

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 4th Grade Social Studies Course.

| 4th Grade Social Studies - Unit 1 – Connecting Themes | |
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| Elaborated Unit Focus | The focus of this unit is to familiarize students with the 8 connecting themes and their associated enduring understandings that will provide meaning and structure to their social studies coursework this year. Activities will focus on relating <i>beliefs and ideals; conflict and change; distribution of power; individuals, groups, institutions; location; movement/migration; production, distribution, and consumption; and technological innovations</i> to students. |
| Connection to Connecting Theme/Enduring Understandings | <p>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.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>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.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p> <p>Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <p>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.</p> <p>Technology Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p> |
| GSE for Social Studies (standards and elements) | This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated Georgia Standards of Excellence. |
| Connection to Social Studies Matrices (information processing and/or map and globe skills) | This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated specific Social Studies Matrices associated with it. |



Essential Questions and Related Supporting/Guiding Questions

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| <p>Enduring Understanding 1 Beliefs and Ideals</p> | <ol style="list-style-type: none"> 1. How do your own beliefs and ideals affect the decisions you make? <ol style="list-style-type: none"> a. How do the beliefs and ideals of others affect you? b. What does “fair” mean to you? c. Are the rules you must follow fair? 2. How does a society’s beliefs and ideals affect the decisions it makes? <ol style="list-style-type: none"> a. How are a society’s beliefs and ideals used to determine what is “fair”? b. How are a society’s beliefs and ideals used to determine how resources are distributed? c. How are a society’s beliefs and ideals used to determine the laws of the society? |
| <p>Enduring Understanding 2 Conflict and Change</p> | <ol style="list-style-type: none"> 1. What do you do when you don’t agree with others? <ol style="list-style-type: none"> a. How can you make changes when you don’t agree with the rules? b. What can you do if you don’t agree with a peer (sibling, friend)? c. What can you do if you don’t agree with a parent, teacher, or other authority figure? 2. What happens when people within a society (or when two different societies) don’t agree? <ol style="list-style-type: none"> a. Can conflict always be peaceful? b. Are the resulting changes always fair? c. How does a society’s beliefs and ideals affect the conflicts and changes that may occur? |
| <p>Enduring Understanding 3 Distribution of Power</p> | <ol style="list-style-type: none"> 1. Who has authority or power in your life (think of everyone – not just parents and teachers)? <ol style="list-style-type: none"> a. Why do you think power is distributed the way it is in your life? b. Should there be a different way to distribute power? c. How does the distribution of power affect the rules and vice versa? 2. What can determine how power is distributed in a society? <ol style="list-style-type: none"> a. How does a society’s beliefs and ideals help determine how power is distributed? b. How can conflict change how a society’s power is distributed? c. How does the distribution of power affect laws and vice versa? |
| <p>Enduring Understanding 4 Individuals, Groups, and Institutions</p> | <ol style="list-style-type: none"> 1. How can groups change society? <ol style="list-style-type: none"> a. Why do people form groups or clubs? b. When is it okay to be a part of a group? c. Are groups always better than an individual for getting things done? 2. Does society need institutions? <ol style="list-style-type: none"> a. What are some things that institutions provide for us? b. What are some negative consequences of institutions? c. What would someone’s life be like (both good and bad) if they were never a part of a group or institution? |
| <p>Enduring Understanding 5 Location</p> | <ol style="list-style-type: none"> 1. How does where you live affect your life? <ol style="list-style-type: none"> a. What are some ways where you live affects your activities? b. What are some ways where you live affects school? c. What are some ways where you live affects your family? 2. Why do people choose to live and work where they do? |

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| | <ul style="list-style-type: none"> a. What do societies need, in terms of resources, to survive and grow? b. Why are some societies richer, in terms of economy, than others? c. How does location help determine the culture of a society? |
| <p>Enduring Understanding 6 Movement/Migration</p> | <ul style="list-style-type: none"> 1. What would happen if you moved to a new place? <ul style="list-style-type: none"> a. If you had to move somewhere very different, how would your life change? b. In what ways might you cause your new friends to change? c. What does it mean to “fit in”? 2. What happens when people change where they live? <ul style="list-style-type: none"> a. Why would people want to move? b. How does this movement affect the society they leave behind? c. How does this movement affect the society they move to? |
| <p>Enduring Understanding 7 Production, Distribution, Consumption</p> | <ul style="list-style-type: none"> 1. Why do you buy (or ask for) the things you buy (or ask for)? <ul style="list-style-type: none"> a. How do your friends influence what you want to have? b. Why can you sometimes not have the things you want? c. How would living (or vacationing) somewhere else change what you want to have? 2. What determines how a society makes a living; how it produces, distributes, and consumes goods and services? <ul style="list-style-type: none"> a. How does a society’s beliefs, and customs help determine what it produces, distributes, and consumes? b. How does a society’s laws help determine what it produces, distributes, and consumes? c. How does location affect what or how a society produces, distributes, and consumes goods and services? |
| <p>Enduring Understanding 8 Technology Innovation</p> | <ul style="list-style-type: none"> 1. How do technological innovations affect your life? <ul style="list-style-type: none"> a. Is technology good or bad? b. What do you wish someone would invent to make your life easier? c. What do you wish you could “uninvent” because it makes your life harder? 2. Is technology always a good thing (beneficial) for society? <ul style="list-style-type: none"> a. What are some ways technological innovations have helped you? b. What are some ways technological innovations have been good for, or benefited your society? c. Did these same technologies have any harmful or bad consequences or results? |

