Abstract

My entry is a student performance task about the principles of economics. It is a two-part summative assessment. Parts of the assignment are based on the television show LOST, but no knowledge of the show is necessary to complete the assignment.

Before completing the performance task, students had an opportunity to practice using the attached formative assessment. I provided them feedback after completing it.

For the first part of the task, students wrote a fictional story of life after a plane crash using economic vocabulary. They could choose to write their story or draw it in comic form. This occurred at the beginning of our unit on economics, so it was about students showing mastery of basic vocabulary of the subject. The ten vocabulary terms included in the standards of learning for civics and economics were the content addressed by this part. The desired student outcome was applying economic concepts in a fictional situation.

In the second part, students proposed an economic system (probably run by some form of government) for their island. Their proposal had to include a rationale for why their system of economy would be best, details of how they would implement it, and how it would affect each of the major characters in their story. Students could choose from four major types of economic systems: market, command, mixed, or traditional economies. The desired student outcome was persuasively justifying their choice of economic system and considering the impacts of that system on the characters in their story.

This entry is an effective approach to improving economic literacy because it encourages students to apply economic principles and vocabulary to real-world situations. Students are forced to remove these concepts from their context in the United States and instead consider them in a completely blank environment. It is also effective because it allows students to use creativity in an economics class—a rare opportunity.

Economics Content and Key Concepts

The first part of my performance task was related to the basic vocabulary of economics. These terms are included in Standards of Learning CE.11a. Below, I have included the definitions that students received for each of these terms before beginning the performance task.

- Scarcity is the inability to satisfy all wants at the same time.
- Resources are factors of production that are used in the production of goods and services, including natural, human, and capital resources.
- Choice is the selection of an item or action from a set of possible alternatives.
- Opportunity cost is the benefit given up when a choice is made, i.e., the highest valued alternative is foregone.
- Price is the amount of money exchanged for a good or service.
- Incentives are things that incite or motivate to change economic behavior.
- Demand is the amount of a good or service that consumers are willing and able to buy at a certain price.
• Supply is the amount of a good or service that producers are willing and able to sell at a certain price.
• Production is the combining of human, natural, and capital resources to make good or provide services.
• Consumption is the using of goods and services.

The second part of the performance task was related to the major economic systems that governments can adopt to deal with scarcity. These systems are included in Standards of Learning CE.11b. A command economy is an economy in which an authority (usually the government) owns resources and makes decisions about what will be produced and consumed. A market economy is an economy in which businesses and individuals own resources and make decisions about what will be produced and consumed with limited government involvement. A mixed economy is an economy in which individuals and businesses make decisions in the private sector, while the government makes decisions in the public sector. Most economies in the world today are mixed economies. A traditional economy is an economy in which decisions about production and consumption are made based on custom and historical precedent.

Economic Standards and Student Learning Outcomes

The Standards of Learning for this task include CE.11a and CE.11b. The students will demonstrate knowledge of how economic decisions are made in the marketplace by a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption; and b) comparing the differences among traditional, free market, command, and mixed economies.

In addition to teaching the Standards of Learning, I am also responsible for teaching students according to the International Baccalaureate Middle Years Program curriculum. This performance task allowed me to assess IBMYP social studies criteria A (knowing and understanding) and D (thinking critically). For part one, the objective was that students demonstrate knowledge and understanding of economics concepts through examples. For part two, the objectives were that students analyze economic systems and recognize different perspectives and explain their implications. The levels indicated on the rubric for the assignment are based on the IB published rubrics.

Instructional Process

Below, I have included excerpts from my lesson plans for the scaffolding activity and the days we completed the performance task in class. In my room, students were able to work using Chromebook computers are the instructions were posted electronically. Before giving students this assignment, I introduced them to economic vocabulary and the types of economies in separate activities.

• Economy Performance Task (45 minutes): The teacher will pass out instructions and give an overview of the performance task. Students may choose to work using paper or Chromebooks, depending on their selection. Students will work alone but may collaborate to come up with fictional stories.
• Economy Performance Task (40 minutes): Students will complete both parts of the performance task, which they started last class. If they need more time to work, they may take it at home. The teacher will circulate around the room and answer student questions.

