

WHDE Lesson Plan

Let's Build A Home
AUTHOR INFORMATION
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GENERAL INFORMATION
Lesson Grade Span: Middle (6-8) Targeted Grade Level/Course: Social Studies Estimated Time to Complete Lesson: 1 class
FOCUSED QUESTION
What is the difference between Communism and Capitalism? What are the benefits and negative aspects of both Capitalism and Communism?
STANDARDS (STATE/C3)
6 – E1.1.1 Explain how incentives in different economic systems can change the decision-making process (<i>e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement</i>). 6 – C1.1.1 Compare and contrast competing ideas about the purposes of government in different countries. 6 – C3.6.2 Compare and contrast various forms of government around the world.
STUDENT & TARGET OUTCOMES
Understand Capitalism and Communism Understand the impact that the Korean War has had on the people on the Korean Peninsula
LESSON OVERVIEW
Students simulate the differences between Capitalism and Communism. They are tasked with working as a group to develop homes out of notecards. Only the Capitalist will have an incentive. This will build upon the previous day's lesson revolving around students learning about the basics of the Korean War and the outcomes.

PROCEDURES

Materials Needed:

3 – 2 – 1 Bridge Thinking document, half a class set of page 1 of Let's Build A Home, candy or a prize, half a class set of page 2 of Let's Build A Home, Scotch tape, pencil, writing utensils, and several packs of 3x5 note cards.

Prior Knowledge:

Students should have insights into the culmination of the Korean War and background on Communism and Capitalism.

Introduction:

Using the Visible Thinking Routine [3 – 2 – 1 Bridge Thinking](#) (R. Ritchart 86-92), have students fill out the 3 – 2- 1 Bridge Thinking document. The topic will be what they learned yesterday regarding Capitalism, Communism, and North and South Korea. They will need to write 3 words representing what they learned, 2 questions to further their thinking, and come up with one metaphor regarding yesterday's topic.

Procedure:

Split the room into groups of four, with a clear space separating two sides of the room. Pass out to students the Let's Build a Home document face down to students. Begin by having students reads the article: [Bittersweet reunions for North and South Korean families separated by war](#) (Bishop, Kim, & Mackey Frayer, 2018). Have students discuss what must have been said by both North and South Korean people at the reunion with a partner. Next, have the South side of the room should receive the page one set of Let's Build A Home document and the North side of the room should receive page two of Let's Build A Home (page one has an extra incentive written at the bottom of the paper). Tell them they are going to be homebuilders, but you aren't allowed to give them any instructions. Place on each table scotch tape and 3x5 note cards. For their homes they create, you will be the building inspector, so if it doesn't meet building inspection codes, the house will not count. Have students turn over their Let's Build a Home document and read it with their group. The remaining instructions are found on the document for students to read. Once students have finished reading, give them 5-10 minutes to complete their houses. After the time has expired, go to each table and count how many houses pass inspection. You can humorously do this by simply lifting them up from the table and dropping them on the desk. If they

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survive and meet the remaining requirements, this house counts for their total. When it comes time to count the East side of the classroom, tally up all the entire houses on the Eastern side and divide by how many tables there are and tell them you are averaging their points. What will most likely happen is that the fastest group will be from the South side of the room, which is due to the extra incentive they have of candy. Most likely students on the Northern side will complain that they didn't stand a chance since there was no incentive listed on their paper and that they had to only receive an average amount of the entire Northern side. Have students make a connection to the incentives and competition that Capitalism provides and how Communism has no incentives and that everybody is equal. Tell students that these disparities between North and South Korea exist today and is a perfect example of the two economic system's advantages and disadvantages.

Evaluation and Closing:

Students will write on lined paper the following prompt: Describe the differences between living in a Capitalist society and a Communist Society. They will use the rubric to guide their writing. Prior to turning in their work the following day, students will fill out the self-evaluation and have a peer fill out the peer-evaluation.

Following Day:

Have students get out their 3 – 2 – 1 Bridge Thinking Routine from the previous day and have them fill out the second column. Also, have them fill out the bottom portion, which calls on students to reflect on how their views have changed. Share these with the classroom. Be sure to share out with the entire class some responses and place the thinking around the room or in the hallway.

FORMATIVE ASSESSMENT

List and explain the different formal assessments that will be used to assess whether or not students achieved the learning goals (target outcomes).

RESOURCE LIST

Bishop, M., Kim, S., & Mackey Frayer, J. (2018, August 27). Nearly 7 decades later: Korean Families split by war reunite. Retrieved August 30, 2018, from

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<https://www.nbcnews.com/news/world/bittersweet-reunions-north-south-korean-families-separated-war-n903926>

Mainero, Rachel. "RCS Think From the Middle." *RCS Think From the Middle*. Rochester Community Schools, n.d. Web. 10 Aug. 2015.

Ritchhart, Ron, Mark Church, and Karin Morrison. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. San Francisco, CA: Jossey-Bass, 2011. Print.

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

This is a simulation that requires group work. Groups can be split based on skill levels in case some groups needed more help than others.

EXTENSIONS

This could be extended to a language arts class where students role play families split up due to the Korean War. They read an [article](#) about how in August of 2018, families that haven't seen each other since the Korean War finally are reunited. They create a Reader's Theater activity based around what each family member would say from the different countries.