

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Third Grade Social Studies.

UNIT 1 – “Using Connecting Themes in Third Grade Social Studies”

Elaborated Unit Focus

This unit is designed to introduce students to the six themes that will feature prominently in Third Grade Social Studies. Activities will focus on relating *beliefs and ideals*, *conflict and change*, *distribution of power*, *individuals*, *groups*, *institutions*, *location*, and *production, distribution, consumption* to students. By the end of the unit students should demonstrate that they are comfortable with the enduring understandings and can apply them to practical, everyday situations.

Standards/Elements

This unit is designed to teach the Enduring Understandings that will be used this year. There are no standards and elements for this introductory unit.

Enduring Understandings/Essential Questions

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.

- How can the decisions that you make affect the world around you?
- What are some beliefs that are important to you and your family?
- How do you decide if one belief is more important than another one?

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

K-5 EU: The student will understand that conflict causes change.

- What happens when you disagree with others?
- How could having disagreements with your friends change your friendship?
- Why do things have to change when you have disagreements with others?
- How does solving a disagreement with your family differ from solving a disagreement with your friends?

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

K-5 EU: The student will understand that laws and people's beliefs help decide who gets to make choices in government.

- What are some of your responsibilities as a member of your family?
- How do your responsibilities as a son or daughter differ with those of your parent(s)?
- What are your responsibilities as a citizen of your school?
- How do your responsibilities as a student compare to being a principal of a school?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: *The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.*

- How do your choices affect the people around you?
- Why do we have rules in schools?
- What are consequences?
- What are the positive and negative consequences of not following your school's rules?
- What are some examples of ways to help others?
- What are some ways in which kids can hurt each other by the way they treat or speak to someone?

Location: The student will understand that location affects a society's economy, culture, and development.

K-5 EU: *The student will understand that where people live matters.*

- How does where you live affect the choices you have for things like food, clothing, and recreation?
- Why do people eat different foods in different parts of the world?
- Why did your family decide to move to Georgia?
- How does living in your community impact the choices your family makes?

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

K-5 EU: *The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.*

- How does where you live affect the products available to you?
- How do stores get the things you want to buy?
- Are they available at each location?
- How are different cultures represented in our favorite restaurants?
- How do you decide what to buy?
- How does your family decide to make and spend money?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
Beliefs and Ideals You may present this possible scenario to the class and then use the discussion questions for groups to discuss about making a decision: <i>Kathy and her brother, John are talking about which way to walk to school. They can take a shortcut, but there are busy streets to cross that might not be as safe. They could also take a much longer, safer route, through a park and past a police station. What would be the best route to take?</i>	Beliefs and Ideals	Dialogue and Discussion; Constructed Response

<p>Or you may think of another scenario that involves making a decision based on beliefs and ideals.</p> <p>Sample questions to ask:</p> <ul style="list-style-type: none"> • <i>What decisions did Kathy and John have to make?</i> • <i>Where might Kathy and John have found information to help them make their choice?</i> • <i>What should they keep in mind as they make their decision?</i> • <i>What are the pros and cons for each choice?</i> <p>After groups have discussed questions, they will come back together as a class and compare answers. Then, have students share a belief that is important to them and the decision they have made to follow their beliefs. To stimulate student thinking, teacher should share something about deciding to become a teacher and why this was important; then talk about the decisions that were made to achieve this goal.</p> <p>After having a discussion about beliefs and ideals and the personal decisions involved, students will create a T-chart (<i>see attachment</i>) listing positive and negative effects about a decision that they have made in the past at school. Write a paragraph explaining what choice the student made and use the details from the chart to create sentences giving supporting details about the main idea (the decision made).</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide a T-chart template with lines • Allow students to dictate input 		
<p>Conflict and Change</p> <p>Students will be placed in cooperative groups to role-play a scenario in which a disagreement has occurred at school (i.e. playground, lunchroom, bathroom, etc.) In their groups, students will identify the problems which caused the disagreement. The students will to provide solutions to help solve the disagreement. Each group will write and perform a skit based on their scenario that includes the conflict and the change that occurred.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow student to use lined index cards to aid recall of information • Provide illustrations of scenarios to prompt ideas 	Conflict and Change	Self-Assessment, Constructed Response
<p>Distribution of Power</p> <p>When discussing the need to follow rules at school and consequences that follow bad decisions, student groups will draft an Individual Constitution (<i>see attachment</i>) of rules that they feel are important for the room to operate efficiently. As a class, students will choose the most important rules for the class and create a Classroom Constitution (<i>see attachment</i>).</p> <p>Explain to students the roles of teacher, students, principal, and other important parties in the classroom. This will help them understand the</p>	Distribution of Power	Dialogue and Discussion; Constructed Response

