

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 6 – “The Work Force in a Democracy”**

### **Elaborated Unit Focus**

In this unit, students will continue their study of the foundation of the United States. Students will understand that *individuals, groups, and institutions* have an effect on society whether intentional or not by learning about the contribution to the rights and freedoms in a democracy provided to us by President Franklin Delano Roosevelt. Students will learn also focus on the economic side of a democracy and begin to learn the relationship of *production, distribution, and consumption*.

### **Standards/Elements**

**SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.**

- a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers’ rights).
- b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

**SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.**

- a. Identify on a political map specific locations significant to the life and times of these historic figures.
- b. Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
- c. Describe how each of these historic figures adapted to and was influenced by his/her environment.
- d. Trace examples of travel and movement of these historic figures and their ideas across time.
- e. Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.

**SS3CG2 The student will describe how the historical figures in SS3H2a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.**

**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 the interdependence of consumers and producers of goods and services.
- b. Describe how goods and services are allocated by price in the marketplace.
- d. Explain that most countries create their own currency for use as money.

**SS3E4 The student will describe the costs and benefits of personal spending and saving choices.**

**Enduring Understandings/Essential Questions**

**Individuals, Groups, and 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.***

- What would be the positives and negatives if you helped a person in need?
- How did Franklin Delano Roosevelt help Americans when many people lost most of their money and their jobs?
- How did WWII help provide jobs to Americans?
- Why did President Franklin D. Roosevelt think it was important to get involved in other countries' wars?
- Why did President Roosevelt think it was important to stop the leader of Germany from trying to take over other countries?
- What character traits did President Roosevelt possess in order to help so many Americans during a hard time?

**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.***

- Why do we buy fruits and vegetables from other countries?
- What would happen to the price of fruits and vegetables in our grocery stores if the countries we buy them from cannot produce as much as they did before?
- How does a factory make a product available to consumers in a store?
- How do you decide what is important to buy?
- What are some factors that determine the price of the things you want to buy?

\*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
Note to Teacher: The <a href="#">3-5 Economic Reference Sheet</a> is a great resource for teaching economics.		
Students will complete the attribute chart of Getting to Know Franklin D. Roosevelt in order to learn about his role in creating the New Deal and his decision to become involved in WWII. Attributes on the chart could include but are not limited to: Time Period; Map of a significant location in FDR's life; Pictures; Obstacles he had to overcome; and Did you know?	<b>SS3H2</b> <b>a,b</b> <b>SS3G2</b> <b>a,d</b>	Constructed Response Dialogue and Discussion

<ul style="list-style-type: none"> <li>Teacher note: For the New Deal and World War II, students do not need a history of the Great Depression or the causes and events of WWII. Students should understand that the New Deal created opportunities for people who had lost their money and jobs during the Great Depression. The US involvement in WWII was to stop some terrible men from taking over other countries and creating dictatorships. Refer to the beliefs and ideals that we believe that communities should have a say in their government.</li> </ul> <p>IDEA: A large class attribute chart could be displayed in the classroom for easy access to the information. The chart could be completed as a group after reading a trade book about FDR over the course of a few days.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>Have students complete graphic organizers with the desired information (see links)                     <ul style="list-style-type: none"> <li><a href="http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf">http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf</a></li> <li><a href="http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf">http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf</a></li> <li><a href="http://www.greece.k12.ny.us/instruction/ela/6-12/tools/character%20study.pdf">http://www.greece.k12.ny.us/instruction/ela/6-12/tools/character%20study.pdf</a></li> </ul> </li> </ul>		
<p>View and discuss the powerpoint presentation that was adapted from Web-Based Projects courtesy of the University of Richmond's Education Department on Economics with the whole group. This powerpoint discusses economic vocabulary such as: service, good, scarcity, opportunity cost, entrepreneur, producers, consumers, interdependence, and taxes.</p> <p><a href="http://oncampus.richmond.edu/academics/education/projects/webquests/economics/economics.ppt">http://oncampus.richmond.edu/academics/education/projects/webquests/economics/economics.ppt</a></p> <p>Students will complete the Thinking About Economics notes page to help organize information from the powerpoint.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>As an alternative to independent work. The teacher might work with a small group of students to complete the flow chart or complete the flow chart as a whole group on overhead</li> <li>After completing the flow chart, have students verbalize the concept of interdependence to a partner using the flow chart as a guide</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>Use a KWL chart to help students begin to make connections to economics (see link)                     <ul style="list-style-type: none"> <li><a href="http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf">http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf</a></li> </ul> </li> </ul> <p>Have students complete concept maps to explain key points that will be used in other balanced assessment activities such as opportunity costs and interdependence (see link)</p> <p><a href="http://www.teachervision.fen.com/tv/resources/PDF/GOOD_TV_K_2_pdf_s/62176_InRCd_78.pdf">http://www.teachervision.fen.com/tv/resources/PDF/GOOD_TV_K_2_pdf_s/62176_InRCd_78.pdf</a></p>	<p><b>SS3E3</b> <b>a,b</b> <b>SS3E4</b> <b>SS3E2</b></p>	<p>Dialogue and Discussion</p>

