

Is Greed Good?

Using Research to Make Informed, Evidence-Based Decisions

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NUTRITION INFORMATION

This lesson will introduce high school students to college level research. Students will answer the Inquiry Question: “Is Greed Good?” The students’ active engagement in this unit will help them better understand the abuses of power by some capitalists and political leaders and the importance of civic responsibility to guard against such abuses in the future.

Students will use the library discovery tool to locate facts to support their research to complete the unit group project worksheet. Students will work with their groups to complete the questions in *Step 2: Production*, *Step 3: Advertisement*, and *Step 4: Selling Stock*. Students should already know how to locate, evaluate, and cite sources to successfully complete this activity.

Learning Outcomes

Students will be able to:

- Search a discovery tool using various keyword strategies in order to retrieve appropriate sources.
- Develop topic-relevant vocabulary in order to search the discovery tool with maximum flexibility and effectiveness.

NUMBER SERVED

Minimum of four; up to the maximum capacity of computers in library

COOKING TIME

Prep time: two hours
Cooking time: 40 to 80 minutes (dependent upon block scheduling availability)

DIETARY GUIDELINES

Frame 1: Research as Inquiry

Knowledge Practice:

Synthesize ideas gathered from multiple sources.

Disposition:

Appreciate that a question may appear to be simple but still disruptive and important to research; seek multiple perspectives during information gathering and assessment.

Frame 2: Information Creation as a Process

Knowledge Practice:

Develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.

Dispositions:

- Value the process of matching an information need with an appropriate product.
- Understand that different methods of information dissemination with different purposes are available for their use.

INGREDIENTS & EQUIPMENT

- Computer Lab
- “Industrialization and Immigration Performance Task: Is Greed Good?” worksheet
- Kahoot! quiz game (see Chef’s Notes)

PREPARATION

- This lesson is part of a unit on industrialization and immigration and uses a flipped classroom approach. Students need to complete *Step 1: Create Your Company—Pick an Invention* on their worksheet prior to library instruction.

COOKING METHOD

1. Have students take out their worksheets (Figure 1).
2. Students will break up into groups of four. Each student will be assigned one of the following questions from their worksheet

5. Regional Fare

Miller, Langridge, and Doloresco

FIGURE 1. Industrialization and Immigration Performance Task

INQUIRY QUESTION: "IS GREED GOOD?"

In this unit you will be given a character. Your mission is to successfully move your character from Europe to America and start a successful life in the New World. You and your teammates must accomplish the following:

Create a Business and Market an Invention

America is the "land of opportunity". You can make your fortune by starting a new business, manufacturing, and selling a product. Use the library discovery tool to locate sources that support your research to complete the unit group project worksheet. Work with your group to complete the questions in *Step 2: Production, Step 3: Advertisement, and Step 4: Selling Stock*. You will locate, evaluate, and cite sources to successfully complete this activity.

INDUSTRIALIZATION

Step 1: Create Your Company—Pick an Invention

Think about which products would be most useful to 19th Century businesses. Explain what your product is and which industry (railroads, steel, oil) would be helped the most by your product. Work with your group to pick a product to manufacture and sell.

Step 2: Production

Once you have created an idea for a product, you will need workers to produce it. As an employer you need to do the following:

- Will you hire union workers or non-union workers to build their product?*
- Will you pay extra to keep your factory safe for your workers or will you try to keep your costs as low as possible to maximize profit?*
- Will you choose to pay for high-quality materials or average quality materials?*
- Will you choose to use a quick means of transportation (railroads) or a slow means of transportation (wagon or canal) to bring raw materials (trees, oil, iron) to the factory.*

Step 3: Advertisement

- Create an advertisement for your chosen product. Include the purpose and target audience for your chosen product.*

Step 4: Selling Stock

In order to keep your company in business and have money to create your product you will have to

- Sell ownership of your company to the public via stocks. The better your product the more stock you will sell and the more money you will make.*

Each table will start with \$1000. You must spend all of it to develop your product.

STEP 1: CREATE YOUR COMPANY—PICK AN INVENTION

Directions: As a group your table should agree on an invention and how it will be produced. Once that is done, each person in the group will have a task in the selling and buying of stock.

Name of Company: _____

Name of Product: _____

Description of the Product: _____

- Student 1: Step 2: Production, Qs A & B
 - Student 2: Step 2: Production, Qs C & D
 - Student 3: Step 3: Advertisement, Q A
 - Student 4: Step 4: Selling Stock, Q A
- Introduce students to the concept of historical research. What types of sources would you use to access historical information? What type of information would a historical newspaper provide? Why would it be useful in this assignment? Briefly describe how these sources, in addition to their textbook readings, should be used to further their understanding of concepts and application of knowledge.
 - Demonstrate sample search in the discovery tool to locate one historical news article and show types of information available in page view (advertisements, stories, etc.), including how to use the citation formatting option.
 - Play Kahoot!, a free game-based quiz, to evaluate students' knowledge on the types of sources they would use to answer each of the questions on their worksheet (Figure 2).

FIGURE 2. Kahoot!



FIGURE 1. Industrialization and Immigration Performance Task (continued)

STEP 2: PRODUCTION INFORMATION

Production Information:

Check one of each category. Remember you must spend \$1000.00!

Labor

_____ Union Workers (Cost—\$500.00) _____ Non-Union Workers (Cost—\$300.00)

Rationale: _____

Cite Evidence Used to Support Rationale: _____

Safety

_____ Above Safety Code Factory (Cost—\$200.00) _____ At Safety Code Factory (Cost—\$100.00)

Rationale: _____

Cite Evidence Used to Support Rationale: _____

Materials

_____ Top of the Line Raw Materials (Cost- \$300.00) _____ Average Raw Materials (Cost—\$100.00)

Rationale: _____

Cite Evidence Used to Support Rationale: _____

Total Money Spent Thus Far: \$1000.00 – Labor – Safety – Materials = \$ _____

Transportation

_____ Transportation Costs of Raw Materials to Factory _____ Transportation Costs of Goods to Factory
(1 to 3 days transportation—Cost—\$300.00) (4–6 days transportation—Cost—\$100.00)

Rationale: _____

Cite Evidence Used to Support Rationale: _____

Advertising

_____ National Advertising of Product (Cost—\$400.00) _____ Local Advertising of Product (Cost—\$200.00)

Rationale: _____

Cite Evidence Used to Support Rationale: _____

Total Money Spent Thus Far:

\$ Money Remaining From Previous Page \$ _____ – Transportation – Advertising = \$ _____

6. Students will independently complete their worksheet questions as assigned. Upon completion of the questions, students will reconvene with their group to share their results.
7. Librarian will ask for a volunteer from each group to debrief the entire class on what their group found.

ALLERGY WARNINGS

A previous library instruction session will have introduced students to keyword searching, types of sources, and evaluation of sources. Be sure that your discovery tool indexes reference sources, historical newspapers, and the *Historical Statistics of the United States*. If your library does not own a print copy of this, an open source edition can be found via the U.S. Census website. Be sure to verify that the sources have been indexed before the class. You may also include the link in an accompanying course guide.

CHEF’S NOTE

The authors of this lesson have made the Kahoot! quiz game available for your use. To access it, sign up for a free Kahoot! account at Kahoot.it, then search the pool of quizzes for “Is Greed Good? Using Research to Make Informed, Evidence-Based Decisions.”

CLEAN UP

Students will be assessed through observation and formative assessment. This guided practice gets students in the habit of citing sources and determining how carefully selected sources will be used.

