

3rd Grade Teacher Notes for the Georgia Standards of Excellence in Social Studies

The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of social studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens.

Children's Literature: A list of book titles aligned to the 3rd Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: [LINK TO BE ADDED]

TEACHER NOTES

3rd GRADE SOCIAL STUDIES

United States History: Year 1 Cultures through Colonization

SS3H1 – Describe early American Indian cultures and their development in North America.

Standard H1 explores the American Indian in historical and cultural terms. The standard asks teachers to discuss generally the American Indian cultures in each region and does not call on the teacher to teach specific tribes. However, teachers can use specific tribes within each region as a way of providing examples of how American Indians obtained food, clothing and shelter, and how they currently contribute to American life.

SS3H1 – Describe early American Indian cultures and their development in North America.

a. Locate the regions where American Indians settled in North America: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast.



This element specifically asks students to locate the regions where American Indians settled and lived. While the element does not require students to name or locate specific tribes, teachers may use various tribes within each region as examples. Encourage students to notice variations within a region as well as contrasting them with the tribes found in other regions.

North American Indian Regions (Wikimedia Commons)

Resources:

BYU Printable Maps: Free Printable maps of North America and The United States
<https://sites.google.com/site/mrgriffith6/blank-maps>

Vocabulary: locate, regions, American Indian, culture, development, Arctic, Northwest, Southwest, Plains, Northeast, Southeast.

SS3H1 – Describe early American Indian cultures and their development in North America.

b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.

American Indian tribes living in the regions listed in the standard developed and adopted unique ways to use their environment to obtain food, clothing, and shelter. Factors such as climate and geography played major roles in what was available for American Indians to use within the areas they inhabited. An important aspect of this element is that it requires students to compare and contrast and not just list or describe. To accomplish this task, students could use a variety of charts or graphs to compare and contrast the American Indians in each region.

Arctic:



American Indians in the Arctic Region lived mostly in a cold, frigid landscape with little vegetation. Because of their environment, they had to rely on what they had in their surroundings to live. For shelter, many in this region either built igloos, shelters made from ice and snow, or, especially during warmer months, shelters made from animal hides. Due to the general lack of vegetation, and short growing season, most American Indians in this region depended on land animals such as polar bears, elk, and marine mammals, such as seals and whales, for a large part of

their diet and clothing. They also fished the nearby oceans and seas to help supplement their diets.

Frank E. Kleinschmidt - Library of Prints and Division, Washington, DC 20540. Rights Advisory: 2009, Public Domain,

Note the lack of vegetation, the clothes they are wearing, and the shelter (igloo). The Arctic Region is a harsh landscape.

<https://commons.wikimedia.org/w/index.php?curid=42512142>

Northwest:

American Indians of the Northwest region lived in an area that was heavily forested with plenty of vegetation, and various forms of wildlife to support their culture. Shelters in this region were mainly built out of wood and bark from the surrounding forests. These shelters, called long houses, were often large enough to house several families. American Indians in this region relied mostly on the surrounding rivers and the Pacific Ocean for their food, especially salmon, which was found in abundance throughout the area. They supplemented their diet with



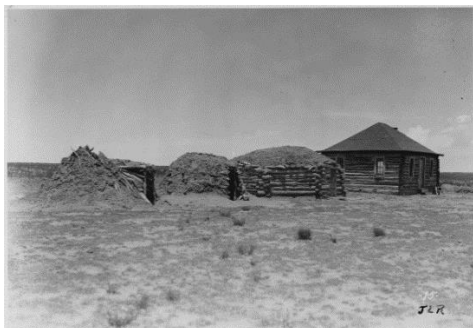
berries and roots, and also hunted animals found in the surrounding forests. Their clothing was made from the furs and hides of the animals they hunted, which included deer and otters, and cedar bark which was woven into clothing.

