

Grade 2 Social Studies IDPC Unit Lesson Plan #5

Grade: 2

Strand: Industries, Production, Distribution and Consumption (IDPC) - Economics

Date:

Standards:

- *IDPC.I. Recognise and demonstrate an understanding of the interrelationship of different economic systems (in the production, exchange, distribution and consumption of goods and services)*
- *IDPC.II. Understand the impact of local, regional and global industries.*
- *IDPC.III. Understand the interrelationship of technology, industry and the environment.*
- *IDPC.IV. Understand and appreciate traditional VI values.*

Benchmarks:

- *IDPC.I.A. Examine components (production and distribution of goods and services) of the local economy.*
- *IDPC.I.B. Identify factors (supply/demand, media, etc.) that affect how consumers make their choices.*
- *IDPC.II.A. Analyse the conditions and events that led to the development of industries in the VI.*
- *IDPC.II.B. Examine the major industries (Tourism, Finance, Agriculture, Fishing) and their impact on the VI economy.*
- *IDPC.III.A. Investigate the role of technology in improving production, distribution and consumerism.*
- *IDPC.III.B. Explore current economic issues and decisions and analyse their implications for the future.*
- *IDPC.IV.A. Reflect on knowledge and skills and demonstrate positive VI values and attitudes.*

Lesson 1: Technology in the Garden

Lesson 2: Class Market Day

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Strand	Industries, Production, Distribution and Consumption
Lesson Plan	Technology in the Garden
Lesson Duration	
Reference	<i>IDPC.III. Understand the interrelationship of technology, industry and the environment.</i>

Objectives

Understand the importance of technology in the garden

Summary of Tasks

- (1) Go into garden and try and accomplish tasks without tools. Eg. Moving water, planting, raking, pruning, weeding.
- (2) Upon completion of the tasks, ask students to reflect on how their body feels (tired, sore), and how they feel about the jobs they have just completed.
- (3) Brainstorm with students how the jobs could have been easier. What kinds of tools do they know that could have helped?
- (4) Moving forward, use tools in the garden and reinforce the value of the tools. Ask the questions: How has your work improved? What words would you describe your work with tools? (Faster, easier, more simple, etc.)
- (5) Ask students to identify a gap. What jobs do we still have to do by hand? Can we invent a tool to help us complete that job more efficiently? Students should draw a design of this tool, label its parts, and write a short description of its use.

Materials

Garden Tools
Garden Journal

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Strand	Industries, Production, Distribution and Consumption
Lesson Plan	Class Market Day - Assessment
Lesson Duration	
Reference	Industries, Production, Distribution and Consumption

Objectives

Asses understanding of the IDPC content standards as they relate to food and agriculture.
Have students do a simulation where they need to trade food for money.

Summary of Tasks

(1) This activity must align with harvest time in the garden.

(2) Advertise to parents, teachers and students that the class will be hold a Market Day. Students can design posters, hand out letters, share at assembly, etc.

(3) One week prior, students create a class list of what will be harvested in the garden on the designated day.

(4) Students are assigned the task of visiting local grocery stores or talking to local farmers to determine the market price of these goods.

(5) In class, students must agree on a price for their goods. Consider time and labour,

market price, cost of inputs.

(6) Conduct a market!

Materials

Garden harvest

Materials for market price tags (paper cards)

Table

Poster materials