Sample Instructional Activities/Assessments

School of Ember – Rebuilding Society from Scratch – Multiple Themes

This activity very loosely takes its shape from the novel, *The City of Ember*, by [Jeanne DuPrau](#). Lexile level 680, DRA 60. The book was adapted for a movie titled “City of Ember” (please preview if you choose to show this to your students).

The idea is that Earth has become inhospitable for humans (the reason can be left very vague so as not to distress students), and we must move our society underground. Your class will be the governing body for your new society and they can build it however they want, and make whatever decisions they think are best. Students will be divided into groups that will be in charge of making decisions about how to structure an essential sector of society (money; education; food, clothing, and shelter; law enforcement, government, medical care, employment). Groups will need to talk to other groups from time to time to get resources they will need.

As students grapple with how to provide for the needs of a society, they will discover and work with many of the key connecting themes listed above, as well as informally create many of the types of economies, governments, conflicts, and solutions that the governments and societies they will be studying have had created. They will discover that no one solution is perfect.

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Detailed Description:

Note: Throughout this unit the teacher should be cautious of answering questions. The idea is for students to struggle with these hard choices, and to eventually discover that there is no perfect solution. **These are some very difficult and challenging problems that may bring up many strong feelings (beliefs and ideals, mores, and customs). Please monitor that students remain respectful of each other’s cultures and beliefs.**

The teacher sets the scenario with the students that something cataclysmic has happened on the surface, but they had enough warning to bring many basic supplies down under ground with them. They have grow-lights, seeds, animals, etc. They (the class) are to be the new government, and the rest of the school is the community. Their task is to basically create society from the ground up. Students will tend to get caught up in little details like what they will make stuff out of (for example, they will try to figure out how to make medicine, handcuffs, coins, etc.). The teacher will need to redirect them more towards determining how things will work, what they are going to do, what systems they will need to put in place (for example: How long will people go to school? How will you determine if someone is qualified to be a doctor? How do you know if someone is guilty? **How does everything get paid for?**). Also, they need to think in terms of sustainability for over 200 years before they can return to the surface again.

Opening - Hook

For an opening activity ask students if they would like a world without rules (the teacher may have to really work at letting them know there is no judgement, no repercussions, or they may not answer honestly). Inform students that they may politely and respectfully disagree with anyone including the teacher, but they must justify their statements. After some good debate among themselves, the teacher may need to demonstrate that a world without rules would result in those willing to be bullies ruling. This can be done by (with their permission beforehand) taking something off a student’s desk and telling them it is the teacher’s now. When they ask why, say, "Because I can, I'm bigger than you!" To which you get, "That's not fair"... You get the idea.

Georgia Department of Education

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Activity

The teacher will explain the scenario and tell students that they have the opportunity to make their society however they want, and that they do not have to base it on what we do in America. There is more than one way to structure a society, and other countries have done it differently. As you walk among the groups you may find yourself having to ask some guiding questions that lead the students into looking at ideas beyond the familiar, "You know, it is your society. Just because we do it that way now in America doesn't mean you have to. Is there a better / more fair way?" It is also a good idea to ask every group, "How will you pay for that?" Tell groups they can ask for things from other groups, for example, Medical Care may need to talk to Food, Clothing, and Shelter to get a hospital built, etc.

You can assign groups (committees like our legislative branches use) or let them sign up for groups.

The Groups are:

Education - determine how the society will be trained and educated

Law Enforcement - determine how to keep the society safe and deal with crime (if they think of it, this can include judicial - most groups make the mistake of having the police also take on the role of determining guilt and punishments. You may need to ask some guiding questions as to how the police know the person is guilty; were they there to witness the crime?)

Money - determine how people get money - including the groups themselves

Food, Clothing, and Shelter - How will people get food and clothing? How will they get their homes and buildings?

Medical and Health - Who will keep the people well and take care of them when they get sick?

Government - determine the society's laws

Employment – Who will work, doing what, and how much will they get paid?

The teacher should go over group expectations: the idea that everyone gets to express ideas, that ideas don't get shot down without discussion and giving sound logical arguments, that the group must, for the most part, agree before an idea gets written on the chart paper, etc. Also, remind them that they can go to other groups if they need things from them, but cannot simply say that group will give it to them. For example, if Law Enforcement wants a jail, they need to go talk to shelter for it, unless they are somehow going to get it built themselves. Give students a piece of chart paper and let them begin work.

The teacher should watch for groups getting bogged down in details such as: How many pairs of handcuffs they will have? Will they have police cruisers and such?, rather than: How will they catch a criminal, and what will they do with him or her once they have them? Who will determine guilt? Does everyone get hauled in to jail just because someone says they did something wrong? Some guiding questions for each group are provided at the end of the lesson description.