<p>concept of Distribution of Power. Students need to know that in order to create a positive learning environment, different groups of people make decisions to accomplish this. Then, divide students into groups and have students consider what makes a positive learning environment. Students should think about the following question: what conditions do they want to create in the classroom? Possible answers include: peace, equality, fairness, safety, happiness, etc. Each group will create a list of 5 rules that will create the ideal learning environment. The groups will share their rules, and from those rules, students will determine the Top 10. In the final step, students should vote on the 5 rules they believe that are most important to follow. Teacher should incorporate into the process the rules that the teacher and school feel is important so students understand that groups of people share responsibility in making decisions, supporting the idea of Distribution of Power. Lastly, have a class meeting to discussing the chosen rules. Adopt a class constitution that reflects the teacher and student input on class rules.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Cooperative grouping 		
<p>Individuals, Groups, Institutions In order for students to understand that their actions at home or at school have an effect on everyone around them, students will create a collage with words and pictures describing either their responsibilities at home or at school. Students should also choose pictures that show different ways they are helping others. After students present their collage, students will complete a Venn diagram comparing and contrasting their responsibilities at home and at school. When the Venn diagram is complete, teacher should have a discussion of what the consequences may be if students do not carry out their responsibilities at home or at school.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide Venn diagram template with lines • Allow student to dictate input <p>Peer/partner assistance</p>	<p>Individuals, Groups, Institutions</p>	<p>Self-Assessment, Constructed Response, Dialogue and Discussion</p>
<p>Location Students will use this activity to understand that where you live matters. Have students look at the label on their shirt or shoes and identify where these items were made. On the class world map, have students locate and mark these places. Discuss with student possible reasons why the different items were made in certain areas. As an extension, have students bring in a favorite toy or some other item over a 5 day period. Add the location of where these items were made to the class world map. After all the information has been included on the class map, students will write a brief summary explaining why certain products are made in different places.</p>	<p>Location</p>	<p>Dialogue and Discussion; Constructed Response</p>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow student to dictate input • Peer/partner assistance • Cooperative grouping 		
<p>Production, Distribution, Consumption Create a Classroom Economy (<i>see attachment</i>) which will teach economic concepts throughout the entire year and apply these skills with real world economic activities. Discuss ways that people earn money in an economy. Encourage students to think about common jobs in their community. Brainstorm with students and create a list of jobs necessary to run the classroom effectively. Have students write descriptions for each job. Explain that in a basic economy, not all jobs are paid the same. Sometimes salaries are based on the amount of work that a person has to do or the importance of the job. Assign students a job and develop a work rotation chart. Students will earn class dollars for the work they do. Using an established class banking system, the students will use their earning to shop in a classroom store. Where applicable, this can be tied into your classroom discipline program. Students can earn wages for good behavior and/or deeds. Students will complete a job application (<i>see attachment</i>) for a classroom helper with students receiving payment for services to use towards a monthly class store.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide advance organizer with key words and concepts • Allow students to dictate input 	<p>Production, Distribution, Consumption</p>	<p>Dialogue and Discussion Selected Response</p>
<p>Production, Distribution, Consumption Bring in a guest speaker from a local retailer to discuss how products are chosen to be sold in that store. Ahead of time, generate a short list of questions together as a class to ask the speaker.</p> <p><i>Possible questions to ask:</i></p> <ul style="list-style-type: none"> • Are there any products that are sold specifically at your store because of the region that you are in? • What process does your company go through to determine product selection? • How do you decide what price to list a product at and when it will go on sale? • At what point does “low-demand” of a product determine not selling it anymore (discontinuing)? • If an item is popular, do you ever increase the price? • After your guest speaker has visited your classroom, have students do a <i>product needs</i> survey with their classmates. Students will ask each other what kinds of supplies they need for their community. Based on their survey results, students can create a product that was in high demand, examples: book covers, bookmarks, greeting cards, bath salt, snacks, etc. Share their 	<p>Production, Distribution, Consumption</p>	<p>Dialogue and Discussion</p>

