

3rd Trimester: March

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **Trimester 3**
Length: **4 weeks**
Status: **Published**

Unit Overview

Students will understand need vs want, supply vs demand, the role of government on economics, global market, and be able to map the route of goods from various countries it the US.

Essential Questions

Describe the difference between need vs want.

Compose a graph of supply vs demand.

how does the role of government affect economics?

Map the routs of goods from various countries to US.

Content

- Needs Vs. Wants
- Supply and Demand
- Role of government on economics
- Global Market
- Mapping the route of goods from various countries to United States.
- Role of competition

Skills

Listening

Writing

Researching

Speaking

Assessments

Project Life(S) *Students will be taught how to budget, save, pay bills, and manage a check book

Unit Vocabulary Assessment(F)

Comprehension Quiz(F)

Lessons/Learning Scenarios

Economics Unit:

ALL LESSON PLANS- <http://ecedweb.unomaha.edu/lessons/lessons.cfm>

1 - hey pop

<http://www.econedlink.org/teacher-lesson/453/>

Objective: SWBAT explain that competition takes place when there are many sellers of a similar product. Compare several brands of popcorn based on labeling, price and in a taste test, and compare the responses of all students, and rank each product. After they have ranked their choices, they will examine the prices for each and compare.

Procedure: This lesson focuses on decision-making and marketing as it relates to competition. Students will define criteria, rate products, compare prices, and consider the marketing of several different brands of popcorn. Is there a correlation between price, taste, packaging, and what is advertised about the product? What would students be willing to pay for each sample? Does marketing affect which product they might buy? Student will create a list of “must haves” for popcorn and then will evaluate the popcorn in a blind test taste. After evaluating each brand students will look at the price of each and will use mathematics to determine the price per bag. Then students will present their findings and determine whether it is worth the money to pay for the more expensive product. With extra time take a fun quiz about popcorn.

Materials: all materials/ web links <http://www.econedlink.org/teacher-lesson/453/> , 3 different brands of popcorn, scrap paper, poster paper, laptop, projector

Assessment: observation/ participation(f), presentations(f)

2- what is competition

<http://www.econedlink.org/teacher-lesson/509/>

objective: Explain that businesses make money by selling items or providing a service to a consumer. Explain that a market exists when buyers and sellers interact. Explain that competition exists in the marketplace if there are multiple sellers of same item or similar items. Identify business competitors in their community.

Procedure: What is Competition? Ask your students if they have ever run a race, entered an art contest, or played in a soccer game. Explain to them that races, art contests, and soccer games are all competitions. A competition is when people try their best to do something better than other people so they can win. Today your students will learn about a different kind of competition. More specifically, they will learn about business competition. As a class visit, students can use ipads while you project on the white board. "[Smallville Yellow Pages!](#)" What Is a Business? A business tries to make money by selling goods or providing a service. Below is a list of a few possible businesses in your community. Ask your students if they can think of more? grocery stores, clothing store, jewelry store. Then students will need to chose one business on the list and create a google slide that portays why they chose that business and what he or she would do to compete with other buisnesses to win the customers and earn more money. Refer back to the "hey pop" lesson to remind the students what they were looking for in a popcorn.

Materials: iPads (barrow 5 from Ms. Sikking's room), websites, laptops, google classroom, <http://www.econedlink.org/teacher-lesson/509/>

Assessment: observation & participation(F), google slide(F)

3- big banks piggy banks

<http://www.econedlink.org/teacher-lesson/455/>

Objective: Students will identify the advantages and disadvantages of saving at home or saving in a bank. Choose the appropriate savings place for having money easily available, having it earn interest, and having it be safe. Recognize that saving means not spending.

Procedure: Inform your students that there are many places where people can keep their money. Tell the students that depending on what they want to do with their money, some places are better than others. Where You Can Keep Your Money: Students can read along with this interactive activity that teaches them about places they can keep their money. [Where You Can Keep Your Money](#) Moneyinstructor.com: a tutorial website that explains the fundamentals of money and banking to children. www.moneyinstructor.com/kids.asp