Obviously, your students will not be able to solve the problems of the world, but when they have at least gotten the basics agreed upon in their small groups, they are ready to move on.

Closing – Large Group

One at a time, each committee (small group) will present their findings to the larger legislative body (the class) for approval. The larger committee will need to vote for, or approve their ideas, and of course all ideas are open to discussion among the larger group. Students at this age are used to simply listening to presentations and not actually considering whether they agree or not. The teacher may need to help facilitate discussions by asking about any possible problems or inequalities that need to be fixed before voting their ideas into law. As there is no perfect solution, you may have to call time when valuable discussion is done and progress is no longer being made.

It can be very valuable to debrief them, once every group is done, to give them an opportunity to discuss what was hard about this activity, and why, as well as what was easy, and reinforce the idea that real world societies have tried all of their solutions to some degree of success or failure. They have attempted to solve problems great nations have failed to solve perfectly. The best minds in the world did no better than they!

Some real-world analogies that invariably come up as a result of this activity, to which there are always two sides, are:

poverty, government assistance, food stamps, welfare, communism (everything is shared fairly), capitalism (everything has to be paid for individually) socialism - a mix of the two, the cost of healthcare, mental illness and homelessness, and a fair justice system, to name a few.

The teacher may want to put the groups' chart papers up around the room and leave them there for most of the year for the students to refer back to as they study the various governments, societies, and conflicts they will be studying.

Guiding Questions for each group:

Some guiding questions for each group to help them get on track are listed below. It can be very difficult to watch them struggle with questions that force them to make hard choices and not step in, but this will help them understand the imperfect solutions and decisions governments must make.

Education: who gets educated, for how long, when do they start, when are they done, how do you decide if they are ready to graduate, does everyone go for the same amount of time in school regardless of career choice, what about skills for the home, raising kids, cooking, how do you pay for it?

Police: who gets arrested, what happens next, who determines guilt and how do they do this, who determines punishments and how do you pay for it?

Money / Employment - who gets paid, how much, what about kids, people who can't work, people who are sick, parents with kids at home, orphans (this one is a huge kettle of fish!!! and lots of fun), how much do the people in charge of money get paid?

Food and Clothing - try to get students to stay away from specifics of how stuff will be made or grown. Instead focus them on how will people buy clothes, how much food does each person get, does everyone get the same food, what about special needs, luxury items, chocolate - how much does a farmer get paid for food they grow, how much does a dressmaker get paid, who will be a farmer (what if nobody wants to grow the food, but nobody wants food to be expensive, but everyone wants the food), how do you pay for it?

Shelter - who gets what kind of house, how big, what if someone can't afford a house, if everyone gets a basic house, what if some families have more children than others, who pays for the hospital to be built, the jail, the football stadium / concert hall / museum, what if I don't like sports or art or music - do I still have to pay, how do you pay for it?

Medical - who gets how much care, what if they can't pay, if it is free, what if I want my freckles removed - is that still free, how much do doctors get paid, nurses, who gets to be a doctor, how do you know if they are qualified (this should open some nice conversations with education), how do you pay for it

Government - who decides the rules and how, what if people don't like a rule, what if people want a rule, what if the rule-makers break a rule, will they collect taxes, how much, how much will they get paid, what happens when they die (200 years under ground) who fills their spots and how is it decided?

My Changing Community – Multiple Themes

Description:

The object of this lesson is to allow students to make real-world connections to the 8 connecting themes within their own communities. Prior to beginning this activity, the teacher may want to advise students to begin looking for recent changes in their local community, as well as discussing with parents any recent changes in government or the environment.

Suggested things to look for might include new buildings (stores, offices, warehouses), new roads, parks, traffic lights, recently closed stores or businesses, buildings that have been torn down, changes in patterns or behaviors (more traffic, more people walking or playing, riding the bus, etc.), or environmental changes (pollution, community clean-ups, gardens, or beautification projects). Students might talk to their parents about recent elections (new mayor, city council representatives, other local leaders), or changes to local laws, etc.

Note: The teacher may want to ensure that there are a variety of changes selected across the groups. For example, there may be one very notable change in a community that everyone is aware of and every group wants to pick.

In small groups, students will brainstorm changes they have witnessed in their community using some of the examples listed above.

The group will then brainstorm possible reasons why the community changes have taken place. Examples: traffic congestion, changes in population in the community, changes in job opportunities in the community, dissatisfaction with government leaders, growing or declining crime rates, recycling projects, etc.

Students will complete and present the attached multi-flow map (ideally electronically so that it can be displayed on the interactive board), or recreate it on chart paper to facilitate their presentation at the end of the activity.

Each group will present their findings to the large group. The large group will discuss how this change may have impacted them (both positively or negatively).

Modifications: Model the process of identifying a change and possible reasons for the change on the board with the whole group prior to small group work. Allow students to dictate, use a word processor, or record their reports as an alternative or supplement to writing.

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Depending on technology available to you, consider saving the thinking map provided below as a file students can edit electronically and then display on the interactive board as they present their work.

