

4th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

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.

4 th Grade Social Studies - Unit 6 – Economics	
Elaborated Unit Focus	In this unit, students will specifically look at how the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives have a far-reaching impact on all of our connecting themes , and have influenced history throughout the early years of our nation. Students will also apply the basic financial understandings of saving, budgeting, and spending to their own beliefs and ideals .
Connection to Connecting Theme/Enduing 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>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)	<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p>b. Explain how price incentives affect people’s behavior and choices: decisions about what crops (e.g., cotton, and tobacco) to grow and products (e.g., textiles) to produce.</p> <p>c. Describe how specialization improves standards of living (e.g., differences in the economies in</p>

	<p>the North and South).</p> <p>d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p>e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).</p> <p>f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).</p> <p>SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p>
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills: Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; compare and contrast the categories of natural, cultural, and political features found on maps; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills: Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p>



Essential Questions and Related Supporting/Guiding Questions	
Enduring Understanding Beliefs and Ideals	<ol style="list-style-type: none"> 1. How did the economies of the North and South influence the beliefs and ideals that led to the Civil War? <ol style="list-style-type: none"> a. How did the South’s dependence on large farms influence their beliefs? b. How did the North’s more industrial economy influence their beliefs? c. Did their beliefs, in turn, influence their economic decisions?
Enduring Understanding Conflict and Change	<ol style="list-style-type: none"> 1. How much of an effect did economics have on the outcome of the Civil War? <ol style="list-style-type: none"> a. How did the differences in resources between South and North affect who won the war? b. How did the differences in wealth affect who won the war? c. How much did the choice for farming over industry affect the course of the war for the South?
Enduring Understanding Individuals, Groups, and Institutions	<ol style="list-style-type: none"> 1. How do savings accounts offered by banks help individuals? <ol style="list-style-type: none"> a. Why should we save money? b. What are some good ways to save money? c. How can creating a budget help someone save money?
Enduring Understanding Location	<ol style="list-style-type: none"> 1. How did location lead to specialization that improved the standard of living in the North? <ol style="list-style-type: none"> a. Why was it easier for the North to specialize? b. Why did large, southern farms have to rely mostly on themselves (not specialize)? c. How did specialization improve the standard of living in the North?
Enduring Understanding Movement / Migration	<ol style="list-style-type: none"> 1. What were some of the decisions people had to make when choosing to settle the west? <ol style="list-style-type: none"> a. What were some of the dangers of traveling west? b. What were some possible economic advantages of traveling west? c. What were some potential opportunity costs?

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Enduring Understanding Production, Distribution, Consumption	<ol style="list-style-type: none">1. How can your spending and saving habits make your life better?<ol style="list-style-type: none">a. What do you spend money on?b. What advantages are there in saving money?c. How could making a budget help you get the things you want?
Enduring Understanding Technology Innovation	<ol style="list-style-type: none">1. How did the technological advances in our standard change America?<ol style="list-style-type: none">a. What positive changes did each invention bring?b. What were some negative changes that each invention brought?c. What are some economic changes that each invention brought?

Sample Instructional Activities/Assessments

Opportunity Cost Foldable

Description: This foldable can be used for any economic decision made during the course of history studied within the 4th grade Social Studies GSE. Several possibilities are suggested below, however our standards specifically references “decisions to settle in the west”, so that will be the main example used here.

Foldables are quick and easy, and the students love going back to them, which helps increase their exposure to the content. This foldable requires a single sheet of blank paper.

Opening: The teacher should present a realistic decision that students can make during the course of their school day. Examples may be: What should we play for recess, should I buy an ice cream at lunch, should I read my book during lunch, etc. Create a T chart on the board with the question / decision across the top, and a column for “Benefit” on the left, and “Opportunity Cost” on the right as follows:

Read a book during lunch	
Benefits	Opportunity Costs

Ask children what benefits they would get from reading a book during lunch and list those in the “Benefits” column. Now ask them what they have to give up to do this, what they will not be able to do because they are reading, and list those under “Opportunity Costs”. Explain to students that an opportunity cost is the cost of choosing to do one thing over another; it is

what you have to give up, or the thing you will **not** get to do, because of that choice.

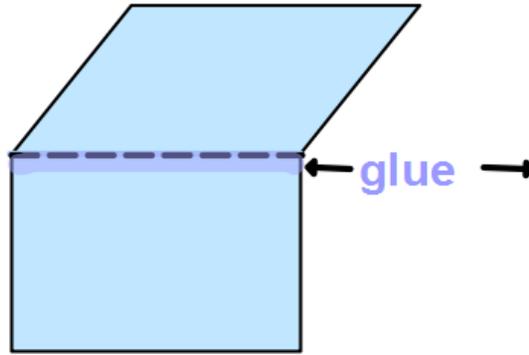
Activity: Students work in small groups to create either a foldable or similar T chart about a decision people had to make during certain historical time periods. If desired, the teacher may permit students to research their topics.

Possible topics may include a decision to:

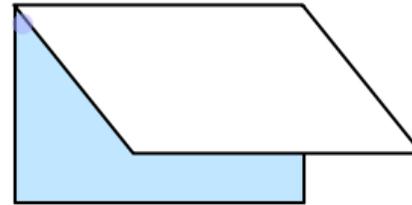
- travel west on the Oregon Trail
- settle in a mining town
- search for gold
- fight for the North or the South
- farm versus work in a factory
- purchase tea in Boston during the American Revolution
- any of our standards that include major decisions that would have opportunity costs

Creating the foldable – Take a single sheet of plain paper (white works well for illustrating, but you may choose construction or other colored paper if desired), and hold it vertically or “portrait” style. Fold the paper in half “hamburger” style (horizontally / short edge). Open the paper back up and run a single line of glue on the inside, right along the fold. Close the paper back up so the glue seals the top edge along the fold (see illustration below). Cut the top sheet only, along the center line, vertically so that the top sheet is two flaps and the bottom is whole (see below).

**Fold sheet
in half.
Open back
up. Run
glue along
inside just
below fold.**



**Fold back down
so fold area is
glued.**



**Cut top flap only, up
to the glued area.**



Now students fill out the front as shown below, with the “topic” or economic decision to be made across the top (glued area), and the benefits flap, and opportunity cost flap as shown (see right). Then, inside (under each flap) students will write: what the benefits would be for making that decision under the “Benefits” flap, and what they will miss out on because they made that choice under the “opportunity cost” flap. Students should illustrate or decorate as desired.



<p>GSE Standards and Elements</p>	<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; draw conclusions and make generalizations;</p> <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>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>

Resources:

Lemonade Stand – Price Incentives

Description: Students will model selling hot chocolate and lemonade throughout the year, coming up with price incentives to promote sales during “off seasons”.

Opening: Briefly lead a whole group discussion about what beverages they like and why. Ask if what they like to drink is affected by the weather or temperature outside. Explain to the students that in the activity to come, they are all outside in a park, playing (basketball, soccer, tag, etc. for summer; ice skating, sledding, etc. for winter) and there are two competing drink stands nearby.