<p>To demonstrate opportunity cost through a hands-on approach, students will be given play money to “purchase” one item out of two items. One of the items could be labeled with the exact amount of money the student has while the other one can be labeled with an amount lower than the student has. The student will have to make the choice to buy the more expensive item and use all of his/her money or buy the less expensive item and have some money left over for future purposes. Once the student has made a decision, he/she will write a brief paragraph explaining why he/she chose the item he/she did. The student will also be able to explain orally or in written form which item represents the opportunity cost.</p> <ul style="list-style-type: none"> <li>• Follow-Up activity 1: Create a T-chart representing the benefits and costs of spending and another T-chart representing the benefits and costs of saving.</li> <li>• Follow-Up activity 2: Students will independently complete a Flow Chart demonstrating the interdependence of consumers and producers after discussing the powerpoint.</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Connect the opportunity cost to other familiar situations in students’ lives and demonstrate that opportunity costs don’t always involve money. Examples: Giving up play time to earn money doing chores and sacrificing free time to study for a test in order to make a good grade.</li> <li>• A t-chart or other graphic organizer can be used to help students understand the concept better (see link)  <a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a></li> </ul>	<p><b>SS3E4</b> <b>SS3E3</b></p>	<p>Dialogue and Discussion Teacher Observation Self-Assessment Constructed Response</p>
<p>Students will interact with the computer and answer questions through the website <a href="http://www.mrnussbaum.com/currencymath.htm">www.mrnussbaum.com/currencymath.htm</a> in order to develop money skills as they relate to producers and consumers, as well as, scarcity in a real life market. Students will use the skill of counting out correct change in the Performance Task when they are the producers with play money at a Market created by other third graders.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Assign peer partners</li> <li>• Review needed math skills such as counting money prior to the activity</li> </ul>	<p><b>SS3E3</b> <b>M3N2</b> <b>b,c</b></p>	<p>Selected Response</p>
<p>Play “<a href="#">The Cost of Cool</a>” to demonstrate the allocation of price on items such as clothing. Students get to choose which outfit they think looks better to them. Once they choose an outfit the computer tells which one was the designer outfit and which one was the bargain outfit. They both look very similar but which one is worth the most? Kids will enjoy learning that price doesn’t necessarily mean the outfit looks better or is even better quality.</p> <ul style="list-style-type: none"> <li>• Another IDEA: This same concept can be conducted using food items. Brand name v/s Generic Brand? Students can chart which food they liked better: Food A or Food B. TIP: Make sure to check food allergies before conducting any food experiment.</li> </ul>	<p><b>SS3E3 b</b></p>	<p>Teacher Observation</p>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Assign peer partners</li> <li>• Lead a discussion about bargain versus name brand products prior to playing the interactive game. Use questions such as: What are some name brand clothing items that you know of? Where does your family do most of its shopping? What kinds of stores carry designer clothes?</li> </ul>		
<p>Students will participate in the <a href="#">Producers Use Resources</a> interactive website to teach about capital resources that producers use in order to sell their product. Capital resources are resources that involve machinery to help in getting a product created.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Lead a discussion about producers and resources prior to the activity. Use examples from the students’ lives (ex: fast food restaurants)</li> <li>• Extend the activity by having students create their own producers/resources illustrations and/or t-chart</li> </ul>	<p><b>SS3E1 a,b,c,d</b></p>	<p>Selected Response</p>
<p>Trade is very important in the world. The first Americans traded food for items they needed for survival. Later, currency was made and traded for items a person either wanted or needed. Make a chart of Wants v/s Needs. Define the phrase “barter and trade.” (focusing more on trade rather than barter for third graders) Use the bartering and trading <a href="#">slide show</a> to help students understand how trading occurs at school and other places everyday. Explain that bartering is another word for trading. The only difference is that bartering does not involve money (like the first Americans).</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Conduct a bartering session in the classroom prior to the activity</li> <li>• Have students list ways that they participate in bartering</li> </ul>	<p><b>SS3E3 b</b></p>	<p>Dialogue and Discussion</p>

