

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

UNIT 3 – Our Democratic Heritage

Elaborated Unit Focus

In this unit, students will learn about the influence of ancient Greece on the development of the United States government. Using the connecting theme *beliefs and ideals*, student will explore concrete examples of Greek influence on United States architecture and the modern Olympic games; then they will learn about the more abstract influence of Greek government on the United States Constitution. Students will also use *distribution of power* to understand the reason for different levels of government and their purposes. By understanding *location*, students will understand where the United States is in relation to other places in the world and continue to develop basic map skills. Finally, students will learn how government provides services for its citizens through *production, distribution, and consumption*.

Standards/Elements

SS3H1 The student will explain the political roots of our modern democracy in the United States of America.

- a. Identify the influence of Greek architecture (columns on the Parthenon, U. S. Supreme Court building), law, and the Olympic Games on the present.
- b. Explain the ancient Athenians' idea that a community should choose its own leaders.
- c. Compare and contrast Athens as a direct democracy with the United States as a representative democracy.

SS3G1 The student will locate major topographical features.

- c. Locate the equator, prime meridian, and lines of latitude and longitude on a globe.
- d. Locate Greece on a world map.

SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.

- a. Explain why in the United States there is a separation of power between branches of government and levels of government.
- b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).
- c. State an example of the responsibilities of each level and branch of government.

SS3E2 The student will explain that governments provide certain types of goods and services in a market economy and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

- a. Describe their role in the interdependence of consumers and producers of goods and services.
- d. Explain that most countries create their own currency for use as money.

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 did ancient Greek architecture influence columns on American government buildings?
- How does the present day Olympics compare to ancient Greek Olympics?
- What is a representative government?
- How does direct democracy differ from representative democracy?
- What influence does ancient Greek democracy have on the modern democracy in the United States of America?

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.

- Why is there separation of powers among the levels of government?
- What is the benefit of separation of powers among the levels of government?
- How are powers of government shared where you live?
- How does government affect you and your family?

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.

- Why is it important to know longitude and latitude?
- Where is Greece located in relation to the United States?

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.

- What goods and services is the government able to provide?
- How does the government provide goods and services for the community?
- How does location affect products available to you?
- What is currency?
- How do people use currency to provide for their needs and wants?

*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>Browse the Historic Greece Olympics website as a whole group, discussing as you surf. Host a Third Grade Olympic Day where students participate in various activities. Some examples of activities include the lighting of the torch, plotting the path of where the torch travels on a political world map, have relay races (i.e. tug-of-war, foot race, filling a bucket of water with only small cups, a wet sponge over the head of one student and then under the legs of another student) in order to see who receives the gold medal, silver medal, or the bronze medal at the closing ceremony. An option to consider would be to provide all students with a certificate of participation to reward everyone's efforts.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Consider physical disabilities in planning events • Provide peer partner for research tasks • Allow slideshow project in place of writing a research paper • Provide templates for research process and documentation tasks (see mod attachment 1) • Provide information sources with a variety of reading levels • Use video streaming and other visual sources prior to research to build background knowledge 	SS3H1a ELA3R3a,i ELA3W1b,j	Observation; Dialogue and discussion
<p>Use a political map to locate Greece in relation to the United States and be able to identify the following: equator, prime meridian, lines of longitude (long legs) and lines of latitude (horizontal like the steps on a LADDER). Ask questions about the location. For example: What continent is Greece located on? (Europe) What countries border the United States? (Canada and Mexico) What direction is Greece in relation to the United States? (East – Cardinal direction) What kind of landform is the country, Greece? (peninsula – water on three sides) Which country is closer to the equator? Prime Meridian? How is Greece affected by how close it is to the equator?) What hemisphere(s) is the United States located in? (Northern and Western) What hemisphere(s) is Greece located in? (Northern and Eastern) Which country U.S. or Greece is closer to the equator? (U.S.) Which country has a warmer climate? (U.S.) Why? (Because it is closer to the equator and the closer you are to the equator, the hotter it gets)</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Consider visual impairments when selecting the map resources. Make sure lines and labels are clear and obvious • To reduce visual difficulties, use maps with only the necessary information (i.e. continents, oceans, countries near Greece and the United States) 	SS3G1d; SS3G1c, d	Observation; Dialogue and discussion

<p>Create a flip book using pictures/drawings to show examples of how Ancient Greek architecture has influenced modern day architecture locally and nationally (U.S. Supreme Court Building). Show students pictures of the Parthenon in Greece and the US Supreme Court Building. Ask students to compare the 2 building and write their responses on a chart. (The main focus of this discussion will center on columns. Students do not need to know the exact type of columns or the names of the different types of columns.) Students will then conduct some research at home or at school and bring in pictures of other buildings that have columns from building they find in Washington, DC, Atlanta, or their community to glue into their flip book. On the last page of the flip book, students will write a short paragraph that describes what we borrowed from the ancient Greeks that we see in many important buildings today.</p> <ul style="list-style-type: none"> A computer lab is the ideal setting for this lesson; however, it can also be conducted as a center in your classroom or library. <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Provide illustrations and/or photographs for students to cut out and paste to the flip book Assist students with cutting Create a display chart with picture examples and labels for visual reference of the architectural elements of Ancient Greek architecture Assign a peer helper to assist with flip book construction and organization Tour the school building to locate examples of particular architectural elements To help students connect, have students bring in existing photographs of the fronts of their own homes or homes of family members to include in the examples of architectural elements. They only need to bring photos if they can. 	<p>SS3H1a ELA3R3a,g,h</p>	<p>Constructed response</p>
<p>Explain to students that the ancient Athenians thought it was important for its community to choose its own leaders. For more information on ancient Greek government, see these websites: http://www.historyforkids.org/learn/greeks/government/index.htm and http://www.historyforkids.org/learn/greeks/history/classical.htm</p> <p>After a short discussion of how ancient Athenian democracy worked, begin to explain to students the difference between a direct democracy and a representative democracy. Then, students will participate in each type of election as a class. Election number one will be using the direct democracy approach in which each child votes individually on a topic. Some possible topics may</p>	<p>SS3H1b,c ELA3W1d ELA3R3h</p>	<p>Observation</p>

<p>include voting on playing kickball or free play for recess, eating lunch in the cafeteria or the classroom, or choosing a class nickname or motto, etc. The second election will be using the representative democracy approach. Each group chooses a leader to represent the whole group. Make sure the group leaders know that their vote is supposed to represent “majority rule” not their personal feelings. Vote on the same issue as you did for the direct democracy and compare the results. Let each group take turns choosing a new leader so that students see how the views of the group as a whole should influence the decision of the group leader. After the elections are completed, students will create a Venn Diagram to compare and contrast both types of democracy. Discuss as a group the pros and cons of both elections. Have students think about these questions: did each voting topic still have the same outcome; why did the elections turn out the way they did? Explain to students that we are a representative democracy in the United States; modeled after the ancient Greeks.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Display a graphic organizer of the selected issues and the key points in the pros/cons discussion (see link) <p>http://freeology.com/graphicorgs/pdf/proconscale.pdf</p>		
<p>The teacher will preview the branches of government links and find books related to the branches of government, and discuss with students how they think rules and laws are made. After the discussion, create a graphic organizer that describes the branches of government and the responsibilities within the national, state, and local levels of government.</p> <ul style="list-style-type: none"> • Legislative Branch: <ul style="list-style-type: none"> ○ Local (city council), state (general assembly), national (congress) • Executive Branch: <ul style="list-style-type: none"> ○ Local (mayor), state (governor), national (president) • Judicial Branch: <ul style="list-style-type: none"> ○ Local (local courthouse), state (Supreme Court of Georgia), national (U.S. Supreme Court) <p>Graphic organizers will be combined in order to make a large graphic organizer as an artifact for the classroom. Student’s graphic organizers may be sent home or included in a portfolio.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Use cooperative grouping • Provide research documentation templates (see Mod attachment 1) • Provide information resources in a variety of reading levels • Provide Venn Diagram templates for visual organization (see link) <p>http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</p>	<p>SS3CG1b, c ELA3R3h</p>	<p>Constructed response.</p>

<p>Invite a guest speaker from your local government to discuss the responsibilities of their office and how decisions are made where you live. Have each student prepare a question (about government duties not personal questions; they can be asked at the end) to ask the visitor. Once the visitor answers the child's question the child can write the visitor's answer on the same sheet of paper. As a follow up activity, the teacher can compile the students' questions and create a "Did You Know Bulletin Board" to be displayed outside of the classroom about the visitor and his/her role in our government.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide an advance organizer of the presentation to keep students oriented • Have the presenter include visuals in the presentation • Assist students with developing questions for the speaker in advance 	<p>SS3CG1b, c ELA3LSV1b,d</p>	<p>Dialogue and discussion</p>
<p>Visit your local city/county government office to see where decisions are made for your area. While on the fieldtrip, create a scavenger hunt of the information that you will learn about while on the fieldtrip.</p> <p>*Hold a class discussion once back in the classroom and compile a list of student information from the jot list. Add any other details that the students may have missed.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Preview the trip with visuals and an advance organizer of key points • Refer to key points during the field trip • Review key points following the field trip • Provide an advance organizer with the parts of a friendly letter • Consider physical disabilities in planning events 	<p>SS3CG1a, b, c ELA3LSV1b,c,d ELA3C1e,l,m ELA3W1m,n</p>	<p>Dialogue and discussion Observation, Constructed Response, Self-Selected Response</p>
<p>View United Streaming video clip: Economics: The Production, Distribution, and Consumption of Goods and Services: Resources.</p> <ul style="list-style-type: none"> • Once you log-in to United Streaming, go to this link: http://player.discoveryeducation.com/index.cfm?guidAssetId=1C8BA4D1-6C62-4B43-8102-E8BB138345CF <p>United Streaming provides in-depth lessons plans and vocabulary for each movie. Before viewing video clip, preview the vocabulary and the sample questions that the students will be answering once the video clip is finished. This will set a purpose for viewing and observing key concepts throughout the film. Before completing the assignment, together complete a graphic organizer labeled with the key ideas <i>production</i>, <i>consumption</i>, and <i>distribution</i> and refer to examples from the video. Students will then use the organizer to help them answer the questions and reinforce the skill of locating details.</p>	<p>SS3E1a,b,c,d SS3E3a,b,c ELA3LSV1b,c,d ELA3R3h,m,n</p>	<p>Observation, Constructed Response, Dialogue and Discussion</p>

Modifications: <ul style="list-style-type: none"> • Provide an advance organizer of the video's key points based on the items from the related materials link • Use guided viewing with interventions based on the key points of the items from the materials link • Provide one-on-one assistance for completing the items 		
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Sample Performance Task

Enduring Understanding:

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.

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.

Standards: SS3H1b, c; SS3CG1a, b, c; SS3E2

Description of Task:

You have been hired by the Mayor of your city as the public relations person. The Mayor has asked you to create a commercial to educate the people of your town about the history of democracy and how it has shaped our government in the United States. The local television station has given you a two minute slot to air your commercial. You will need to do several things to make your commercial successful and reach many viewers.

Your first step is to create a script for your actors. Be sure to include facts about:

- Describe how national, state, and local government is similar to Ancient Greek government
- List some of the duties that show the separation of powers among levels of government
- Explain the responsibilities of each branch of government and how they help govern the United States and our community
- Describe how collection of taxes helps the government provide services

Next, you will need to design a chart to be used as a back drop in the commercial that illustrates the branches of government and each branch's duties. You must include pictures and a short paragraph so that your audience understands the separation of powers in our government and how the ideas of the ancient Greeks helped shape our government today.

- Write about at least 3 things that taxes help provide.
- Include at least 3 duties that the mayor has versus a city councilman.
- Describe the three branches of government and specific duties that each one has.
- List services that our government is able to provide because of collecting taxes (locally and nationally).

****You are encouraged to use information from you're a variety of reference materials including your textbook, trade books, encyclopedias, or the internet if it is available.**

When you present your information, it is important that you keep in mind that your finished commercial should be no more than two minutes long. Do your best and make the Mayor glad he/she hired you for this job.

Modifications:

- Provide individual assistance with each component of the performance task to support concept development and effective presentation based on criteria outlined in the rubrics
- Help the student create a visual reference to guide the development of the script and to provide cues during the presentation of the commercial
- Allow students with handwriting difficulties to dictate information for the chart outlining the branches of government
- Provide planning templates for each component of the project
- Allow the student to practice his/her presentation several times in a small group setting

Map and Globe Skills: 4, 7, 8

Information Processing Skills: 1, 7, 8, 9, 10

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>
Compares the United State government to the government of Ancient Greece.	Incorrectly compares the United States government to the government of Ancient Greece.	Inaccurately compares governments of Ancient Greece and the United States.	Correctly compares the governments of Ancient Greece and the United States.	In addition to everything in meets, the student also explains why the beliefs and ideals of Ancient Greece's government influenced our government.
The student identifies and explains the separation of powers among branches and levels of government in the United States.	Incorrectly identifies and explains the separation of powers of government.	Inaccurately identifies the levels of government. Attempts to explain the separation of powers but some errors are evident.	Correctly identifies the levels of government. Correctly explains the separation of government among the levels.	In addition to meets, student analyzes the need for separation of powers in government by explaining how each level of government helps the community.
States examples of the responsibilities of branches of government.	Incorrectly states examples of responsibilities of branches of government.	Inaccurately states examples of the responsibilities of branches of government. Ideas from unit are used, but some errors are evident.	Correctly states examples of the responsibilities of branches of government.	In addition to meets, student explains how the responsibilities of the different branches of government work together.