Note: You can make this activity as elaborate as you like, but that will increase the time and complexity. For example, if you would like students to use play money and actually “purchase” the drinks, they will learn many valuable math skills, but you will need to teach and allow for making change, which greatly complicates things. You can use real cups and even real beverages to represent the sales, but you will need a lot of them and you will want to consider the space to place them out, the mess, etc.

For our purposes here, we will assume that sales will simply be tracked on log sheets and no real goods or money will be exchanged.

Set up / preparation for the activity: Divide the class into 2 very small groups (about 4 students per group), and the rest of the class will work independently, though they can discuss their decisions with others if desired.

The two small groups (about 4 students per group) are the producers / sellers, and will each run a drink stand. Provide each “seller” group with a copy of the “Sales” worksheet – one sheet for each of the 2 groups (see “Resources” below). One small group runs a drink stand that sells **ONLY** hot chocolate. The other small group runs the second drink stand that sells **ONLY** ice-cold lemonade regardless of season. You may want to set up the two groups at opposite ends of the classroom with a desk or two, or a table in front of them to act as a countertop they sit behind and sell. You may also wish to provide them with chart paper and a marker (or dry erase board and Expo) on which they can “post” their current price for a cup of their beverage. Remind them that they will need to leave room to change their price as conditions outside change (create price incentives to persuade people to buy their product).

The rest of the students are the buyers or consumers, and will each have a “Purchases” sheet (see “Resources” below). These students can make their purchasing decisions independently, but must log their purchases on their “Purchases” sheet.

Activity: The teacher will explain the scenario described in the opening, namely that they are all outside one day a month to

play in the park, and that there are two drink stands that sell either hot chocolate or lemonade. Remind them to be courteous, and to wait in lines and not push or run when they choose to “buy” a drink. The teacher will explain that the sellers can change their prices whenever and however they want, but their goal is to make as much money as they can. The teacher may also want to explain that they do have a base cost of 10 cents per cup for materials, etc., and they will need to subtract their “costs” off of their sales at the end. The teacher will then say it is their one day to play in January, and describe the temperature and weather outside. For example, “It is freezing cold, snowy, and the temperature is 21 degrees. Sellers – post your price, but you may change it at any time – just announce the change to the class, and remember to log how many cups you sell and at what price.” (You may want to encourage jobs among the sellers, two students to deal with customers, one to write down the sales on the log sheet, and one to keep up with the prices.) Once the sellers have posted their starting price, allow the other students to decide what they want to buy and go buy them (in tight classrooms, or ones with behavioral challenges, you may want to have them stay at their desks and just take turns saying what they will buy. You may want to allow students only one transaction, however it is important that they be allowed to buy as many cups as they want within that transaction (for example, “I want to buy 10 cups of hot chocolate”, or you can choose to allow them total freedom. Sometimes particularly enterprising students will begin to buy in quantity when the price is low and then undercut the sellers by selling on the side. The teacher may want to anticipate this and decide whether to allow it.

Once purchasing is done, or when the teacher feels sufficient time has been given, the teacher announces the next month’s play day at the park and the weather on that day (i.e. February), sellers post prices, and buyers make purchases. Continue with one day per month, but announce a variety of appropriate weather conditions that will include really hot, dry days in summer as well as really cold, rainy days in winter. Remind the sellers as needed that they need to do whatever it takes through their prices to continue to be as profitable as possible throughout the year (but they cannot change what they sell).

Once they have been through one day per month for the course of a year, allow students to tally up how much money they made or spent, and how many cups they sold or bought over the course of the year. Remind sellers to subtract their cost of 10 cents per cup from their sales.

At this point the teacher can either lead a class discussion just based of their experiences and numbers, or the teacher can have the students graph their spending or sales over the course of the year and compare how much hot chocolate to how much lemonade was purchased during each month. Either way, the class should discuss the following questions:

Which sold best in the winter? In the summer? Why?

Did people buy hot chocolate in the summer? Why? What price incentives were offered?

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<p>Did people buy ice cold lemonade in the winter? Why? What price incentives were offered?</p> <p>To the sellers, how did you encourage people to buy a hot drink in the summer or a cold drink in the winter? What price incentives did you offer?</p> <p>To the buyers, what made you decide to buy a hot drink in the summer or a cold drink in the winter?</p> <p>Closing: Through the large group discussion / analysis of the data, the teacher will ensure that students understand the various economic concepts at work in this activity (profit, loss, supply and demand, etc., but especially focus on what price incentives the two groups of sellers came up with to try to sell a product when there was low demand for it in the off season.</p>	
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Buyer's worksheet - Economics

Consumer's name: _____

Please log how many cups and of what type of drink (hot chocolate or lemonade) you purchased each month using the table below:

Month	Cups of hot chocolate	Cups of lemonade	Price per cup	Total spent
January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				
December				
Total				

Sales of _____ (write in which drink you sold – hot chocolate or lemonade)

Seller group member names: _____

Please log how many cups you sold and at what price for each month using the table below. Remember, you can change your price, but you must keep track of how many cups you sold at that price and **you must announce** your price changes out loud and on your sign so customers know how much you are charging them:

Month	Number of Cups	Price per cup	Total Money
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			
Sub-total	(add this column for the total cups sold) _____ cups		(add this column for the total money) \$.
Minus Costs		Multiply the total cups sold by .10 cents per cup and subtract from the total money here →	-- \$.
Total			\$.

<p>Enduring Understanding(s)</p>	<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>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>
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Resources:

Map Analysis Sheet

Composite Map

Median Household Income Map

Tree Growth Map

Cotton Growth Map

Map of the United States in 1864, showing the division during the Civil

Map Analysis

Group member names: _____

1. Looking at the composite map that shows the resources for the regions (North and South), what are some key differences between the northern and southern resources?

2. What did the South mostly rely on for money or income? _____

3. What did the North mostly rely on for money or income? _____

4. How would the location of the “Steel Industry” affect the two economies (think about what we would have made with steel (Hint: Railroad track was made with steel))?

5. What do you think the North may have used all of their “tree growth” for?

6. What kinds of things do “Industrial Centers” produce?

7. Thinking about what the two regions produced (made) to make money, why do you think the North was wealthier than the South? Which region was “specialized” (each person specializes (does one thing well), and then trades with each other to get the other things they need? Which region produced goods that they could sell for more money?

8. What impact would the amount of railroad track laid down in the region have on the economy?

9. Why was the North wealthier than the South? Think about what each region produced (made).

Composite Map: Including multiple resources and goods produced by region (North and South)



Base Map: By Uwe Dederig (Own work) [CC BY-SA 3.0 (<https://creativecommons.org/licenses/by-sa/3.0>) or GFDL (<http://www.gnu.org/copyleft/fdl.html>)], via Wikimedia Commons. From https://commons.wikimedia.org/wiki/File%3AUsa_edcp_relief_location_map.png.

