

Concepts:

1. Learn about producers, consumers, and markets.
2. Learn the concept of a budget and practice making one.
3. Learn how to interpret and represent visual data sets.

Learning Standards:

- **Justice:** I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same. (JU.3-5.11)
- **Diversity:** I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are (DI.3-5.10)

Considerations

- Relationships play an important role when making informed and culturally responsive instructional decisions. Be aware of the impact conversations around budgeting and income can have on your students based on their families' access to opportunities and resources. Families' ability to save money and how they save money looks different household to household. Be intentional about honoring the different ways families save money.
- Assumptions about groups of people can perpetuate stereotypes. Be curious about the stories of your students and create space for them to share their voice so that they can socially construct ideas with their classmates.
- Leverage the social capital of your students. Activate the various experiences of your students by including resources (books, posters, media etc.) that offer a range of backgrounds. Every child in your class should receive an opportunity to feel like an expert.
- The suggested read aloud below, Last Stop on Market Street, offers "adult readers the opportunity to consider these" questions:
 - How is material wealth acknowledged or taken for granted in a story, especially at a time of extreme poverty for fully a third of the children living in the US?
 - How are disparities in the funding and support of community infrastructures acknowledged? Are inequities seen to have a material effect on children's opportunities to explore and become their fullest selves?

Setting up Discussion Space-Community Agreements

Classroom discussions provide a great way for students to socially construct knowledge from a variety of experiences. It is important to set up discussions and the overall classroom climate with community agreements. Think about what "rules, norms, guidelines, agreements etc." will create a safe and brave space for conversation. Co-create this list of agreements with your students. Ideally you will already have community agreements in place and will just revisit them prior to discussions as a reminder of how we will care for each other. Some examples of agreements: "Listen when others are speaking." "Think about how your words will impact others." "Be present." "What is said in this space stays in this space?"

Discussion Questions

As you have conversations with students about how people are producers and consumers, make the connections between how people produce and consume goods and services. You can have a conversation with students about how our goods come from different places and we can be curious about how groups of people that produce our goods are treated today and were treated in the past.

- What do you know about where your goods come from? Clothes, toys etc.
- How can we find out about where it came from and how the producers and consumers are treated?
- Think about your community...what do you notice about producers and consumers in your community?

Extension Activity

Serving the Community: Talk to students about the concept of a soup kitchen (you can reference the suggested read aloud [Last Stop on Market Street](#)). What is a soup kitchen? Who eats there? How does our learning about producers, consumers, and markets help us understand soup kitchens and why they are important? What does your community do to help those who have difficulty providing for themselves or their families? Is there a soup kitchen in your area? Organize a can food drive and donate to the local food pantry.

Journal Prompt

Think about how “you can be a better witness for finding something beautiful.” ([Last Stop on Market Street](#)) Write about beauty in places you would have not considered it initially.

Suggested Read Alouds

- [Last Stop on Market Street](#) author: Matt de la Peña & illustrator: Christian Robinson
[click here for read aloud](#)
 - What are some things CJ was wondering while riding the bus?
 - What did CJ learn about people as individuals? It is unfair to think all people are the same just because they have identities in common.
 - How is your life the same and different from CJ?
- [Grandpa's Corner Store](#) by: Juan Herrera (Author), Anita De Lucio-Brook (Illustrator)
[click here for read aloud](#)
 - Why do you think the community wanted Grandpa to keep his store in the neighborhood?
 - The community organized to help Grandpa, how can you get to know your neighbors and work together?

