

Lesson Title: Introduction to Cooperatives (Chapters 1 and 2)

Standards: Social Studies 9-12 1.1.-1.4

Unit Outcomes Addressed by this Lesson

Students will understand the history of a cooperative.
Students will learn the principles of cooperatives.

Lesson Objectives (what the students will know and do by the end of this lesson)

Students will:

- a. Recognize key words and concepts relating to the "cooperative" movement.
- b. Identify fundamental characteristics, principles and guidelines used by a cooperative.
- c. Describe the formation and purpose of cooperatives.
- d. Explain how cooperatives will impact them.

Lesson Level Assessment (how the objectives will be measured)

- a. Word puzzle
- b. Concept map
- c. Written research
- d. Discussion

Activities and Procedures (what the teacher and students will do during the lesson)

The teacher will be using *Co-ops 101: An Introduction to Cooperatives* as the main resource to direct student information. See link below to get the document. Along with the document, the teacher will complete the following activities.

This introduction will take 1-2 class periods, depending on student needs and length of class period.

Prior to this lesson, the students should read and highlight Chapters 1-2 in *Co-ops 101*.

Term crossword puzzle (Time frame: 20 minutes to compose crossword)

The teacher will introduce the terms, and the students will create their own crossword puzzle. The students should put the definitions into their own words in a concise manner, much like the crossword puzzles found in the Sunday paper. The link for the crossword puzzle maker is found below in Materials and Resources. When the crossword puzzles are complete, the students should exchange with a classmate and complete the puzzles.

Terms:

1. Corporation - Group regarded as individual by law: a company recognized by law as a single body with its own powers and liabilities, separate from those of the individual members. Corporations perform many of the functions of private business, governments, educational bodies and the professions.
2. Cooperatives - Business operated collectively: owned jointly by all its members or workers, who share all profits equally.
3. Credit Union - Type of financial cooperative.
4. Grange - Agriculture cooperative stores in the 1860s.
5. Limited Return - Distributing benefits proportionally to its members.
6. Patronage - Individuals who use cooperative services
7. Rochdale - An urban consumer cooperative in England in 1844.
8. User-Benefits Principle - The people benefit by gaining services that might not be available. They also benefit economically.
9. User-Control Principle - The members are the owners that control the activities.
10. User- Owner Principle - The people who use a cooperative own it.

Concept Mapping Activity (Time frame: 20 minutes)

The students will create a concept map about cooperatives, using information gathered while reading Chapter 1. See sample below.

Research the Rochdale Equitable Pioneers' Society (Time frame: 20 minutes to gather information and write paragraphs. If choosing the optional assessment, allow adequate time for students to complete their projects. When the student groups complete their paragraphs, have them share their work with the class and combine the paragraphs (projects) to form one essay about Rochdale.)

- a. The teacher will review the general history regarding cooperatives based on the student-generated concept maps.
The teacher will assign students to research the following aspects of this topic in groups of 2-3, depending on class size: Rochdale Principles, Toad Lane Store, Rochdale Equitable Pioneers, democracy. Each group will write a one-paragraph summary explaining the importance of the Rochdale Pioneers to the cooperative movement. Optional Assessments: Students can choose one of the above following topics and create a poster, brochure, I-movie, PowerPoint or YouTube video with appropriate media effects.
- b. The following rubric can be used to guide the students as they write their paragraphs (projects). (Teachers can determine their own point values for grading.)

Looks Great	Pretty Good	Try Again
The topic is well presented with 4-5 pieces of supporting important information.	The topic is presented with 2-3 pieces of supporting information.	The information doesn't closely relate to the topic or there is too little.
The writing is clear, organized and well proof-read with a strong topic sentence.	The writing may be somewhat disorganized or muddled because of grammatical problems. The topic sentence may be weak.	The writing is difficult to read because of grammatical and/or organizational problems. The topic sentence may be missing.

Wrap-Up Discussion (Time frame: 10 minutes)

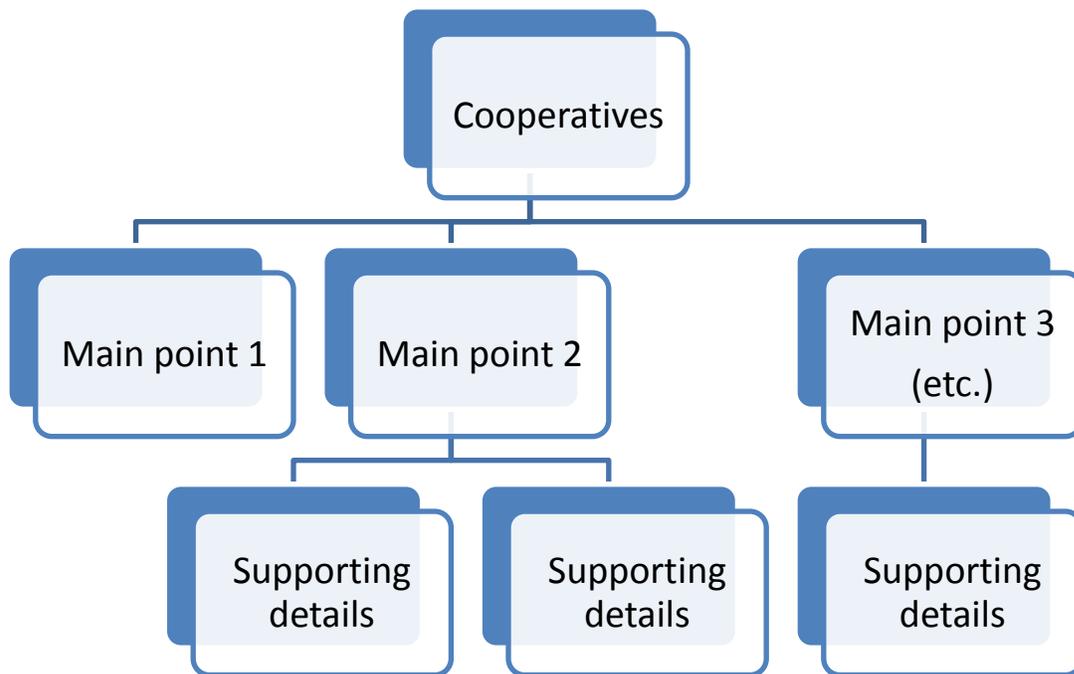
Teacher and students will examine the impact of cooperatives on their lives. Students will compose one question and one comment based on their current understandings of cooperatives. See below for exit activity.

Materials and Resources

Webpage Resources

- Copies of Chapters 1 and 2 from "Co-ops 101."
<http://www.rurdev.usda.gov/RBS/pub/cir55/c55text.pdf>
- www.ag.ndsu.nodak.edu/qbcc/NDCCC/coopmonth.htm
- <http://www.puzzle-maker.com/>
- www.nsacoop.org
- "One Question and One Comment" handout
- Access to the Internet and computers for researching Rochdale and writing paragraphs (projects)

Concept Map Guidelines (Can use SmartArt in Microsoft Word 2007 or students can handwrite their own maps)



One Question, One Comment



Write **one conclusion** you drew as a result of the information you have learned so far about cooperatives. Then compose **one question** that the information has raised for you. Record your question and comment on the slip of paper provided and be ready to share with the class.

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