**Sample Performance Task**

**Enduring Understanding:** 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: E4; E3a,b; E2**

**Description:** Third grade is having Market Day. You and a partner have the responsibility of “producing” a good or service to “sell” on Market Day. On Market Day you will have consumers shopping at your booth with artificial money they have earned through good behavior the week before (if the teacher chooses to have children “earn” their money). If your teacher chooses, she can set an equal amount of money for each student to distribute before Market Day. (Note: Children should receive an equal amount of “start-up” money in order to be fair. However, the amount of money they

“earn” at their booth is determined by how well they thought out their product. They may spend the money they earn from consumers purchasing their product to demonstrate real life business). You get to set your price. Remember all the lessons prior to Market Day before setting your price for your good or service: allocation of price, producer, consumer, opportunity cost, scarcity, and location. You will be charged “taxes” for setting up your business to help pay for the garbage pick-up at the conclusion of the day. The goal of Market Day is to learn Economics through exploration. You and your partner will have a chance to “shop” at other booths. Don’t worry if you chose to “sell” a product/service less popular than someone else. Most of the learning will come after Market Day is over when you reflect on what you could do better next time.

**Step 1:** Brainstorm possible goods or services that you and your partner are interested in “selling.” Ask yourself these questions:

- What are third grade boys AND girls interested in?
- What would I like to “purchase” at Market Day?
- What supplies will I need to “sell” the good or service?
- Is it going to cost my parents a lot of real money to “sell” the good or service on Market Day? (If the answer is yes, choose another product/service)
- Students will complete the [Get Rich Quick](#) worksheet to design a product or service. Students will develop entrepreneurship skills

**Step 2:** Begin making or gathering the necessary supplies needed for “selling” your product to consumers.

**Step 3:** Your teacher will tell you what other groups are “selling” on Market Day. After hearing and seeing what other people are selling you will need to consider how much you need to charge for your product. Questions you need to ask yourself:

- How many other people are “selling” a product similar to mine?
- Where are the other products that are similar to mine setting up?
- Would setting up in a different location be better for my business?
- How much are the products that are similar to mine?
- Can I offer any DEALS in order to attract people to my booth instead of my competitor?
- Would advertising help my business?
- Make a price list displaying your product and its price.

**Step 4:** Once you and your partner decide on a good/service to “sell” at Market Day, make a list of supplies you will need in order to have an attractive booth to showcase your product. (i.e. open/closed sign, poster or butcher paper with your store’s name, list of prices, table covering, your product, cash register, etc.) REMEMBER: This is just a list. You do not need to have all of this done yet. We will do this in class.

**Step 5:** Tell your teacher what your booth will be “selling” and your booth’s name. This will be your final decision. Your teacher will write down you and your partner’s Booth name and product(s) you will be “selling” on a [chart](#).