Overlay for Tree Growth extrapolated from: [Public domain], via Wikimedia Commons. From https://commons.wikimedia.org/wiki/File%3AWhere_the_Trees_Are_-_NASA_Earth_Observatory.jpg.

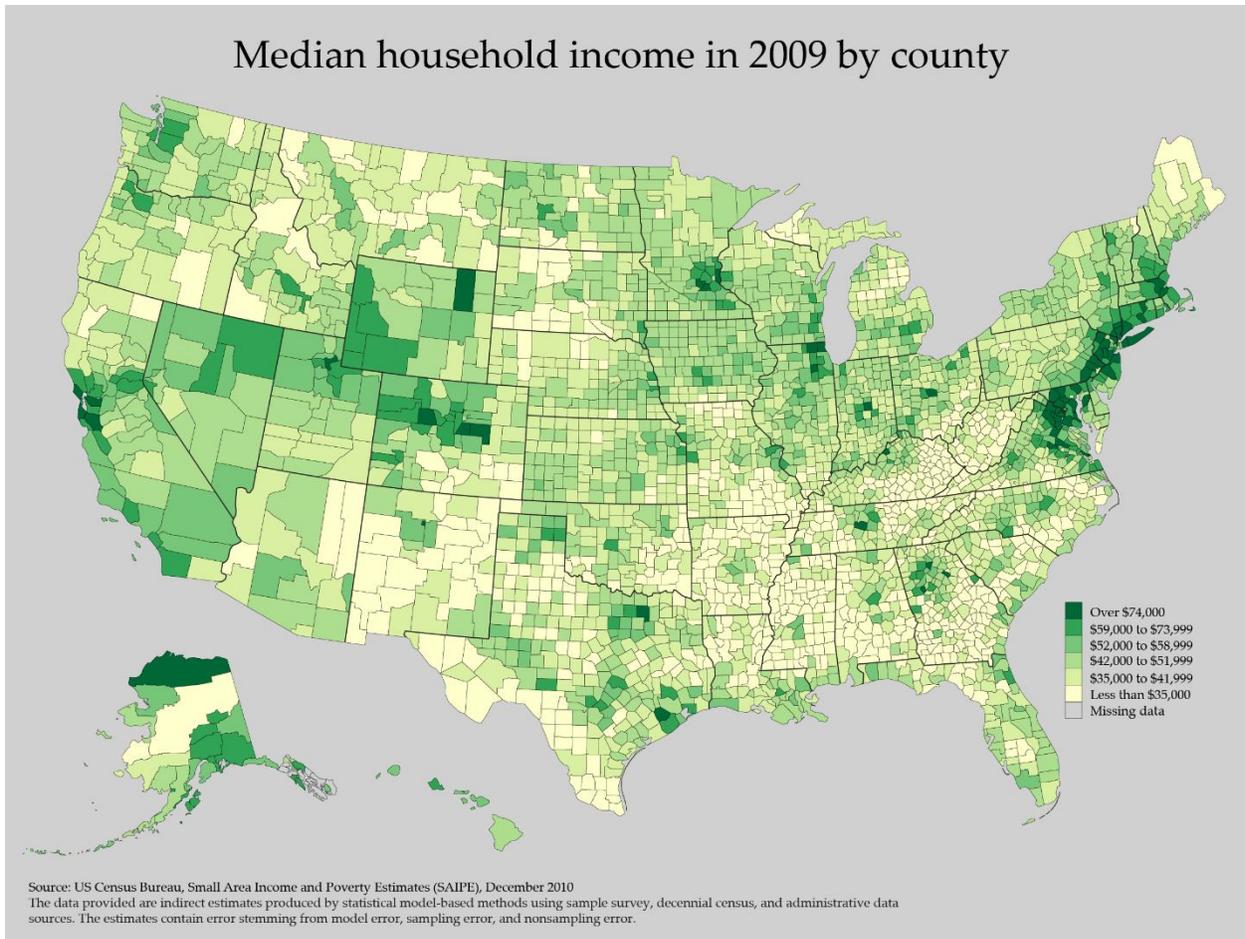
Overlay for cotton extrapolated from https://commons.wikimedia.org/wiki/File%3AMap_07-M189_Acres_of_Upland_Cotton_Harvested_as_Percent_of_Harvested_Cropland_Acreage%2C_U.S.%2C_2007..gif.

Overlay for industrial centers and steel extrapolated from <https://www.socialstudies.com/itemimages/large/NYS3119.jpg>

Median Household Income Map

Georgia Department of Education

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The darker the green color, the more wealthy people are in that area.

By Vikjam (Own work) [CC BY-SA 3.0 (<https://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons. From https://commons.wikimedia.org/wiki/File%3AUS_county_household_median_income_2009.png.

Other Maps

Maps from which the composite above was created – provided for students who find the composite too complex or difficult to interpret.

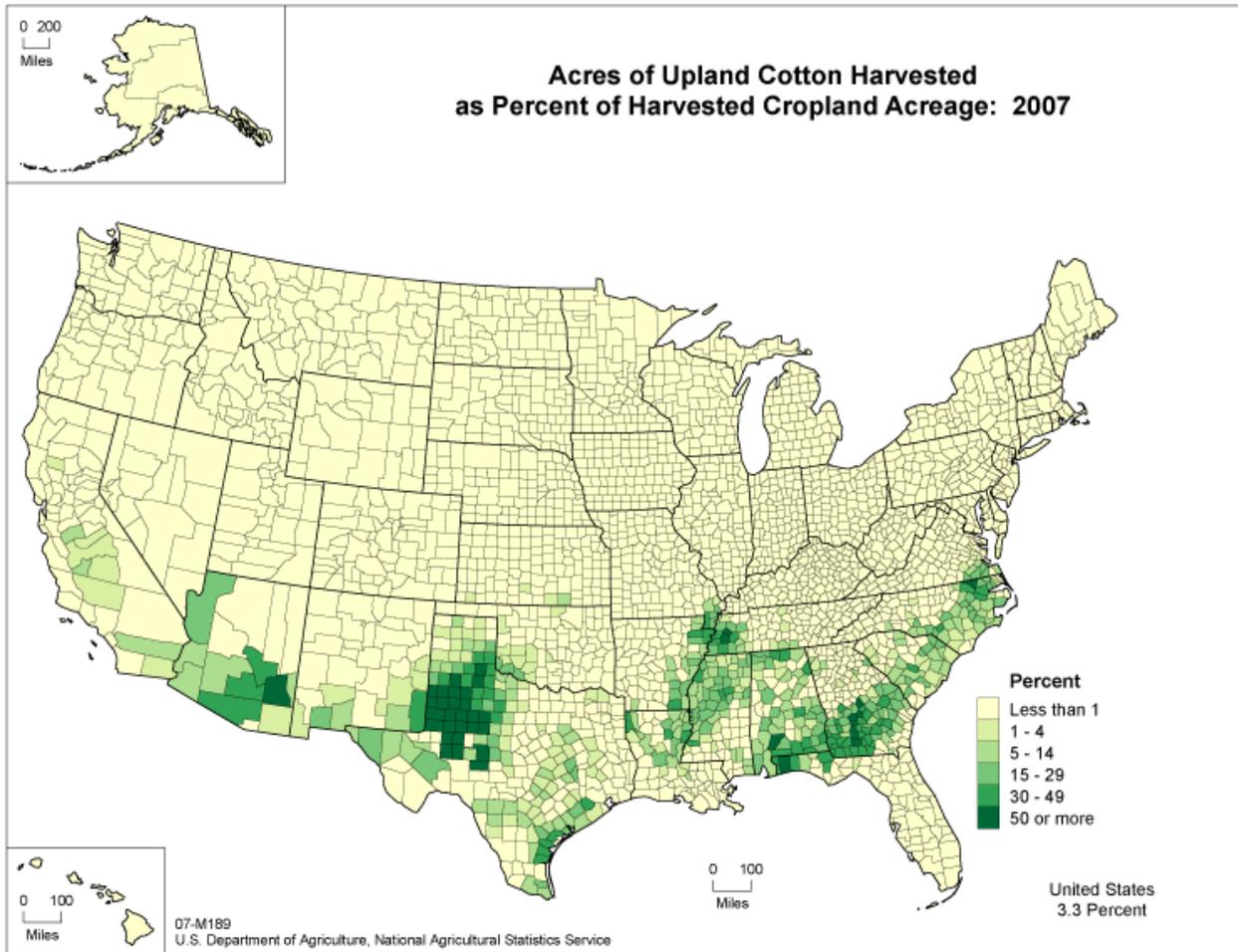
Tree Growth US:

The map below shows tree population in the United States. The darker the color green – the more trees there are.



Where the Trees Are - NASA Earth Observatory. By Map by Robert Simmon, based on multiple data sets compiled and analyzed by the Woods Hole Research Center. Data inputs include the Shuttle Radar Topography Mission, the National Land Cover Database (based on Landsat) and the Forest Inventory and Analysis of the U.S. Forest Service. Caption by Michael Carlowicz. [Public domain], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3AWhere the Trees Are - NASA Earth Observatory.jpg](https://commons.wikimedia.org/wiki/File%3AWhere_the_Trees_Are_-_NASA_Earth_Observatory.jpg).

Cotton Growing in the US



This map shows where cotton is grown in the US (while this is a modern map, cotton has always been king in the South). By National Agricultural Statistical Service, United States Department of Agriculture [Public domain], via Wikimedia Commons. From https://commons.wikimedia.org/wiki/File%3AMap_07-M189_Acres_of_Upland_Cotton_Harvested_as_Percent_of_Harvested_Cropland_Acreage%2C_U.S.%2C_2007..gif.

Map Delineating Confederate and Union States

Georgia Department of Education

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Voucher Trading Game – Voluntary Exchange

Opening: Lead a classroom discussion about voluntary exchange. Ask students what they think that means. Ask for some examples of a voluntary exchange they might see during their daily lives (exchanging snacks, lunch foods, and such make good examples if students can't come up with any of their own). Ask students if both parties benefit. Why? Ask about how we benefit or store owners benefit when we use money in exchange for goods and services. For fun, you can set up a small demonstration of this. Choose two or three students to make a product. For example, one student has cows and trades milk, another grows vegetables, the teacher can have bread or some other necessity. Now ask the child with vegetables if he or she can trade some vegetables for some bread, and repeat with each other until you all are happily trading. Then suddenly, politely tell the child with vegetables that you don't like veggies anymore and so you don't want to trade any more. Make sure the students all understand that this also means the child trading vegetables can no longer have bread even if they want it. Then show how if everyone trades for money, the **buyers** can still get what they need, and the **sellers** can now spend money on what they need or want and not have to trade for things they don't want or need. Everyone benefits.

Preparation – photocopy the attached voucher sets so that you have enough to give one set to each student, but randomize which set they get when you pass them out.

Activity: Group the students in groups of 5 – 7. Give each **group** 1 log sheet. Give each **student** one set of vouchers, randomizing distribution of the sets. It is okay for **some** students within a group to have the same set, but others should have different sets. Tell students to treat them as if they were real, and pretend they could turn them in to actually get these things. Give students a few minutes to show their voucher sets to their group mates and to discuss them, but they may not do ANY trading! Ask them to assign a “happiness” or “satisfaction” value to their set of vouchers between 1 and 10, with 10 being “perfectly happy – wouldn't trade any of them” and 1 being “not happy at all”. Have one group member add up the happiness ratings for the group and log that number on the log sheet attached below.

Now have students cut apart their vouchers and begin trading within their **group** only. Remind them that ALL trades must be voluntary! After 5 minutes, have students again assess a rating between 1 and 10 as to how happy or satisfied they are with their current set of vouchers. Have the group add the ratings up and log the number. Have groups share the new happiness number. NOTE: The rating should be higher because if trades were voluntary, students should have more of what they wanted and less of what they don't want.

Explain that the trade they made within their group represents trade within the US. Now you are going to let them trade with other countries. Give students 5 minutes to trade across groups (basically anyone can trade with anyone else in the class.) Have students reconvene in their original groups and again rate their vouchers, add them up and log it. Once again, the

Voluntary Trade Voucher Sets - Give 1 set of 10 vouchers to each student – randomize distribution within a group so not everyone has the same set.

\$50 Video Game Store	\$50 Clothing Store	\$50 Sporting Goods Store	\$50 Mc Donald's	\$50 Grocery Store
\$50 Horseback Riding lessons	\$50 Piano lessons	\$50 Drawing lessons	\$50 Pizza Hut	\$50 Chocolate

\$50 Wal-Mart	\$50 Burger King	\$50 Tennis Lessons	\$50 Domino's	\$50 Soccer supplies
\$50 Singing lessons	\$50 Flute lessons	\$50 Dance lessons	\$50 Smoothie King	\$50 Lollipops

\$50 Computer Game Store	\$50 Sports Store	\$50 Jewelry Store	\$50 Chick- Fil-A	\$50 Football Game Tickets
\$50 Camping supplies	\$50 Guitar lessons	\$50 Painting lessons	\$50 Papa-John's Pizza	\$50 Nail polish

\$50 School supplies	\$50 Book Store	\$50 Putt-putt Golf Rounds	\$50 Bowling games	\$50 Taco Bell
\$50 Gymnastics lessons	\$50 Baseball lessons	\$50 iTunes Music	\$50 Amazon purchases	\$50 Gum

\$50 Hair Bands	\$50 Taco-Bell	\$50 Beach Supplies	\$50 Board Games	\$50 Books Store
\$50 Ski Lessons	\$50 Soda	\$50 Baseball Camp	\$50 Bakery Goods	\$50 Ice Cream

\$50 Movie Tickets	\$50 Soccer Camp	\$50 Swim Camp	\$50 Art Supplies	\$50 Cash
\$50 Karate Lessons	\$50 Apps: phone, tablet, etc.	\$50 Ice Skating	\$50 Cooking lessons	\$50 Amazon

Technological Advancement Promotional Poster

Description: Students choose one of the technological advancements listed in our standard (cotton gin, steamboat, steam locomotive, or telegraph), research it, and design an advertising or promotional poster for it. Posters should be created from the point of view of the inventor trying to sell their invention during that time in history. In other words, the posters should reflect the needs and views of potential customers living and working during that time period – not modern times. Posters should include what the invention does, and how it will improve people’s lives or change the way people do things. Posters may include maps, diagrams, charts, drawings, etc. to help promote or sell their product.