The student describes how collection of taxes helps the government provide services.	Incorrectly describes how the collection of taxes helps the government run.	Inaccurately describes how the collection of taxes helps the government.	Correctly describes how collection of taxes help our government provides services.	In addition to meets, student explains the importance of collecting taxes by giving examples of things that the student uses created by taxes.

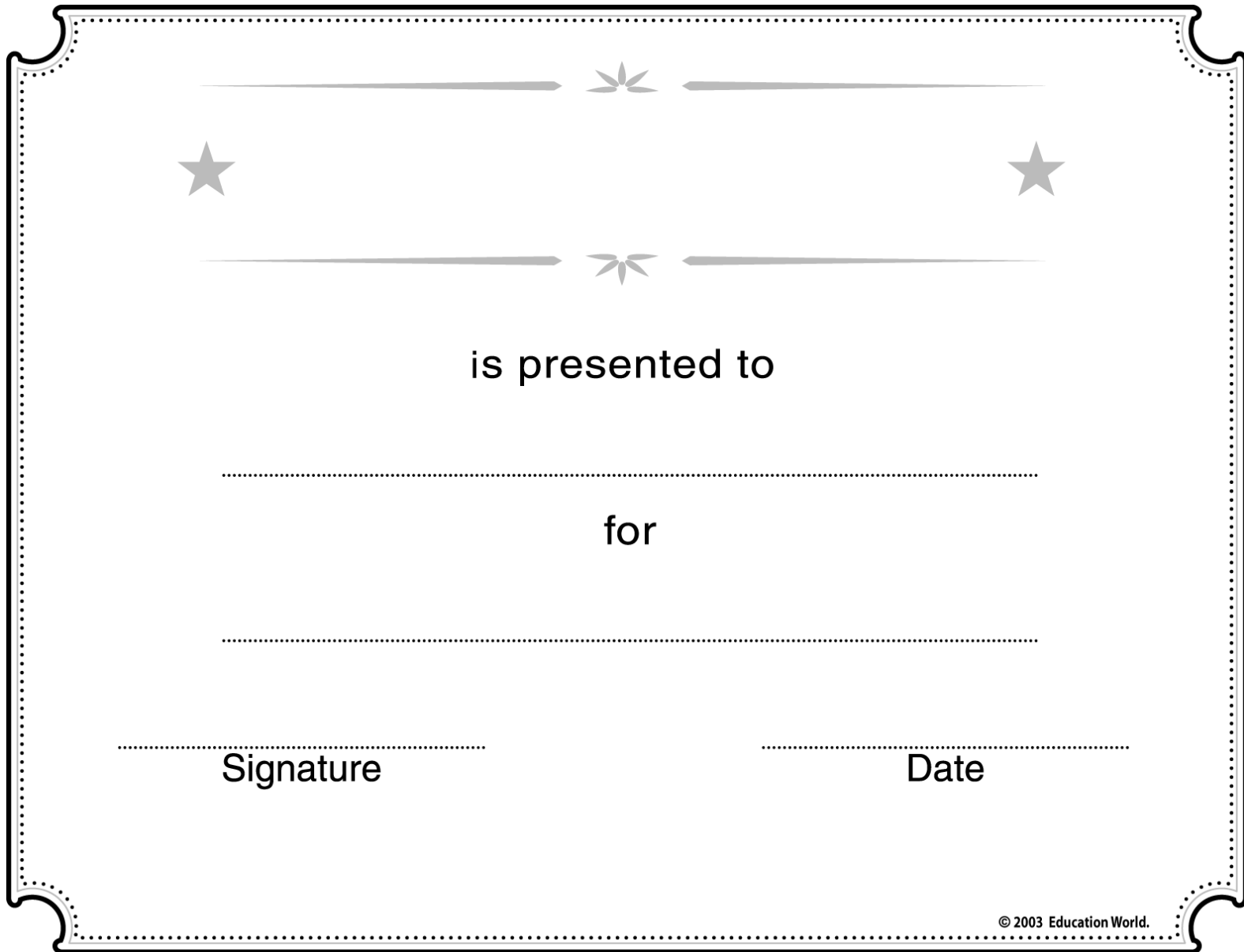
Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Creates a TV commercial script which compares the United State government to the government of Ancient Greece,	Incorrectly compares common features between the United States government and Ancient Greece.	Inaccurately compares common features between the United States government and Ancient Greece. Attempts to compare the two governments were made but with some errors.	Correctly compares the United States government and Ancient Greece.	
The student will create a chart of the three branches of government and their specific duties.	The chart is unattractive and the facts represented are incorrect.	The chart is attractive, but some of the facts represented are inaccurate.	The chart is attractive and all of the facts represented are accurate.	The chart is attractive and evidence of creativity is immediately noticeable.
The student will use conventions (spelling or grammar) and mechanics.	There are 5 or more errors in conventions or mechanics.	There are 3-4 errors in conventions or mechanics.	There are 1-2 errors in conventions or mechanics.	Student work meets all criteria and the author's ideas are easily understood with no grammatical errors present.
The student will produce a product that is accurately organized.	There was no clear or logical sense or organization, just a collection of facts.	Content is loosely organized.	Content is logically organized and the author's ideas can be understood.	Content is well organized with topic sentences and supporting details. The writing piece flows easily and exhibits creativity.
The student will write a commercial that lasts within the two minute time frame.	The commercial lasted less than 1 minute	The commercial lasted less than 2 minutes but more than 1 minute.	The commercial lasted two minutes.	The commercial lasted two minutes and actively engaged the audience with use of visual aids and creative thinking.