A Trip To The Bank: Students can complete this interactive activity to learn what belongs and what does not belong in a bank. Where are some places people put money they carry with them? [Possible answers include a pocket, wallet, purse and backpack. When would keeping money in your pocket or a wallet be a good idea? When you plan to use the money soon such as for school lunch or bus fare. What are some other places besides a piggy bank where you could keep money safe at home? [Containers may be a cookie jar, sock, glass jar, coffee can, Locations for the container include a closet, drawer or cabinet. Why would putting your money in a bank be better than putting it in piggy bank? [When you have a lot of money that could be lost or stolen, you don't want to use the money right away, and you don't want to be tempted to spend it. Also if you want to earn interest. **ACTIVITY 2:** When you go to a bank or credit union, what would you expect to see? Complete this [interactive activity](#) to see if you know what belongs in a bank and what doesn't! **More Fun!** [The Adventures of Dollar Bill](#) talks about the meaning of the terms deposit, balance, and withdrawal. [The Adventures of Interest Ray](#) explains what interest is, how people get it, and why the bank gives it to

people. End the lesson with an online quiz. See website in materials.

Materials: laptops, websites, scrap paper, posters, projector, <http://www.econedlink.org/teacher-lesson/455/>

Assessment: classroom observations & participation (f)online quiz (f)

4 - believe it or not

<http://www.econedlink.org/teacher-lesson/647/>

Objective: Explain the role of advertising from the seller's point of view. Distinguish between fact and opinion in advertisements. View advertisements with a healthy skepticism.

Procedure: Hold up a popular fiction book that your students probably have read--perhaps one of the Harry Potter novels. Ask the students: Is this story fiction or non-fiction? *[Fiction]* How can you tell? *[A possible response is that students know from real-life experiences that some of the events in the story can't be true.]* Is the picture on the cover of the book fiction or non-fiction? *[Fiction]* How do you know? *[Students might point out that the cover image is a drawing, not a photo or they may simply know that the characters depicted on the cover do not exist.]* Explain that advertising, like books, contains words and images. Some of the words and images in advertising may be true, while others are fiction. **Activity 1: Fact or Opinion?** The students are told that sellers make a variety of claims in advertisements; some claims are factual and some are statements of opinion. Factual claims are statements that can be proven true or false. The following statements are provided as examples of factual claims. (The bike has three gears. The bike is available in red or blue. The price of the bike is \$90.00.) Opinions are statements based on a belief or value. (For example: The bike is better than bikes made by other companies. The bike is easier to ride. The bike is more fun to ride than other bikes.) The difference between fact and opinion is explained. The students are then asked to read 10 advertising claims and tell whether each asserts a factual claim or an opinion. At the conclusion of the activity, the students are asked these questions and told to be ready to discuss their answers. (Which do you think are more useful to consumers—facts or opinions? Why? All the facts and opinions focused on the good qualities of the good or service. What do you think is the reason for this?) **Activity 2: Packages Are Advertising, Too!** The students learn that packaging is a form of advertising. Packages are designed to catch our attention as we walk down store aisles. They are a seller's last chance to convince us to buy a particular product rather than the one next to it.

The students complete the interactive activity [What's in the Shopping Bag?](#) They learn how advertisers use words and images on packages to make their products seem great. Then students will complete web quest on a google slide and complete the assessment on google slide independently.

Materials: google slide with websites, <http://www.econedlink.org/teacher-lesson/647/>

Assessment: Google slide(f)Presentation (f)

5- cowboy bob builds a community-

<http://www.econedlink.org/teacher-lesson/665/>

Objective: Identify 10 different types of services that are necessary to have in every community. Have an understanding of the basic public goods and services vs. private goods and services found in a community. Identify the differences between a want and a need.

Procedure: Have a class discussion on what businesses would need to be present in a community, this will be beneficial for students who are auditory learners. Listing these businesses on the board will help visual learners understand what services would be needed to make a community a safe and a pleasant place in which to live. In your discussion talk about public goods and services like schools and police stations. Explain to the class how these services are provided to communities by the government. Then talk to the class about private goods and services, sold in places like toy stores, grocery stores, clothing stores, or law offices. The businesses that sell these goods and services are not owned by the government; they are usually owned by people in your community. As an assessment the students will have the layout of a ghost town with its main street. They will need to select six out of the eight buildings that they feel would be absolutely necessary in order for a town to survive. The students will click and drag any of these services into the town. These include a police station, clothing store, movie theater, fire station, hospital, school, bank, arcade, toy store, doctors office, gas station, clothing store, car dealership, music store, post office, and an electric plant. The students would then need to state either orally or in written form why these buildings were selected. As a conclusion students will draw a map and include 5 businesses or service agencies that would be necessary to have in a community. After drawing and labeling the community, they should explain why each business or agency was selected and tell, for each one, whether it produces a good or a service for the community. Services needed to ensure growth in a community might include a water-treatment plant, a police station, a fire station, an electrical plant, a gas company, grocery stores, clothing stores, hardware or lumber stores, hospitals, doctor's offices, schools, banks, a post office, restaurants, car dealerships, and dentists.