Opening: The teacher may need to remind students of the elements of persuasive writing, and that advertisements are a form of persuasive writing. Depending on time constraints, the teacher may wish go over the 4 technological advancements our standard looks at, show some videos (see resources below) that explain them, and lead a discussion about them, or the teacher may wish to just introduce the activity, direct students to appropriate resources and allow them to research for themselves.

Activity: Explain the task to the students and allow them to choose which advancement they will create a poster for. Provide students with the attached rubric and resources below. This task can be completed independently or in pairs.

Closing: Students share their posters or create a gallery walk of posters.

<p>GSE Standards and Elements</p>	<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Map and Globe Skills: Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems</p>

4th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Enduring Understanding(s)</p>	<p>and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p> <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>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>
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Resources:

Videos: How the Cotton Gin Changed America: <https://www.youtube.com/watch?v=bns6aKfrljA>.

Video: Cotton Gin Definition for Kids: <https://www.youtube.com/watch?v=yjuwpzXDL1U>.

Cotton Gin: Eli Whitney – Have Fun with History: www.havefunwithhistory.com/movies/cottonGin.html.

Ducksters Steam Engine: https://www.ducksters.com/history/us_1800s/steam_engine_industrial_revolution.php

Ducksters – Industrial Revolution – Inventions and Technologies:
http://www.ducksters.com/history/us_1800s/inventions_technology_industrial_revolution.php.

Ducksters – Industrial Revolution – Transportation: https://www.ducksters.com/history/us_1800s/transportation_industrial_revolution.php.

Technological Advancement Poster Rubric

- _____ pts. My poster reflects that time period in history and does not “sound” like a modern poster. (10 points)
- _____ pts. My poster is from the point of view of an inventor trying to sell their product. (10 points)
- _____ pts. My poster clearly states what the invention does. (20 points)
- _____ pts. My poster shows an understanding of what life was like at the time of my invention, and how this invention will make life easier for people or change how they do things. (40 points)
- _____ pts. My poster shows time, care, color, and effort. (10 points)
- _____ pts. My poster has few or no errors in spelling, capitalization, punctuation, or grammar. (10 points)
- _____ Total points

The Oregon Trail – Not the Famous Computer Game

This activity is like a mini, paper and pencil version of the old computer game – The Oregon Trail. Students work in teams to make choices and weigh opportunity costs to assemble a covered wagon with supplies and to go west on the Oregon Trail. Students must make decisions as they travel that either result in their safe arrival in Oregon City, or their eventual return back home, being unable to continue on because they run out of money.

Game preparation: Each group gets an Event List, Map, Price List/Order Form (attached below), as well as a set of Decision Cards. Decision cards should be printed one sided and folded along dashed lines, and placed in the center of the group so that the star/number side is facing up. The teacher may want to place the decision cards face down for each group to avoid the temptation by the students to look at them first. It is important that the students do not get to read the folded under side before game play. The sets are slightly different so each group will get a different outcome to keep them from hearing what happens to other groups that are ahead of them. If desired, the teacher can provide markers or game pawns for groups to use to mark their progress along the map, however this is not necessary.

Opening: To follow are a few suggestions for opening activities to familiarize your students with the Oregon Trail:

- Tour the Oregon Trail with this interactive map: <http://www.historyglobe.com/ot/otmap1.htm>.
- Watch the History Channel’s Oregon Trail Video (as with all YouTube videos, please skip ads and preview for appropriateness for your students’ sensitivity): https://www.youtube.com/watch?v=w3HxADg7G_I.
- Read the following trail facts from the National Parks Service (<https://www.blm.gov/or/oregontrail/files/packwagon.pdf>).

Basics of Life on the Trail

- ✓ Thousands of people traveled each year from May to October going west about 15 miles per day.
- ✓ There were no hotels; they were camping the entire way.
- ✓ There were no grocery stores or supply stores – the Trail passed by a few trading posts, and there were a few opportunities to trade with American Indians, but mostly you had to pack all your food and supplies for the family in a wagon. You might be able to do a little trading, hunting, or gathering along the way.
- ✓ The pioneers had to be outdoors in all kinds of weather.
- ✓ They were leaving old homes behind, and they would have to build new homes when they arrived in Oregon in the fall. Many knew they would never see friends and family ever again.
- ✓ Pioneers had to take care of health and safety themselves, although others in a wagon train might help.
- ✓ Pioneers did not know for certain if they would be able to buy tools and supplies for their new life when they arrived in Oregon.
- ✓ There was not much for entertainment – maybe reading, music, visiting with friends, games.

<ul style="list-style-type: none"> ✓ Pioneers had to be creative and adaptable in finding solutions to their problems. ✓ You are going to fill out a list of what to take, and what to leave. The list has several items to consider, but you are limited by how much you can take total. <p>Activity: Students work in small groups to try to successfully travel the Oregon Trail. Each group receives \$600 for the whole trip (including expenses that may come up along the way) and a “price list/order form” which the group uses to outfit their wagon for the trip. Students will complete the “Event List” worksheet attached below as they travel, tracking the money they have to spend and the opportunity costs they weighed as they made their decisions. The students will take turns reading the events on the “Event List” below, taking any action the event requires, and logging the money they had to spend (or not). Some events allow the group to make a decision, while others simply cost money depending on decisions the group made while outfitting their wagon at the beginning. Teams that run out of money must turn back home and will have to wait until next year to try the trip again, hopefully better prepared!</p> <p>Closing: Each group shares whether they made it or not, and what decisions they felt influenced their success or caused them to have to turn back. Groups should share what some of their opportunity costs were.</p>	
<p>GSE Standards and Elements</p>	<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p>

The Oregon Trail Game Map



Map courtesy of the National Park Service. <https://www.nps.gov/oreg/planyourvisit/maps.htm>. Edited by Nancy Balaun to add stars and event numbers.

Event 1: The Missouri River Crossing – It will cost \$5 to take you, your family, and supplies across the Missouri River on the ferry. You can choose to pay the \$5. Or you can take your chances fording the river (driving the wagon through the water). It doesn't look very deep – does it? The water is brown enough that you cannot see the bottom to tell for sure. What are the opportunity costs of each decision?

Opportunity cost of taking the ferry? _____

Opportunity cost of fording the river? _____

Pull the event #1 card for the choice your team made.