Materials required
• Matching activity
• Instructions sheet
• Computers (if students complete electronically)
• Paper and art supplies (if students opt to create a comic strip or visual story)

Evaluation of Student Learning

This lesson achieved the stated objectives. I define proficiency as a score of 85% or above (in the left two sections of the rubric). 94% of my students received a score of proficient on part one of the assignment, while 62% received a score of expert (at the highest level). 90% of my students received a score of proficient on part two of the assignment, while 53% received a score of expert. I have attached two samples of student responses that show exemplary work.

It is also important to me that students feel confidence with the subject of economics. Since we spend most of the year on topics of civics and government, the transition to economics is important. Students remarked often throughout the project about how much they were enjoying it and showed great creativity and humor in their responses. Having a positive association with economics is important to me, and I definitely saw that in this activity.
Works Cited

<table>
<thead>
<tr>
<th>Concept</th>
<th>Name an example of this concept in American society</th>
<th>Copy/paste a picture that illustrates this concept</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scarcity</strong></td>
<td>is the inability to satisfy all wants at the same time. All resources and goods are limited in comparison with the number and variety of wants people have.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship.</td>
<td></td>
</tr>
<tr>
<td><strong>Choice</strong></td>
<td>is the selection of an item or action from a set of possible alternatives.</td>
<td></td>
</tr>
<tr>
<td><strong>Opportunity cost</strong></td>
<td>is the benefit given up when a choice is made—i.e., the highest valued alternative is foregone. Individuals must consider the value of what is given up when making a choice.</td>
<td></td>
</tr>
<tr>
<td><strong>Price</strong></td>
<td>is the amount of money exchanged for a good or service.</td>
<td></td>
</tr>
<tr>
<td><strong>Incentives</strong></td>
<td>are things that incite or motivate. Incentives are used to change economic behavior.</td>
<td></td>
</tr>
<tr>
<td><strong>Demand</strong></td>
<td>is the amount of a good or service that consumers are willing and able to buy at a certain price.</td>
<td></td>
</tr>
<tr>
<td><strong>Supply</strong></td>
<td>is the amount of a good or service that producers are willing and able to sell at a certain price.</td>
<td></td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td>is the combining of human, natural, and capital entrepreneurship resources to make goods or provide services.</td>
<td></td>
</tr>
<tr>
<td><strong>Consumption</strong></td>
<td>is the using of goods and services.</td>
<td></td>
</tr>
</tbody>
</table>
REAL-WORLD SCENARIOS

Scenario: It is Friday night! As a busy MYP student, your only chunk of free time all weekend is tonight. Before deciding how you will spend this time, consider these factors:

- You have $40 to spend.
- You have an economics unit test on Monday.
- It is your mother’s birthday.
- Plaza’s last home baseball game of the season is tonight.
- Your crush has asked you out on a date.
- Your favorite band is in town tonight.

Basketball game: 6-8pm, $5
Dinner: 2 hours, $25
Movie: 2 hours, $10
Concert: 8pm-12am, $50
Study for test: Variable time, free
Hang out at friend’s house: Variable time, free
Babysit: Variable time, earn $10 per hour
Family time: Variable time, free

Fill in the table below showing how you plan to spend your time.
Create your own activities or choose from the list of possible activities. If you choose an activity from the list, use the given time and place.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What choices did you have to make in this activity?

What were the constraints of the activity?

What did you have to give up when you made these choices (this is the opportunity cost)?

What things are scarce in this activity?

How does price play a factor in your decisions?

What was your main reasoning as you made choices?
CRASH: SURVIVING ON ECON ISLAND

Forty-eight people have just survived a plane crash on a desert island. In the first part of the project, you will show that you understand the basic concepts of economics and get to impress me with your creativity. I will provide you with a list of parameters on the island. I will also provide you with a list of economic concepts. You need to show me that you understand each economic concept fully by giving me an example of that concept in action on the island. For the first part of the project, you should choose between the following options:

- **Fictional story**: Write a story of survival in the first weeks on the island. You may feature as few or as many characters as you want. An example of at least five economic concepts should appear in your story, and you should underline each of the economic concepts as you discuss them.