Resources for Unit

<p>http://streaming.discoveryeducation.com/login.cfm http://www.historyforkids.org/learn/greeks/architecture/greekarch.htm http://bensguide.gpo.gov/3-5/government/national/president_list.html http://www.maps.com/FunFacts.aspx?nav=FS# GovSpot.com http://pbskids.org/democracy/ http://www.timeforkids.com/TFK/media/teachers/pdfs/2002F/021011WRw1.pdf</p>

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.

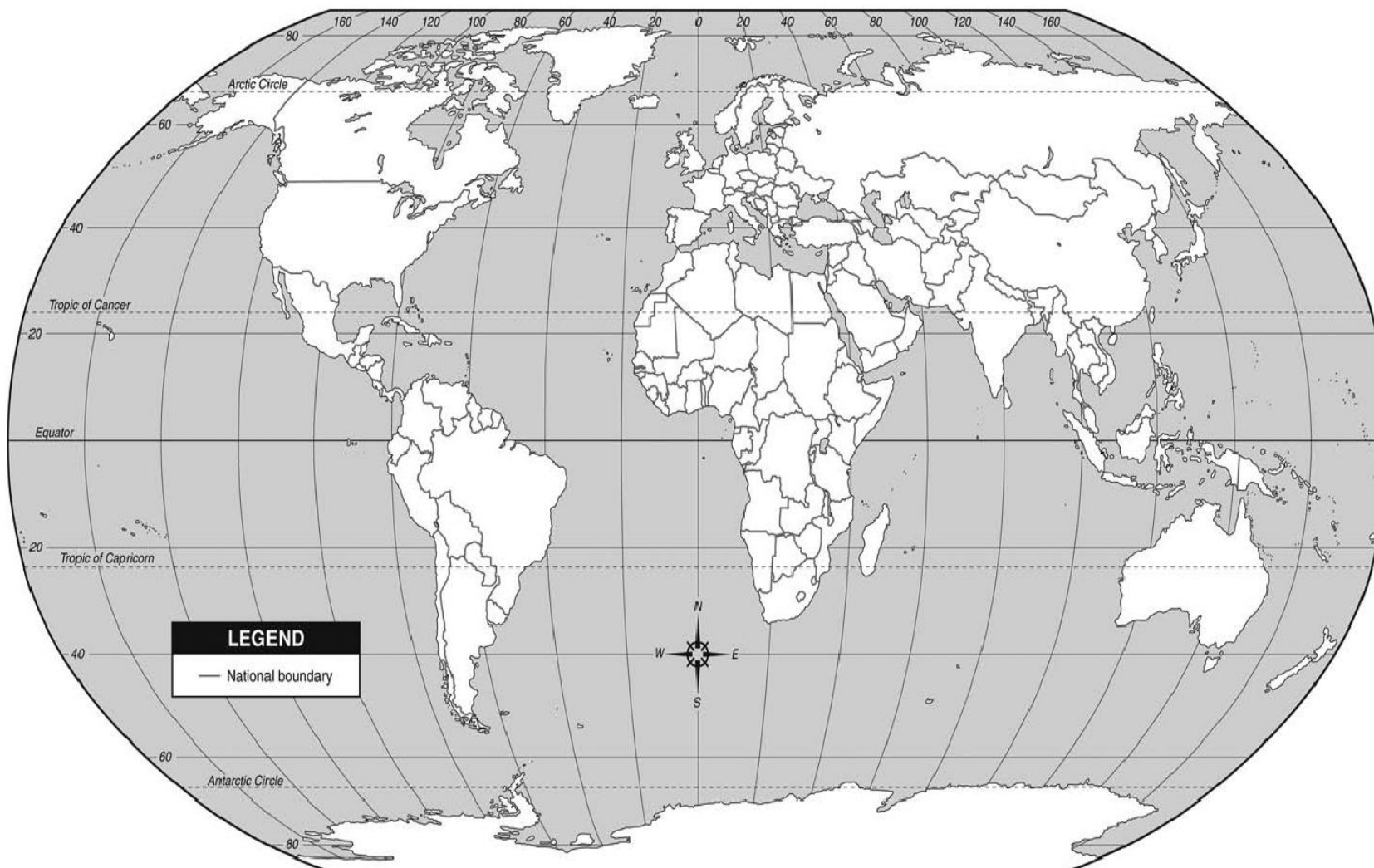


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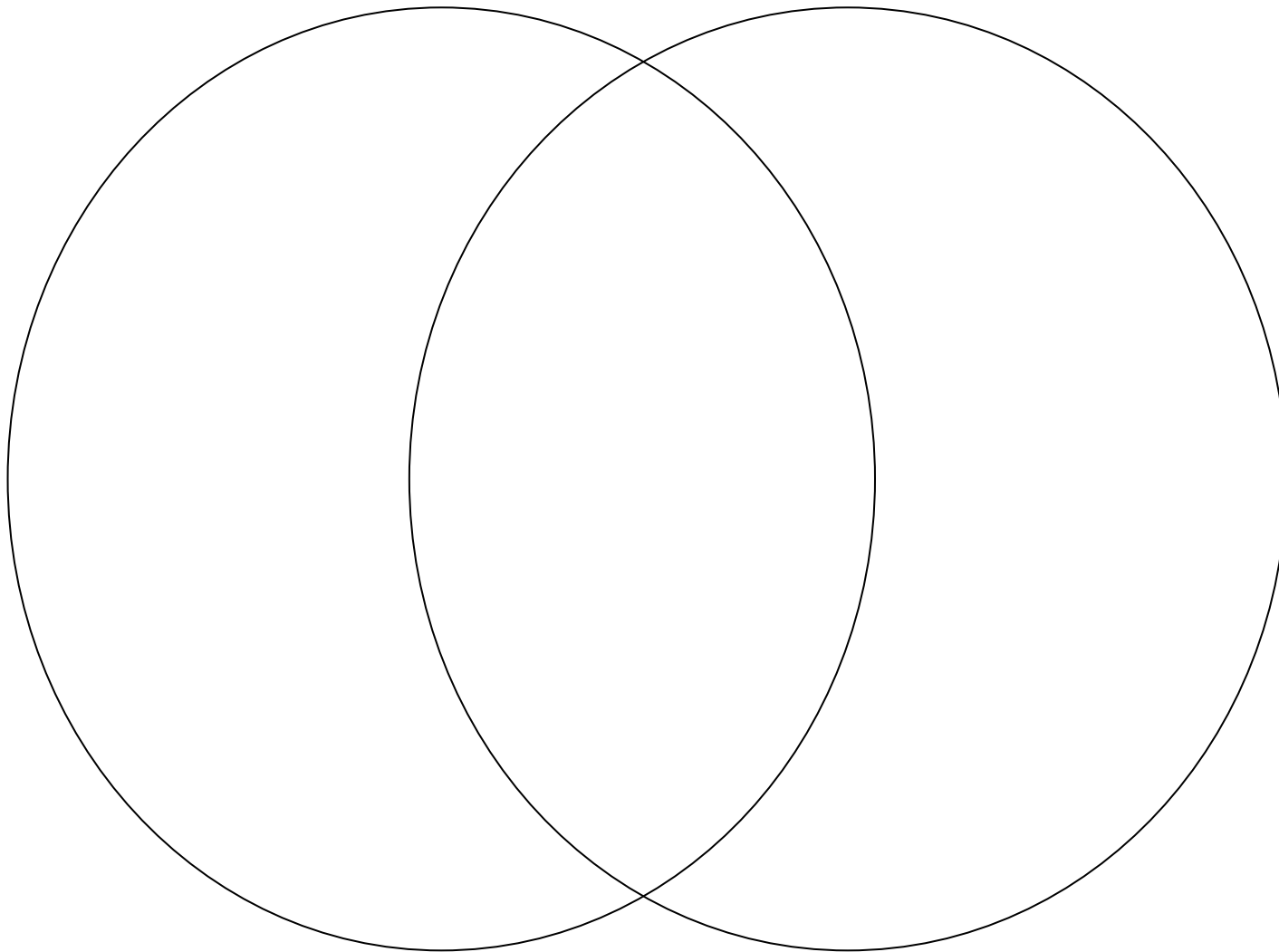
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Name: _____

Date: _____

Direct Democracy vs. Representative Democracy





LEVELS OF GOVERNMENT

National:

Makes laws for the entire country. Handles relations with other countries. Resolves disputes between states.

Responsibilities include:

- U.S. military
- Coining money
- Interstate highways
- Social Security
- Passports and visas
- International trade
- Federal income tax
- Interstate commerce

State:

Makes laws for one state. Resolves disputes between citizens within the state.

Responsibilities include:

- State Police
- Property
- State highways
- Welfare
- Automobile registration and driver's licenses
- Intrastate commerce
- State sales tax
- Education

Local: County, Town and Township, Municipality, Special District, School District

Makes laws for a small area within a state. Enforces local laws and ordinances.

