GDP, Growth, and Recessions

Five page evaluation copy for ages 11 through 16

This sample includes

The original unit cover

The parent overview

One parent teaching page

One student activity page

Use it before you buy

Download and print this sample for evaluation in one household.
The complete paid unit includes five lessons, answers, a final project, and a rubric.
Public posting, resale, and distribution of the sample are not included.

Find the complete unit at losttofound.org

Questions and support support@custodyfolio.com

WORLD ECONOMY HOMESCHOOL ECONOMICS

GDP, Growth, and Recessions

A five day unit on production, value added, nominal and real GDP, GDP per person, growth, and recession evidence.

Ages 11 through 16

Includes parent notes, student activities, extension work, answer guidance, a final project, a progress checklist, and a grading rubric.

FORMAT	TIME	LICENSE
Printable PDF	Five lessons of 35 to 50 minutes	One household

Every number in the activities is fictional practice data unless an official source is explicitly identified.

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Questions and support support@custodyfolio.com

PARENT GUIDE

What this unit teaches

A five day unit on production, value added, nominal and real GDP, GDP per person, growth, and recession evidence.

Learning goals

- Explain what gross domestic product measures.
- Use value added to avoid double counting.
- Separate nominal change from real production change.
- Explain useful insights and limits of GDP per person.
- Write a growth briefing without turning one indicator into a prediction.

Two learning levels

CORE AGES 11 THROUGH 13	EXTENSION AGES 14 THROUGH 16
Complete the core calculations and explain each result in a full sentence.	Complete core work plus extension pages, compare assumptions, and state limits in the evidence.

Privacy

Every household and number in the activities is fictional. No child should disclose private household income, debt, employment, benefits, or purchasing information.

What GDP counts

Core idea

GDP counts production within a period and avoids counting the same intermediate value more than once.

Teaching sequence

- Read the scenario aloud and ask for a prediction.
- Identify the numerator, denominator, unit, or comparison period before calculating.
- Complete one row together and let the student finish the remaining work.
- Ask what the result means and what the exercise omits.

Answer guidance

Expected reasoning

Value added totals $60, equal to final bread sales. Adding $20, $35, and $60 would repeatedly count grain and flour already embodied in the bread.

Listen for

- Correct arithmetic with units and labeled periods.
- A claim that stays within the fictional evidence.
- At least one stated limit, uncertainty, or tradeoff.

DAY 1 STUDENT ACTIVITY

What GDP counts

A fictional bread chain includes grain, flour, and final bread.

PRODUCER	SALES VALUE	PURCHASED INPUTS	VALUE ADDED
Farmer	$20	$0	$20
Miller	$35	$20	$15
Baker	$60	$35	$25

1. Calculate value added at every stage.

2. Add all value added.

3. Compare the result with final bread sales.

4. Why would adding every sales value double count?