A Modern example of a Northwestern American Indian shelter

Photo by: HighInBC,

[https://commons.wikimedia.org/wiki/File:Wawadit%27la\(Mungo Martin House\) a Kwakwaka%27wakw_big_house.jpg](https://commons.wikimedia.org/wiki/File:Wawadit%27la(Mungo_Martin_House)_a_Kwakwaka%27wakw_big_house.jpg)

Southwest:



American Indians who lived in the southwest region of North America tended to live in a dry arid climate. Despite the dryness of the area, the soil was generally fertile, and many American Indians in this region were expert farmers, growing crops such as melons, beans and corn by using irrigation techniques. Many tribes in this region also raised sheep as a source of food and clothing. Cotton was also sometimes grown in the region and was then woven into cloth to wear.

American Indian shelters in this region were mainly permanent, built from clay, wood, brush, or a combination of any natural resources they could locate within the area.

The evolution of the Navajo Hogan, Department of the Interior. Bureau of Indian Affairs. Portland Area Office. Salt Lake City Extension and Credit Office. (ca. 1931 - ca. 1946).

[https://commons.wikimedia.org/wiki/File:The evolution of the Navajo Hogan, Left to right. The very old hogan. A later style, a few of which are still in use.... - NARA - 298586.jpg](https://commons.wikimedia.org/wiki/File:The_evolution_of_the_Navajo_Hogan,_Left_to_right._The_very_old_hogan._A_later_style,_a_few_of_which_are_still_in_use...._-_NARA_-_298586.jpg)

Plains:



The American Indians of the Plains region tended to live in either teepees, an extremely mobile shelter built from tree limbs and buffalo hides, or permanent earthen lodges, which were often situated near water sources such as rivers. Some tribes of the Plains region also built shelters from wooden poles which were then covered with grass. The Plains Indians ate a variety of food including deer and elk, and in some areas, were also able to farm, planting such crops as corn, squash and beans. However, the most important source of food for many of the Plains Indians was the buffalo. All parts of the buffalo were used for

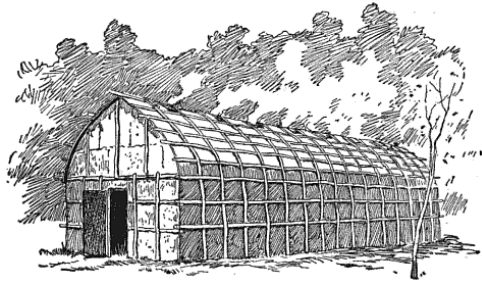
either food, shelter, clothing, weapons, or tools. The clothing in this region varied depending on location and season, but tended to be made from animal hides or fur.

A Shoshone encampment in the Wind River Mountains of Wyoming, photographed by W. H. Jackson, 1870. https://en.wikipedia.org/wiki/File:Shoshoni_tipis.jpg

Northeast:

The American Indians of the Northeast were also called the Woodland Indians, from the mostly heavily wooded area they lived in. Shelters in this region tended to be made from trees and bark, and were mostly

permanent in nature. Many American Indians in this region built longhouses, which held several families. The Northeastern American Indians grew crops such as corn, squash, pumpkins, and beans, fished the many nearby waterways, and hunted game such as deer and beavers. The clothing of the Northeastern American Indians was mainly made from deer hides and other animals they hunted in the surrounding forests.



Typical Iroquois Longhouse: Gordy, Wilbur F. Stories of American History. New York: Charles Scribner's Sons, 1913. Page 20.

<https://commons.wikimedia.org/wiki/File:Theiroquoislonghouse.png>

Southeast:

The American Indians of the Southeast lived in a variety of different shelters. Most shelters in the Southeast tended to be made from types of grasses that were matted and tied to a wooden frame. They also used clay, or a wattle and daub type construction for many of the shelters in this region. American Indians in this region grew three main crops which were corn, beans, and squash. They also hunted many types of wild game including, deer, bear, turkey, and even alligators.

American Indians in this region tended to wear clothes made of light weight deer skin, or even cotton, or wool. Unlike many of the other regions, they tended to dye their clothes bright colors.