Materials: <http://www.econedlink.org/teacher-lesson/665/>

Assessment: Map(f) Google Slide(f)

6- goods and services-

<http://www.econedlink.org/teacher-lesson/978/>

Objective: Distinguish between goods and services provided by private businesses and those provided by government. Explain why governments provide certain goods and services. Explain that taxes collected by governments are used to pay for goods and services provided by governments.

Procedure: Students will be given cards and will determine where they would go to complete the task. Then students will construct a community map bulletin board using pictures printed off line of businesses and structures. Students will explore the goods and services available in their community and determine that some are privately produced and governments provide others. Students will decide if the service is provided by the government or privately. Students learn that taxes, fees, and loans pay for government goods and services. As a culminating activity students will answer questions as a group on the google slide, and then will complete a T-Chart as an exit ticket independently.

Materials: Bulletin Board Sized Poster paper, laptop, Markers, Scissors, One copy of Activities 1 and 2 cut apart, 21 Copies of Exit Ticket, <http://www.econedlink.org/teacher-lesson/978/>

Assessment: pictures(f) Google Slide(f) Exit Ticket (f)

7- financial fables-

<https://www.kansascityfed.org/education/fables/>

Objective: SWBAT apply financial morals to their everyday lives and future decision making regarding money, saving, and credit.

Procedure: Students will go onto google classroom and click on the slide labeled “Financial Fables.” Read introduction page together as a class. Then students will access a website where they can read financial fables on the computer. Students will find evidence to prove what the morals of the fables are. Then students will complete literacy worksheets using mathematics to give advice.

Materials: Google Slide, Peacock WS, Owl WS, <https://www.kansascityfed.org/education/fables/>

Assessment: Google Slide(F), Worksheets(F)

8- Basics of Economics

(20 min centers about supply and demand & want vs need)

Center 1- SW watch and informational video about supply and demand through BrainPOP. Set purpose while watching. EQ- What is today's main idea? Then student lead discussion about supply and demand using the video and past experience. Then students will review real life situational cards to determine if they are describing High Demand & Low Supply or Low Demand & High Supply. Read each card as a class, and then have them work in pairs to cut out the cards and glue them in the right section of the T-chart. Students will present their charts to the class and discuss the reasons they chose the categories they did.

Center 2- SW watch and informational video about supply and demand through BrainPOP. Set purpose while watching. EQ- What is today's main idea? Then student lead discussion about supply and demand using the video and past experience. Then students will review real life situational cards to determine if they are describing High Demand & Low Supply or Low Demand & High Supply. Read each card as a class, and then have them work in pairs to cut out the cards and glue them in the right section of the T-chart. Students will present their charts to the class and discuss the reasons they chose the categories they did.

9- the color of resources-

<http://www.econedlink.org/teacher-lesson/711/>

Objective: SWBAT classify resources into three categories; capital, human, and natural. SWBAT use Crayola crayons to explain all of the resources needed to create and distribute crayons.

Procedure: As a whole class read the introduction page of the google slide, “The Color of Resources.” Then watch a youtube video about a book called “How a Crayon is Made” By Oz Charles. Then students will break into pairs watch various videos about the creation and distribution on Crayola crayons. Students will use laptops and the google slide to click on the proper links. Then students will take an interactive assessment by clicking on a link on the google slide. When the pair is done students will independently complete the exit ticket as an assessment.

Materials: projector, 12 laptops, google slide “the color of resources,” exit ticket

Assessment: exit ticket(F)

10- Practice Test

Objective: SWBAT describe the impact of the money, compare and contrast wants vs needs, describe how supply and demand impacts prices and business, and use details to describe the impact of one historical event.

Procedure: SW have 30 minutes to use their resources to create study guide questions and answers on index cards. They will write the question on the blank side and the answer on the lined side. With the last 15 minutes sw play jeopardy using the index cards that they created and a buzzer for each group.

Materials: Index Cards, "A Change for New Jersey," Supply and Demand Reading, Want vs Need Reading, glossary, projection screen, Luna, buzzers

Assessment: Participation and Observation(F), Index cards(F)

Modifications: Students will work in PAL groups, completed study guide will be sent home two days in advance

*In Plans on 4/7/15

11- Assessment

Objective: SWBAT describe the impact of the Industrial Revolution, compare and contrast wants vs needs, describe how supply and demand impacts prices and business, and use details to describe the impact of one historical event.

