

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN TEMPLATE

Month/Honoree(s): June/Bernette “Bernie” William Mazyck

Lesson Title: Mr. Mazyck and Circular Flow

Grade Level/Course: 12th Grade, but can be modified for lower grades

Subject: Economics

SC Academic Standards and Skills Addressed:

- ECON-2: The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers.
- ECON-2.5: Explain how business cycles, market conditions, government policies, and inequalities affect the living standards of individuals and other economic entities.

Introductory Statement/Lesson Overview: This lesson is intended introduce students to the concept of circular flow by looking at South Carolinian Bernie Mazyack.

Goals/Lesson Objectives: To understand the term circular flow. To recognize a Circular Flow diagram. To interpret a Circular Flow diagram.

Instructional Materials:

Lesson Plan (Teacher)

Computer with access to projector or smartboard (teacher)

Blank copies of circular flow diagram, provided

Pencils

Colored pencils

Lesson Progression and Time Frame: 1-2 classes

Step One: Introduce term Circular Flow and other vocabulary (Household, Firms, Wages, Products)

Step 2: Teacher will then play Circular Flow video from Khan Academy. [Khan Academy Circular Flow](#)

Step 3: Hand out Blank Circular Flow Worksheets* for the students. Then as a class complete the worksheet.

Step 4: Have students brainstorm on what would happen in more business and homeowners came into the community. You will want to see answers like amount of money in community will increase, amount of money in the circular flow will increase.

Step 5: Have students look up information about Bernie Mayzack. (Born in Summerville, Mazyck has served as the president and CEO of the S.C. Association for Community Economic Development for 17 years. His organization and its member groups have developed projects with a \$250 million economic impact. Mazyck serves as a provisional deacon in the S.C. Annual Conference of the United Methodist Church. He was awarded the Order of the Silver Crescent in 2004 and Order of the Palmetto in 2014. Retrieved from <http://www.thestate.com/living/article45101991.html>)

Step 6: Have students make predictions on the following situations, then have students create circular flow models based on the situations:

1. Households move away
2. Households increase
3. Businesses shut down
4. Businesses lower wages
5. Business higher more employees.

Step 7: Wrap up with a student discussion if time, or have students tweet it out the door (write a tweet based on what they learned).

Extensions/Differentiation: An extension can be created for a Supply and Demand unit. Students can create a supply and demand chart and PPF based on what would happen if more houses entered the market or left the market. Repeat with Jobs.

Assessment:

1. Have students complete worksheet on Circular Flow.
2. Have students create a Circular Flow model on the provided worksheet*

*A circular flow model worksheet has been provided, however if you have a template you prefer, please substitute with the provided template.

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