

## Economics-in-Marketing CTE Lesson Plan

Lesson Title
Public Policy and the Market

Lesson Objective
At the completion of this lesson, students will understand the meaning of public policy/regulations and how changes in public policy/regulations affect consumers, producers, workers, savers, and investors.

Standards/Benchmarks
<p><b>Michigan Career and Technical Education</b> Segment 12 I.D.4 Acquire knowledge of the impact of government on business activities to make informed economic decisions.</p> <p><b>Michigan Department of Education High School Content Expectations</b> <b>Social Studies: Economics</b> 1.4.1 Public Policy and the Market. Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors. <i>NOTE: the bulk of these benchmarks are taught in Civics—this should be a brief review.</i></p>

Concepts
<p><b>CTE Concept(s)</b> Impact of Government on Business and Society</p> <p><b>Economic Concept(s)</b> Public Policy Impact on Business and Society</p>

Supplies Needed	
Lesson Supplies	Newspapers (1 per group), stopwatch for debate timing (optional)
Student Handout 1	Roles of the Government Notes (1 per student)
Student Handout Answer Key 1	Roles of the Government Notes Key
Student Handout 2	Step Five: All About Public Policy (1 per student)
Student Handout 3	Step Five: All About Public Policy “Restrictions vs. Benefits (1 per group)
Student Handout Answer Key 3	Step Five: All About Public Policy “Restrictions vs. Benefits Key
Student Handout 4	Federal Register – Consumer Product Safety Commission (1 per group)
Student Handout 5	Debate Directions and Procedures (1 per student)
Student Handout 6	Group Debate Rubric (1 per group)
Student Handout 7	Debate Written Response Directions (1per student)
Student Handout 8	Debate Written Response Rubric (1 per student)

Student Handout 9	Regulatory Agency Project and Rubric (1 per student)
Student Handout 10	Quiz – All About Public Policy
Student Handout Answer Key 10	Quiz – All About Public Policy Key

## Economics-in-Marketing CTE Lesson Plan

### 1. Introduce the CTE lesson.

[Grading is left to the discretion of the teacher.]

- A. Conduct a class discussion about the government's role in society.

---

Discussion #1: What is the government's role in society?

*Possible Answers: make laws, protect citizens, monitor the economy, etc.*

---

- B. Introduction Activity

1. Government actions have a big impact on businesses and their operations. Most laws/regulations are designed to protect the safety, health, and welfare of individuals.
2. Divide the class into groups of 4-5 students. Distribute one complete copy of the local newspaper to each group. Each group must select five articles that demonstrate how the government affects or is involved with business and society (adjust number of articles required based on the size of the groups). Each article chosen must come from a different section of the newspaper. i.e., national or state news, business section, or sports. The group should be prepared to present and defend each of their articles as an example of the government's effect on business and society.
3. Each group will present one of its chosen articles and defend it as an example of the government's involvement in business/society. Students should state the newspaper section, give a short summary of the article, and explain the way the government is involved.
  - a. Each group must present an article from a different section of the newspaper.
  - b. Remaining articles will be used for a later activity.
4. Point out how their articles illustrate the government's large impact on business and society.

### 2. Assess students' economic awareness as it relates to the CTE lesson.

- A. Distribute Student Handout 1: Roles of the Government Notes

1. The government serves five roles: service provider and consumer, regulator/protector, enforcer of the private-enterprise system, monitor of our economy, and business supporter.
2. Activity:
  - a. Have the students get into the same groups they used for the first activity. Tell them to analyze their articles and write the article title and topics on the backside of their graphic organizers next to the government role they best relate to. After the students have time to contemplate and categorize their articles, the instructor should go through each role of the

government and conduct a WHIP around activity (each group shares its answers quickly with the rest of the class—since each group has multiple articles each person in the group should participate) to get examples from each role.

### 3. Work through the economic lesson as it is *embedded* in the CTE lesson.

- A. Use Student Handout Answer Key 1: Roles of the Government Notes Key to review the roles of the government and have students fill in key items.
- B. Define public policy and how the government works to solve problems.
  1. Distribute Student Handout 2: Step Five: All About Public Policy (iCivics, n.d.). Read it together as a class, pausing to discuss and explain as necessary. Use Student Handout Answer Key 10: Quiz - All About Public Policy Key to verbally review and check student understanding. Make sure the students understand that a public policy is a decision or action of the government that addresses problems and issues. Some policies are passed into laws and some are contained in rules and regulations.
- C. Evaluate the restrictions and benefits of hypothetical regulations.
  1. Distribute Student Handout 3: Step Five: All About Public Policy “Restrictions vs. Benefits” Ask the students to get into groups of 2-3 and give them 5-10 minutes to complete the activity.
  2. Review each regulation and call on groups to give their ratings. Use Student Handout Answer Key 3: Step Five: All About Public Policy “Restrictions vs. Benefits” Key for possible answers. Also, ask the groups to share the regulations they chose and the reasoning for it.