Responsibilities include:

- Police and Fire
- Planning and zoning
- Local roads
- Trash collection
- Voter registration
- Recreation
- Property tax
- School districts

Legislative	Executive	Judicial
<div data-bbox="176 261 758 586">National</div> <div data-bbox="176 586 758 992">State</div> <div data-bbox="176 992 758 1430">Local</div>	<div data-bbox="758 261 1339 586">National</div> <div data-bbox="758 586 1339 992">State</div> <div data-bbox="758 992 1339 1430">Local</div>	<div data-bbox="1339 261 1923 586">National</div> <div data-bbox="1339 586 1923 992">State</div> <div data-bbox="1339 992 1923 1430">Local</div>

Name: _____

Date: _____

Scavenger Hunt Questions:

1. Where are you going on a field trip?

2. What is the name of the street your government office building is located?

3. What kind of decorations are on or near the entrance of the building?

4. Find the name and job of 3 different people who work in this building.

5. What is the person's name who is talking to you?

6. What is their job?

7. What was the first thing you noticed once you entered the building?

8. Count how many flags you see while on your field trip?

9. List three facts that the person speaking told you.

10. List three interesting items that you noticed while on the field trip.

11. How many steps does it take you to get back to the bus?

Name: _____

Date: _____

Understanding the Role of Producers and Consumers

Production	Consumption	Distribution