers.

## **Instructional Setting(s):**

- Variety of community locations (fire station, grocery store, post office, restaurant), school (school jobs), and classroom.

## **Community Connections and/or Peer Interaction:**

- Interact with community workers and general education peers and school staff.

## **Functional Activity/Routine:**

- Assign weekly chores/duties and have student perform necessary jobs within the school.

## **Strategies to Collect Evidence:**

- Permanent product, photograph, work sample, and video of game.

## **Specific Options for Differentiating this Activity:**

- **Support:** Extra general education peer helpers to offer choices and clues for community helpers.
- **Assistive Technology:** Switches (Eggspert - a multi-switch interactive gaming device).
- **Multi-Sensory:** Concrete or real objects, community helper songs

## **ASOL:**

HS-E2 The student will:

- b) Recognize that people use money to purchase goods.

## **Sample Activity:**

Teacher will organize a school business and/or give options of existing environments (selling crafts, sodas, etc.). The class will choose what type of product that they will sell. They will generate a shopping list, make posters and advertising to promote product, purchase and/or make product to sell. They will then sell the goods to the school community. Students should use the correct terminology and language with peers and adults to sell the product and conversation skills to interact with peers (disabled and non-disabled) and adults to ask, “What would you like”, “How may I help you”, use “please” and “thank you”, “your total is”, “here is your change”, etc.

As an alternate activity, students can work with support in an existing school store, cafeteria or other existing environment.

## **Materials Needed:**

- Products, cash box, calculator Coin-u-lator (adapted calculator), and change.

## **Instructional Setting(s):**

- Cafeteria, school store, hallway, classroom, PTA meetings, and in the community (purchasing necessary items and field trips).

## **Community Connections and/or Peer Interaction:**

- Same age general and special education peers assist in selling.
- Parent and community support in gathering and/or selling products.

## **Functional Activity/Routine:**

- Parents can help students make a shopping list to practice skills, cut coupons, and do chores at home to earn money for their own personal purchases.

## **Strategies to Collect Evidence:**

- Videotape of sales, interview non-disabled peers, and pictures of activity.

## **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** using the school store to sell existing products.
- **Support:** labels and picture cues to assist prompts while selling.
- **Assistive Technology:** Coin-u-lator, coin stamp jig to help identify and count money.
- **Multi-Sensory:** auditory feed back with using Coin-u-lator.

## **ASOL:**

HS-E11: The student will identify examples of making an economic choice, and will explain the idea of opportunity cost (what is given up when making a choice).

### **Sample Activity:**

The teacher will read the book, *Alexander, Who Used to Be Rich Last Sunday* by Judith Biorst. After discussing the choices Alexander made with his money, the students will be given a chance to make their own choices with money. Students will be presented with given amount of money and they must choose specific items in a variety of locations, retail store, cafeteria, mock store, etc. They will discuss the items they bought and the choices they made as well as the items they were not able to buy because of lack of money. The student can make a collage to express their wants and needs using a graphic organizer (Venn diagram).

### **Materials Needed:**

- Real money, variety of settings, the book *Alexander, Who Used to Be Rich Last Sunday*.

### **Instructional Setting(s):**

- Classroom, within the school-school store, cafeteria, within the community-grocery store, dollar store.

### **Community Connections and/or Peer Interaction:**

- Non-disabled peers will assist in shopping with peer.
- Peers could share money buy more/larger items.
- Students could participate in a “show and tell” and share items that they bought with allowance/birthday money.

### **Functional Activity/Routine:**

- Make a wish list for birthdays, Christmas, field trips, and shopping for snacks.

### **Strategies to Collect Evidence:**

- Audio/video tape of discussion of explaining opportunity cost and how they made decisions.
- Permanent product of graphic organizer, photos of shopping with peers.
- Peer interview of shopping experience.