<p>product with the class and add it to class store, if one is established. Students can present their product to the class and discuss how they decided to make that particular product.</p> <p><u>Modifications:</u> Provide advance organizer with key words and concepts Have the speaker refer to visuals such as store items, charts, and picture advertisements</p>		
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Resources for Unit

www.scholastic.com
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This unit was created by Angienik Allen, Christy Brown, Kathy Mansfield and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 10/7/09.

Classroom Constitution Activity



**Adapted from ScholasticNews.com. See ScholasticNews.com for further directions, suggestions, and template files.

1. Divide your class into small groups and explain that each group will be working to frame a proposal for a classroom constitution.
2. Distribute copies of the Classroom Constitution and invite the student teams to go through the worksheet step by step.

In step 1, have students consider their goals for their learning environment. What conditions do they want to create in the classroom? Possible answers include: peace, equality, fairness, safety, happiness, etc.

3. In step 2, instruct students to describe the roles of teacher, students, principal, and other important parties in governing the classroom. How will decisions be reached regarding discipline? What opportunities will students have to voice their concerns?

4. In the final step, students should list the freedoms they believe that the citizens of the class deserve. Point out that there are two types of freedom: freedom to do certain things, and freedom from other things. In some cases, those rights may conflict with one another. For example, if students have the right to talk among themselves whenever they wish, the noise level may deny other students the right to learn. Students must consider these issues in crafting their "Bill of Rights."

5. Finally, have a class meeting to discuss the submitted proposals. Adopt a constitution that incorporates the strongest points of each group's work.

OUR CLASSROOM CONSTITUTION

We agree to obey these four rules:

1. _____

2. _____

3. _____

4. _____

If we do not obey the classroom constitution, this is what happens:

1. Teacher gives us a verbal warning.
2. We get a ticket, and have to conference with the teacher.
3. Our principal or parent is notified.

Signature _____

Classroom Economy Introduction

**Adapted from Scholastic.com. See Scholastic.com for further directions, suggestions, and template files.

Students will learn the definition of economics and briefly study how current and historic societies have had economic systems. Students will also determine necessary classroom jobs and attach daily or weekly salaries to those positions. Credits and debits will be introduced.

OBJECTIVE

Students will:

1. Participate in a classroom economy designed to mimic real world economic activity
2. Compare economic systems over time and history
3. Evaluate the importance of classroom jobs and daily responsibilities
4. Perform classroom jobs to earn daily salaries

MATERIALS

1. 4" x 6" steno notebooks
2. Computers with Internet access (not mandatory)
3. [Money Design Template](#) (PDF)
4. [Credit and Debit Logs](#) (PDF)
5. [Kids Bank Worksheet](#) (PDF)
6. Chart paper

SET UP AND PREPARE

1. Preview the Kids Bank Web site: www.kidsbank.com/index_2.asp.
2. Reserve computer time if necessary.
3. Print copies of the [Kids Bank Worksheet](#) (PDF) if you plan to have students complete the online activity on their own.
4. Create Credit and Debit Notebooks for each student. Each student will need a 4" x 6" spiral notebook. Put students' names on the cover of the notebook and glue a [Credit and Debit Log](#) (PDF) on the first page. They will use this throughout the school year. Read [Credit and Debit Notebooks](#) article.

REPRODUCIBLES

1. [Money Design Template](#) (PDF)
2. [Credit and Debit Log](#) (PDF)
3. [Kids Bank Online Activity](#) (PDF)

DIRECTIONS

Part 1:

1. Pass out on a sheet of paper or write on the board the two main definitions of "economy":
 - 1) The careful use of money and goods, and
 - 2) A system of economic life in a country, area, or period.
2. Ask students to share their prior experiences with money.
 - Do you make an allowance?
 - Have you ever purchased something with your own money?
 - Have you ever had a job?
 - Have you ever saved up for something?
 - Have you ever sold something to someone else?