- **Illustrated story**: Draw illustrations that clearly show examples of at least five economic concepts. For each illustration, you should provide a title and a description of what you are showing. The situations depicted should be detailed enough that someone else understands clearly how the concept works.

<table>
<thead>
<tr>
<th>Parameters of your plane crash</th>
<th>Concepts you may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All 48 survivors have made camp on the beach using wreckage from the plane.</td>
<td>- Scarcity</td>
</tr>
<tr>
<td>- The overhead compartments on the plane contain prescription medications, bottled water, and some snacks. The plane also contains dead bodies from people who did not survive the crash.</td>
<td>- Resources</td>
</tr>
<tr>
<td>- There are twenty bottles of water from the plane. The only other source of clean drinking water is a five mile hike inland on the island.</td>
<td>- Choice</td>
</tr>
<tr>
<td>- The ocean contains fish that can be eaten, but only two survivors (Sun and Jin) are capable of catching it effectively.</td>
<td>- Opportunity cost</td>
</tr>
<tr>
<td>- Trees in the area contain fruit, but it will soon run out as people eat considerable amounts of food.</td>
<td>- Price</td>
</tr>
<tr>
<td>- One of the survivors (John) had hunting knives packed away on the plane. He has taken them back, and they can be used to hunt wild boar on the island.</td>
<td>- Incentive</td>
</tr>
<tr>
<td>- Some of the leftover luggage contains sunscreen, but there are only twelve bottles total.</td>
<td>- Demand</td>
</tr>
<tr>
<td>- One of the survivors (Shannon) had asthma, and she had an inhaler on the plane. Another survivor (Sawyer) found it, and he is not willing to just give it up for free.</td>
<td>- Supply</td>
</tr>
<tr>
<td>- There were thirty books and fifteen magazines on the island. Sawyer has all of them, and other survivors are getting bored.</td>
<td>- Production</td>
</tr>
</tbody>
</table>

Your work will be graded according to this rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Demonstrates detailed knowledge and understanding of economic concept through developed and accurate example.</td>
</tr>
<tr>
<td>90%</td>
<td>Demonstrates substantial knowledge and understanding of economic concept through example.</td>
</tr>
<tr>
<td>75%</td>
<td>Demonstrates satisfactory knowledge and understanding of economic concept through simple example.</td>
</tr>
<tr>
<td>60%</td>
<td>Demonstrates basic knowledge and understanding of economic concept through limited example.</td>
</tr>
<tr>
<td>45%</td>
<td>Does not reach a descriptor described to the left.</td>
</tr>
</tbody>
</table>
PART 2

The economy on the island continues to grow and develop. This part of the project will ask you to respond to changing forces on the island by developing your ideas further.

**Economic system proposal:** You must write a complete and holistic proposal for how your island will set up its economic system. This proposal will be distributed to all the survivors to persuade them to enact your policies. Your proposal must include each of the following:

- Whether you plan to set up a command, free market, or mixed economy and an explanation of why you think that type of economy is best
- Several sentences about how your plan will impact each of the following characters: Sun, John, Shannon, Sawyer
- Which survivors should be in charge of making economic decisions (Should everyone make decisions for themselves? Should one or a few survivors take leadership?)
- Whether survivors have ownership of their own materials or whether the group should take all materials into a central collection (or some combination of both)
- How your group will handle food distribution
- What types of things you will make from materials on the island, and how you will produce them
- What you will do about people who disagree with this plan

Your proposal (as a whole) will be graded on the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>18</th>
<th>15</th>
<th>12</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes a detailed analysis of economic systems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Does not reach a descriptor to the left.</td>
</tr>
<tr>
<td>Clearly recognizes different perspectives and consistently explains their implications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Does not reach a descriptor to the left.</td>
</tr>
<tr>
<td>Completes a substantial analysis of economic systems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly recognizes different perspectives and describes most of their implications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes a simple analysis of economic systems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes different perspectives and suggests some of their implications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begins to analyze economic systems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies different perspectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Stranded**

“Beep, beep, beep,” rang the emergency alerts. The pilots and commanders inside flight 214 Delta Airlines went into a chaotic state. It was just confirmed that two out of the four engines had just lost power and crash is expected.

