

# Cultural Lit. 13: Producers and Consumers

## Summary

Students will identify the relationship between producers and consumers and supply and demand, after receiving direct instruction and carrying out activities in cooperative group settings, in 1-2 class periods.

## Time Frame

2 class periods of 60 minutes each

## Materials

Recommended: Marzano, Pickering, and Pollock. 2001. *Classroom Instruction that Works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.  
See chapter 2 for ideas for graphic organizers.

1. Graphic organizer
2. Economics Concepts and Definitions handout for teacher.
3. Paper, pencil.

## Background for Teachers

### **Guarded Vocabulary:**

Producer, consumer, supply, demand, market, entrepreneur, resource, capital, free-market

## Intended Learning Outcomes

Students will identify the relationship between producers and consumers and supply and demand.

## Instructional Procedures

### **Introduce lesson to capture student's attention:**

Teacher refers students back to Cultural Lit. 12: Economic Concepts and Definitions of unit and reviews concepts of producers and consumers with students. Teacher takes notes on board, projection device or flipchart, of any new information gleaned in the review.

### **Problem/Prediction:**

How can you get the students really thinking?

Teacher tells students that they are going to learn some more economic theory and terminology which helps to understand more about the idea of producers and consumers. Teacher writes 'supply' and 'demand' on the board, projection device or flipchart, and asks students if they can define the terms.

### **Teacher Instruction:**

Using Economics concept and terminology handout, teacher will read the information explaining terms 'supply and demand' to students and, clarify, simplify, embellish, tell stories to illustrate examples, as needed for students to comprehend concepts.

Teacher makes the connection about the relationship between 'supply and demand' and 'producers and consumers' for the students, e.g., Mary Begay produces cell phones, some teachers in Monument Valley buy them. When the price of the phones goes down, more teachers can afford to buy them and Mary Begay sells more.

**How will you end your lesson?**

Students show and share their graphic organizers across cooperative groups.

Strategies for Diverse Learners**How will you help ELL students?****Guided Practice:**

Teacher is writing notes on board for students to copy onto graphic organizer, and asking questions to check for comprehension of vocabulary and concept.

Extensions

Students will work in table groups of four or in pairs and copy the teacher generated notes onto graphic organizer.

Assessment Plan

Observation of student participation, completed graphic organizer.

**Unit Assessment**

Student completion of all four graphic organizers, one from each lesson. Narrative (spoken and/or written) which explains the connection between producers and consumers and some natural resources found in SE Utah and the Four-Corners-region.

Authors

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