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**Day 2: What is the Stock Market?**

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| **Standard(s)** | -**SS5H5** The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.  a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.  b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.  c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.  -**M5D1** Students will analyze graphs.  a. Analyze data presented in a graph.  b. Compare and contrast multiple graphic representations (circle graphs, line graphs, line plot graphs, pictographs, Venn diagrams, and bar graphs) for a single set of data and discuss the advantages/disadvantages of each.  c. Determine and justify the mean, range, mode, and median of a set of data.  -**M5D2** Students will collect, organize, and display data using the most appropriate graph. |  |  |
| **Why is this lesson important?** | -The Stock Market is an important part of our daily lives and the way it is functioning affects everyone in the United States - even around the world.  -Students need to understand the role it plays in the prices of goods and services and how it affects the economic climate in our country. |  |  |
| **Essential Questions** | -What is the Stock Market?  -Why is the Stock Market Important?  -What are the basic components that make up the Stock Market?  -How does the Stock Market affect the people of the United States and the world? |  |  |
| **Daily Learning Outcomes** | -TSW to be able to explain and understand the basic components of the Stock Market.  -TSW to be able to explain and understand how the Stock Market affects the people of the United States.  -TSW will learn how the national and world economies work and relate to each other, and how they affect everyone. |  |  |
| **Assessment tied to learning outcomes** | -Individual: Stock Market Flipbook  -Turn and Talk |  |  |
| **Vocabulary** | -5. Stock Market: a place in New York City where money and parts of businesses are traded.  -6. share:  a portion of something or owning a part of a company  -7. stock:  a share of ownership in a business  -8. capital:  money  -9. traded (in terms of the stock market):  bought or sold  -10. ticker symbol:  abbreviation for a company’s name  -11. consumer:  people spending money on goods and services |  |  |
| **Differentiation** | -Flipbook with guided questions and compare and contrast flips |  |  |
| **Integration** | -M5D1  -M5D2 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -Watch BrainPOP Stock Market Interactive Video on Smart Board  -Watch “Muppets Explain the Stock Market” Video on Smart Board  -As a class, the teacher will model Wally OneShare Stock Tracker Interactive Activity to familiarize the students with the concept. | -Smart Board  -Computer  -Internet  -BrainPOP  -YouTube | -10 min |
| **Activity Time** | -Go over the vocabulary words. Have students write the word on one side of their note cards and the definition on the other. When they are finished, remind them to place their vocabulary words on their vocabulary word ring.  -If students finish the vocabulary word ring early, there will be articles, books, pictures, and other resources spread around the room for them to look at while they wait to begin the activity.  -Each student will track at least one stock through the upcoming activity.  -Each student will have chosen a stock to analyze the week before and will be told to remember which stock they chose off of the list. Throughout the week, we (the teachers) will chart the stock and obtain the necessary data for the students from the newspaper or Internet.  -All students will begin researching their stock on the Wally OneShare Stock Tracker website.  -Vocabulary words will be used as a jumping off point for their page headings on their Flipbooks.  -Group A: find information about their stock. They will complete a pre-folded Flipbook with guided questions about their stock. They can obtain all of the necessary information off of the website or use the information obtained for them about their particular stock. The Flipbook can be completed through both words and pictures.  -Group B: find information about their stock. They, too, will complete a pre-folded Flipbook about their stock. They can list any information they feel is necessary about their stock. They can obtain all information off of the website or use the information obtained for them about their particular stock. The Flipbook can be completed through both words and pictures.  -Group C: find information about another stock and compare it to the information on the stock they chose the previous week. They will complete a pre-folded Flipbook that is just like the other, but is divided into two sides for the comparing and contrasting of their two stocks. They can list any information they feel is necessary about their stock. They can obtain all information off of the website. The Flipbook can be completed through both words and pictures. | -Note cards  -Metal Rings  -Flipbooks | -40 min |
| **Closure** | -Turn and Talk with a partner from another Group: have students share information about their stock.  -Group Share | -None | -10 min |
| **Next Steps** | -Explain that the stock market plays are huge role in the daily lives of Americans and that it always has.  Prepare the children for the upcoming lesson by discussing the current condition of the stock market and comparing it to the condition of the markets in 1929.  -Explain to the students that we are going to be doing a digital storytelling project at the end of the unit. Let them know they can choose whatever topic, person, or event they want. Tell them to go ahead and be thinking of their topic. |  |  |