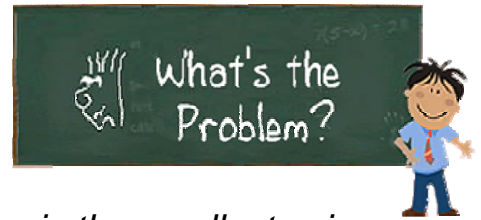


Teacher Instructions:



Problem Scenario: “*The Penny Debate*”

The Main Problem: *With a value of one-cent, the penny is the smallest coin we have in circulation (and what you can buy with it goes down every year). Some experts say that it’s time to get rid of the penny, while others feel that would have a negative impact. What is the correct course of action?*

Your students will be viewing this problem from an **integrated** perspective.



Is it time to get rid of the penny?

Students will review the pros and cons of the continued use of the one-cent penny, and decide whether it is time to stop minting the coin... or whether it is a critical part of our economy.

Step ①

**Review
Stimulus
Items**

Stimulus Item #1 — “The Penny” (CNN News Report)

Stimulus Item #2— “The Penny - Pros & Cons” (article)

Stimulus Item #3— Penny Infographic

A low-readability option has been provided so students in lower grades can participate in this problem scenario

ALTERNATE Stimulus for Lower Grades —

“The Penny Debate” (online article to be read aloud)

***Students should take notes as they review the Stimulus Items*

Step ②

**Classroom
Discussion**

Lead a **class discussion** about issues related to the topic. You are being provided a sheet to help you guide the classroom discussion.

Step ③

**Student
Response**

Extended Responses: Have students answer the following questions. Remind students to use information from the Stimulus Items to support their response.

1. **What do you think would happen if the United States Treasury stopped the circulation of the one-cent penny?**
2. **Do you think it is time to get rid of the penny? Why or why not?**

****students should have access to their notes as they enter their answers*

****students may also have access to the Stimulus Items as they enter their answers*

EXTENDED PRODUCT (Optional): Divide students into small groups, and each group is responsible for **preparing an oral and visual presentation** to a Senate Committee that is trying to decide whether or not to get rid of the one-cent penny. The presentation must help the politicians choose the best course of action. To do this, the groups should consider the economic impact, as well as the public reaction and any “unintended consequences.” Ask for groups to give their presentation to the rest of the class, who will act as Senate Committee members.

Step ④

Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards.