

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

## **UNIT #2 – “Effective Citizenship”**

### **Elaborated Unit Focus**

In this unit, students will learn the importance of being a responsible citizen. The students will understand the *beliefs and ideals* behind the need for the Bill of Rights. Students will also begin to understand basic economic principles by learning about the relationship within *production, distribution, consumption*.

### **Standards/Elements**

**SS5CG1 The student will explain how a citizen’s rights are protected under the U.S. Constitution.**

- a. Explain the responsibilities of a citizen.
- b. Explain the freedoms granted and rights protected by the Bill of Rights.

**SS5E3 The student will describe how consumers and businesses interact in the United States economy across time.**

- a. Describe how competition, markets, and prices influence people’s behavior.

### **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 do the beliefs and ideals of a society influence the social, political, and economic decisions of that society?
- Why is it important for us to be responsible citizens?
- How do our responsibilities as citizens influence the decisions we make as a society?
- How did the revolutionary movement influence the writing of the Bill of Rights?
- How does the Bill of Rights influence the freedoms you have in your everyday life?

**Production, Distribution, and 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 competition affect prices?
- How do local stores decide what to sell?
- How do consumers choose where to buy their goods and services?
- How do our customs and beliefs determine the goods and services we purchase and where we purchase them?

\*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
<p>Read a children's book to the class about the Bill of Rights and discuss the meaning of each amendment. Distribute a copy of "Understanding the Bill of Rights" (attached below) to each student. Students may work with a partner to explain the meaning of each amendment in their own words and create a visual image to go along with the text.</p> <p>After discussing each amendment, the students will create a short skit to demonstrate their understanding of one of these rights. The teacher should consider videotaping the skits and creating a class movie of the Bill of Rights.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Use strategic grouping so that special ed students can participate actively in the translation of the rights into kid language.</li> <li>• Allow students to use cue cards during the skits</li> </ul>	SS5G1b	Dialogue & Discussion Observation Constructed Response
<p>After studying the Bill of Rights, present students with a fake newspaper headline reading "<i>Bill of Rights Cancelled: So Few Americans Know Their Rights,</i>" or "<i>Congress Decides to Eliminate the First Ten Amendments!</i>" Students should write a brief letter to the editor explaining why one particular right must not be taken away. In this letter, students must explain the meaning of the amendment, why it is important to Americans, and how life in America will change if they no longer have this right.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide a graphic organizer for planning the contents of the letter (see link) <a href="http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf">http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf</a></li> <li>• Provide a letter template for students to fill in (see link) <a href="http://readwritethink.org/materials/letter_generator/">http://readwritethink.org/materials/letter_generator/</a></li> </ul>	SS5G1b ELA5W2 (Information, Persuasive)	Constructed Response
<p><b>Individual Project</b></p> <p>Students will interview a community business owner to determine how they select the product and services they sell. Teachers should assist students who may not have support at home in finding a cooperative business owner for the interview.</p> <p>Before meeting with the business owner, the class should brainstorm a list of interview questions. Examples might include: Why did you choose to open this type of store? How do you select which products you will sell? What do you do to get customers to</p>	SS5E3 ELA5LSV1	Constructed Response Dialogue & Discussion

<p>buy from your business instead of the competition, etc.? Students should receive a final copy of the question list with space for taking notes.</p> <p>Students should present the information they learned from the interview to the class. Gather all students in a group and discuss the questions. Students should contribute what they learned from their interview for each question. The teacher should chart the responses and ask the class to look for similarities and differences between interviews.</p> <p><b>Class project</b></p> <p>Depending on the availability and willingness of local business owners to participate in these interviews, the teacher may choose to assign this as an individual project for each student or may instead choose to invite business owners to speak to the whole class. After the visit, students should write a reflection on what they learned from the speaker.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Allow and/or provide for use of technology such as videotaping and recording interviews</li> <li>• Assist student in development of interview questions</li> <li>• Provide a list of business owners who have spoken with the teacher and have agreed to be interviewed. Give the subjects the interview questions in advance so that they can prepare brief and concise responses.</li> </ul>		
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### **Sample Performance Task**

#### **Enduring Understanding:**

**Production, Distribution, and 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.***

**Standards:** SS5E3; M5P1 a-d; M5P3 a-c; M5P4 a-c; ELA5W2 Persuasive a-h

**Note to Teachers:** If possible, use authentic newspaper advertisements from local grocery stores. The teacher will need to check to see if each item on the shopping list is shown in the advertisement. Most major grocery stores provide their weekly ads on their website. The teacher may print a copy of the ads for students. If grocery store ads are not available or if items are not listed in the ads, the teacher may choose to use the mock ads attached below.

**Description:** Your guardians/parents have gone on vacation for the weekend and left you with a babysitter. Unfortunately, they were extremely busy before they left and didn't get a chance to do the grocery shopping. They have left you with a list of items to buy and fifty dollars. You will need to buy enough food to feed the babysitter and you for the weekend. You must buy all the items on the list, but

you may choose any brand. Use newspaper ads to locate the items. You will want to find the best prices possible so you don't run out of money. To find the best possible prices you will need to look at ads for at least 3 grocery stores. You will also need to save enough money to pay the babysitter two dollars for gas for each trip to a different store.

Grocery List

Milk  
 Bread  
 Cereal  
 Peanut butter  
 Jelly  
 Sandwich meat  
 Fruit (fresh produce or canned)  
 Vegetable (fresh produce or canned)  
 Candy  
 Ice Cream

**Step 1:** Use the newspaper grocery ads or find the online weekly ads for grocery stores to research the prices of the items. Then, use the chart to record the prices of each item from each store.

Grocery List/Brand	Store #1	Store # 2	Store #3
Milk			
Bread			
Cereal			
Peanut Butter			
Jelly			
Sandwich Meat			
Fruit			
Vegetable			
Candy			
Ice Cream			
<b>TOTAL</b>			

**Step 2:** You will need to determine whether you will go to one store to purchase all items, or if you will go to different stores to purchase individual items. Remember, each trip will cost \$2.00.

**Step 3:** Now, you must write a letter to your parents describing how the fifty dollars was spent. Within the letter, you need to answer the following questions and address the statements.

1. What influenced you to choose the products you chose? Did you consider the price, availability of the product, the quality of the product, preferred brands, previous shopping experiences, or any other factors? Explain at least 3 of these factors to your parents.
2. Why did you choose to go to one store or different stores to purchase your products?
3. How much money did you have left?
4. Convince your parents/guardians that the next time they leave, you need one hundred dollars. How will your decisions change?

**Modifications:**

- Allow use of calculator
- Provide the template below to assist students in considering cost of gas

1	<b>Cost of Selected Items at Store # _____</b>	
2	<b>Minus Cost of Same Items at Store # _____</b>	
3	<b>Equals Savings on Selected Items</b>	
4	<b>Minus Gas</b>	
5	<b>Equals Savings Total</b> (Note: If gas costs more than the savings in Row 3, then you will not save money by going to the second store)	

- Provide a parent letter planning template (see attachment and link below)  
<http://www.chebeague.org/powellmcgillicuddy/socialstudieslinks/penpal/letterformat.html>
- Allow student to dictate contents of parent letter

Map and Globe Skills:  
None

Information Processing Skills:  
3, 9, 11

### Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
<b>Compares prices to make shopping decisions</b>	<p>Records prices from only one store. Comparisons are not possible based on limited data.</p> <p>Does not calculate cost of purchasing items from each store. No calculations shown to defend shopping decisions.</p>	<p>Records prices from 2 stores.</p> <p>Calculates cost of purchasing items from each store but does not compare shopping at one store versus shopping at multiple stores.</p>	<p>Records prices of products from 3 different stores.</p> <p>Calculates cost of purchasing items from each store and shows calculations comparing different shopping options.</p>	<p>Records prices of products from more than 3 different stores.</p> <p>Shows calculations comparing the costs of purchasing items from different stores versus shopping at only one store. Makes appropriate shopping decisions based on cost.</p>
<b>Analyzes influences on consumer decisions</b>	<p>Discusses only 1 of the following influences on spending decisions in letter to parents: price, availability, quality of product, preferred brands, or previous shopping experiences. Fails to demonstrate that consumer decision making is multi-faceted.</p>	<p>Discusses 2 of the following influences on spending decisions in letter to parents: price, availability, quality of product, preferred brands, or previous shopping experiences.</p>	<p>Discusses 3 of the following influences on spending decisions in letter to parents: price, availability, quality of product, preferred brands, or previous shopping experiences.</p>	<p>Analyzes most (4 or more) of the following influences on spending decisions in letter to parents: price, availability, quality of product, preferred brands, or previous shopping experiences. Analysis should clearly demonstrate how a variety of factors influenced behavior.</p>
<b>Analyzes affect of budget on consumer decisions</b>	<p>Explanation does not demonstrate an understanding of sound decision making. For example, student chooses to buy twice as much of each product though that much food is not needed for one weekend.</p>	<p>Provides a basic explanation of how decisions would change if budget doubled. Does not fully explain the factors influencing decision (number of people, amount of time).</p>	<p>Explains how decisions would change if budget was doubled to \$100. Explanation demonstrates thoughtful decision making.</p>	<p>Analyzes all aspects of this task in decision making including number of people to feed and length of time food must last. Uses this analysis to fully explain how decisions would change if budget was doubled.</p>

