

Name \_\_\_\_\_

Date \_\_\_\_\_

## E C O N O M I C S

## Fifth Grade

- Subject:** Economics
- Concept:** The student understands past patterns of work in the United States.
- Grade Level:** Fifth Grade
- Objective:** The student analyzes how people in different parts of the United States earned a living during the Civil War.
- Materials:** A copy of the book “If You Lived at the Time of the Civil War” by Kay Moore, [or history textbooks on Civil War chapter or internet computer lab research], copies of Venn Diagram worksheet
- Timeline:** one week
- Instructional Procedures:**
1. Teacher discusses the life of Americans during the Civil War with respect to the economic situations in the North vs. the South by reading the book, “If You Lived at the Time of the Civil War”.
  2. Teacher reviews/explains the key economic concepts: scarcity, and supply and demand.
  3. Students read aloud as selected by the teacher while the students take notes during their reading session.
  4. Students compare the life in the North and the South during the Civil War by completing a Venn Diagram using the notes from the “If You Lived...” book. Additional research may be necessary – may need to integrate a one day computer lab for additional research information. Students learn the differences between the Northern industry machinist worker versus the Southern plantation farmer worker.
  5. Teacher explains/reviews the concept of supply and demand as it pertained to food items that Northerners demanded but the supply was not available because much of the food was grown in the South [i.e., a dozen eggs cost \$6]. Other foods with a high cost that were difficult to find for the North included rice, sweet potatoes, pecans and citrus fruits. As the war continued, food became scarcer. Teacher reviews the concept of “scarcity”.
  6. Teacher assigns each student to pretend to be either a Northerner or a Southerner. Each student writes a 3-paragraph letter pretending to be either an American from the North or an American from the South. The recipient can be another family member or a friend living in another state. The letter should be creative and share the life [and work] as a Northerner or Southerner.
- Integrated Curriculum:** History, Geography, English/Language Arts
- Assessment:** Participation in reading sessions, research conducted in books and/or computer lab, notes written from reading session, completion of Venn Diagram comparison, completion of 3-paragraph letter