

## Economics-in-Marketing CTE Lesson Plan

Lesson Title
Comparing and Contrasting Economic Systems

Lesson Objective
At the completion of this lesson, students will be able to use the three basic economic questions to compare and contrast a command economy with a free market system.

Standards/Benchmarks
<p><b>Michigan Career and Technical Education</b> Segment 12 I.D.3 Explain economic systems in which marketing activities are performed.</p> <p><b>Michigan Department of Education High School Content Expectations</b> <b>Social Studies: Economics</b> 3.1.5 Comparing Economic Systems. Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States. (National Geography Standard 11, p. 206)</p>

Concepts
<p><b>CTE Concept(s)</b> Economic Systems</p> <p><b>Economic Concept(s)</b> Comparing Economic Systems</p>

Supplies Needed	
Lesson Supplies	Prizes for Debate activity winning team member (approximately 6 pieces of candy; homework passes; school supplies; etc.)
Student Handout 1	Economic Systems Notes Sheet (1 per student)
Student Handout 2	Economic Systems Review Activity Chart (1 per pair)
Student Handout 3	Economic Systems Attributes (1 per pair)
Student Handout Answer Key 3	Economic Systems Attributes
Student Handout 4	"Is America #1" Video Worksheet (1 per student)
Student Handout Answer Key 4	Is America #1" Video Worksheet KEY
Student Handout 5	Comparing and Contrasting Economic Systems Writing Response (1 per student)
Student Handout 6	5 Paragraph Essay Rubric (1 per student)
Video 1	ABC's "Is America #1" by John Stossel <a href="http://www.youtube.com/watch?v=PZpDjxIPpFc&amp;feature=player_detailpage">http://www.youtube.com/watch?v=PZpDjxIPpFc&amp;feature=player_detailpage</a>

## **Economics-in-Marketing CTE Lesson Plan**

### **1. Introduce the CTE lesson.**

[Grading is left to the discretion of the teacher.]

- A. Have students recall the different stores they visited in the past week. Ask them to consider the products that were on sale at the stores and think about who made the decision to make the products available to consumers.

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Discussion #1: Ask students who decides what to produce?

*Possible answers: customer demand, available resources, and government intervention*

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- B. Write the name of three different countries on the board (US, Cuba, North Korea). Have students discuss who makes the economic decisions in those countries.

### **2. Assess students' economic awareness as it relates to the CTE lesson.**

- A. Conduct a class discussion about capitalist and socialist (command) economic systems, and the three basic questions that every economic system must answer.

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Discussion #2: Ask students to define economic system.

*Possible Answers: Economic Systems: An organized way in which a state or nation allocates its resources to create goods and service*

Ask students to provide a definition of socialist economy and free market economy.

*Possible Answers: Socialist economy: an economy where the government owns the basic means of production, but there is private ownership of business as well.*

Ask the students to state the basic economic questions.

*Possible Answers: What will be produced? How will it products be produced? How will products be allocated?*

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### **3. Work through the economic lesson as it is *embedded* in the CTE lesson.**

- A. Distribute Student Handout 1: Economic Systems Notes Sheet.

1. Have students use the Internet and library resources to complete Student Handout 1: Economic Notes Sheet for each of the major economic systems: socialist and free market.
2. Use the document camera to review each economic system's notes sheet as a class. Encourage students to fill in any details/information that they may be missing on their own notes sheets.

- B. Distribute Student Handout 2: Economic Systems Review Activity Chart

C. Distribute Student Handout 3: Economic Systems Attributes.

1. Instruct students to cut out each attribute.
2. Students are to work in pairs to place the correct attribute under the correct economic system heading.

**4. Work through *related, contextual economic-in-CTE* examples.**

- A. Show Video 1: Is America #1 (40:35 minutes) *Option: assign students to watch as homework and be prepared to discuss in class.*
- B. Have students complete Student Handout 4: Is America #1 Video worksheet.

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Discussion #3: Ask students if they think America is #1?

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**5. Work through *traditional economic* examples.**

- A. Have students work in pairs to write a statement to be used for their classmates to determine which economic system is being referenced.
  1. Provide students with examples of statements that are reflective of each economic system.
    - a. Free market example: I am a business owner...I accept full financial risk...I am free to choose what products I will sell in my business.
  2. Have students work in pairs to create their own statements.
  3. Have students take turns reading their statements while their classmates guess the economic system which is being referenced.

**6. Students demonstrate their understanding.**

- A. Students will debate which economic system they believe is the best.
  1. Divide the class into two teams.
  2. Explain that each group will be given a position to defend in a student debate about the economic systems.
  3. Assign one group to each of the following topics:
    - a) The free market economic system is best.
    - b) The socialist command economy is best.
  4. Each group should thoroughly research the characteristics of its assigned economic system and be prepared to defend that system as superior. Remind students that the

purpose of a debate is to present all sides of an issue. Allow students time to prepare their case.

5. Ask each team to present its case to the class. Allow 5 minutes for each presentation. After both teams have presented their arguments, each team will be given 3 minutes to respond to the opposing teams' discussions.
6. Class members vote and ultimately the teacher decides which team did the best job of presenting the advantages of its economic system. Provide a prize for winning team members.
7. Lead a class discussion that has the class members discussing why they voted as they did and what new things they learned.

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Discussion #4: Ask students why they voted as they did?

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Discussion #5: Ask students what new things they learned?

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### **7. Formal assessment.**

- A. Students will write a five paragraph essay comparing the two major economic systems (socialist and free market) giving at least two details for each system. Students will also decide which system they think is the best and provide three supporting details with an explanation for each and a persuasive argument.
  1. Distribute Student Handout 5: Comparing and Contrasting Economic Systems Writing Response.
  2. Distribute Student Handout 6: 5 Paragraph Essay Rubric
  3. Emphasize the importance of a strong introduction and conclusion, a clearly focused topic, providing supporting evidence, providing an opposing argument, and following the expectations for high school writing.

## Standards

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Standards/Benchmarks
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<p><b>Michigan Department of Education High School Content Expectations</b> <b>Social Studies: Economics</b> 3.1.5 Comparing Economic Systems. Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States. (National Geography Standard 11, p. 206)</p>
<p><b>MBA Research Performance Indicators</b> Explain the types of economic systems (EC:007, EC LAP 17) (CS)</p>

## References

Payeco. ABC Special (1999). (2009, Nov. 7). Is America number one? [Video file]. Retrieved

from

[http://www.youtube.com/watch?v=PZpDjxIPpFc&feature=player\\_detailpage](http://www.youtube.com/watch?v=PZpDjxIPpFc&feature=player_detailpage)

Econedlink: *Council for Economic Education*. (n.d.). *Economic Glossary*.

Retrieved from <http://www.econedlink.org/economic-resources/glossary.php>