

<b>Content:</b> Social Studies	<b>Grade/Course:</b> 3rd	<b>Timeline:</b> Week 4
<p><b>Standard(s):</b> 3.2.2 Observe visual sources, such as historical paintings, photographs, or illustrations that accompany historical narratives, and describe details, such as clothing, setting, or action.</p> <p>3.2.3 Create and interpret time lines.</p> <p>3.3.1 Read and construct maps, tables, graphs, and charts.</p>		
<p><b>Lesson Overview:</b> This lesson focuses on the way of life of the first people to settle in North and South America, the first European explorers and American Revolution. Students will study several paintings, pictures &amp; illustrations and be able to compare details.</p>	<p><b>Lesson Objective(s):</b> I can compare paintings, photographs, or illustrations from different historical events of North America.</p>	
<p><b>Vocabulary:</b> Nomads, tribes, shelters, clothings, explorers, claim, colonist, revolution, independence,</p>	<p><b>Focus Question(s):</b></p> <ol style="list-style-type: none"> <li>1. How are nomads and the first European explorers alike and how are they different?</li> <li>2. Which time periods would you like to be in: earliest American Communities, first European Explorers came to America, Revolutionary War, or the present year? Why?</li> </ol>	

### Description of Lesson (Including Instructional Strategies):

**Prior Learning:** The students should already be familiar with reading and creating a time line as well as reading charts.

**Anticipatory Set:** Direct students to look at the pictures on their Social Studies textbook pages 326, 335, and 341. Divide the class into three groups and assign each group to study one picture.

### Instruction and Strategies:

**Day 1:** Direct students to study the picture on their Social Studies textbook pages 326. Have

Students discuss what they see in the picture. Ask questions: “ How did these people find Food?” “What types of shelter did they use?” “ What possible problems did they face?”

- ask a volunteer to read narratives on pages 326-330. Discuss vocabulary words such as nomads and

tribes. Ask students if they would like to live on this time periods and have them explain why or why not.

Create a graphic organizer about nomads using the picture on page 326.

**Day 2:** Review previews lesson. Direct students to study the paintings on page 335. Discuss and talk about the painting. How is this painting different from the picture on page 326? Compare.

-Have students read narratives on pages 334-339. Then have students compare nomads and the first European explorers.

Create a graphic organizer about the first European explorers based from the picture on page 335.

**Day 3:** Review previous lessons. Direct students to study the paintings/pictures on pages 341-344. Have students discuss what they see in paintings. Have students compare the pictures of nomads, first European Explorers and people during the revolutionary war. How are they the same and how are they different.

Create a graphic organizer about the picture/painting on page 341.

**Common Assessments:** On a sheet of paper, answer the following question: Based from the pictures/paintings that you've examined, which of the three historical events would you like to be in-the nomads, the early European explorers or the revolutionary war? Why?

**Guided Practice:** Group work, graphic organizer

Monitor and guide students thru the different activities above.

**Formative Assessment:**

Monitor students' work, participation, and discussion throughout the lesson  
a. graphic organizers b. read aloud c. question and answer in groups or whole class

**Closure:** Have students work in small groups. Create a time line with a drawings about the three American historical events that you learned from this Unit lesson. Write 2-3 sentences describing each picture.

**Independent Practice:** As an extension for gifted students, they can explore why humans choose to live in non-geographically friendly environments and what they have to do to make them livable. This can be presented to the class at the beginning of the next lesson.

**Accommodations/Modifications:** Peer interaction, student-based learning (teacher is available for individual guidance), assessment is based on student's preference and knowledge; both written and verbal explanations accepted.