**Product Rubric for Performance Task**

<b><u>Criteria</u></b>	<b><u>Does Not Meet</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Meets Expectation</u></b>	<b><u>Exceeds Expectation</u></b>
<b>Calculates cost of shopping list items</b>	Calculations include frequent errors that lead to incorrect totals.	Calculates total cost of all items. Calculations include minor errors. Final totals are close to the correct total.	Correctly calculates most of the items. No more than 2 calculation errors.	Correctly calculates all the items.
<b>Uses correct friendly letter format and conventions.</b>	Final letter contains errors in letter format and extensive mechanical errors making it extremely difficult or impossible for the reader to understand the author's ideas.	Final letter contains errors in letter format and frequent mechanical errors.	Final letter uses correct letter format and contains limited mechanical errors. None of these errors interfere with the reader's ability to understand the author's meaning.	Final letter uses correct format and contains no mechanical errors.
<b>Uses informational writing techniques.</b>	Final letter is missing most or all of the following: established context, controlling idea, organizing structure, appropriate facts and details. Letter fails to communicate writer's ideas.	Final letter lacks several of the following: established context, controlling idea, organizing structure, appropriate facts and details. Letter does not effectively communicate the important ideas.	Final letter communicates ideas to readers by using the following: established context, controlling idea, organizing structure, appropriate facts and details.	Final letter effectively communicates ideas to reader by establishing context, maintaining a controlling idea, using appropriate organizing structure, and including appropriate facts and details. Letter has appropriate examples that support the facts and details, as well as the context, controlling idea, and organizing structure. Does she mean to move this part over to Meets Expectations?



<p><b>Uses persuasive writing techniques.</b></p>	<p>Final letter lacks several of the following persuasive writing techniques: established context, focused position, relevant evidence, organizing structure, reader concerns. It is unlikely that reader would be convinced to leave a larger shopping budget in the future.</p>	<p>Final letter uses most of the following persuasive writing techniques: established context, focused position, relevant evidence, organizing structure, reader concerns. However, the writing is not as fully developed as it needs to be to convince the reader to leave a larger shopping budget in the future.</p>	<p>Final letter appropriately uses the following persuasive writing techniques: established context, focused position, relevant evidence, organizing structure, reader concerns. Reader would be likely to accept the writer's request for a larger budget.</p>	<p>Final letter effectively uses persuasive writing techniques (including establishing context, maintaining a position, using relevant evidence, using appropriate organizing structure, and addressing reader's concerns). Reader would be very likely to accept the writer's request for a larger budget in the future.</p>
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### **Resources for Unit**

<http://www.constitutioncenter.org/explore/ForKids/index.shtml> - Students can test their knowledge of the Bill of Rights by playing an interactive game called "Save the Bill of Rights!"

<http://bensguide.gpo.gov/6-8/citizenship/rights.html> -Learn about the rights of American citizens- available on several reading levels

<http://bensguide.gpo.gov/3-5/citizenship/responsibilities.html> - Focus on the responsibilities of citizens

<http://www.kidseconposters.com/econsongs.html> - Lyrics for songs about all aspects of elementary economics

<http://www.oms.edu/visit/featured/moneyville/activities/lemonade/lemonadestand.htm> - Open a virtual lemonade stand and discover how weather, news, and different market conditions affect your choices.

This unit was created by Christy Bonds, Doug Carroll, Betsey Kennedy, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 10/26/09



## Understanding the Bill of Rights

### Amendment 1

Gives citizens the freedom of religion, speech, and the press.