Money loss if any: _____

Event #2: You have set up camp for the night and a big thunderstorm moves in with driving wind and rain. You need to cover your food supplies. Do you have a waterproof cloth to cover your supplies. _____ (yes or no). If so, you lose nothing. Congratulations. If you do not have a waterproof cloth, it will cost you \$100. to replace all of your dry goods (food like rice, flour, etc.), plus the time and food to get there.

Money loss if any: _____

Event #3: Your wagon hits a large rock in the path and breaks a wheel. Did you buy a wagon wheel repair kit? _____ (yes or no). If so, you lose nothing. Congratulations. If you do not have a wagon wheel, you must turn back and find the nearest town. It will cost you \$50 to replace a wagon wheel, plus the time and food it took to backtrack on the trail.

Money loss if any: _____

Event #4: One of your group slips down a rocky bank while getting water from the river and has a couple of pretty serious cuts. Did you bring first aid supplies? _____ If not, you must go off the trail and find a doctor. It will cost you \$30 to replace the clothing that you tear into bandages to give first aid, and to back track to find a doctor that can help you.

Money loss if any: _____

Event #5: Your fresh meat got too hot and has spoiled. If you paid for a guide, you are able to locate and negotiate with local American Indians or trappers to trade for more – no cost, go to the next event. If you do not have a guide, do you wish to try to find such a group to trade with, or do you wish to go back to the last town and buy more supplies?

Opportunity cost of trying to trade? _____

Opportunity cost of going back to buy supplies? _____

Pull the event #5 card for the choice your team made.

Money loss if any: _____

Event #6: The weather has taken a turn for the worse up here in the Rocky Mountains and it looks like a snow storm might be coming in. You are at the mouth of the mountain pass that will get you through to a lush green valley where there is a settlement. You are low on food supplies. You think you have enough to last a week or two if you are careful. Do you choose to push on through the pass in spite of the weather in hopes you will get to the valley to resupply before you run out, or do you camp here and hope the storm passes quickly and you can go on to the valley in clearer weather?

Opportunity cost of pushing on? _____

Opportunity cost of camping and waiting? _____

Pull the event #6 card for the choice your team made.

Money loss if any: _____

Event #7: The water in the mountain spring along the trail you were planning to use is frozen and the wood nearby is too wet to burn. If you paid for a guide, they know where there is clean water to drink. Congratulations, you lose nothing. If you did not pay for a guide, you must back track and pay to resupply with clean water, because you know drinking from an unclean source could make you VERY sick! This costs you \$30.

Money loss if any: _____

Event #8: While crossing a small creek, one of your party gets bitten by a snake. Did you buy a snake bite kit? If yes, congratulations, this costs you nothing. If not, you need to find a doctor (this will cost you \$40) or a group that will sell you a snake bite kit (they must have a kit and you must negotiate a price with them).

Money loss if any: _____

Event #9: You are standing on the trail looking down into the Willamette Valley. Congratulations! You've made it! Do you stay here and farm or do you go looking for gold in California? Discuss this among yourselves and come to a decision. What are the possible opportunity costs of each?

Oregon Trail Purchase List

Group Members: _____

Your group is getting ready to set out for a new life in the west. Your final destination is Oregon City. This journey will be long and hard and take you across rough and wild terrain. You will need to plan carefully for this trip or you may have to turn around and come back. The journey usually takes about 4 – 5 months, but experts say you should plan for 6 months in case something delays you.

You have \$600 total to spend, including expenses on the trip (\$330 after you pay for the food, wagon, and oxen). Mark the items you wish to purchase for your trip below. If you choose to buy an item, fill in the price in the “Money Spent” column. If you don’t want to purchase it, leave it blank. Be careful with your money. There may be added expenses along the way. What will you choose?

Item	Price	Quantity	Money Spent
Food for 5 months	\$100	1	\$100
6 oxen	\$40 per ox	6	\$100.
1 wagon	\$70	1	\$ 70.
Wagon wheel repair kit	\$20		
Hire a trail guide that speaks many languages	\$100		
Table and chairs	\$20 set of 4		
Cook stove	\$20		
Seat Pads	\$5 set of 4		
Pots and Pans (a set)	\$10		
Clothes for 6 months	\$20		
Wash basin and pitcher	\$4 set		
Soap	\$1 (8 lbs)		
Sleeping pads	\$1. each		
Blankets	\$1. each		
First Aid Kit	\$3.		
Sweet Treats	\$2. 5 pounds		
Dishes (silverware included – set of 8)	\$10 (set)		
Firewood	\$20 (6 months)		
Axe	\$2. each		
Sharp knife	\$1. each		
Hunting Rifle	\$15 each		
Waterproof canvas or tarp	\$10.		
Tools (hammer, nails, saw...)	\$10 full set		
Snake Bite Kit	\$10		
Picks, and Shovels	\$5 set		
Brushes and combs	\$2 set of 4		
Books (enough to read one a week)	\$20		
Rope	\$2 (75 feet)		
Water Barrel	\$5		
Lanterns	\$2		
Mirror	\$1		
A clock	\$4		
Milk Cow	\$70		

Decision Cards – Print one sided, cut along solid lines, and fold along dashed lines Glue or tape closed if desired. (1 set (a pair of cards each for decisions 1, 5, and 6) per group – they have different outcomes – place number side up so students can't see the outcomes)

<p>Event</p>  <p>We pay \$5 and take the ferry.</p>	<p>Event</p>  <p>We keep our money and ford the river.</p>
<p>Outcome: You safely reach the far shore with all of your goods.</p>	<p>Outcome: Your wagon overturns and you lose some of your supplies. It costs you \$50 to restock.</p>
<p>Event</p>  <p>We try to find a group to trade with, or buy from.</p>	<p>Event</p>  <p>We go back to the last town and buy more.</p>
<p>Outcome: You search for a week and find no one. You must go back to the last town. This costs you \$100 total.</p>	<p>Outcome: Getting back to town and buying more food costs you \$75.</p>

<p>Event</p>  <p>We push on through in hopes of getting to the valley.</p>	<p>Event</p>  <p>We camp until the weather clears.</p>
<p>Outcome: The weather becomes really bad and you must turn back, but you eat all of your food. Fortunately, you meet another family that will sell you some food for \$50 – Hey, this is precious stuff now!</p>	<p>Outcome: The weather clears in 2 days, and if you eat small meals, you will make it through. No cost.</p>

<p>Event</p>  <p>We pay \$5 and take the ferry.</p>	<p>Event</p>  <p>We keep our money and ford the river.</p>
<p>Outcome: You safely reach the far shore with all of your goods.</p>	<p>Outcome: You safely reach the far shore with all of your goods.</p>

<p>Event</p>  <p>We try to find a group to trade with, or buy from.</p>	<p>Event</p>  <p>We go back to the last town and buy more.</p>
<p>Outcome: You find a group after a few days. The days lost and price of food costs you \$75</p>	<p>Outcome: Getting back to town and buying more food costs you \$50.</p>
<p>Event</p>  <p>We push on through in hopes of getting to the valley.</p>	<p>Event</p>  <p>We camp until the weather clears.</p>
<p>Outcome: The weather becomes really bad. Some trappers rescue you, but they charge you \$40 for food and shelter. You are just happy to be alive.</p>	<p>Outcome: The weather clears and you make it to the valley – no cost! Whew!</p>