Group member names: _____

Things that may have caused the change:

Blue rounded rectangular box with a blue arrow pointing right.

Blue rounded rectangular box with a blue arrow pointing right.

Blue rounded rectangular box with a blue arrow pointing right.

Blue rounded rectangular box with a blue arrow pointing right.

What changed?

Green rounded rectangular box.

Results of the change:

Yellow rounded rectangular box with a yellow arrow pointing right.

Yellow rounded rectangular box with a yellow arrow pointing right.

Yellow rounded rectangular box with a yellow arrow pointing right.

Yellow rounded rectangular box with a yellow arrow pointing right.

Location, Location, Location – Location and Production, Distribution, and Consumption

Description: This activity is designed to allow students to see how location affects the production and distribution of the goods and services of a society.

There are two ways to approach this activity.

Scenario 1: Allow students to choose a good or service they would like to sell, and then allow them to choose or create the perfect location to do so.

Scenario 2: Provide students with a specific location, and then allow them to come up with a good or service that would do well for that specific location.

The teacher may need to familiarize students with some of the many factors that go into producing and distributing a good or service (resources (natural, man-made, and human), demand, shipping, packaging, safety if applicable, etc.).

Students work in small groups to determine what features of a location would help them produce and sell their product or service, or what product would best fit their specific location, and what features of a location might be problematic for their product or service.

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Detailed Description:

Opening - Hook

The teacher will display a series of photos of varied locations (a query on “habitat images” will yield many photos, but here is a link to a great set of them from the BBC: <http://www.bbc.co.uk/nature/habitats>) and ask students to think about where they would like to live if they could live wherever they wanted to. Allow student volunteers to tell which photo they chose and why. Now ask students to consider what they would do to earn a living if they lived there. Have student volunteers give their choices and the reasons why. Explain to students that they will be working in small groups and explain the scenario of your choice to them:

Scenario 1: Allow students to choose a good or service they would like to sell, and then allow them to choose or create the perfect location to do so.

Scenario 2: Provide students with a specific location, and then allow them to come up with a good or service that would do well for that specific location.

Activity

The teacher will divide students into small groups and explain that they must come up with a good or service that they think they could sell to make the most profit possible. Each group will compile a business plan. What you require in the plan can be as simple or complex as you choose. At its simplest, students will determine the good or service they will sell, and justify why they feel their company will be profitable based on the features of their location. They will also provide counter points as to what features of their location may cause problems for them and how they plan to overcome those.

For added complexity or extensions, the teacher could require that the business plans also include:

- a print, radio, or TV ad (persuasive writing) that uses the location specific advantages as a selling point for their product or service
- a graph showing seasonal climate information that may impact sales (rainfall, temperature, length of day, etc.) over the course of a year
- an invoice showing costs of production relative to price and net profit.
- a map detailing resource availability in the location (both human and material). For example, where are raw materials located, are there resources that will make it easier to ship the product, where are people that you can hire, etc.
- an illustrated label for the product that helps people understand exactly what it is, or what it is for, and keeps your target audience in mind

Dear Abby – Conflict and Change

Description:

The object of this lesson is to allow students to explore different means of conflict resolution and come to understand that change will nearly always be a part of this process.

