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***The Community Publishing Company: Exploring the Marketplace -
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Lesson 5

MY COMMUNITY

(Notebook)

OVERVIEW:

This lesson provides an opportunity for students to explore their own community by naming places in it that provide goods and services. Working in small groups, the students discuss and list this information and then enter it in a Community Notebook.

CONTENT FOCUS:

People reside in a community because it provides them with a place to live, goods and services they want, a place to play, and, sometimes, a job. The members of the community are producers and consumers.

Generalizations:

1. People use community resources to satisfy their wants.
2. In a marketplace, consumers and producers exchange (buy and sell) goods and services.

Concepts:

business	consumer	producer
community	goods	services
	marketplace	

SKILLS PRACTICED:

Locating and recording information; working in a group.

OBJECTIVE:

Given previous discussions on goods and services, students will demonstrate their knowledge of the goods and services available in their community by naming places in their community marketplace that produce those items.

MATERIALS:

For the Teacher

- Resource 5-1, Instructions for Our Family's Community Log (Black-line master)
- Stapler

For Each Group

- Large sheet of paper (save for use on bulletin board display in Lesson 6)

For Each Student

- Scissors
- Activity 8, "My Community Notebook" (to be assembled)
- Optional: Construction paper for covers
- Optional: Several copies of local "Yellow Pages" directory--see procedure 9

For Each Student's Family

- "Our Family's Community Log"

SUGGESTED PROCEDURE:

1. EXPLAIN to the students that in this lesson they will become researchers about their community. Their job will be to investigate their own community and find out what goods and services are available in their community's marketplace.

NOTE: A marketplace is a place or situation in which buyers and sellers communicate with one another in order to exchange goods and services for money or for other goods and services.

2. Review "Our Success Story" in Lesson 1. The boys and girls in that story investigated Communityville just as the class will soon be doing in its own community. Ask: "What did the boys and girls in Communityville do with the information they gathered about their community?" (They made a community book of their reports.)

3. Explain to the students that they too will be forming their own publishing company and writing a community book. First, however, they will need to do research about their own community.

4. Discuss the following questions:

a. What are some ways to do research (i.e., to look for, find, and gather information) about our community? Answers should include suggestions to do the following: observe as we walk or ride in our community; read about our community in books and newspapers; talk with people who live and work in our community.

b. What might we do with the information we gather? (Guide students' answers to include suggestions to do the following: write reports about our findings; produce a book using the reports about our community; form a publishing business and sell copies of the book.)

5. EXPLAIN to the students that before they can start their publishing business, they must learn more about their community. As researchers in their community, their first job will be to prepare a written list of the places that produce goods and services for

the people in their community. (Review the concepts of goods and services with the class and provide examples.)

6. DIVIDE the class into small groups. Each group should select a secretary to record information.

7. GIVE a large sheet of paper and felt-tip marker to each group. Instruct the students to take turns naming places that produce goods and services for the people of the community. The group should agree that every place named produces a good or a service before the name is recorded on the list.

8. ASK each group to share its list with the class and compare the lists.

NOTE: Save the lists for use in the bulletin board display and in later lessons, as explained in Lesson 6.

SAMPLE LIST

Places That Produce Goods and Services

Fashion Shoe Store
Black's Factory
Lucky Star Grocery Store

City Hall
Leo's Barber Shop
Vogue Hair Stylist

9. Optional: You may wish to give each group a copy of the local "Yellow Pages" directory. This would provide some ideas and some structure for the list and allow the students to "let their fingers do the walking" through their community.

10. INSTRUCT the students to assemble the booklet entitled "My Community Notebook" (Activity 8) and begin writing answers in the blanks.

NOTE: This booklet is designed for the students to complete as they progress through Part I. It provides a written account of the information gathered and a place for the students to record notes. You may need to discuss how to take notes. The students will work on the notebook at school for the next few lessons and then will take the notebook home and complete it with help from their families. They will then bring the notebook back to school.

