

Grade 1 Social Studies Learning Contract
Unit 5 Goods and Services Around the World



Name _____ Date _____

Objectives for your assignment:

What you can do:	How you will stretch your brain:
<p>You can describe the production process.</p> <p>You can identify natural and human resources in the production process.</p> <p>You can describe economic choices people make about goods and services.</p>	<p>You will conduct research on an existing product and use creative thinking to change the product to meet the needs of a different, specific consumer.</p>

Assignments that you must complete:

1. Research the natural and human resources used to make an existing product.
2. Describe the production process for the existing product.
3. Describe who the product is made for (the consumer).
4. Use SCAMPER to creatively brainstorm how to change the product for a different consumer.
5. Illustrate your newly designed product.
6. Create an advertisement to sell your new product to your target consumer. *Choice for advertisement: poster or video commercial*

<p>Existing Product- Rainboots</p> 	<p>Product for a Different Consumer- Dog Rain Boots</p> 
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Independent Work Contract

I will:

- stay on task at all times.
- think carefully about my topic.
- read and reread my resources.
- ask questions if I am unsure of my work.
- revise my work until I am confident that it is my best work.

Timeline

Weeks 1 and 2

- Research the natural and human resources used to make an existing product.
- Describe the production process for the existing product.
- Describe who the product is made for (the consumer).

Weeks 3 and 4

- Use SCAMPER to creatively brainstorm how to change the product for a different consumer.
- Illustrate your newly designed product.
- Create an advertisement to sell your new product to your target consumer. *Choice for advertisement: poster or video commercial to sell your newly designed product.*

I understand and will follow the above rules.

Student
Signature: _____ Date _____

Teacher
Signature: _____ Date _____

Teacher Resource Page

Contract for: Unit 5 Goods and Services Around the World

Curriculum Area(s): Social Studies

Grade: 1

Intended Purpose: Extension activity for highly able student

Duration: One month, or as long as needed

Differentiation Aspect(s): Readiness and Interest

Social Studies Essential Discipline Goals and Practices:

Dimension One: *Developing Questions and Planning Investigations*

Students will develop questions as they investigate the production of a product and alter it for a different consumer.

Dimension Two: *Applying Disciplinary Concepts and Tools*

Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

Dimension 3: *Gathering, Evaluating and Using Evidence*

Students will work toward conclusions about the usefulness of a product by collecting evidence and evaluating its usefulness for a different consumer.

Dimension 4: *Communicating Conclusions and Taking Informed Action*

Students will draw on knowledge and skills to work individually market a newly designed product for a specific consumer.

Resources/Materials:

- YouTube videos: [National Geographic Kids Making Stuff](#)
- Supplemental research sources: Encyclopedia Britannica, Wonderopolis
- ***Independent Work Contract***
- ***SCAMPER Organizer***

Assessment:

- The student is able to describe the production process.
- The student is able to identify natural and human resources in the production process.
- The student is able to describe economic choices people make about goods and services.
- The student is able to follow the expectations in the ***Independent Work Contract***.

Organizational Tips

Introduce Assignment:

Explain the assignment and share examples of products (rainboots) and the newly designed rainboots for a new consumer (dogs).

Research Selection:

Allow students to view the Making Stuff videos. See the list of possible products and the links on the chart below. Each student selects one product from the list to research. It will be helpful to have all videos and supplemental research organized for students prior to meeting with them (ex. organized on a shared document such as the table below or in a Google Classroom).

Student Expectations:

Review the ***Independent Work Contract*** with students and have each one sign.

Implementation of Contract:

Talk to student(s) about expectations and timelines.

Monitoring Progress of Students:

Meet with student(s) at intervals or between tasks.

- Part One: Check students' understanding of human and natural resources and the production process.
- Part Two: Explain how SCAMPER can help students brainstorm ideas for new products. Use the rainboots/rain boots for dogs as an example of a product that has been changed using the SCAMPER technique (example, the rainboots have been made smaller for dogs and velcro was added). Guide students as they create an advertisement for their newly designed product based on their chose of advertisement (poster or video commercial).

Opportunities for Choice within the Learning Contract: Students have the choice of products to research and design and have the choice of how to advertise their newly designed product (poster or video commercial).

Possible Products for Research

Making Stuff Videos	Supplemental Research
How to Make Kites	http://school.eb.com/levels/elementary/article/400122
How to Make Bicycles	http://school.eb.com/levels/elementary/article/399363
How to Make Hats	http://wonderopolis.org/wonder/who-invented-the-hat
How to Make Skis	http://school.eb.com/levels/elementary/article/353779
How to Make Eating Utensils	http://wonderopolis.org/wonder/when-was-the-fork-invented
How to Make Longboards (Skateboards)	http://school.eb.com/levels/elementary/article/437407
How to Make Feather Pillows and Duvets	http://wonderopolis.org/wonder/how-can-down-warm-you-up
How to Make Playgrounds	https://classroom.google.com/u/1/c/Mzc4NTU3OTA1N1pa
How to Make Brooms	http://wonderopolis.org/wonder/what-is-curling
How to Make Hammocks	http://wonderopolis.org/wonder/how-do-you-make-a-hammock

Name _____

SCAMPER is a brainstorming checklist to help you create many different ideas. Think of your existing product and use SCAMPER to come up with different ideas to create a new design of your product for a different consumer.

Substitute something

Combine things

Add something, adapt or alter

Make parts bigger or smaller

Put to another use

Eliminate something

Rearrange parts

Product _____

New Consumer

<p><u>Substitute</u> What materials or resources can you substitute or swap?</p>	
<p><u>Combine</u> What would happen if you combined this product with something else to create something new?</p>	
<p><u>Add to/Adapt/Alter</u> In what ways can this product be altered or changed? Can you change its function?</p>	
<p><u>Make Bigger or Smaller</u> Can the product be made bigger or smaller?</p>	
<p><u>Put to Another Use</u> Can you use this product somewhere else? What else can you use this product for? How can this product be used in an unusual way?</p>	
<p><u>Eliminate</u> What features, parts, or rules could you get rid of?</p>	
<p><u>Rearrange</u> Can the object be turned around? Can you make something go up instead of</p>	

down? Can you rearrange one of the product's parts?	
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Name

After brainstorming ideas with SCAMPER, use creative thinking to change your product to meet the needs of a different, specific consumer. Draw your new product.