Pilot Bobby anxiously yelled over the speakers, “Prepare for crash landing. Seatbelts on and remain calm. This isn’t a drill.”

That’s all I remember before I supposedly went unconscious before the crash. I was left with a couple scratches and a few bruises but nothing major. By the way, my name is John, and I will inform you of the first week on America’s newest state, Colueblo.

To start off, I will take you to when I first woke up, two hours after the crash. I was surrounded by what seemed like a million people at the time but was really only around ten. They helped me up and gave me some warm water. (*Resources*) After that horrible flight, I was extremely parched, so I gulped the water down in a heap.

An hour later, when I was ready to work, I found a piece of wreckage from the plane crash and starting making my camp structure. I set up the large piece of wing vertically upright leaning against a tree. I took my hunting knives to cut either moss or fungus off the trees. I was torn between the decision because I didn’t know which plant would offer the best pillow for sleep. In the end, I chose the moss because it was softer and was a better insulator for heat. I wasn’t aware of the benefits that the fungus might supply at the time. (*Opportunity Cost*) Next, I found some natural resources to produce a roof or canopy for my shelter. (*Resources Supply*) I had come across some deer hide and tree bark and ended up constructing a makeshift roof with the materials. (*Production*) Finally, to complete my structure, I needed a door. I searched and searched and at last, something double caught me eye. It was a blanket someone had left on the plane. I quickly snatched it up and attached to my new shelter. Finally, it was complete.

As it grew darker, I got sleepy, and decided to go to bed. I pulled over my moss pillow contained by a small net I found on the plane and nestled in. I closed my eyes and soon drifted into a deep sleep. I awoke the next morning refreshed but very hungry. I saw another passenger on our flight fishing and immediately thought to ask for food.

I hastily walked over and asked, “Could I have a few of your salmon to eat for today.”

She quickly snapped back, “Of course not, unless you’re willing to pay. $10 dollars a salmon.” (*Price*)

Luckily, I remembered I had $40 dollars in my pocket so I said, “I’ll buy 4 fish.” She then gave me 4 of her finest catches and I went back to my shelter. To cook the fish, I constructed a fire with the leftover wood from my shelter. I let two fish lay on top of my walking stick and watched them sizzle over the fire; leaving two for dinner. In 5 minutes, they were well done and ready to eat. I gobbled them down quite quick and went on with my day.
For the next six hours, I conversed and discussed with other survivors about how they had made their shelter. I asked them many questions about where they got their water and how they got their food.

Finally, I grew hungry and thirsty once again. Unfortunately, the demand for water and food was so high that the supply was consequently quite low. (Supply/Demand/Scarcity) For this reason, I had to walk five miles to a nearby river to collect water. I brought cups and a bag with me that I had found on the plane. Once I arrived, I put the cups in the bag and began my journey back. By the time, I got back, it was quite dark. For supper, I repeated the cooking process again by making fire and cooking the fish. Once again, I ate quite quickly and went to bed.

Throughout the next five days, all the survivors started to work together. We started combining our resources to colonize this island. First, we constructed actual houses with lumber surrounding the crash zone. Then, we started to designate jobs to each individual. This allowed us to have a lot more food and water for the group. Finally, we came up with a name for our newly developed colony; which our group voted on at a colonial campfire. We called it Colueblo. The significance in such a name was that this flight was coming from a little city in Colorado called Pueblo. We thought that combining the places would be a great name for our new colony; which would soon end up to be the 51st state of the United States.
Economy Simulation Part 2

- In my opinion, a mixed economy will fit my colony best for many reasons. In part 1, my colony began to construct community houses for the survivors to live in. The mixed government fits this scenario because the group choose to make houses for each other but each person owns their own “private sector” or house. This government also has a good balance of community desires and government control. We also have individual jobs that each person choose which applies to the community’s desires and government ownership. Finally, the group choose our colonial name and everyone approved which directly relates to a mixed economy because the government approved what the colony wanted.