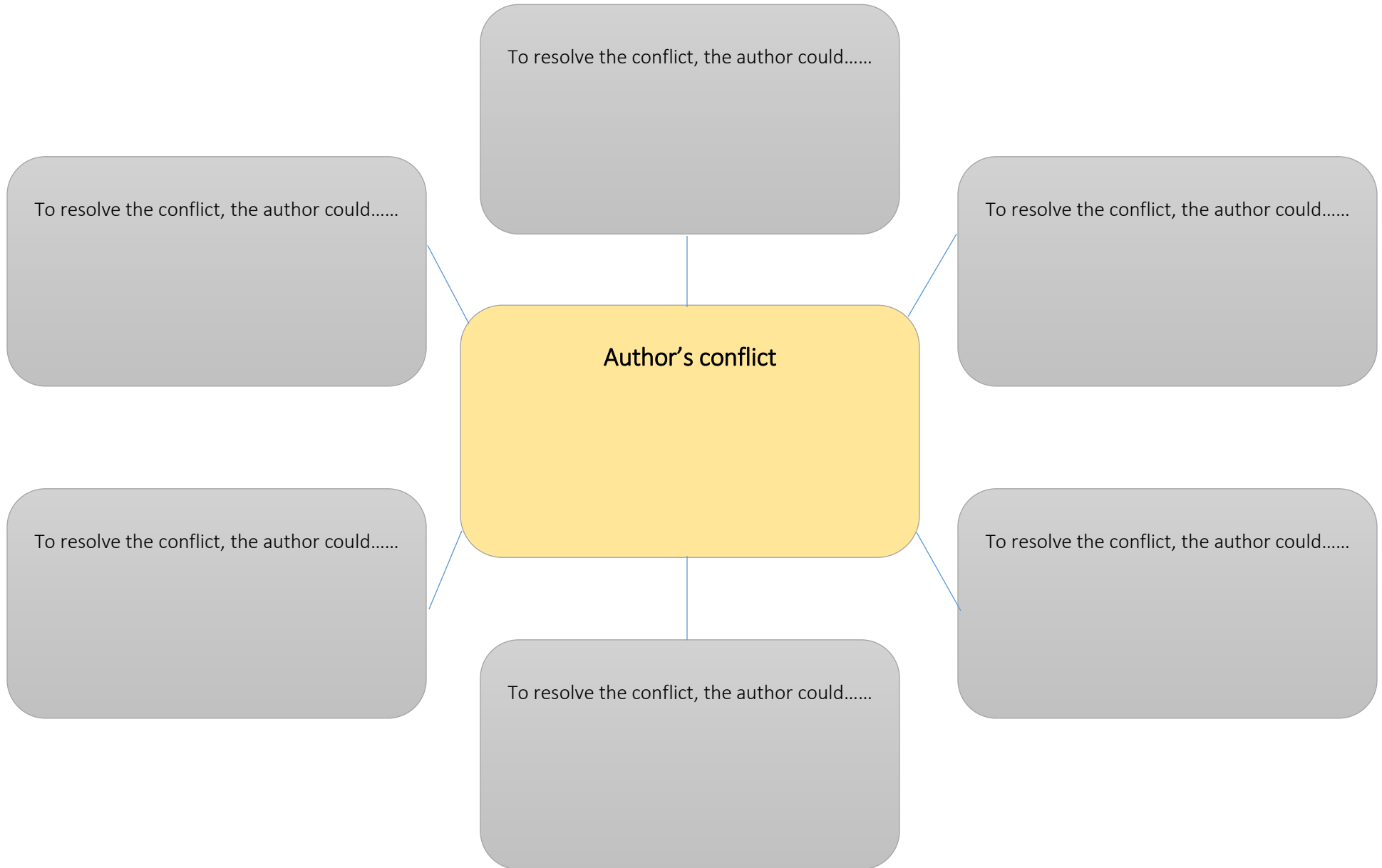
Note: If technology permits, this lesson could easily be done in the format of an “online” advice blog using kid friendly and safe apps or websites such as EdMoto, WikiSpaces, Outlook Mail groups, or other such programs.

Prior to the lesson (at least 1 day), the teacher familiarizes students with the concept of advice columns such as “Dear Abby”, and asks students to write a “letter” to the columnist seeking advice for how to resolve a conflict they are having with a family member, classmate, teammate, or friend. Be sure students understand that the letters should be anonymous and not include any names or hints that would allow students to figure out who any of the people involved are. The teacher will collect and preview the “letters” for appropriateness before the rest of the activity.

The teacher will separate students into groups and give each group at least 2 to 4 different “letters”. The groups will read each letter and briefly brainstorm ideas for how they might advise each author, however they must eventually choose only one “letter” that they feel they can offer good advice to. The group will then take that letter and create a bubble map with the conflict in the center and a number of different ideas or solutions with which they can advise the writer on how to resolve the conflict. The group will then choose what they feel is the best solution and write a response to the author. The response must include a restatement of the author’s problem, a detailed explanation of how they can resolve it, what changes will have to be made (or may occur) for the solution to work, and a short justification of why the solution is fair to everyone involved. Attached below is the bubble map, and a graphic organizer to help them write the response.

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Group member names: _____



Group member names: _____

In a single sentence summarize the letter writer's problem or conflict?

How do you recommend they solve the problem or conflict?

What changes will have to be made for your solution to work? What changes may occur because of your solution?

Why is your solution fair for the author?

Why is your solution fair for the others involved?

What if I Lived..... Location

Description:

Opening:

The teacher will choose a few photos to display on the interactive board that are representative of the local area.

A search for “Georgia, US photos” will yield many results, but here is a link to a set from TripAdvisor.com:

<https://www.tripadvisor.com/LocationPhotos-g28931-Georgia.html>

The teacher will then lead a brief discussion on what some of the features of the area in which the students live are (climate, population density, general geography, physical features, such as nearby bodies of water, mountains, plains, beaches, etc.), and how that affects what the students and their families do.

Activity:

The teacher will provide each student with the graphic organizer provided below and then give directions for the following think/pair/share activity:

Students will independently reflect and consider how location can affect their lives. Students will complete the attached "What if I lived..." table and share responses with a partner.

Close:

The teacher will allow volunteers to share how their choices changed dependent upon the location.

Both the opening and closing discussions may include climate (temperature and weather), physical features and location (mountains, rivers, desert, plains, and rural, urban, suburb), natural resources, and job opportunities. Advantages and disadvantages of various locations could also be discussed.

GSE Standards and Elements

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**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

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What if I lived.....

Name: _____

Think/Pair/Share Activity: If you lived in a different location, how would it affect your life? Complete the table and share with a partner.

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| If I lived.... | by the ocean | in the mountains | in the city |
| I might wear... (clothing) | | | |
| I might eat... (food) | | | |
| I might play these sports or do these activities... | | | |
| I might buy these things... | | | |
| I might see these things... | | | |
| Jobs for my parents might be... | | | |

Let’s Hash it Out – Multiple Themes

Description:

This activity can be done as a whole group, four-corners debate activity, or as separate small group debates.