**Resources:** Textbook and supplemental.

└

**Reflection:**

<b>Content:</b> Social Studies	<b>Grade/Course:</b> 3rd	<b>Timeline:</b> Week 6-8
<b>Standard(s):</b> 3.5.1 Define what taxes are, explain their purposes, & with the help of teachers and parents, give examples of different kinds of taxes		
<p><b>Lesson Overview:</b> This lesson discusses how a business works, free enterprise, and the world marketplae. Students learn about aspects of business including overhead, profit, competition, marketing, consumer, demand, supply, scarcity, trade, barter, international trade, import, export, interdependence, and communication link.</p>	<p><b>Lesson Objective(s):</b> I can:</p> <ul style="list-style-type: none"> <li>- identify ordinary businesses in the community</li> <li>- understand how the cost of a production &amp; selling price affect profits</li> <li>- describe how competition for products increases with advertising</li> <li>-explain the concept of free enterprise</li> <li>-learn how supply &amp; demand affect the price of a product or good</li> <li>- identify examples of scarcity</li> <li>- explain the importance of international trade</li> <li>-explain how countries depend on one another economically</li> </ul>	
<p><b>Vocabulary:</b> <b>Specialize, overhead, wage, profit, marketing, competition, free enterprise, consumer, supply, demand, scarcity, trade, barter, import, export, international trade, communication link, interdependence</b></p>	<p><b>Focus Question(s):</b></p> <ol style="list-style-type: none"> <li>1. How do business operates</li> <li>2. What are some businesses in our community</li> <li>3. What are some ways the business could increase its profit?</li> <li>4. How does a business make profit?</li> <li>5. How could businesses compete with one another (stores)?</li> <li>6. What is the system in which people decide what to buy &amp; sell?</li> <li>7. What do supply &amp; demand mean?</li> <li>8. What does scarcity mean?</li> <li>9. What does a free market mean?</li> <li>10. When do people decide to spend their money?</li> <li>11. What is import and export?</li> <li>12. How do countries depend on one another?</li> </ol>	

**Description of Lesson (Including Instructional Strategies):**

In this lesson, students will learn about how a business works, free enterprise, and the world's market place.

**Anticipatory Set:**

Create a graphic organizer about the businesses in our community. Write the graphic organizer on the board. Discuss, how do these businesses work or operates.

**Instruction and Strategies:**

Week 6:

Direct students to read Harcourt Social Studies Textbook pages 394-399. Ask questions after reading each page. Discuss vocabulary words: specialize, overhead, wage, profit, marketing, & competition. Have students copy the vocabulary words and write the word meaning using their S.S. notebook.

Have students work in groups of four. Using a butcher paper & a marker, have students write sentences using vocabulary words (specialize, overhead, wage profit, marketing & competition).

Assessment: Explain how does a business run/operates?  
What is overhead?  
Define profit.  
How does a business make a profit?  
Name the 3 types of marketing. (advertisement, sponsorship, coupon)  
How do businesses compete with one another?

Home work: Read S.S. Textbook pages 402-405

Write the word meaning of the following words in your S.S. Textbook.

- |                    |             |
|--------------------|-------------|
| 1. free enterprise | 4. supply   |
| 2. consumer        | 5. demand   |
| 3. producer        | 6. Scarcity |

Week 7:

20 min. review: What is tax? Name and describe 2 types of taxes. Explain why adult working citizens pay tax? Name 5 government services. What is overhead? How does a business work/operates? How do businesses make profits? Name 3 types of marketing. How do businesses compete with each other?

Lead a discussion about students' experiences in stores. Tell students that in our country, all stores work within the free enterprise system. Explain how they are part of the free enterprise system.

Direct students to read S.S. Textbook pages 402-405. Ask questions and discuss after reading each page. 1. What is the system in which people decide what to buy and sell?

2. What do supply & demand means?
3. Explain how free enterprise is different from businesses run by a government.

4. Explain how supply & demand works:

low supply-----→high demand-----→very high price

low supply-----→ low demand-----→high price

high supply-----→high demand-----→low price

high supply -----→low demand-----→very low price

High Supply- means there's more than enough products ex. 1,000 umbrellas

Low Supply- not many ex. 6 umbrellas

High Demand- many people are buying the product

Low demand- not many people are buying the product

Have students watch a video: [youtube.com](https://www.youtube.com) (supply & demand video for kids)

Assessment: Answer the following questions

1. What is free enterprise?
2. Explain how scarcity affects the product price.
3. Explain how supply and demand works.
4. What is consumers and producers?
5. Define demand & scarcity.