**Step 6:** Determine where your booth will be set up: hallway (main road) or classroom (back road).

You will have to purchase your property for where you will be “selling” your product. Hallway is more expensive than the classroom. Why do you think that is so? (hallway is where most of the traffic will be and there are only 5 lots available) You and your partner will need to combine your earnings from good behavior to purchase the location of your choice. REMEMBER: The goal is to be the group with the most profit at the end of Market Day. Discuss the PROS and CONS of the hallway. Then discuss the PROS and CONS of the classroom. Make a decision and tell your teacher. Your teacher will determine a fair amount for each location: classroom or hallway. (Note to teacher: If you choose to have children “earn” money for good behavior see the example: \$5.00 each day you were well-behaved, the price of the hallway location may be \$10.00 whereas, the price of the classroom location may be \$5.00. If your teacher gave you \$1.00 each day you were well-behaved, the price of the hallway location may be \$4.00 whereas, the price of the classroom location may be \$2.00.)

**Step 7:** You will make an Open/Closed Sign for your booth and a large sign with your booth’s name displayed.

**Step 8:** Set up your booth in the location that you purchased. Post your Booth Name sign above you on the wall. Set your products out. Post your Open/Closed sign. If you are not selling your product, you are Closed. Your teacher will decide who are consumers first and who are producers first.

**Step 9:** Begin Market Day!!! Use your Economics terminology from the Economic powerpoint (producer, consumer, scarcity, opportunity cost, when “shopping.” Each student should have approximately \$5.00 - \$10.00 start-up money to shop. Students are allowed to shop until their money runs out; however, the sooner they get back to their booth, the sooner they begin earning money instead of spending so much. While students are shopping, their booth is “closed.” Students may not shop at a closed store, that would be burglary ☺. Therefore, a management idea may be to let only one class shop at a time. Once a student is out of money and ready to “open” his/her booth, he/she may tell another person to go shop.

**FUN IDEA:** Invite your principal, counselor, other grade levels, etc. to shop. Give each guest \$5.00 to shop.

**Step 10:** After the halls and classrooms have been cleaned up, hold a whole group discussion about Market Day. Graph each group’s earnings to determine the booth that profited the most money. Discuss with the class why that group earned the most. Compare booth earnings to see what could be done better next time. You will find that students have gained a wealth of knowledge about Economics with this fun activity. They will demonstrate their knowledge of consumers, producers, scarcity, benefits and costs of spending v/s saving, that location matters when setting up a business, and many other concepts that vary from class experience to class experience.

**Step 11:** Students should write a brief paragraph or two about what went well at their booth, what they could have done better, and how they used prices at similar booths to price their product. Students should write the paragraphs to next year’s students as tips and tricks of Market Day. Remind students to use Economic Vocabulary: producers, consumers, opportunity cost, allocation of price, scarcity, entrepreneur, etc. Advise students to use a graphic organizer to organize their thoughts before writing. (T-chart)

<b>Modifications:</b>	
<ul style="list-style-type: none"> <li>• Assign a shopping assistant for students who have difficulty counting money.</li> <li>• Consider those students who will be unable to provide a product or service and have products and services available for them to sell.</li> <li>• Strategically assign partner groups and allow students to “partner” with a teacher or parapro</li> </ul>	
Map and Globe Skills:	Information Processing Skills: 1,3,5,9,11,12,16

**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>Accurately uses Economic vocabulary when writing paper on tips and tricks of Market Day</b>	Does not use Economic vocabulary accurately.	Uses SOME Economic vocabulary accurately.	Uses MOST Economic vocabulary accurately.	Uses ALL Economic vocabulary accurately.
<b>The student compares the prices set in other booths and explains how price for their product was determined</b>	Does not give evidence of comparing prices at other booths in the explanation	Gives minimal evidence of comparing prices at other booths in the explanation	Compares prices at other booths and explains how price for their product was determined	Compares prices at other booths and explains how price for their product was determined AND explains why they were able to make money because of the price of their product.
<b>Describes what went well on Market Day and what could have been better on Market Day in regards to their product</b>	Inaccurately describes what went well on Market Day or what could have been better on Market Day	Describes what went well on Market Day and what could have been better on Market Day but is minimal and uses inaccurate understanding in the reflection.	Accurately describes what went well on Market Day and what could have been better on Market Day	Accurately describes what went well on Market Day and what could have been better on Market Day by including ideas that shows how to improve their profit for the next time.
<b>Accurately describes product on the Get Rich Quick worksheet</b>	Get Rich Quick worksheet is not complete or accurately done	Get Rich Quick worksheet is either not complete or is not accurately done	Get Rich Quick worksheet is complete and accurately done	Get Rich Quick worksheet is complete and accurately done and explains what made the product so successful.