Opening:

The teacher will ask the students to brainstorm things they cannot do, or must do because parents, teachers, or society “say so” (at least at this age). Usually students have no problem coming up with these, but if your kids are struggling, here are some suggested topics: Drive a car, vote, go to bed later, not go to school, do homework, eat no vegetables or eat whatever they want, go barefoot in school, sleep overs on school nights, go places without parents, stay in the pool during “adult swim”, ride amusement park rides even if not tall enough, buy whatever toys they want.

The teacher can then narrow it down to the desired number of topics by having students vote for their favorites. If doing this as a whole-group activity, choose one topic. If doing this as a small group activity, choose as many topics as you have groups. The teacher will then explain that they will be debating the “kid” side and “grown-up” side of the argument. Ideally, the teacher would allow students to choose topics and sides, but most kids won’t be willing to debate the grown-up side of the argument, so you may have to assign topics and sides. If time allows them to debate two different topics, you can offer students who get the “grown-up” side this time around a guarantee they can argue the kids side for the next one.

Activity:

Once teams and topics have been decided (6 per topic, 3 per side of the issue works well), the teacher will give the students time to discuss their arguments, reasons, evidence, and justification. If desired, the teacher can incorporate research skills and allow the students to do research. Using their persuasive writing skills, the teams will each write an opening argument or speech trying to convince the audience that they are correct. The teams should also prepare questions to ask the other team, and a closing argument. The teacher will need to help them understand that the purpose of the questions is to try to trap the other team into agreeing with them. The debate organization is as follows:

Draw straws to see who goes first. Then:

- Team 1 – opening argument
- Team 2 – opening argument
- Team 1 – asks Team 2 questions
- Team 2 – asks Team 1 questions
- Team 1 – closing argument
- Team 2 – closing argument

Closing:

The teacher will lead a classroom debriefing of the debate asking questions such as, “Did the debate change how you feel about the topic?”, “What were some of the best arguments you heard?”, “What was the hardest part of this activity?”. “What was the easiest?”, “Did debating help you see the other side of the argument better?”

Note: If desired, you can allow students to use visual aids, graphs, drawings, photos, etc. to help them during their speeches.

GSE Standards and Elements

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| <p>Literacy Standards Social Studies Matrices</p> | <p>This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated specific Social Studies Matrices associated with it.</p> |
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The Two Sides of Technology – Technological Innovation

Description: This activity can be done whole group, small group, or independently.

Opening:

The teacher will write the following items on the board: *computer, pencil, paper clip, glue, printer, cell phone, and stapler*. The teacher will then ask students to talk with their table or elbow partners what these items all have in common. The teacher will then have groups share what they came up with. The teacher will lead the discussion toward the conclusion that these are all examples of technological innovations that make our lives better or easier; things that do a job for us.

Activity:

The teacher will break the students out into whatever level of grouping desired (whole, small, or independent), and explain that they are to choose a technological innovation that they feel has made a big impact on society. They will then brainstorm ideas as to how this innovation has helped people, both intentionally or unintentionally. They will also brainstorm ideas as to how this innovation has had a negative effect, both intentionally or unintentionally. Remind students to look beyond just individual human impact, and to think of environmental impact, impact to other innovations, impact on society, etc.

The students will then create a foldable table stand using a file folder or other stiff paper as follows:

Trim the tab off the file folder if desired. Lay the file folder open on the desk horizontally (landscape) and fold the right edge of the folder into the center fold line. Then fold the left edge into the center fold line. See illustration below:



The front / outside two flaps will show the **positive** intentional and unintentional effects of the chosen technological innovation. The inside center two sections will show the **negative** intentional and unintentional effects of the chosen technological innovation. The outer edge flaps when the folder is “open” can be a list of features and / or facts about the invention (inventor, date invented, where invented, etc).

The foldable should include illustrations, photos, graphs, or other visually interesting design elements.

Closing: Students can set up their foldable throughout the room and go on a gallery walk.

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| <p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p> | <p>This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated specific Social Studies Matrices associated with it.</p> |
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SmartPhone Zombies – Technological Innovations

Description:

The teacher will facilitate a brief classroom discussion of the students’ favorite technologies, and why they like them. It will, no doubt, come up naturally, but be sure the SmartPhone is a part of the discussion.

The teacher will show the photo of several people absorbed in their SmartPhones provided below, or the teacher may access it directly from Wikipedia using this link:

[https://en.wikipedia.org/wiki/Smartphone_zombie#/media/File:Flickr - Duncan~ - Mansion House.jpg](https://en.wikipedia.org/wiki/Smartphone_zombie#/media/File:Flickr_-_Duncan~_-_Mansion_House.jpg)

The teacher will divide the students into small groups and give each group a printout of the questions below to help them analyze and discuss the photo. Remind students that it is okay to have different beliefs or opinions; they do not have to come to a consensus. Facilitate group discussions so everyone’s thoughts and ideas are heard.