Seminole Family with shelter: Seminole family of Cypress Tiger at their camp, near Kendall, Florida, 1916. Photographer: Botanist John Kunkel Small, 1869-1938.

https://commons.wikimedia.org/wiki/File:Seminole_family_Cypress_Tiger.jpg

An example of an organizational chart which could be used to help the students distinguish between the various American Indian regions is found below:

| Region | Food | Clothing | Shelter |
|-----------|------|----------|---------|
| Arctic | | | |
| Northwest | | | |
| Southwest | | | |
| Plains | | | |
| Northeast | | | |
| Southeast | | | |

Resources:

Canada's First People: A site dedicated to the American Indians of Canada includes information concerning the Arctic and Northwest Regions. http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html

Mr. Donn's First Nations of North America: A site which includes information on all the American Indian Regions listed in the standards. <http://nativeamericans.mrdonn.org/index.html>

Annenberg Learner Indians: Another site which examines all of the listed regions and includes some photographs, maps, and diagrams. <http://www.learner.org/interactives/historymap/indians.html>

National Archives: Pictures of American Indians doing various activities and of their homes. <https://www.archives.gov/research/native-americans/pictures#index>

Readworks.org: Various Lexile leveled articles on American Indians. <http://www.readworks.org/rw/native-american-heritage-month>

Native American Houses: A site that lists ten different styles of houses built by the various American Indian tribes. Includes photographs and paintings of shelters. <http://www.native-languages.org/houses.htm>

Vocabulary: compare, contrast, environment, food, clothing, shelter

SS3H1 – Describe early American Indian cultures and their development in North America.

c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

This element should be taught as a way of reducing historical stereotypes of American Indians and to demonstrate that Indian cultures have contributed, and continue to contribute, to the overall American culture. Teachers can use, but are not limited to, such examples, as the Navajo Code Talkers, who helped the United States defeat Japan during World War II, and famous American Indian writers such as Sherman Alexie and Leslie Marmon Silko. Additionally, American Indians continue to create intricate pieces of art such as the examples shown below, and American Indians such as Adam Beach (below right)

and Graham Green have become famous actors starring in several Hollywood movies and numerous television shows.



Richard G. Conn Memorial Fund and the Volunteer Endowment Fund, Artist

Tom Haukaas, 1998, <http://denverartmuseum.org/object/1999.80>

The Genevieve D. Searle Fund of the Denver Foundation, Artist

Tony Jojola, 2006, <http://denverartmuseum.org/object/2006.37>

By Grand Canyon NPS - Flickr: Native American Heritage Day_0319, CC BY 2.0,

<https://commons.wikimedia.org/w/index.php?curid=14528059>

By AdamBeach.png: veronica Romm from fort lee, USA derivative work: Crisco 1492 (talk) - This file was derived from AdamBeach.png: CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=18052268>

Resources:

Denver Museum of Art: <http://denverartmuseum.org/collections/american-indian-art>

Contains artistic works from nearly every North American tribe from prehistoric times to the present.

National Museum of the American Indian:

<http://nmai.si.edu/searchcollections/item.aspx?irn=177163&catids=0&catnum=165232&src=1-5>

This Smithsonian site has a large collection of searchable American Indian Art, and an section for Educators.

Sherman Alexie: A brief biography along with sample poems, and articles about the author are found at the Poetry Foundation: <https://www.poetryfoundation.org/poems-and-poets/poets/detail/sherman-alexie>

Navajo Code Talkers. Org. An excellent site with numerous interviews with the Code Talkers.

<http://navajocodetalkers.org/>

Vocabulary: contribute, arts, literature

SS3H2 – Describe European exploration in North America.

a. Describe the reasons for and the obstacles to the exploration of North America.

Standard SS3H2 asks students to identify important figures in the European settlement of North America; describe the importance of the European powers who colonized the continent; and understand the impact of European colonization on the American Indians of the continent, and vice versa.

Students should understand the basic reasons Europeans began to explore North America including, the search for wealth and fame, the search for a shorter route to Asia (the Northwest Passage), and the spread of Christianity. These reasons are also called the “Three G’s: God, Gold, and Glory”. Students should also be able to describe the obstacles or hardships that European explorers faced, including lack of funding, distance of travel, exploring unknown lands, and often times, the interaction with hostile natives.

Resources:

Exploration of North America: Provides background information about several of the listed explorers in SS3H2b, and the reasons why their specific countries sent them to explore.

<http://www.history.com/topics/exploration/exploration-of-north-america>

Vocabulary: European, exploration, reasons, obstacles, North America

SS3H2 – Describe European exploration in North America.

b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).

