

## **Grade 4 Social Studies IDPC Unit Lesson Plan #5**

Grade: 4

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: We want local!

## Grade 4 Social Studies

<b>Strand</b>	Industries, Production, Distribution and Consumption
<b>Lesson Plan</b>	We want local!
<b>Lesson Duration</b>	
<b>Reference</b>	<i>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)</i> WRT.I. Compose coherent and organised forms of writing for a variety of purposes and for specific audiences using current strategies and technology. WRT.II. Use the conventions of written and oral English correctly. RDG.III. Demonstrate an understanding of the common features of a variety of Literary forms.

### Objectives

Understand the local food industry.

### Summary of Tasks

(1) **Take home activity:** Collect labels from items the family buys from the supermarkets or shops. Look for the name of the country where each item was made. In small groups, make a chart using these headings.

(2) **Ask the students to think about:** If transportation is interrupted, or prices rise in other countries, how would it affect the V.I.?

(3) Construct a simple survey instrument and collect information on factors that guide classmates' and/or families' selection of goods/products. Analyse the data and represent it in graphs, charts, and or pictures. Share this information by creating posters to put up around the school.

(4) Make a table as a class documenting where their produce come from. Interpret a graph or table showing imports versus exports and main countries from which imports are derived.

(5) Write to your representative in government explaining the need for the country to produce more. Include this data in a letter to their representatives. Suggest how students can help!

**Materials**