Back in the whole group, the teacher will ask each group to summarize what they discussed. What did they agree on, where did they disagree, etc.?

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| <p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p> | <p>This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated specific Social Studies Matrices associated with it.</p> |

SmartPhone Zombie Photo Analysis Guiding Questions

Discuss the following questions. Remember: There are no right answers, but you must justify your responses.

1. What is each person in the photo doing?
2. What emotion do you think each person is feeling? Explain why you think that.
3. If you could hear what they were saying, or thinking, what do you think it would be? Why?
4. Which person do you think is the friendliest? Why?
5. Which person would you most like to be? Why?
6. Do you think the phone is making life better for each person in the photo? Why or why not for each person?
7. Do you think any of the people might be happier if they didn't have their phone with them? Why or why not?
8. How aware of each other do you think these people are? Do you see a problem with that? Justify your answers.
9. How aware of their environment are they? Do you see a problem with that? Justify your answers.
10. Is there a lesson to be learned from this photo? If so, what is it?



By Duncan Harris from Nottingham, UK - Mansion House, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=21260454>. From https://en.wikipedia.org/wiki/Smartphone_zombie#/media/File:Flickr_-_Duncan_-_Mansion_House.jpg

Georgia Department of Education

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The “In Crowd” – Individuals, Groups, and Institutions

Description: The teacher will lead a whole class discussion of what groups students belong to, both in school and out of school. Groups do not need to be official, just people who share a commonality (families, class, grade, school, clubs, sports teams...). Ask students: How did they become a member of that group? Why are they in that group? What does that group do?

In small groups ask students to design their own club. They must:

- write a club charter that states what the club will do / or what the purpose of the club is
- determine how people can become a member of that club
- design a club moto or saying
- design a club logo, emblem, or flag.

Students will create a poster advertising their club, including the information above.

Consider hanging the posters around the classroom and giving students time to look at them.

Closing:

Ticket Out: Ask each student to reflect upon and write down one good thing that can be accomplished by their club, and one unintended bad thing that could result from their club.

GSE Standards and Elements

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**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

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Business is Booming – Location and Production, Distribution, and Consumption

Description: This activity can be done as a whole-group, small-group, or individual activity.

Opening:

The teacher will explain that a local entrepreneur has two outdoor refreshment stands located in two different locations, a swimming pool, and an ice-skating pond. Both stands sold ice cold lemonade all year long. The entrepreneur has asked your class to help analyze sales at the two stands, and make suggestions for how they might improve sales this year.

Depending on their previous knowledge, the teacher will probably need to familiarize students with how to read the graphs while being careful not to make any interpretations for them.

Activity:

The teacher will break the students out into whatever level of grouping desired (whole, small, or independent), and give each group a copy of the graphs and the “Graph Analysis” sheet below. Students work together to discuss what conclusions they can draw from last year’s sales and make recommendations to the business owner for how to improve this year’s sales.

Note: Students can change what drink the stands are selling and what price they sell it for, but it must still be a beverage of some kind.