Students must be familiar with these listed figures and be able to describe (at a basic level) their contributions to the European settlement of North America. If desired, students can learn about additional European explorers. It would be helpful prior to beginning this standard to use maps or globes (both those from the 15th and 16th centuries) to locate England, Spain, the Netherlands, and France.



John Cabot: (Italian by birth, sailed for England) Cabot reached the shores of North America during his 1497 voyage. Officially, he is said to have visited Newfoundland in modern Canada, and possibly New England. He claimed the land for England, but was unable to repeat this success on his subsequent voyage. Many sources suggest that this was the first European voyage to reach North America since Norse exploration centuries earlier.

John Cabot: Wikimedia Commons

Vasco Nunez de Balboa: (Spanish) Balboa, inspired by Christopher Columbus, sailed to and settled on the island of Hispaniola around the year 1500. From there, he founded additional colonies in modern-day Colombia, and eventually found his way across the Isthmus of Panama. This is the voyage that gave him credit for “discovering” the Pacific Ocean. During his time as a conquistador in South America, Balboa’s treatment of the American Indian inhabitants of the areas varied greatly. He did rely heavily on allied American Indian groups to facilitate later explorations.

Vasco Nunez de Balboa: Wikimedia Commons



Hernando de Soto: (Spain) De Soto began exploring at the age of 14, joining other Spanish explorers searching for fame and fortune in the New World. By the age of thirty, de Soto had settled in modern day



Central America, making a fortune in the slave trade. After expanding his wealth by helping to conquer the gold rich Incas in South America (Peru), de Soto returned to Spain in 1536 an extremely rich man. Two years later de Soto headed back to North America and explored present day Florida, Georgia, the Carolinas, Tennessee, Alabama, Louisiana, and Arkansas in search of gold. De Soto's travel through the Southeast led to continual battles with many of the American Indians he and his men encountered. He was a brutal conqueror, killing, or capturing and enslaving many of the American Indian tribes with whom he came in contact. He is also blamed for the decimation of many of those same tribes who eventually succumbed to a variety of the European diseases de Soto's men carried with them. After three years of exploring, de Soto died near the Mississippi River, having never found the wealth he was searching for in his last expedition.

Hernando de Soto, Wikimedia Commons

Christopher Columbus: (Italian, sailed for Spain) It is nearly impossible to succinctly summarize the impact of Columbus and his voyages on modern North America, and the transition that his legacy has undergone in recent years. Students should know that Columbus did not “discover” America, and that most educated Europeans were well aware of the curvature of the Earth before his first expedition in 1492. Columbus should be noted as making four trips to the “New World”, and not just one. Columbus may be credited with establishing lasting European colonies in the Americas (the Caribbean), and his explorations led to permanent European interest in the area, even though the islands he claimed were not the East Indies, as he initially thought.



Christopher Columbus, Wikimedia Commons

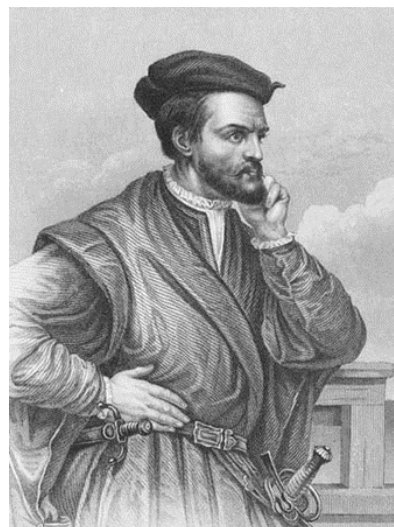


Henry Hudson: (English, sailed for England and Holland) Hudson's quest for a Northwest Passage from Europe to China began in 1607. His Arctic route proved unsuccessful, though he did explore the area around what is today New York City, and eventually sailed up the Hudson River. Later voyages took him into modern Hudson Bay, but he was unable to find a way further west. Hudson's desire to continue searching for the elusive (and ultimately non-existent) passage under harsh Arctic conditions led to a mutiny of his crew on his final 1610 voyage, and he was set adrift, never to be seen again. Teachers should note that most of Hudson's early life is lost to history, and be wary of sources accordingly.