Procedure: SW complete written assessment.

Materials: Index Cards, "A Change for New Jersey," Supply and Demand Reading, Want vs Need Reading, glossary, projection screen, luna

Assessment: Participation and Observation(F), Index cards(F)

Modifications: completed study guide will be sent home two days in advance, allow oral responses, extra time, read all test items.

12- Inventions

6 Day Lesson Plan

Day 1-3: Centers

Group A #1-7= Station 3

Group B #8-14=Station 1

Group C #15-22= Station 2

Objective:SWBAT evaluate the impact of inventions on the daily lives of American today.

SWBAT research using multiple resources to identify one invention that has impacted their lives the most.

SWBAT persuade the audience to buy the invention that they feel is the most important invention.

Procedure: Show a brief infomercials about a product that has recently been invented on you tube.

Then student will rotate between three stations to learn more about how inventions have impacted their lives today.

Station 1- Inventions! sw read "inventions" magazine to learn about inventions made in the past and will complete activity connected.

Station 2- Information Station! sw research one invention that impacted their life the most today.

Station 3- Be a Salesman for a Day! sw write a persuasive essay convincing the public to buy the invention, with extra time students will create a brochure using information from stations 2 and 3.

Then students will create a jingle and make a presentation trying to sell their invention. Other students will be given 5 fake \$1 bills. Each dollar will buy one invention. They will choose at the end of the presentation if

they would like to buy that invention. The 5 top presenters who have the most amount of money will present to the other fourth grade class to determine whose invention is the most valuable to the American Fourth Grade Class. With extra time discuss the meaning of activity and how it might impact how we spend our money and effect our economy.

Materials: "Inventions" magazine + activity sheet, 16 Laptops + Fact finding sheet, Lined Paper

Assessment: Activity sheet, Fact Finding Sheet, Persuasive Essay

Modified: Students may work in groups to find information but all must choose their own invention. Copy of peer notes provided when possible/ needed.

*In Plans On 6/6/14

Day 4-6: Invention Advertisement Creation/ Presentation

Objective:SWBAT evaluate the impact of inventions on the daily lives of American today.

SWBAT research using multiple resources to identify one invention that has impacted their lives the most.

SWBAT persuade the audience to buy the invention that they feel is the most important invention.

Procedure: Then students will create a jingle and make a presentation trying to sell their invention. Other students will be given 5 fake \$1 bills. Each dollar will buy one invention. They will choose at the end of the presentation if they would like to buy that invention. The 5 top presenters who have the most amount of money will present to the other fourth grade class to determine whose invention is the most valuable to the American Fourth Grade Class. With extra time discuss the meaning of activity and how it might impact how we spend our money and affect our economy.

Materials: "Inventions" magazine + activity sheet, 16 Laptops + Fact finding sheet, Lined Paper

Assessment: Activity sheet, Fact Finding Sheet, Persuasive Essay

Modified: Students may work in groups to find information but all must choose their own invention. Copy of peer notes provided when possible/ needed.

Standards

SOC.K-4.6.1.4.A.a	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.K-4.6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
SOC.K-4.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.K-4.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.K-4.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.K-4.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United

States.

SOC.K-4.6.1.4.B.a	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
SOC.K-4.6.1.4.B.b	Places are jointly characterized by their physical and human properties.
SOC.K-4.6.1.4.B.c	The physical environment can both accommodate and be endangered by human activities.
SOC.K-4.6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
SOC.K-4.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.K-4.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.K-4.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.K-4.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.K-4.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.K-4.6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
SOC.K-4.6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.K-4.6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
SOC.K-4.6.1.4.C.b	Economics is a driving force for the occurrence of various events and phenomena in societies.
SOC.K-4.6.1.4.C.c	Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
SOC.K-4.6.1.4.C.d	Availability of resources affects economic outcomes.
SOC.K-4.6.1.4.C.e	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
SOC.K-4.6.1.4.C.f	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
SOC.K-4.6.1.4.C.g	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
SOC.K-4.6.1.4.C.h	Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
SOC.K-4.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.K-4.6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
SOC.K-4.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.K-4.6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
SOC.K-4.6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
SOC.K-4.6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
SOC.K-4.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

Resources

New York Times

Safari Montage

Google Slides connected to lessons