<p>Event</p>  <p>We pay \$5 and take the ferry.</p>	<p>Event</p>  <p>We keep our money and ford the river.</p>
<p>Outcome: You safely reach the far shore with all of your goods.</p>	<p>Outcome: One of your oxen gets washed downstream. He gets out of the water fine, but runs away. You must buy another ox for \$30.</p>
<p>Event</p>  <p>We try to find a group to trade with, or buy from.</p>	<p>Event</p>  <p>We go back to the last town and buy more.</p>
<p>Outcome: You search for 3 days and find no one. You must go back to the last town. This costs you \$50 total.</p>	<p>Outcome: Getting back to town and buying more food costs you \$25.</p>

<p>Event</p>  <p>We push on through in hopes of getting to the valley.</p>	<p>Event</p>  <p>We camp until the weather clears.</p>
<p>Outcome: The weather clears quickly, but the snow damaged some goods. It costs you \$20 to replace them.</p>	<p>Outcome: The weather does not clear for days and you run out of food. Fortunately, some local trappers find you and sell you some food. This costs you \$30. You feel you were taken advantage of, but what choice did you have?</p>

<p>Event</p>  <p>We pay \$5 and take the ferry.</p>	<p>Event</p>  <p>We keep our money and ford the river.</p>
<p>Outcome: You safely reach the far shore with all of your goods.</p>	<p>Outcome: You lose everything and cannot go on. This happened early in the trip, so maybe you have time to restock and try again.</p>

<p>Event</p>  <p>We try to find a group to trade with, or buy from.</p>	<p>Event</p>  <p>We go back to the last town and buy more.</p>
<p>Outcome: You find a group quickly and they give you food for free – how nice!</p>	<p>Outcome: Getting back to town and buying more food costs you \$50.</p>
<p>Event</p>  <p>We push on through in hopes of getting to the valley.</p>	<p>Event</p>  <p>We camp until the weather clears.</p>
<p>Outcome: You make it through, just barely. Whew! No cost.</p>	<p>Outcome: You wait for a week before you decide you must go back to the nearest town. This costs you \$40.</p>

Party on a Budget

Description: Students will work together in groups to create a budget for a big birthday party.

Opening: The teacher will do one of the following:

- show PBSKids Cyberchase episode 401: Balancing Act (see links below)
- show the BrainPop Videos on budgeting (links below),
- explain the terms budget, expense, income, and savings

Activity: The teacher will divide the students into small groups and explain that they are to create a budget for a birthday party they would wish to host. Each group is given \$100 to spend and can choose to spend it however they like, however they must have at least some drinks and snacks (enough for everyone), and entertainment for their party. Give each group a price list (attached below in Resources, or if technology permits, let them “shop” online using a WalMart, Target, Party City or other comparable web site). Groups then complete the Party Budget form (in Resources below) to track their decisions.

Closing: In the large group lead a discussion as to what was hard about this activity, what decisions did students make and why, were there any places where you found a way to save money, did you have to do without something you would have liked to have, etc.

GSE Standards and Elements

SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.

Literacy Standards

The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.

Social Studies Matrices

Information Processing Skills: Interpret timelines, charts, and tables; draw conclusions and make generalizations; analyze graphs and diagrams

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.

4th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Enduring Understanding(s)	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.
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Resources:

Party Planner Price List

Party Budget Worksheet

Party Planner Price List

You have a budget of \$100 to spend on a party for six guests, including yourselves. Please create a spending budget using the prices below to plan your party. You must provide at least some food and drink, as well as some kind of

Supplies

Party hats	\$2 for each guest
Streamers	\$1 per roll
Balloons (fancy)	\$1 each
Balloons (plain)	\$1 for 5
Napkins	\$2 package of 25
plates – plain white	\$1 per dozen (12)
– decorated	\$2 per dozen (12)
bowls – plain white	\$1 per dozen (12)
– decorated	\$2 per dozen (12)
cups – plain white	\$1 per dozen (12)
– decorated	\$2 per dozen (12)
forks, spoons, knives	\$3 for a set of ten
Thank you notes	\$4 per dozen

Foods

Pizza – delivery	L-\$15	M-\$10	S-\$8
– frozen	L-\$8	M-\$6	S-\$4
	(L=12 pieces, M=8 pieces, S=4 pieces)		
Hamburger – big restaurant style	\$5 each		
– homemade	\$1 each		
Chips – brand name (Doritos, etc.)	\$4 per bag		
– generic	\$2 per bag		
Cupcakes – store / bakery bought	\$6 per dozen		
– homemade	\$2 per two dozen		
Brownies – store / bakery bought	\$4 per ½ dozen		
– homemade	\$2 per dozen		
Birthday Cake – store / bakery bought	\$24 (11" X 14")		
– homemade	\$9 (11" x 14")		
Ice Cream – fancy flavors	\$5		
– vanilla	\$2		

Beverages

Fruit Punch – store bought (1 gal)	\$3
– homemade (1 gal)	\$2
Soft drinks – brand name (cans)	\$5 for a 6-pack
– bottled water	\$1 each

Activity Price / 6 friends

Swimming pool	\$30
Roller Skating	\$35
Ice Skating	\$40
Laser Tag	\$60
Bouncy House (2 hrs.)	\$20
Movie at Theater	\$50
Movie at home (rental)	\$5
Paintball	\$60
Bowling	\$25

Additional Budgeting Resources:

Matt’s Big Movie Budget clip: <https://gpb.pbslearningmedia.org/resource/f8e8ce5b-b9fc-4c27-90a0-1a2319d70c95/f8e8ce5b-b9fc-4c27-90a0-1a2319d70c95/#.WnCcn09gkdU>

PBSKids Activity – Making a Savings Diary: <http://pbskids.org/cyberchase/activities/make-savings-diary/>

Creating a Savings Plan	
<p>Description: Students will determine something they would really like to have, but that is too expensive for them to buy outright, and then create a savings plan to save towards purchasing it.</p> <p>Opening: The teacher will lead a group discussion / brainstorm soliciting ideas about what cool new games, toys, or gadgets are out there that they would like to buy but are too expensive for students to purchase outright. The teacher may wish to do some research on realistic prices for these items, writing the prices on the board next to the items (alternatively, if technology permits, the teacher may wish to have the students research prices from reputable retailers only – no Craig’s List!)</p> <p>The teacher will explain or define the terms: expenditures / expenses, income, savings, and budget. Please be sensitive to the financial situations and allowances of your students while discussing ways students can get income. Remind them that their income does not have to be limited to allowance.</p> <p>Activity: Have each student draw a line down the center of a sheet of paper and label one side “Possible Expenditures” and the other “Possible Income”. Have students meet briefly in small groups to brainstorm alternative and appropriate ways to bring in additional income (garage sale of old toys, services or chores performed for additional pay, etc. Students should also discuss other expenses / expenditures they may have (ice cream at lunch, movies, etc.)</p> <p>Students then breakout to work independently to draw up their own “Savings Plan” (see “Resources” below) to determine how long it will take them to save enough money to purchase one of the large ticket items from the opening activity.</p>	
GSE Standards and Elements	SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.