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 1<sup>st</sup> Amendment:

### Amendment 2

The right to keep and bear arms

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 2<sup>nd</sup> Amendment:

### Amendment 3

Freedom from being forced to house troops during times of peace

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 3<sup>rd</sup> Amendment:

### Amendment 4

Freedom from unreasonable search and seizure

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 4<sup>th</sup> Amendment:

### Amendment 5

Protection from the government taking away your freedom without a fair trial

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 5<sup>th</sup> Amendment:

**Amendment 6**

The right to a speedy, fair trial

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 6<sup>th</sup> Amendment:

**Amendment 7**

The right to a trial judged by a jury

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 7<sup>th</sup> Amendment:

**Amendment 8**

Freedom from cruel or unusual punishment

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 8<sup>th</sup> Amendment:

**Amendment 9**

Citizens have rights that are not specifically listed in the Constitution

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 9<sup>th</sup> Amendment:

**Amendment 10**

Powers not given to the federal government are given to the states or to the people

In my own words, this means \_\_\_\_\_  
\_\_\_\_\_

Visual Image Representing  
the 10<sup>th</sup> Amendment:

**Grocery Store Ad A**

# Green's Groceries



**Jen and Barry's Ice Cream  
(All Flavors)  
Buy 1 Pint, Get 1 Free  
Regular Price \$3.50**



**Canned Peaches  
2 Cans for \$1.80**



**Canned Green Beans  
3 Cans for \$3.00**



**Vegetable Rings Cereal  
\$1.75**



**Chocolate Bites  
(Voted Candy of the Year by  
KIDS Magazine!)  
\$4.99 for a 1 pound bag**



**Loaf of Best Thing Since Sliced  
Bread  
50% off regular price  
Regular Price \$4.50**



**Perfectly Peanuttty Peanut  
Butter  
3 Jars for \$6.00**



**Fresh, Ripe Bananas  
\$0.85 per pound**



**Baloney  
\$2.40 per package**



**Broccoli  
\$3.00 per pound**



**Milk  
2 Gallons for \$6.00**



**Grape Jelly  
\$2.25**

Grocery Store Ad B

# Pauline's Provisions

<p><b>Gummi Monkeys Candy</b></p>  <p><b>\$3.75 for a ½ pound bag</b></p>	<p><b>Organic Milk</b></p>  <p><b>\$3.90 per gallon</b></p>	<p><b>Carrots</b></p>  <p><b>\$1.50 per Pound</b></p>
<p><b>Strawberry Jelly</b></p>  <p><b>\$1.99</b></p>	<p><b>Chocolate, Vanilla, and Strawberry Ice Cream</b></p>  <p><b>50% off Regular Price</b> <b>Regular Price \$4.00</b></p>	<p><b>Top Notch Turkey</b> <b>You can't find turkey that tastes better than this!</b></p>  <p><b>\$4.00 per package</b></p>
<p><b>All Canned Vegetables</b></p>  <p><b>2 Cans for \$1.80</b></p>	<p><b>Super Crunchy Peanut Butter</b></p>  <p><b>\$2.50</b></p>	<p><b>Canned Fruit Cocktail</b></p>  <p><b>\$1.50</b></p>
<p><b>Sugar O's Cereal</b></p>  <p><b>2 Boxes for \$3.00</b></p>	<p><b>Fresh Watermelon, Cantaloupe, and Honeydew</b></p>  <p><b>\$1.50 per pound</b></p>	<p><b>Whole Wheat Bread</b> <b>A Healthy Choice!</b></p>  <p><b>\$3.00 per loaf</b></p>

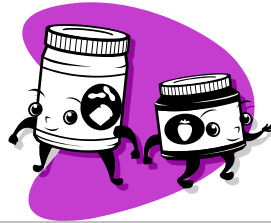
Grocery Store Ad C

# Foster's Foods

**Canned Pineapple**  
**\$1.78**



**Smooth and Creamy Peanut Butter**  
**\$3.70**



**All Flavors of Jelly**  
**Buy 1 Jar, Get 1 Free**  
**Regular Price \$3.25**



**Rice Crackles Cereal**  
**(Store Brand)**  
**\$1.09 per box**

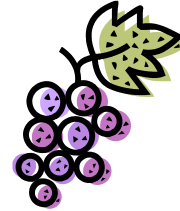


**Compare to the Name Brand Cereal \$3.50! What a savings!**

**Most Marvelous Milk**  
**\$4.50 per gallon**



**Fresh Grapes**  
**\$2.43 per pound**



**Raspberry Ripple Ice Cream**  
**1 pint for \$2.30**



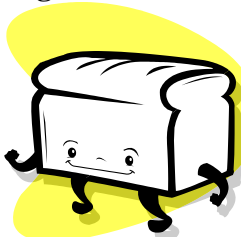
**Canned Lima Beans**  
**Everybody's Favorite!**  
**\$1.32 per can**



**All Candy Bars**  
**2 for \$1.00**



**All Sliced Breads**  
**50% off Regular Price**  
**Regular Price \$5.00**



**Prepared Salads**  
**Full of Nutritious Vegetables!**  
**Only \$3.50 per bag**



**All Fresh Sliced Sandwich Meats**  
**\$6.67 per pound**