### 4. Work through *related, contextual economic-in-CTE* examples.

- A. Review and discuss a government regulation created by the Consumer Product Safety Commission, (CPSC, 2010).
  - B. Distribute Student Handout 4: Federal Register – Consumer Product Safety Commission (first two pages only). Students will read through it in small groups for about 5-7 minutes, concentrating on sections B (The Product), C (ASTM Voluntary Standard), and D (Incident Data).
    1. Discuss the product involved, new requirements that were made regarding the production of the product, and what incidents lead to this regulation.

---

Discussion #2: What is contained in the safety standard?

*Possible Answers: information about the product involved, the background and reason for CPSC involvement, a description of the product in question and related manufacturer’s information about incidents resulting from the bath seat, the new safety standards, etc.*

---

2. Relate this to the government's roles and discuss which role it relates to.

---

Discussion #3: Which government role does this safety standard relate to?

*Possible Answers: The government's role as a regulator/protector of consumers.*

---

3. Discuss how this change in regulation affects producers, consumers, workers, and investors/savers.

---

Discussion #4: Which groups does this regulation affect?

*Possible Answers:*

*Producers – People and firms that use resources to make goods and services.*

*Consumers – People who use goods and services to satisfy their personal needs and not for resale or in the production of other goods and services.*

*Workers – People employed to do work, producing goods and services.*

*Savers – Persons who desire to conserve their monetary funds to the best of their ability.*

*Investors – Someone who creates or devises a new process, application, machine, or article of application.*

---

## 5. Work through traditional economic examples.

- A. Conduct student debates related to changes in public policy/government regulations.

1. Distribute Student Handout 5: Debate Directions and Procedures and Student Handout 6: Group Debate Rubric to students and read them together. Fill in the student names on the debate charts, for each group, prior to passing the directions out.

2. Provide current topics on slips of paper and have each team draw a topic. Assign one team to the Pro side and the other team to the Con side.

Possible Topics:

- Should the minimum wage be raised?
- Should individuals be charged for Internet use?
- Should the government ration natural gas?
- Should churches remain tax-exempt?
- Should the drinking age be lowered?
- Should the big three auto firms have been bailed out?
- Should the U.S. maintain its embargo against Cuba?
- Should marijuana be a medical option?

3. Give teams 20-25 minutes to research and develop their arguments.
4. Allow each team to look at Student Handout 6: Group Debate Rubric before beginning the debate.
5. Begin the debate following the directions on Student Handout 5: Debate Directions and Procedures.

**6. Students demonstrate their understanding.**

- A. Distribute Student Handout 7: Debate Written Response Directions and Student Handout 8: Debate Written Response Rubric.
  - 1. Students will write a response to one of the topics debated in class. Review the assignment directions and rubric with the class.

**7. Formal assessment.**

- A. Distribute Student Handout 9: Regulatory Agency Project and Rubric. Review the directions and give the students two class periods to complete the project.
  - 1. Groups will present their finished projects to the class.

## Standards

Lesson Title
Public Policy and the Market
Lesson Objective
At the completion of this lesson, students will understand the meaning of public policy/regulations and how changes in public policy/regulations affect consumers, producers, workers, savers, and investors.
Standards/Benchmarks
<p><b>Michigan Career and Technical Education</b> Segment 12 I.D.4 Acquire knowledge of the impact of government on business activities to make informed economic decisions.</p>
<p><b>Michigan Department of Education High School Content Expectations</b> <b>Social Studies: Economics</b> 1.4.1 Public Policy and the Market. Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors. <i>NOTE: the bulk of these benchmarks are taught in Civics—this should be a brief review.</i></p>
<p><b>MBA Research Performance Indicators</b> Determine the relationship between government and business (EC:008, EC LAP 16) (CS)</p>

## References

- Consumer Product Safety Commission (2010). [Data access Vol. 75, No. 107] *Safety standard for infant bath seats: Final rule*. Retrieved from [www.CPSC.gov--Federal](http://www.CPSC.gov--Federal) Register
- iCivics. (n.d.). *Step five: All about public policy*. Retrieved from <https://www.icivics.org/teachers/lesson-plans/step-five-all-about-public-policy>)