Henry Hudson, Wikimedia Commons

Jacques Cartier: (French) Like Hudson, Cartier's 1534 voyage had as one of its goals a Northwest Passage to Asia. He explored what is now the St. Lawrence Bay, and returned to France. He was immediately sent on a return trip, and Cartier explored further down the St. Lawrence River and into what is modern Canada, eventually establishing a French colony and exploring near what is now the city of Montreal. Later voyages succeeded only in angering the American Indians of the area, and the riches Cartier sought were never found. As a result, France took decades longer than Spain and England to establish full-fledged colonies in the Americas.

Jacques Cartier, Wikimedia Commons (PD-1996)



A sample chart for explorers:

| Explorer | County he came from | Country sailed for | Areas explored | Successes | Failures |
|----------|---------------------|--------------------|----------------|-----------|----------|
| | | | | | |
| | | | | | |
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Resources:

John Cabot: A brief biography on Cabot and the mystery surrounding his last voyage. John Cabot Biography, Biography.com Editors, November 11, 2016, A&E Television Networks.

<http://www.biography.com/people/john-cabot-9234057#mysterious-ends>

Vasco Nunez de Balboa. Brief background information provided by the History Channel which discusses the life and explorations of Balboa. <http://www.history.com/topics/exploration/vasco-nunez-de-balboa>

Hernando de Soto: A brief background biography and video of the famous Spanish explorer.

<http://www.history.com/topics/exploration/heraldo-de-soto>

Christopher Columbus: Site contains a biography and a short video concerning Columbus and his exploration. History.com Staff, History.com, 2009, November 11, 2016, A+E Networks

<http://www.history.com/topics/exploration/christopher-columbus>

Henry Hudson. The History Channel provides a brief biography and video for teacher background information. <http://www.history.com/topics/exploration/henry-hudson>

Jacques Cartier: A brief biography and video concerning the French explorer of Canada. <http://www.biography.com/people/jacques-cartier-9240128>

Vocabulary: accomplishments, John Cabot, Vasco Núñez de Balboa, Hernando de Soto, Christopher Columbus, Henry Hudson, Jacques Cartier

SS3H2 – Describe European exploration in North America.

c. Describe examples of cooperation and conflict between European explorers and American Indians.

For this element, students should focus on examples of cooperation and conflict between the Europeans specifically mentioned in standard SS3H2b and the American Indians they encountered.

Teachers should provide information about the context in which American Indians and Europeans interacted (trade, migration, colonization, etc.). For instance, the Spanish wanted to find gold and to spread Christianity, the French wanted to develop a profitable fur trade, the English wanted to colonize to grow cash crops, the American Indians wanted to trade for technology and manufactured items. These desires shaped the relationship of each group with the natives in their region.

Some American Indians groups initially helped European settlers find and grow food (Thanksgiving), and adopt to their new environment, however European ideas about land and property ownership conflicted with those of the American Indians and the relationships often became strained and even violent.

Resources:

Teaching History.org: A brief description of the interaction between American Indians and the Spanish, French, and Dutch. Great background information for teachers: <http://teachinghistory.org/history-content/ask-a-historian/25447>

For information about Columbus and Native Americans visit: <http://www.history.com/topics/exploration/columbus-controversy>

To see an example of interaction between the Jamestown colony and the Powhatan people visit: <http://www.historyisfun.org/jamestown-settlement/powhatan-village/pocahontas-and-the-powhatans-of-virginia/>

Plimoth Planation: Learn about one of the earliest interactions between Europeans and the Wampanoag. Many great activities and ideas concerning the interaction of two cultures. <https://www.plimoth.org/learn/just-kids>

Vocabulary: examples, cooperation, conflict

SS3H3 Explain the factors that shaped British Colonial America.

a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).

New England: Most of the colonies in the New England region were founded by people searching for new lands to settle in which they could practice their own religious beliefs. The Pilgrims and the Puritans are both examples of religious groups who escaped persecution in England for the relative safety of New England. Rhode Island was also founded for religious freedom by people voluntarily leaving or by being banished from the early Puritans' strict and intolerant religious beliefs. For much of the settlement period, religion and government were one in the same. New Hampshire was the only colony in New England settled primarily for economic reasons, and was used initially as a base for fishing.