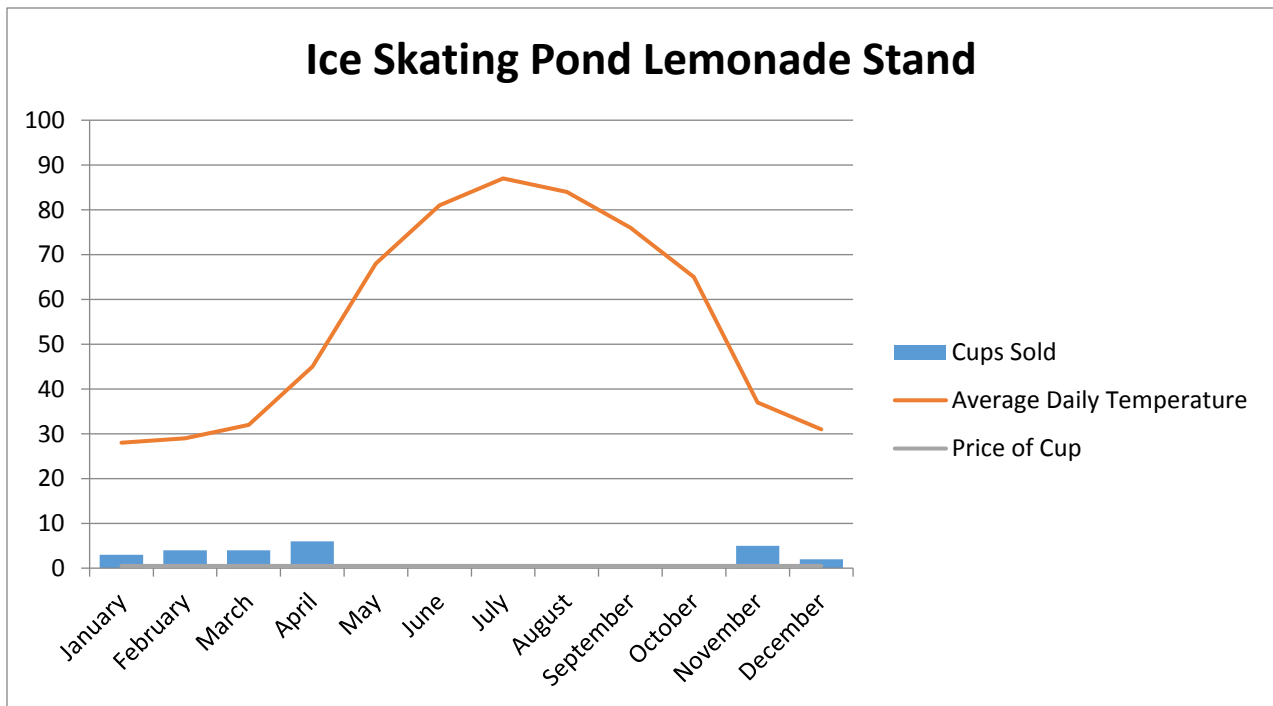
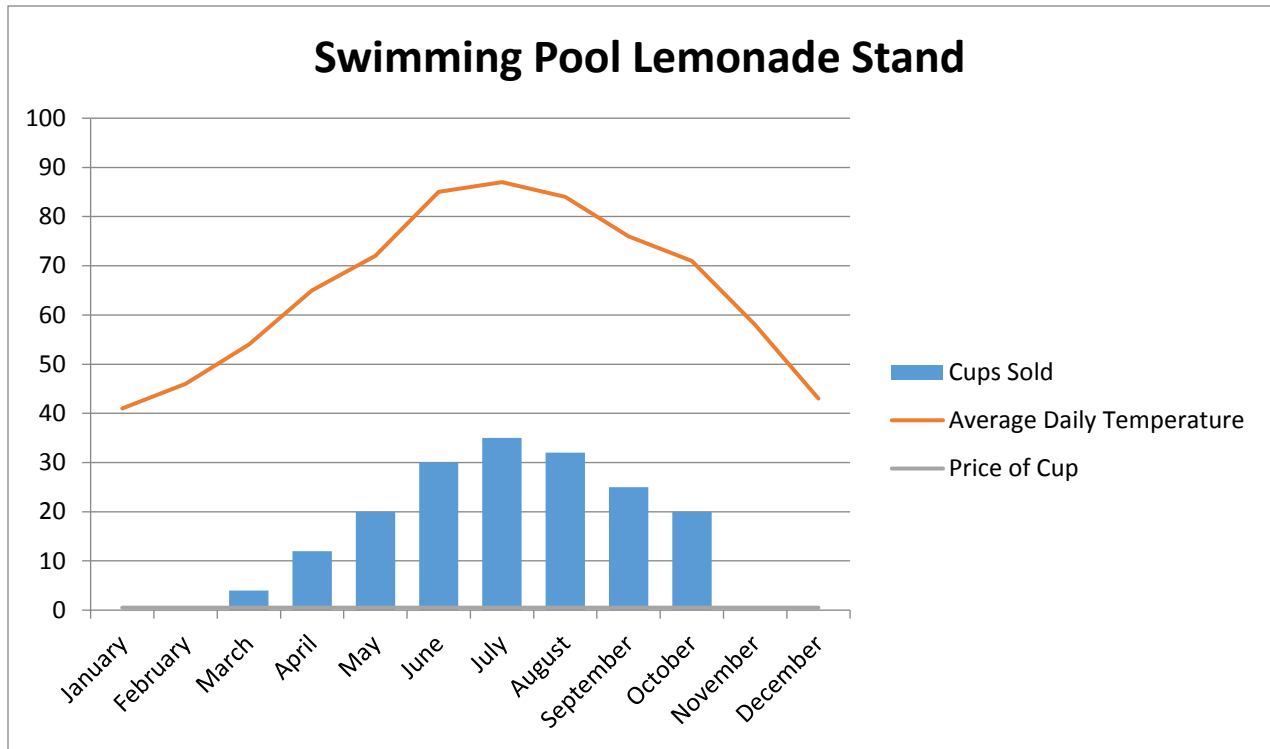
Closing:

Groups present their recommendations to the class.

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| <p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p> | <p>This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated specific Social Studies Matrices associated with it.</p> |

Use the Lemonade Stand Graphs, and the Graph Analysis sheet below for this activity:

Business is Booming – Lemonade Stand Graphs



Business is Booming – Graph Analysis Sheet

Group Member Names: _____

Using the “Lemonade Stand Graphs”, discuss and answer the following questions:

1. Which lemonade stand sold more cups of lemonade over the year, the one by the pool, or the one by the ice skating pond? _____

2. If both stands sold the same product for the same price, why did one sell more than the other?

3. For the pool lemonade stand, what happened to sales as the temperature outside increased?

4. For the skating pond lemonade stand, what happened to sales as the temperature outside increased?

5. Why do you think temperature outside did not affect the ice skating pond sales the same way it did the swimming pool sales? _____

6. What do you think the business owner could do or change at each stand to improve sales? You must give the owner clear reasons why you think these changes will help sales?