### 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>
<b>Students have all supplies needed to set-up their booth</b>	Needed 2 or more items to set-up booth	Needed 1 supply to set-up booth	Booth is set-up with all necessary supplies	Booth is set-up with all necessary supplies. Desk/table is covered with an attractive covering and money keeper (i.e. cash register or envelope)
<b>Students have created an attractive display for their product</b>	Display is unorganized. Everything is thrown together.	Display is somewhat attractive but lacks organization.	Display is attractive and is well organized.	Display is well organized and attractive with separate areas (i.e. shopping area, purchasing area, bagging area)
<b>Students have a product that is attractive</b>	Product was not thought through. Product is messy.	Product could have been presented in a more attractive manner.	Product is attractive.	Product is attractive and presented in a creative way that appeals to the consumer.
<b>All signs are displayed correctly and in plain site (open/closed sign, booth sign, price list)</b>	Only 1 sign made and posted correctly.	2 signs are made and posted correctly.	All 3 signs are made and posted correctly.	All 3 signs are made and posted correctly. Advertisements were created and posted throughout the hallway to promote a group's product.

### Resources for Unit

<ul style="list-style-type: none"> <li>● <a href="#">3-5 Economic Reference Sheet</a></li> <li>● <a href="http://oncampus.richmond.edu/academics/education/projects/webquests/economics/economics.ppt">http://oncampus.richmond.edu/academics/education/projects/webquests/economics/economics.ppt</a></li> <li>● <a href="http://www.globaleducation.edna.edu.au/globaled/go/engineName/filemanager/pid/1836/flow_chart.pdf?actionreq=actionFileDownload&amp;fid=12489">http://www.globaleducation.edna.edu.au/globaled/go/engineName/filemanager/pid/1836/flow_chart.pdf?actionreq=actionFileDownload&amp;fid=12489</a></li> <li>● Money Game: <a href="http://www.mrnussbaum.com/currencymath.htm">www.mrnussbaum.com/currencymath.htm</a></li> <li>● Cost of Cool: <a href="http://pbskids.org/dontbuyit/buyingsmart/costofcool.html">http://pbskids.org/dontbuyit/buyingsmart/costofcool.html</a></li> <li>● Producers Use Resources: <a href="http://www.econedlink.org/lessons/EM464/em464_popupActivity_2.html">http://www.econedlink.org/lessons/EM464/em464_popupActivity_2.html</a></li> <li>● Bartering and Trading Slideshow: <a href="http://www.econedlink.org/lessons/em270/flash/em270_popupActivity.html">http://www.econedlink.org/lessons/em270/flash/em270_popupActivity.html</a></li> <li>● Get Rich Quick: <a href="http://www-tc.pbskids.org/bigapplehistory/parentsteachers/pdfs/e3_t4-ws.pdf">http://www-tc.pbskids.org/bigapplehistory/parentsteachers/pdfs/e3_t4-ws.pdf</a></li> </ul>
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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 8/21/08.

## Thinking About Economics

What is economics?

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What does barter mean?

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What is the difference between a good and service?

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What are producers and consumers?

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What are taxes?

