

Grade 3 Term 2: CIVICS/ECON

Essential Question: How do we get the things we need to live?

Purpose: The purpose of this unit is for students to develop an understanding of how we get what we need, including how towns and states get what they need through taxation.

Day	Activities	Resources
<p>Day 1</p>	<p>Introduce the idea that this week students will be engaging in a variety of economic activities and applying their new knowledge to create their own lemonade stand.</p> <p>Introduce vocabulary: resource, natural resources, human resources, capital resources, economy</p> <p>As a class, watch the Resources Video focusing on the different types of resources. Have students discuss one of their needs such as food and the resources needed to provide it (chef, farmer, worker, fruit, vegetable, dish, fork, stove, etc.)</p> <p>Create an Anchor Chart for students regarding the different types of resources using the Resource Anchor Chart. Sort pictures into appropriate categories.</p> <p>Read the book All About Chocolate printable text (providing a copy for each student). During reading, have students think about and discuss the focus question: What kinds of resources are needed to make chocolate?</p> <p>Journal Prompt: What kinds of resources are needed to make chocolate?</p>	<p>MyWorld Chapter 2 - lesson 2:Types of Resources</p> <p>Resources Video</p>
<p>Day 2</p>	<p>Review the key vocabulary: resource, natural resources, human resources, capital resources</p> <p>Provide students with 3 different colored sticky notes which will be used to represent the three types of resources (natural, capital, human). Reread the book All About Chocolate printable text. During reading, have students use the colored sticky notes to identify and mark a page where each of the different types of resources are used. See examples on right.</p> <p>Examples of guiding questions:</p> <ul style="list-style-type: none"> • What human resources are needed to make chocolate? What capital resources? What natural resources? <p>Application of new learning:</p> <p>Have students turn to page 2 in their Lemonade Stand Activity Booklet. Students can work in partners or groups to list all of the natural, capital and human resources needed to make a successful lemonade stand.</p>	<p><u>Natural Resources</u> (pink Post-It):</p> <p>cacao tree pods air</p> <p><u>Capital Resources</u> (yellow Post-It):</p> <p>clippers large blade scooper boxes cloth bags drums molds machines packages</p>

		<u>Human Resources</u> <u>(green Post-It):</u> farm workers chocolate makers
Day 3	<p>As of 2024, Connecticut was officially named "The Pizza State." Show students these two news clips, celebrating this exciting historical event.</p> <p>Official News Clip News Clip Pizza Review</p> <p>Orally discuss all of the natural, capital and human resources that need to be available to make pizza (just like they did with the chocolate the day before.)</p> <p>Brainstorm as a class the economic benefits of being officially named "The Pizza Capital of the US."</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● What job opportunities does this title bring? ● When tourists are visiting Connecticut's Pizza Trail, what other ways might they spend money? ● What else can tourists do/visit while in Connecticut? <p>Application of New Learning: On page 3 of their Lemonade Stand Activity Booklet, have students create a job posting for their lemonade stand. Remind students that there are many jobs, besides just selling lemonade! Who will make the lemonade? Who will go to the store to buy the ingredients? Who will collect the money? Who will plant and harvest the lemons? Who will advertise for your lemonade?</p>	
Day 4	<p>Learning Focus: Certain attractions (like pizza) bring tourists which helps the economy. Use Disney World in Orlando Florida to show how an attraction can draw people and their money to a state. The popularity of Disney World brings with it tourists that will spend money on things they want or need in Disney World. Disney World also provides many, many different job opportunities so individuals can earn money. Here is a Disney Video explaining the economic values of Disney World and tourism.</p> <p>Add to your class anchor chart of what natural, capital and human resources are available in Disney World.</p> <p>While Disney World and the different pizza restaurants in Connecticut all make money, how does the state make money? Businesses pay taxes to the state. A tax is required by the state. (See page 197 in MyWorld) Workers pay taxes on their pay; businesses pay taxes on their profits; and everyone pays taxes on the goods and services they buy. Taxes help the government pay for things like</p>	MyWorld Chapter 5, Lesson 2 (Being a Good Citizen and Civic Engagement, pg. 197) MyWorld Chapter 4, Lesson 3 - focus on local and state government, pp. 159-161 Disney Video video on Taxes

	<p>schools, and government. What sorts of things have you paid taxes on that you might not even think about? (Gaming consoles, candy, books, etc.)</p> <p>Watch video on Taxes (up to 2:43 only) and have a discussion about the CT sales tax, income tax and the purpose of taxing citizens. Discussion question: Do you think taxes are fair? Why or why not?</p> <p>Make an anchor chart about what services are offered in town that taxes pay for - like garbage collection, libraries, road maintenance (all the construction happening in Naugatuck) and paying for people like a governor or mayor and other people.</p> <p>Application of New Learning: Students will be able to choose how much tax they are charging per cup of lemonade. Guiding discussion questions:</p> <ul style="list-style-type: none"> • How much tax do you want to charge? • What are the benefits of charging a high tax? What are the disadvantages? • Should the tax be more than the item? <p>Page 4 of Lemonade Stand Activity Booklet</p>	
<p>Day 5</p>	<p>Culminating Activity - Lemonade Stand</p> <p>Throughout the week, students have completed an organizer where they specify what human, capital and natural resources they will need to get their Lemonade Stand up and running. They also created an advertisement for their lemonade stand that states the price of their lemonade. They also decided how much tax will be charged per lemonade cup.</p> <p>Today, students must decide what their taxes will pay for. Students will have to write about how the taxes they pay will support local and/or state government.</p> <ul style="list-style-type: none"> • Prompt: How will the taxes you pay support the local and/or state government? Explain your ideas. <p>Paying for Community Services</p> <p>Page 5 of Lemonade Activity Booklet</p>	<p>Alex's Lemonade Stand Website and free downloads</p> <p>Optional: Lemonade Stand Printables</p>
<p>Competencies Scored</p>	<p>Teachers should develop success criteria for the week. An example of some success criteria:</p> <ul style="list-style-type: none"> • I can identify a variety of factors in decision-making • I can describe the relationship between resources and goods and services • I can explain how governments fund themselves 	

Competencies Scored

Teachers should develop success criteria for the week. An example of some success criteria:

- I can explain how and why rules and laws are created
- I can identify and explain how civic virtues and democratic principles influence people, both past and present
- I can draw conclusions about how policies shape and influence a society, and how a society can influence policy
- I can describe how people have tried to improve their communities over time