

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): <u>Common Core Standards</u> CCSS: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS: 5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS: 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>GDOE Standards</u> GDOE: 5.2.1 Sequence time lines of historical events studied. GDOE: 5.2.2 Observe and identify details in cartoons, photos, charts and graphs relating to a historical narrative. GDOE: 5.3.1 Use maps, globes, photographs, pictures, or tables to locate or recognize the following: lines of latitude/ longitude, continents, oceans, landforms, and water features.		
Lesson Overview: The focus of this lesson is to discuss a specific nation that will be part of the FESTPAC .	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Describe and identify a specific country for United Nations • Describe how people live and survive • Locate the country • Describe how a country has been influenced by outside settlers 	
Vocabulary: United Nations, FESTPAC	Focus Question(s): Why is United Nations an important day to celebrate?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Think-Pair-Share

Teacher will ask, "What is United Nations?"

Students will think, pair with a partner, and share their ideas to one another. After a few minutes, teacher ask volunteers to present what they have discussed.

Teacher will ask students to write about what they would do if they and their families discovered a new land.

DAY 1

Teacher will discuss the importance and purpose of United Nations to the class.

- To maintain international peace and security
- To develop friendly relations among nations
- To achieve international co-operation in solving international problems of an economic, social, cultural or humanitarian character
- To be a centre for harmonizing the actions of nations in the attainment of these common ends

Teacher will introduce FESTPAC and what it is all about.

<https://festpac.visitguam.com/>

Day 2 & 3

The students will learn about a specific country found in the Pacific/Micronesia as part of the FESTPAC.

* EASTER ISLAND or RAPA NU

- Teacher will discuss about the specific country and highlight the important events of it using a PowerPoint presentation

- Link: <https://www.youtube.com/watch?v=5yhnETtF64I>

Day 4 & 5

With the help of the teacher, students will create their own Moai, a stone statue found in the Easter Islands or Rapa Nu

Teacher will ask students, "How did the people of Easter Islands move the stone statue?"

Students will think with a partner and share what they have discussed.

Link of Theories on How MOAI's walked: <https://www.youtube.com/watch?v=5yhnETtF64I>

[The Mystery of Easter Island](#)

[Fun Easter Island Facts](#)

[How to Make a Paper Moai](#)

Closure

Teacher will ask random students at the end of the class to reflect on what they have learned.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

One to One, simplified directions, peer tutoring

Outline:

- I. Easter Island was an isolated island found near Chile.
- II. Polynesians, with a use of a boat, settled in the land of Rapa Nu/Easter Island. The land was filled of vast resources. It included different types of birds, plant resources, and water animals.
- III. Because of the vast resources, the population grew to about 20,000 settlers over the years.
- IV. Moai, or stone statues, were made with the use of volcanic soil found in the land. The volcanic soil was easily manipulated because of its soft-like structure. Hence, a stone statue was created.
- V. It became a competition among families to create and make the biggest statue of all.
- VI. Overtime, the population has increased rapidly that resources depleted. The people of Easter Island then turned on each other causing cannibalism to occur.
- VII. Cannibalism caused an incredible decrease in Easter Island population. After awhile, the few survivors picked up what was left of their culture and started anew.
- VIII. With a small population, the people needed a leader to start again. That is when the Birdman Cult began. Each year the bird challenge occurs.
 - a. What is the mechanics of the challenge?
 - i. Each surviving tribe will appoint an athlete to compete in the challenge.
 - ii. The man who can successfully bring back a bird egg from an isolated small land near the Easter Island wins and his tribe will be the ruler of all the people for 12 months or 1 year.
- IX. After a few years, it seemed like the people of Rapa Nu population was rebuilding again, however everything changed when people of South and Central America started taking the people of Easter Islands to become their slaves in their plantations. Because of this, the Easter Island people eventually decreased (101 people) and died.
- X. Now, there are only a few individuals left with a connection or ties with the original population.