Mid-Atlantic: Unlike the New England colonies, the Mid-Atlantic colonies tended to be much more tolerant towards different religious practices compared to the other regions and had a wide variety of religions present including Quakers, Lutherans, and Presbyterians. The Mid-Atlantic region also had the advantage of having rich fertile soil for farming, eventually becoming the "bread basket" of the colonies.

Southern: The Southern colonies were mainly founded for economic reasons. Beginning with the early successful cultivation of tobacco in the Virginia colony, the land throughout the Southern colonies was eventually turned into large plantations, where tobacco, corn, indigo, and rice were grown in large quantities. Cotton would become a major cash crop in the early 1800s, after the invention of the cotton gin.

Resources:

The Gilder Lehrman Institute of American History: Colonization and Settlement, 1585-1763, A brief background article on why and how Europeans settled in North America. Written by historian John Demos. <https://www.gilderlehrman.org/history-by-era/essays/colonization-and-settlement-1585%E2%80%931763>

History Channel: The 13 Colonies: Article and short video on the founding of the 13 Colonies with information divided up by region. <http://www.history.com/topics/thirteen-colonies>

Religion and the Founding of the American Republic: A helpful essay on religion and the colonial period. <http://www.loc.gov/exhibits/religion/rel01.html>

Vocabulary: New England colonies, Mid-Atlantic colonies, Southern colonies, religious freedom, profit

SS3H3 Explain the factors that shaped British Colonial America.

b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).

For this element, students should be able to explain how the location of the colonies shaped their culture, politics, and economy, and be able to compare them on that basis.

New England:

Because the climate in this region is harsh, farms were small and most agricultural families grew just enough for themselves. Shipping, commerce and manufacturing were important economic forces. Some

of these colonies were founded by groups such as the Puritans and Pilgrims, who sought freedom to express their religious beliefs. They had been persecuted in Europe, and yet were not very tolerant of other religions in their own newly established colonies. Even in the earliest colonial days, town governments were established, and the rule of law was very important. Citizens were often given input into local government decisions. This became even more important when Britain limited colonial political participation in the late colonial period.

Mid-Atlantic:

Considered the “breadbasket” of the colonies, the staple crops of this region were grains. Also important were fishing and shipping, but there was significantly less manufacturing than in New England. A wide variety of religious traditions were present. Pennsylvania was settled by Quakers seeking religious freedom, and colonial governments varied widely in their organization and influence.

Southern:

Due to the rich soil and mild climate in the Southern colonies, the backbone of the economy was based on free/cheap labor (slaves and indentured servants) and cash crops such as tobacco and rice—cotton did not become profitable until the invention of the cotton gin in the 1790’s. There was very little industry outside of what was needed to keep plantations running, and Southern colonies were dependent upon outside sources to ship their goods abroad. Because people tended to live far from each other, local governments held less sway with colonists than in other regions.

Resources:

Everyday American, Exceptional Americans: A Teaching American History Project: Background information and a lesson based on comparing and contrasting the three colonial regions. This activity was developed for middle school, but can easily be tailored for the elementary level. <http://chnm.gmu.edu/tah-loudoun/blog/lessons/colonial-life-comparecontrast/>

Mr. Nussbaum’s Colonial Regions: Gives a brief description of each of the three regions, and provides corresponding activities. <http://mrnussbaum.com/13regions/>

Vocabulary: colonial life, education, economy, religion

SS3H3 Explain the factors that shaped British Colonial America.

c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

For this element, students should be able to describe the typical lifestyle of members of each of the following groups. Note that these are generalizations and that exceptions to nearly every statement listed certainly existed.

Large landowners: Most large landowners lived in the Southern colonies, where fertile soil and temperate climates made cash crop farming successful. These landowners relied on cheap/free labor (initially indentured servants, then enslaved persons) to produce their crops and keep their plantations/farms running. Large landowners tended to hold a greater amount of power and wealth compared to others in their communities.