### **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** use different amounts of money and number of objects and different locations (classroom, within the school-school store, and in the community – dollar store).
- **Support:** visual prompts, verbal and gesture cues.
- **Assistive Technology:** create visual choice board to illustrate choices, use an augmentative device to say the choices.
- **Multi-Sensory:** have actual items; make a visual display of wants and needs.

## **ASOL:**

HS-E12: The student will demonstrate knowledge of life in the Virginia colony by how money, barter, and credit were used.

## **Sample Activity:**

Have the student bring an item from home that has meaning to them. Set up a classroom store containing items for which the student can barter. Select a store keeper from the class. Have the student “shop” in the store for desired goods using his item from home.

## **Materials Needed:**

- Item from home.
- Classroom store items
- May need to provide students with an item to trade if necessary.

## **Instructional Setting(s):**

- Classroom, cafeteria, library, or playground.

## **Community Connections and/or Peer Interaction:**

- Student could barter for special family activity for a chore to be done at home.

## **Functional Activity/Routine:**

- Have student barter for time on playground equipment with a peer. Have student barter for time to play with a specific toy or computer game.

## **Strategies to Collect Evidence:**

- Videotape of the student bartering for an item in the classroom store.
- Anecdotal record of the student bartering for an item.

## **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** Limit the number of choices in the store.
- **Assistive Technology:** Provide student with a communication device to voice wants and needs. Provide pictures for student to barter.
- **Multi-Sensory:** Use real or pictured items to trade.

## **ASOL:**

HS-E17: The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

## **Sample Activity:**

Using a battery operated/electric pencil sharpener and a hand-held sharpener, two groups of students will sharpen as many pencils as they can in a specific time period. This demonstration will lead into a discussion of how better inventions make work easier. Show the class video clips of the inventions of the cotton gin and the reaper. Students can complete a graphic organizer listing the inventions, description and impact on farming. Lead the discussion into how farmers would have more time for farming, need less workers, and would buy cheap farmland west of the Mississippi in order to make more money.

## **Materials Needed:**

- Video clips of inventions.
- Types of pencil sharpeners.
- Graphic organizer.

## **Instructional Setting(s):**

- Classroom and museums visited by the students.

## **Community Connections and/or Peer Interaction:**

- Invite a local inventor to the classroom.
- Visit museums with inventions.
- Have students engage with non-disabled peers in developing graphic organizers.

## **Functional Activity/Routine:**

- Have students pick inventions in their environment that help get jobs done quicker and with greater ease.

## **Strategies to Collect Evidence:**

- Student created graphic organizer.

## **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** Reduce number of inventions, and students work in pairs.
- **Assistive Technology:** Graphic Organizer, Video, and Internet.

## **ASOL:**

HS-H20: The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by explaining how developments in transportation (including the use of the automobile), communication, and electrification changed American life.

## **Sample Activity:**

In response to stories about Henry Ford and the development of the automobile the student will answer questions by pointing to an array of choices in his/her primary mode of communication. For example: Teacher asks – “Did Henry Ford’s car help people move faster or slower?”

## **Materials Needed:**

- Stories, visuals, movies about Henry Ford and the automobile.
- Choice board in student’s primary mode of communication.

## **Instructional Setting(s):**

- Classroom, library, and computer lab.

## **Community Connections and/or Peer Interaction:**

- Have the student identify different modes of transportation in their community.
- Student may keep a log of their family’s travel in the community.
- Answer questions related to cars or travel with a non-disabled peer.
- Field trip with non-disabled peers: visit a car dealer or auto parts store.

## **Functional Activity/Routine:**

- Student uses transportation to come to school.
- Vocational training opportunities, particularly those that involve assembly lines and joint production.

## **Strategies to Collect Evidence:**

- Videotape student pointing while responding to questions about the impact of changes in transportation.
- Interview with non-disabled peer or support staff that asked student questions.

## **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** On the choice display, increase or decrease number of choices and/or right versus wrong answers.
- **Multi-Sensory:** Create simulated environments using figures and props starting with a farm, and evolving to an urban area.

## **ASOL:**

HS-E28: The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by describing Africa and its increasing involvement in global trade.

