

Los Angeles Unified School District
Office of Curriculum, Instruction and School Support
Elementary History-Social Science and
Elementary Science Divisions

Day 5
Economic Purpose

ESSENTIAL QUESTION: What do human beings need to survive and thrive in a new environment?

FOCUS QUESTION: How is economic purpose important to a colony?

Objective

Students will complete a history activity: Historic Economic Reasons for Colonization. In addition students will determine the economic purpose for their space colony choosing between Eco-Tourism or Energy Collection.

Quick Look

- **Conceptual Flow:** After learning what survival needs must be met in a new environment, we now begin to look at the economic issues that face a new colony.
- **Summary:** This lesson is designed to help students understand that a colony usually has an economic purpose. The space colony will need to establish a way to be self-supporting as well as repay the initial start-up funding. Students will learn about the economic purpose of the Jamestown and Plymouth colonies. Then they will read about possible economic purposes for their colony and choose one.
- **Time:** Approximately 3 ½-4 hours
- **History Content Standards:**
 - 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
- **Science Content Standards**
 - ES 5.5a Students know the Sun, an average star, is the central and largest body in the solar system and composed primarily of hydrogen and helium.
 - ES 5.4a Students know uneven heating of Earth causes air movements (convection currents).

- *Common Core Standards:
 - Writing Grade 5:1, 2, 7, 8, 9
 - Reading Informational Texts Grade 5: 1, 3, 9, 10
 - Speaking & Listening Grade 5: 1, 2, 3, 4a

- Student Products:
 - Graphic organizer on the “Economics of Jamestown” video
 - Entry on Historical Colony Chart
 - Chart describing the benefits and challenges of the two economic opportunities
 - Written presentation to share with the class about their chosen economic purpose
 - Oral presentation of their economic purpose to the class
 - Journal Entries
 - Entry on NASA application

BACKGROUND

Historically there was a financial motivation to colonization. Originally, colonists in the New World were searching for precious metals and a passage to the Orient. In addition, the financiers of the Virginia Company and the Plymouth colony were hoping to make a profit from lumber and farming. If the United States were to fund a colony on another planet or the moon they would probably seek to make the colony financially profitable. This lesson requires the students to do a close reading of informational text that describes two types of opportunities for making a space colony profitable. These options for an economic purpose are described in informational texts provided to the students.

Vocabulary

Eco-tourism

Materials

For Each Group

- “The Economics of Jamestown” Video Questions (Student Handout 5.1)
- Purpose of Plymouth Document (Student Handout 5.2)
- Economic Opportunity Cards (Student Handouts 5.5-5.6)

For Each Student

- Economic Purpose/Economic Opportunity Organizer (Student Handout 5.3)
- Economic Purpose Presentation Guide (Student Handout 5.4)

For the Classroom

- Video “The Economics of Jamestown” <http://historyisfun.org>

PART I LOOKING BACK

Engage/Introduction

- **Teacher will ask**
 - *What are some reasons you might move to a new place?*
 - *Why did the early U.S. Colonists want to establish new colonies?*
- Teacher leads a discussion making sure students know that among the many reasons for colonization, the colonists hoped to make a profit.
Create a skit that defines the terms ‘economics’ and ‘profit’. Demonstrate how one ‘makes a profit’.

Explore/Analysis Activity

- Give students the graphic organizer “The Economics of Jamestown” Video Questions (Student Handout 5.1) Instruct students to respond to questions as they watch the video.
- Show the video, “The Economics of Jamestown” <http://www.historyisfun.org>
- Allow students time to complete the graphic organizer after watching the video.
- Facilitate a discussion of student responses on the chart.
- Hand out the Purpose of Plymouth document page. (Student Handout 5.2) Allow students to work in groups to discuss the questions.
- Facilitate a discussion about the Purpose of Plymouth document.
- Entry on Historical Colony Chart under “Economic Purpose”

Explain/Conclusion

- Facilitate a class discussion about the purposes of colonization. Make sure students understand the idea of economic purpose. Help students recognize the economic purposes behind both the Jamestown and Plymouth Colonies.
- **Journal Entry**
 - Have students complete a journal entry that answers the following questions:
How did having an economic purpose motivate the colonists at Jamestown and Plymouth?
How did having an economic purpose help them to survive?

PART II LOOKING FORWARD

Engage/Introduction

Show the following videos and facilitate discussion about economic possibilities on Mars and the Moon.

<https://www.youtube.com/watch?v=jjEimbiXzeo> - What is ecotourism?

https://www.youtube.com/watch?v=MSDG5EqV_F0 - Pros and Cons of Solar Power

Explore/Analysis Activity

- Give one copy of each Economic Opportunity Cards (Student Handout 5.5-5.6) to each colony group.
- Give each student a copy of Economic Purpose/Economic Opportunity Organizer (Student Handout 5.3)
- Explain the three sections of the chart
 Instruct the students to read the card aloud as a group and use the information they learn to fill in their section of the Economic Purpose/Economic Opportunity Organizer.
 Read the cards aloud to students prior to the activity to discuss vocabulary.
- Allow the students time to read the informational text, summarize the text, and fill in the chart. Encourage the students to annotate the text as they read a second time. Circulate and help students.
 As the teacher circulates, notice the annotations and stop to clarify and answer questions regarding the text.
- When students have finished debrief the whole group. As the students debrief, make sure they understand each of the choices and how the opportunities could be used as an economic purpose for their colony.

Explain/Conclusion

- After thoroughly debriefing, allow groups time to determine which economic purpose their group will choose for their colony.
- Pass out Economic Purpose Presentation Guide. (Student Handout 5.4) Allow groups time to complete the Guide.
- Have each group present which opportunity they have chosen as their economic purpose.

PART III

BRINGING IT ALL TOGETHER

- **Group Discussion**

Facilitate a discussion about the Focus Question for this lesson, (*How is economic purpose important to a colony?*), the Essential Question for the unit, (*What do human beings need to survive and thrive in a new environment?*) and how the day's activities have changed their ideas about their colony.

- Allow time for groups to discuss their answers before participating in a group discussion.

Teacher will ask:

- *How does having an economic purpose help you survive and thrive? What evidence can you give to support your answer?*
- *What do human beings need to survive and thrive in a new environment? What evidence can you give to support your answer?*
- *How did today's activities change your ideas about your colony?*

- **Journal Entry**

- Each student will write an entry responding to today's focus question in their journals:
How is economic purpose important to a colony?

- **Space Colonization Application entry (Teacher Resource 1.2)**

Teacher will say:

- *All **Space Colony Teams** will review the application that will be submitted to Congress.*
- *Work with your team to prepare the information to enter in the section: "**Economic Purpose**"*
- *In preparation for filling out this section, consider the two economic opportunities your space colony can use in order to survive and thrive in a new environment.*