4th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Literacy Standards	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
Social Studies Matrices	Information Processing Skills: Organize items chronologically; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; interpret timelines, charts, and tables; draw conclusions and make generalizations;
Enduring Understanding(s)	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. Location: The student will understand that location affects a society's economy, culture, and development. 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.

Resources:

Savings Plan worksheet

4th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Personal Savings Plan for _____ (your name)

Item I wish to purchase _____ Price: \$ _____

Fill out this plan for 1 week and then calculate how many weeks of saving it will take you to buy what you want:

Expenses		
Where I spend money each week (Expenses)		
Days	What I buy	Amount
Monday		\$
Tuesday		\$
Wednesday		\$
Thursday		\$
Friday		\$
Saturday		\$
Sunday		\$
	Total per week	\$

Income		
Where I will get money each week (Income)		
Days	What I did	Amount
Monday		\$
Tuesday		\$
Wednesday		\$
Thursday		\$
Friday		\$
Saturday		\$
Sunday		\$
	Total per week	\$

Total income per week:

\$ _____

Minus total expenses per week: _____

\$ _____

Amount saved toward goal each week \$ _____

X number of weeks = price of item (or price of item divide by amount saved each week = number of weeks it will take).

Create a Savings Account Marketing Plan

Description: Students will work in small groups to research why savings accounts are important, and create a savings account marketing plan.

Opening: Tell students they have been hired by a local bank to develop a marketing plan to encourage people to come into the bank to open a savings account. To do this, they will first need to understand why people should save money.

Activity: Students should work in small groups or pairs, using the resources below, to research why savings accounts are so important, even for kids. Once they feel they have enough information, they should begin to design their marketing plan. Depending on technology and time available, students may include one or more of the following in their campaign:

- ✓ Print ads (newspaper, magazine, online publications)
- ✓ Pop-up or sidebar ad that would be on popular websites
- ✓ TV and or radio commercial
- ✓ Flyer
- ✓ Poster

Whatever the format, ads should include:

- the name of the bank
- what they are offering
- why people should save money
- how savings accounts make this easy
- optional – offer some tips for how to save money

Closing: Students present their ads to the rest of the class, or even to the school at large.

4th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Rubric:</p> <p>_____ Our marketing plan items include all required elements (name of bank, what we are offering, why people should save money, how our bank makes it easy). (30 possible points)</p> <p>_____ Our marketing plan items include graphic elements (pictures, drawing, charts, tables, bold type, color, etc.) to make them engaging and interesting and attractive to the eye. (30 possible points)</p> <p>_____ Our marketing plan items are creative and show thought, time, and effort. (20 possible points)</p> <p>_____ Our marketing plan contains no major spelling, capitalization, punctuation, or grammatical errors. (20 possible points)</p> <p>_____ Total (100 points possible)</p>	
<p>GSE Standards and Elements</p>	<p>SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Information Processing Skills: Identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p> <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>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>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>

Image / Cartoon Analysis – Spending

Description: Students will use their knowledge of saving, spending, budgeting, income and expenses to interpret an image / cartoon.

Opening: The teacher will review the concepts of budgeting, saving, spending, and income. The teacher may wish to lead a class discussion of what types of gadgets and toys kids have at home. Please be sensitive to differing financial situations. The teacher may wish to ask the students what some of the most popular gadgets cost.

Activity: The teacher will divide the students into small groups and provide each group with a copy of the image (provided in “Resources” below) or project the image on an Interactive Board), as well as the Cartoon Analysis sheet (also below).

Students work in small groups to discuss, analyze, and evaluate the image below and complete the provided Cartoon Analysis sheet.

Closing: The teacher will gather the students back into the large group where they will share their findings and conclusions.

GSE Standards and Elements

SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.



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Georgia Department of Education

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Cartoon Analysis

Group member names: _____

What issue is the cartoon about? _____

What message or opinion about the issue is the artist trying to express? _____

What economic concepts do you see represented in the cartoon (budgeting, saving, spending, income). Justify your choices:

Is this cartoon funny? _____ Why or why not? _____

Do you agree with the point of view of the artist? Please justify your answer with specific evidence?

Culminating Unit Performance Task

Economics Guide Book

Description: Students work independently or in pairs to create a “For Dummies” style guide to economic terms and their importance to the development of our nation.

Depending on the availability of technology in your classroom, this guide can be electronic (PowerPoint, Prezi, WikiPage, etc.), or hardcopy.

Students will create a page for each of the following economic concepts that includes: an image or illustration representing the concept, an explanation or definition of the concept, and an example from history that illustrates that concept at work in real life.

Concepts:

- Opportunity cost: Examples can include decisions to settle in the west, traveling west to mine gold, setting up a shop or service in a mining town or western settlement, etc.
- Price incentives: Examples can include decisions to grow or produce certain goods such as cotton and tobacco in the South, industrial goods, textiles, railroad tracks, furniture, shipbuilding, etc. in the North.
- Specialization: Examples can include differences in the economies of the North and South.
- Voluntary Exchange: Examples can include Oregon Trail, Gold Rush mining towns, etc.
- Trade: Examples should include both domestic (within the US) and with Europe.
- How technological advancements impacted U.S. society – should include the steamboat, cotton gin, steam locomotive, and the telegraph
- Budgets
- Savings
- Expenses
- Income

<p>Rubric</p>	
<p>_____ My guide contains at least one page for each of the 10 concepts: opportunity cost, price incentives, specialization, voluntary exchange, trade, technological advancements (should include the steamboat, cotton gin, steam locomotive, and the telegraph), budgets, savings, expenses, and income. (20 points possible – 2 per concept)</p>	
<p>_____ My guide includes illustrations that represent or clarify the concept. (20 points possible)</p>	
<p>_____ My guide includes an accurate and complete definition or explanation of the concept (20 points possible)</p>	
<p>_____ My guide includes at least one example of the concept in history. For example, my guide may explain some of the opportunity costs settlers had to look at when deciding to move west, or going to pan for gold, etc. (20 points possible)</p>	
<p>_____ My guide is neat, has few errors in spelling, capitalization, punctuation, and grammar, and shows time, care, color, and effort. (20 points possible)</p>	
<p>GSE Standards and Elements</p>	<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p>b. Explain how price incentives affect people’s behavior and choices: decisions about what crops (e.g., cotton, and tobacco) to grow and products (e.g., textiles) to produce.</p> <p>c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).</p> <p>d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p>e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).</p> <p>f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).</p> <p>SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p>

<p>Literacy Standards</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p>Social Studies Matrices</p>	<p>Map and Globe Skills: Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; compare and contrast the categories of natural, cultural, and political features found on maps; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills: Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p>
<p>Enduring Understanding(s)</p>	<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>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>