## **Sample Activity:**

Teacher will have already taught about system of bartering, trade, imports/exports. For this activity, the teacher will have a map on the wall or use the Smartboard to display and teach the routes for the triangular trade. Once taught, students would then create their own representation of the trade route. Discuss what came to America (slaves), what left America for Europe (rum, tobacco, sugar), and what went from Europe to Africa (pots, pans, gold). After the teacher has previewed the movie *Amistad* for appropriate content and obtained parental permission, students will view three portions to discuss the use and trade of people in Africa.

## **Materials Needed:**

- Smartboard or LCD player, blank map (with enough space for the trade route to be seen), cards with various products and manufactured goods represented on them via pictures/photographs paired with words, and markers.

## **Instructional Setting(s):**

- General Education classroom, special education classroom, library, and computer lab.

## **Community Connections and/or Peer Interaction:**

- Have a community speaker from an African nation come and give a lecture/talk/demonstration on how the triangular trade affected them and/or their homeland. Emphasize the impact on economic development and trade.
- Move this lesson to the general education classroom for all students to see.
- Visit local museums/African-American History museum and explore the trade routes from an interactive point.

## **Functional Activity/Routine:**

- Extend this lesson and have students prepare foods that made their way to Europe from America or from Africa to America.

## **Strategies to Collect Evidence:**

- Videotape students answering “yes/no” questions, do a series of photographs of the students placing the products on the right routes on the Velcro strips.

## **Specific Options for Differentiating this Activity:**

- **Support:** Instead of having the students draw the map, apply Velcro backing to the back of the cards and apply Velcro strips to the map. Students would then use the Velcro pieces and apply the cards at the proper location. (This would allow students with

mobility issues to be active in this lesson without actually writing/copying the map.)

- **Assistive Technology:** Use a Smartboard to show the interaction of the trade route. Use pictures with voice output devices to indicate choices.
- **Multi-Sensory:** Use three-dimensional objects to represent a slave, boat, and the products. Use a relief map to have students feel the “route.”

## **ASOL:**

HS-E31: The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States.

## **Sample Activity:**

In preparation for this lesson, have students look at a model car and describe the number of parts that this tiny model car has. Students will then generalize this into how a real car is put together. Teacher will use the second link from the resource list and present background information on assembly lines to all students. After this, have students experiment to understand the benefits that an assembly line can provide (i.e. efficiency, cost-effectiveness).

For example, if you have ten students, have half the class of the students work independently on creating something (i.e. Lego cars, KNEX, pens). The other five will work on the same activity together as an assembly line. Once done, compare and contrast the two scenarios and see which one was the most effective in producing the most product.

After this, students will watch a video on assembly line production from United Streaming Videos (teacher will have to search for this) or they can request one from their local library.

## **Materials Needed:**

- DVD player.
- Video.
- LCD player.
- Some sort of assembly making material.
- Model car.

## **Instructional Setting(s):**

- General education classroom, special education classroom, and the library.

## **Community Connections and/or Peer Interaction:**

- Have students go to an automobile body shop and look at all of the different parts of a car. Have the mechanic talk about the car pieces and how some are interchangeable.
- Have students visit an assembly plant and then discuss the attributes of the assembly plant.
- Have students visit a sheltered workshop while they are working on assembly line items. Non-disabled peers could also visit with the other students.

## **Functional Activity/Routine:**

- Have students participate in an assembly line work such as food production, packaging products, and collating papers, etc.

## **Strategies to Collect Evidence:**

Videotape students, student reflections of identifying that an assembly line was an efficient way to make products (in the reflection have students answer the questions: what was the invention and how/why it was important).

### **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** Have upper level students put together the teacher handbook in an assembly-line fashion whereas the lower functioning students are doing a less rigorous example of an assembly line.
- **Support:** Have a peer assist in taking the student's place in the assembly line due to the student's own physical limitations.
- **Assistive Technology:** Software support/simulation of assembly line activities.