

GRASPS

UNIT: Everything Is Economics

LESSON #2: “It’s Hard to See the Other Side”

ESSENTIAL QUESTION: How does scarcity and choice govern our economic decisions and the world around us?

G R A S P S	
Goal:	
Goal	Your goal is to have City Council decide in your favour in a land-use debate.
Role:	
Role	You are a member of one of four stakeholder groups – the Developers, the Small Business Owners, the Affordable Housing Advocates, and the Environmental Action Group.
Audience:	
Audience	Your audience is the other stakeholder groups, an elected local government official and City Council (teacher or teacher / student panel).
Situation:	
Situation	There are only 50 acres of land left for development in the town centre of a local municipality. This land is extremely valuable and four stakeholder groups are fighting each other for the right to the land. Final arguments will be heard at one last sitting of Council. A binding land-use decision will be made by Council at the end of the debate.

Performance or Product:

Performance or Product

As a stakeholder team, you will research and prepare a written proposal for Council outlining a minimum of five significant reasons why your particular group should have the legal right to the land. You must also compose strongly worded opening and closing statements that summarize the central tenets of your team’s position. Individually, students will compose a Letter to the Editor, of no more than 400 words, constructing a final supported opinion piece summarizing their personal beliefs re: who should be awarded the land. This letter to the Editor must take into consideration any new viewpoints raised during the debate.

Standards:

Standards

All members of a stakeholder group will take an active role in forming their group’s presentation, whether verbally or in writing. All team presentations to Council must include five significant arguments to be supported by authentic economic evidence. Students will actively listen and participate by countering opposing opinions with evidence at least twice during the class debate. Letters to the Editor will be evidence-based, reflect economic truths, and will take into consideration outside viewpoints.

Differentiation:

Differentiation

Adaptations:

- Allow student to choose own stakeholder team.
- Letter to Editor can focus on personal opinion / experience more than summary of debate discussion. Allow student to bid in a pair team rather than alone.