- My plan will affect Sun because her and Jin are the only ones who know how to fish, so she would be able to price own her fish for the way she wants since she is the decision maker for the private sector. It affects me (John), by allowing me to make my own decisions on what to do with the knives. I own them so I can decide what to do with them. The government could make different rules for medical devices which could either negatively or positively impact Shannon. She has an inhaler that she needs for her asthma but someone else currently has occupancy of it. This could also affect Sawyer who does have her inhaler and might have to give it back without any blackmail. Sawyer, who also owns magazines and books, can make decisions about whether he shares them or not since he can make decisions about the private sector.

- For my government, no one in particular should try to lead the government. A few willing and smart individuals should step up to lead the colony. In general, the government leaders will make group decisions and the others will make their own decisions.

- I think each material should be voted on to either be used for the group or for the individual. Whichever side wins, the material goes to. This way of deciding is fairer and can make things easier for the group. The one material that will have to be used for the group as a whole would be the hunting knives so there is a way to gather food for the group.

- Government officials will select willing and skillful hunters to find food for the group. The food will come from plants and animals from both the water and the land. For this to work, Sun and Jin will have to teach others how to fish and John will have to share his hunting knives. Each person will receive an equal portion of the food caught so no one goes hungry.

- For our colony, we will make many things as a group. We construct houses, tables, and chairs. The material we will use for this construction will be wood, clay, and moss. We will also have to make clothing and furniture. To construct the clothing we will use animal skin and string. For the furniture, we will also combine wood and use animal skin for the beds. For cooking tools, we will use rocks and wood to make pans and other materials. Finally,
to produce all the materials, the government will select workers for each construction. By the end of this, everyone should be able to participate in the workload.

- For people who disagree with this plan, they will be removed from our group to work and survive by themselves. If enough people disagree, a civil war might have to occur. When some people who live our colony want to come back in, they will be forced to work double shifts in helping the colony.
Economy Simulation: Part 1

"Where are we?" a blond teen yelled. "What happened?" People were limping along a skinny beach set in front of a menacing-looking jungle. Most were yelling for loved ones and other survivors, while others were sitting in various states of shock. 48 had lived, the rest lying dead amongst the destroyed fuselage. The remains of the cockpit were yet to be found, but the mass of smoke at the outskirts of the jungle gave them a good hint.

A weathered looking man was yelling commands to everyone, for he knew the dangers of a desert island thanks to years of Moroccan military training.

"We need to find a sturdy shelter, clean water, and start a fire. We don't know how cold it's going to get tonight!" He barked. "And my name is John if you need me."

Further on, a middle aged Korean couple was preparing to trek into the jungle.

"We need to get away from those obnoxious people before they start asking for us to help them, Sun. You go and start fishing before they catch on, and we can find a stream to serve as a water source for now," the man muttered to his wife.

"But Jin-" She started.

"No, we are not spending anymore time with those people," he said. With the look on his face, Sun went to the water’s edge without any further complaint.

The rest of the survivors were standing uncomfortably around each other, and John was filling them in on their situation.

"Okay, so the resources we have already are as follows: prescription medications, about 20 water bottles, snacks of various healthiness, and my personal hunting knives. We have a limited amount of man made resources for us to use. This young lady here," he gestures to a tanned girl with shoulder-length blond hair and a panicked expressing plastered across her face, "claims to have had an asthma inhaler on the plane before we crashed. D-"

"I didn’t claim to have one, I had it in my hand as we crashed. And my name is Shannon, you old piece of furniture." Shannon interrupted.

"I’m sorry. Shannon definitely had her inhaler as we crashed." He over exaggerated the "definitely." "So if anyone sees it, please get it to me or Shannon."