Encourage the students to use materials from the library, to use parents as resource people, and to begin to carefully observe and note what types of places and businesses exist in their community as they complete the notebook in later lessons.

This would be an appropriate time to begin a Community Corner in the classroom. The Community Corner could contain materials students can use to obtain information about their community. Suggested items for the corner are books, local newspapers, advertising pamphlets, telephone books, street maps, community guides, travel posters, photographs, and historical brochures.



MY COMMUNITY NOTEBOOK



Researcher: _____



Name _____





The name of my community is: _____

My community is in the state of _____

1. Some resources in my community: _____

2. Places in my community that provide products and services: _____

3. Types of jobs in my community: _____

 <p style="text-align: right;">ACTIVITY 8</p> <p>8. Places that have changed in my community: _____ _____ _____</p> <p>9. Something that could be better: _____ _____ _____</p> <p>10. The best thing about my community: _____ _____ _____</p> <p>11. Things I enjoy doing in my community: _____ _____ _____</p> <p style="text-align: right;">31</p>	 <p style="text-align: right;">ACTIVITY 8</p> <p>4. People and businesses that my family depends on for things they want: _____ _____ _____</p> <p>5. A famous place in my community: _____ _____</p> <p>6. Famous people who have lived in my community: _____ _____</p> <p>7. Names of streets in my community: _____ _____</p> <p style="text-align: right;">30</p>
 <p style="text-align: right;">ACTIVITY 8</p> <p>8. Places that have changed in my community: _____ _____ _____</p> <p>9. Something that could be better: _____ _____ _____</p> <p>10. The best thing about my community: _____ _____ _____</p> <p>11. Things I enjoy doing in my community: _____ _____ _____</p> <p style="text-align: right;">31</p>	 <p style="text-align: right;">ACTIVITY 8</p> <p>12. Notes and important things to remember: _____ _____ _____</p> <p>13. Words that describe my community: _____ _____ _____</p> <p>14. I like living here because: _____ _____ _____</p> <p style="text-align: right;">32</p>

11. Optional: Students may add a construction-paper cover to their notebooks for durability and may also enjoy designing and coloring covers for the notebooks.

12. DISTRIBUTE and EXPLAIN the Instructions and the activity sheet for "Our Family's Community Log" (Resource 5-1). The log will be a written record of the places at which a family obtains its goods and services for approximately one week. This information will reinforce students' learning about the concepts of goods and services as they work on their notebooks. The children should return the family logs to school and will discuss their logs in Lesson 7.

NOTE: Collect notebooks for use in Lesson 7 as well as later lessons in the unit.

**Instructions for
OUR FAMILY'S COMMUNITY LOG
(A Family Activity)**

INTRODUCTION:

The purpose of the community log activity is to encourage family participation in an economic education unit your child is studying at school, entitled *Exploring the Community Marketplace: The Community Publishing Company*. In this activity, your child--and any family members who are willing--keep a written record of the people and places in their community marketplace from whom your child and others in your family usually buy goods and services.

PURPOSES:

This activity will help reinforce the following economic ideas presented at school.

1. Families buy goods and services in the community marketplace. A marketplace is any situation in which buyers and sellers *exchange* goods and services. For example, your food store, clothing store, and gas station are marketplaces.
2. Businesses produce goods and services they think others will want to buy.
3. People become consumers when they buy goods and services in the community marketplace or elsewhere for personal or household use.

DIRECTIONS:

A family member should help your child complete the community log form that accompanies these instructions. For about one week, your child should record the names of some of the places and people from which your family usually buys goods and services.

DISCUSSION QUESTIONS:

The following questions may be helpful when you work on the community log with your child.

1. What do businesses produce for our family? (*Goods and services.*)
2. Why does our family go to places such as the grocery store or shopping mall? (*To look around; to buy goods and services.*)
3. What do the people in our family get from people in the community marketplace? (*Goods and services we want to buy.*)
4. Does our family visit other communities to get things we want to buy? (*Answers will vary and will depend on family's shopping habits.*)



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