Part 2:



1. Explain to students that they will be participating in a classroom economy this year where they will use money to purchase goods. Have students visit www.kidsbank.com/index_2.asp to learn more about the history of money and trade. Click on "The Adventures of Penny" to begin the presentation. (You may want to do this as a class so you can lead a discussion while you are clicking through the pages.) You may also choose to have students complete the [Kids Bank Worksheet](#) (PDF).
2. **Optional:** Vote on a name for your class money. (My class money is called "Newies" because my last name is Newingham.)
3. **Optional:** Print [Money Template](#) (PDF) and have students create designs for \$1, \$5, \$10, and \$20 bills. Once students vote on the winning designs, make many copies of the bills and store them in a cash box for the classroom bank that will eventually exist. (This step can be eliminated if you choose to use play money instead.)

Part 3:

1. Discuss ways that people earn money in an economy. Encourage students to think about common jobs in their community.
2. Brainstorm a list of jobs that students feel are necessary in the classroom. (Messenger, teacher's assistant, librarian, line leader, operator, etc.) Record the ideas on chart paper. See my [list of possible classroom jobs](#).
3. Explain that in a basic economy, not all jobs are paid the same. Sometimes salaries are based on the amount of work that a person has to do or the importance of the job. Have students rank the agreed-upon jobs and assign a daily or weekly salary (depending on how often you prefer to pay the students) for each classroom job.

4. Create a poster with a list of classroom jobs and their corresponding salaries. Assign students to write job descriptions so that students know what is expected of them when performing each job.
5. Create a rotating job chart. (I use pictures of students with magnetic business cards on the back, each day placing them under a new job title. The teacher's assistant rotates the jobs at the beginning of each school day.)
6. **Optional:** Brainstorm desired behaviors or achievements that are worthy of additional payment (e.g., no missing assignments for a week, perfect spelling test, perfect attendance, monthly reading goals, etc.), along with undesirable behaviors that warrant the students having to pay the bank (missing assignments, put-downs, etc.). Post the results in the classroom.

Part 4:

1. Pass out a pre-made Credit and Debit Notebook to each student. (Read [Credits and Debits Notebooks](#) article). Explain the system to your students. Students should keep their Credit and Debit Notebooks open on their desk throughout the school day.

Class Job Application

Description of Jobs and Duties:

Librarian: Organizes and keeps track books in our classroom library. This includes checking out books to students.

Messenger: Delivers messages and packages out of the classroom; Assist the teacher

Bathroom Monitor (girls'/Boys'): Monitors bathroom; keeps up with the Restroom sign-out sheet and animals.

Paper assistant: Passes out papers when needed, Collect/pass out sign paper folders; sorts completed assignments

Computer Monitor: Turn computers on and off daily; Cleans computers weekly; reports any computer problems.

Attendance Helper: Tracks students attendance; makes sure students get work that they missed

Homework helper: Collects homework; tracks late homework

Calendar: Keeps calendar up to date daily.

Book Bag Helper (2 positions); Collect and pass out book bags daily.

1. Please list all positions that you are interested in. (up to 4)

- _____
- _____
- _____
- _____

2. Please describe any experience that you have for the positions you have applied for.

3. Why are you the best person for the job?

4. Parent comments:

Student Signature: _____

Parent Signature: _____

Due Date: _____

All applications will be reviewed. *Everyone that completes an application will be employed. On Tuesday all jobs will be posted for the 9 weeks. You must report for your job duties the same day.

**The teacher, administration, and/ or third grade teachers reserves the right to suspend jobs at his/her discretion, with probable cause, without limitation, if the teacher believes that the student's conduct violates applicable classroom or schoolwide rules or is harmful to the interests of the students in room 206 and/ or Russell Elementary.*

Sample Questions to Ask Local Retailer

1. Are there any products that are sold specifically at your store because of the region that you are in?
2. What process does your company go through to determine product selection?
3. How do you decide what price to list a product at and when it will go on sale?
4. At what point does “low-demand” of a product determine not selling it anymore (discontinuing)?
5. If an item is popular, do you ever increase the price?