John walked over to an African-looking man, and started discussing water options.

"I mean, we only have 20 water bottles. There is a high demand for water on this island. If it is an island, and not the edge of some tropical country or something," said the man, who claimed his name was Michael.

"Well, there will obviously be a high demand for water. All of the people here need it. The problem is, how do we get a good, steady supply of fresh water for everybody?" John questioned. "I say we go into the jungle to find a stream or something similar."

"Are you nuts, man? No way. Me and the reasonable people will be sending out smoke signals and whatnot to guide the rescue ships over here. I have got to get off this island." Michael said.
“Suit yourself, but don’t come crying to us when you run out of water bottles and are
dying of dehydration.” John countered before walking off towards a man who had an outline in
his shirt breast pocket that looked suspiciously like an asthma inhaler.
“Hey you, what’s your name?” he shouted.
“Name’s Sawyer.” The man said in a long southern drawl.
“Have you seen an inhaler anywhere? Shannon needs it.” John asked when he got
closer.
“I might have.” Sawyer slurred, like he had drank one too many Jack Daniel’s mini
bottles on the flight. “What’ll I get if I hand it over to Mr. Good Guy here?”
“Well, I could just ‘forget’ to give you any water from the plane, if that helps.”
“Oh no, that’s okay, I’ve already got some,” Sawyer said, and gestured to a dozen water
bottles behind him.

I need that inhaler. But if I let him keep the water in exchange for the inhaler, I should
find a water source eventually, John thought to himself. It’s not a good trade, but it’s the only
choice.

“Fine. I’ll let you keep that water of you give up the inhaler. Do you even need it
anyways?” John asked.

“No, but it would help with trade. And that proposition, my friend, is not a good one.
But I’ll agree, if I get to keep these magazines and books,” Sawyer said, gesturing behind him
once more.

“I didn’t even know we had those. But, I can’t guarantee your safety when these people
get bored.” And after taking the inhaler from Sawyer, John walked off to find shelter for the
night and many nights to come.
Economy Simulation: Part 2

After a few days on the island, the people of the crashed flight decided that they should elect a leader. A general consensus came to the conclusion that the 48 people would divide into two groups. Michael would be the leader of the people that would live on the beach and try to be rescued. In that group, everyone would be in charge of making their own economic decisions. “Every man for himself” would be Michael’s group’s motto of they had one, because everybody would own their own materials, including food. The group of people left would go with John into the jungle. They had a command economy, because John would set regulations for what people would eat, how much of it they would eat, and who would be in charge of getting what food. Essentially, John was in charge of making economic decisions for their group. All of their materials, including food, would be shared amongst the group, because John figured that was the only way they could survive. Food would be distributed evenly between everyone. This economy would be best because many people in the group did not really know what to do in situations like this, but John did. John would be stressed out about that, because he would essentially have the safety of his group on his back at all times. But, he would accept that responsibility, because he knew it was the right thing to do. If anybody did not like how he ran things, they were more than likely to leave the group and fend for themselves in the jungle, or join Michael’s group. After a couple weeks, they would start to make basic inventions out of their natural resources. For example, knives out of wood to get meat (make sticks pointed), huts out of bamboo for shelter, etc. The bamboo huts would basically be bamboo tied together and constructed into a box like structure with a roof and a doorway. Sun and Jin were still on their own in the jungle, so this economy would not impact them at all, at first. But, Sun did not want to be in their own separate group; she wanted to be in John’s group. Sun then convinced Jin to join John’s group. Jin would be quite angry with the economy, because he did not want to be fishing for everybody, because he thought that was not fair. Shannon was apart of Michael’s group, which had a free economy. Shannon was not okay with this idea, because she could not really do anything by herself. Sawyer grudgingly obliged to be apart of John’s group, but quickly switched to Michael’s group when he learned that he would have to do things for other people in John’s group. He was okay in the beginning, because he stole other people’s resources. But he was not okay after a couple of weeks because he went through all of his stolen goods, and also could not do anything by himself.