

Giving Credit Where Credit is Due

Lesson Title: Giving Credit Where Credit is Due	Grade: 11	Subject: Social Studies	Time: 1 hour	Unit: Unit 4: Pressure for Change in the Global Economy Economic Decision Making	Topic: Microfinance
URL: http://www.chf.ca/take-action/for-educators/resources/grade-11-12/lessons/683-giving-credit-where-credit-is-due					
Lesson Description: Microfinance, sometimes called micro-credit, is an alternative approach to lending that provides loans to people who would not normally qualify for traditional bank loans. In this activity, students investigate this alternative economic approach, analyze the costs and benefits and compare it with traditional lending systems. The social and environmental impacts of microfinance programs are also investigated by students.			Curriculum Outcomes: <ul style="list-style-type: none"> • Know that all economic systems have a process that answers the three basic economic questions: what should be produced; how should it be produced; and for whom should it be produced? • Adaptability: Know that modern societies are extremely complex and require flexible and adaptable economies to satisfy intricate and changing needs and wants. 		
Materials: <ul style="list-style-type: none"> • BLM 3.1 • BLM 3.2 • BLM 3.3 • Teacher Sample Answer BLM 3.3 • Teacher Notes 			Extension: Have students generate a list of their unanswered questions about microfinance. Visit the Grameen Bank website to try and find answers to those questions (http://www.grameen-info.org).		
Resources: <ul style="list-style-type: none"> • www.grameen-info.org/ - Grameen Bank • https://www.vancity.com/MyCommunity/ - Canadian example • http://nobelpeaceprize.org/ - Nobel Peace Prize Official Site 					

Procedure:

1. Inform the class that today they are going to learn about microfinance projects in developing countries that help the rural poor break their cycle of poverty. The teacher shuffles the pieces of paper ([BLM 3.1](#)) and distributes one strip of paper to each student.
2. Students must walk around the room, stop when they meet another student, and read their question or answer to each other. The goal is to find the matching question/answer. When students find the matching question and answer, those two students sit off to the side together and wait for the rest of the group to find their matches.
3. When all matches have been made, have each pair read their question and answer aloud to the class. Discuss as a class any questions the students have about microfinance programs.
4. Distribute [BLM 3.2](#) to each student to show a news article on Muhammad Yunus and Grameen Bank winning the Nobel Peace Prize in 2006.
5. In small groups or individually, have students respond to the questions on the handout Microfinance – Giving Credit Where Credit is Due ([BLM 3.3](#)) through discussion and written response.