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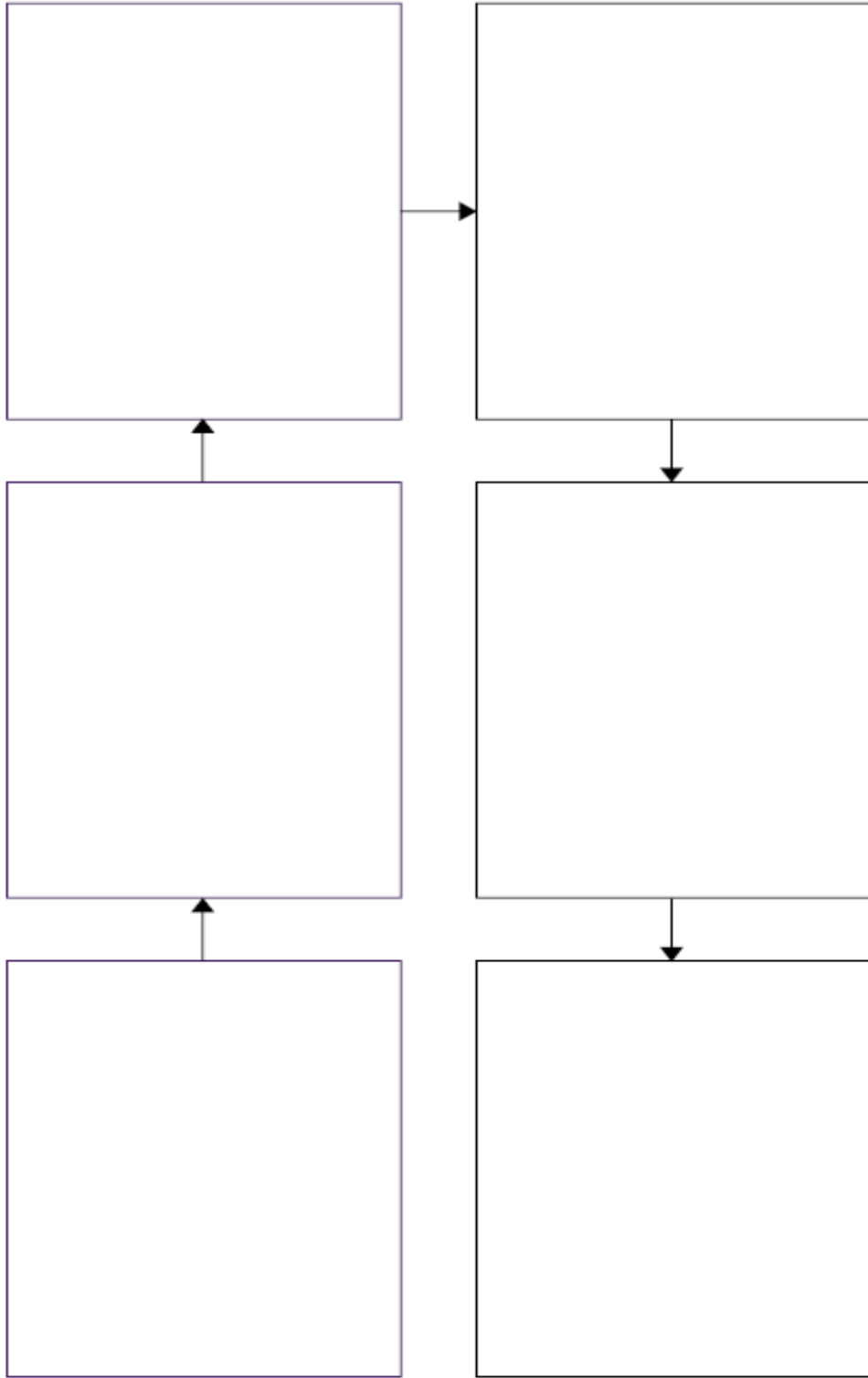
What is an entrepreneur?

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Flow Chart



Global Education Website  
<http://www.globaleducation.edna.edu.au>

## Market Day Chart (Booths and Products)

	Booth Name	Product(s)
Group 1:		
Group 2:		
Group 3:		
Group 4:		
Group 5:		
Group 6:		
Group 7:		
Group 8:		
Group 9:		
Group 10:		
Group 11:		
Group 12:		



## Worksheet - Get Rich Quick!

Name \_\_\_\_\_  
Class \_\_\_\_\_  
Date \_\_\_\_\_



*Type of product or service:*

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*Is it something new or something made more available?*

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*Description:*

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*Potential market:*

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## Worksheet - Get Rich Quick!

*Potential competition:*

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*Advertising strategy:*

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*Name of product or service:*

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