



Unit Planner: 2013 Gibson - US Economy and the Government Economics

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High School > 2018-2019 > High School > Social Studies > Economics > Week 40

Last Updated: [Tuesday, February 14, 2017](#) by Alison Ritz

2013 Gibson - US Economy and the Government

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- [Unit Planner](#)
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Big Ideas / Enduring Understandings

- While the US is a capitalist economy, it is not a true free market, the government plays a large role in the regulation and stabilization of the economy.
- Over the course of history politics of various presidential administrations had tremendous, lasting, impacts on the fiscal policy of our nation.
- Choices made by the individual help stabilize the economy and with every fiscal policy decision, the individual has a vote (buy/sell).

Essential Questions

- What role does the US government play in the economy?
- What is the relationship between political philosophy and economic policy? (Tie to Political Plank project from Ms. Ritz's government class).
- What role does the individual play in the US economy?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Speaking & Listening

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 11-12

Reading: History/Social Studies

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
(See note; not applicable as a separate requirement)
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Money
Credit
Interest
The History of American Banking (Great Depression, Bailout)
Banking Regulation
Banking Today
The Federal Reserve System
Federal Reserve Functions
American Economic History (Federal Bank, McCulloch v. Maryland)
Deregulation of Industry (1980s)
Roosevelt's New Deal (Impact on Economy)
- How can we solve economic issues facing our country?
Bank Bailout
Federal Debt
Debt Ceiling (what is it?)
Gross Domestic Product, Purchasing Power Parity (Big Mac Index).
How to Contextualize History.

Skills / Strategies

- Students will be skilled at contextualizing history while being able to take into consideration the issues facing people of different time periods when making a decision.
- Students will be skilled at avoiding presentism when analyzing a historical time period.
- Students will be skilled at communicating uniquely formulated ideas to the class orally.
- Students will be skilled at independent research methods.
- Students will be skilled at analyzing informative text in order to gain a glimpse into the social and political context of a given era in US history.

Key Terms / Vocabulary

Money
Three functions of money
Federal Reserve System
Liquidity
Credit card
Interest
Debit card
Principal
Types of Financial Institutions
Structure of Federal Reserve
Money creation
Federal funds rate
Required reserve ration
Open market operations
Government regulation of economy

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- Review of general political positions since the 1930s (planks)

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Design a Fiscal Policy

Summative: DOK 4 Extended Thinking: Written: Informative

- Fiscal policies of various presidents
- How the context of the times impacted fiscal policy.
- Contextualization lesson (Reading like a Historian SHEG)
- Oral presentation practice
- Analyzing presidential state of the union speeches.
- What elements are included to persuasively convey your platform.
- Role of US Debt in economic policy
- Evolution of US fiscal policy over the years.
- Bank Bailout inquiry (Was it a wise decision?)

Students will be assigned a specific time period in American History (1930s, 1970s, 1980s, 2000s, etc.). Each student will play the role of a president from that time period. We are lucky to have the power of hindsight thus, students must design a national fiscal policy to present to their administration and must address the unique financial issues facing that time period. In the process each student must point out the shortcomings or strong aspects of the fiscal policy for the president during that era.

Key piece of information:

Unemployment rate

Inflation

Supply/Demand

Federal Debt

Class Structure of time period

Wars/conflicts

Gender Issues

Immigration

Design a Fiscal Policy

Summative: DOK 4 Extended Thinking: Oral: Speech

Students will present their Fiscal Policy to the class as if they were a president for their assigned time period giving a State of the Union Address.

Organization Quizzes

Formative: DOK 1 Recall: Other: Quiz

Regular Organization Quizzes given to ensure students have the necessary paperwork in order to succeed in their final unit project.

Resources

Materials Used

Primary Source Newspaper articles from various eras in US history
Focus

- Research

Materials Used

Laptops, Smartboard, Informative text from various eras in US history
Focus

- Whole class
- Small group
- Guided reading
- Research