Week 8:

Ask students if their family owns or uses anything made elsewhere. Point out that students participate everyday in the world market place.

Direct students to read S.S. textbook pages 406-411. Ask a student to read each page. Then ,discuss and ask the following questions:

1. Define trade and barter.
2. Compare and contrast import and export.
3. What is International trade?
4. Explain how do you get food or products not made from the community.
5. Why is interdependence among countries important?

Students watch a video about import and export (import & export video for kids)

**Guided Practice:**

- Teacher will give instruction of the various activities, rotating among groups in order to monitor and assess understanding of the lesson.

**Formative Assessment:**

- Students will answer questions orally and in writing.
- Students will show signs of engagement.
- The students will contribute to the classroom discussion and will answer questions.

**Closure: Answer the following question:**

**How does a business run.**

**How do businesses make profit?**

**What is free enterprise?**

**Explain how supply & demand works.**

**Compare and contrast import & export.**

**Independent Practice:**

- Hands on activities, group work, class discussion & participation

**Accommodations/Modifications:**

- Teacher will use the vocabulary words, sentence strips peer tutoring, & group activities.

**Resources (Textbook and Supplemental):** Social Studies textbook, youtube.com

└

**Reflection:**

<b>Content:</b> Social Studies	<b>Grade/Course:</b> 3rd	<b>Timeline:</b> Week 5
<b>Standard(s):</b> 3.5.1 Define what taxes are, explain their purposes, & with the help of teachers and parents, give examples of different kinds of taxes		
<b>Lesson Overview:</b> Students will define tax and learn how the government uses tax to pay all the government services, build roads, schools & buildings. They will identify different types of tax that citizens must pay.	<b>Lesson Objective(s):</b> I can: <ul style="list-style-type: none"> <li>- explain the purposes of tax</li> <li>- Define tax</li> <li>- identify the different types of taxes</li> <li>- explain how the government use tax money</li> <li>- tell the difference of property tax &amp; sales tax,</li> </ul>	
<b>Vocabulary:</b> <b>Tax, property tax, sales tax, government services, federal, state, local tax</b>	<b>Focus Question(s):</b> <ul style="list-style-type: none"> <li>- What is tax?</li> <li>- What are the different types of tax?</li> <li>- Explain why the government collects tax?</li> <li>-</li> </ul>	

**Description of Lesson (Including Instructional Strategies):**

Students learn about tax and its purposes.

**Anticipatory Set:**

Review about the different services that the community government provides. Emphasize that these services cost money. Discuss how the government pay the citizens who work in these government services.

**Instruction and Strategies:**

- Show the following video as springboard for discussion:  
<https://www.youtube.com/watch?v=RVkUUPuOVXA>
- Have a whole class discussion on the different levels of government shown on the video such as federal, local and state government. Then assign the teams to brainstorm all the services where our taxes go, writing their answers on an idea web.
- Show another video that explains in more detail the breakdown of government revenue from taxes and also where they go:

<https://www.youtube.com/watch?v=TOuDPrtUhn4>

Stop at certain parts of the video for discussion points. Then have the students use a chart to write their own notes from the pie charts shown on the video.

- Using information on their completed graphic organizer, have the students write sentences about what they learned about taxes and where they go.
- At the end of the week's lesson, have students answer a cause-effect reflection question: What would happen if citizens did not pay their taxes? List down several effects or scenarios in society that will result. (Could be done as TPS or in teams) Then have each team or pairs present their answers to the class.

**Guided Practice:**

- Teacher will give instruction on the various activities, rotating among groups in order to monitor and assess understanding of the lesson.

**Formative Assessment:**

- Students will answer questions orally.
- Students will show signs of engagement.
- The students will contribute to the classroom discussion and will answer questions.

**Closure:**

**Exit Ticket:** Write three things you learned about this week's lesson on taxes.

**Independent Practice:**

- Incorporate team tasks and various hands-on activities

**Accommodations/Modifications:**

- Teacher will use the vocabulary words, sentence strips peer tutoring, & group activities.

**Resources (Textbook and Supplemental):** Social Studies textbook, Educational videos online

└

**Reflection:**