Content: Social Studies	Grade/Course: 5th	Timeline: 3 weeks (45 minutes each)
Standard(s): <u>Common Core Standards</u> CCSS: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS: 5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS: 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>GDOE Standards</u> Analyze the influence of demand on the market Recognize an economic concept Explain the economic concept of supply and demand.		
Lesson Overview: The focus of this lesson is to learn and understand basic investing principles, current events, the basics of how the economy works, money management skills, basic math and reading comprehension, and writing skills.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Describe and learn what is a stock • Look up basic stock market information • Have a basic idea of how the stock market works 	
Vocabulary: Stocks, the stock market, business, the economy, stock certificate, dividend		

Description of Lesson (Including Instructional Strategies): Anticipatory Set: Stock market listing Project on the board or pass out a sample of a stock market listing. Give the students about 30 seconds to examine the listing then ask, "What is a stock?" Have students talk to their partner (T-P-S) and give them a minute to discuss. Randomly select students to share what they know about it. <ul style="list-style-type: none"> ➤ A stock represents a share in the ownership of a company. If you own a company's stock, then you are an owner, or shareholder, of the company. A stock represents a claim on the company's assets and profits. A stock is also known as equity. ➤ The ownership percent, of a company that you own is calculated by dividing the number of shares a person owns by the number of shares of stock outstanding. ➤ For example: 1000 shares owned 10,000 shares outstanding = 10% ownership. <u>DAY 1</u> Teacher will discuss and introduce the vocabulary words: Ownership of stock is represented by a stock certificate . A stock certificate represents your ownership of the company. These days, when you buy stock of a company, you usually do not get the actual stock certificates any more. Instead, your ownership is tracked electronically, making it easier to buy and sell shares. Teacher asks, "Now that you have stock and ownership of a company, what can you do?" Not really very much. You will benefit when the price of the stock goes up, or lose if the price goes down. As a part owner of the company, you are given the right to vote for company's board of directors. Another way you may benefit is if the company pays dividends. Dividends represent a percent of the company's profit, paid to the shareholders. Buying stock can be risky, since the price of the stock may go up, it may also go down. If the company goes bankrupt, then you could potentially lose all the money you invested in the stock. However, that is what investing is all about. Taking risks, in the hope of making money on your investment, with no guarantee that you will make money.
<u>Day 2</u> Introducing the simulation: This simulation may either be done in groups or individually. The teacher may adjust and improvise as they feel appropriate: <ul style="list-style-type: none"> • Each group (or individual) begins with \$10,000. For younger students, use \$1000. With this money, the group (or individual) must spend at least \$9,500 (\$900 for younger students) on stocks (including commissions). The remainder may be kept in the individual's checking account.

- Each group must invest in 3 stocks. If you may set a minimum of 3 stocks, and a maximum of 3 stocks. If you are working with a younger group, you may want to set the number to 3 stocks for each group.
- A 3% commission is to be paid for every stock transaction (buying or selling a stock). For younger students, use a 1% commission, or no commission.
- Each group should keep a journal of their activities and thoughts, and a transaction history of all buys and sells. In addition, the group is responsible for keeping track of the current portfolio's market value (plus the cash in the checking account).
- The time line for this activity may be from 1 week; to multiple weeks depending on how much time you wish to spend on this subject. A suggestion is to continue this activity for a quarter or 2-3 weeks, since it will help reinforce longer-term investment skills. In addition, this will keep students interested in current economic events while reinforcing fundamental skills.
- On the last day (as determined by the instructor) students will sell their stocks and report on their portfolio's value and what they learned during the activity.

Day 3/4

Choosing companies to invest in and buying stocks:

[NYSE stock market listing](#)

If this is a group activity, the students should get together in their groups.

For choosing stocks, recommend to the students to choose companies with products or services they are familiar with. This may include companies that their families or friends work for, or are familiar with. This will help make the learning process more interesting and understandable. In addition, some basic "Fundamental analysis" may be performed. You may start this lesson by asking students the question what companies they are familiar with, and writing the answers on the board. Then students may choose from those companies or other companies they think of.

For younger students, the teacher may want to suggest companies and let the students choose. In addition, the teacher may require the students to write their reasoning and analysis in their journal.

Pick some of the stocks chosen by the students to create an example "portfolio". Choose 3-5 stocks and list their name and stock ticker on the board (use a newspaper or computer to get the stock information). List the closing price as well. Then ask the students how much of each stock they should purchase. Total the amounts and see how close it comes to the \$10,000 budget. Then ask what should be done to get over \$9,500 but under \$10,000.

*Note that simply choosing companies that they are familiar with is most appropriate for younger students.

Day 5-7

Monitoring the portfolio

The groups will track their investments weekly (please see link below).

The teacher may assist by using a multimedia projector to show the current prices of stocks.

[NYSE stock market listing](#)

Day 8/9

Selling stocks

Once the simulation is complete, students should sell all stocks in their portfolio. A class presentation should be made at this time regarding what each group learned, and the results of their investments.

Closure

Teacher will ask random students at the end of the class to reflect on what they have learned.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

- One-to-One, Simplified Directions, Peer Tutoring