Farmers: There was no single type of “farmer” in colonial America. Smaller, family farms were found in all three regions. Particularly in the Mid-Atlantic region, some family farms were large enough to produce

crops for sale. In general, smaller farmers were self-sufficient, and therefore susceptible to adverse weather, armed conflict with American Indians along the moving frontier, and governmental whims.

Artisans: Artisans, people skilled in trades (e.g., blacksmiths, butchers, millers, gunsmiths, and printers) were found in all three regions, though their lifestyles differed greatly. In the New England and Mid-Atlantic colonies, these skills helped artisans live comfortably and independently, as the concentrations of people in towns and cities sent customers to them. In the Southern colonies, many artisans were actually enslaved and worked for their “owners,” or were leased by their “owners” to other large landowners.

Women: While the exact work required of them varied greatly by economic class, few colonial women enjoyed the privileges of modern women. Unable to vote, and often excluded from any sort of “public” life, women were typically viewed as living in a separate sphere of home and family. Women from poorer families or enslaved women were typically expected to work physically as hard as any man, while still maintaining a home and family life.

Indentured servants: These were people who came to the colonies without funds necessary for their voyages across the Atlantic. In exchange for paying for these servants’ passage, larger farmers and landowners would receive a set term (indenture) of labor without payment. While some farmers treated these indentured servants fairly and honored their agreements, many others took advantage of this situation and held their indentured servants in virtual slavery. Over time, the discontented state of most indentured servants helped increase the slave trade and reliance on enslaved laborers.

Slaves: While most students will think of people being enslaved on large Southern plantations, there were also people enslaved in the Mid-Atlantic and New England colonies – including in urban areas. For these people, there were no personal or economic freedoms, and treatment was typically quite cruel. In addition, enslaved people were deprived of the opportunity to educate themselves or maintain their family structure. (This became worse following the American Revolution.) Students should be made aware that the emancipation movement did begin early in the colonial period, and gained steam in the 19th century. They should also learn that there were free people of color, particularly in northern cities, and that not all people of African ancestry were enslaved.

American Indians: The original inhabitants of all of colonial America were subjected to numerous failed treaties and attacks at the hands of the British settlers. What are widely known as the “Indian wars” continued in varying places for most of the colonial period and into the first century of American independence. While a tiny minority of American Indians continued to live on their traditional lands, most were pushed far west toward (and then past) the Appalachian Mountains. Traditional lifestyles eroded, and many American Indians took on characteristics of the settlers around them; many settlers also began to emulate the American Indian lifestyle in terms of agriculture, hunting, clothing, and other factors that let them succeed in unfamiliar terrain. Students should learn that there was (and is) no single “American Indian” culture, and as much as is possible, teachers should guide their students to learn about specific American Indians nations or tribes.

Resources:

Colonial Williamsburg: Experience the Life: A site that provides a variety of information about colonial social classes, slavery, and family. <http://www.history.org/Almanack/life/>

U.S.History.org: Easy to find information about any time period in U.S. History, including the colonial period. <http://www.ushistory.org/us/3.asp>

Vocabulary: colonial life, perspectives, landowners, farmers, artisans, women, children, indentured servants, slaves, American Indians.

SS3G1 Locate major topographical features on a physical map of the United States.

a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.

This element asks students to locate specific physical features.



Mississippi River: The longest river in the United States, the Mississippi River's headwaters begin in the state of Minnesota and eventually drain into the Gulf of Mexico over 2,000 miles away. It has long been a source of travel and transportation, with rivers such as the Ohio, Missouri, and Arkansas all pouring into the Mississippi and allowing trade to be conducted throughout a large portion of the United States.

Mississippi River map created by Shannon1 at:

https://en.wikipedia.org/wiki/Mississippi_River#/media/File:Mississippiriver-new-01.png

Ohio River: The Ohio River, which actually begins in Pennsylvania, helps create the borders of five states as it flows southwest over 900 miles and into the Mississippi River. *Ohio River map created by Karl Musser at:*

<https://upload.wikimedia.org/wikipedia/commons/b/b4/Ohiorivermap.png>



Rio Grande River: One of two major rivers in the southeastern United States, the Rio Grande begins in Colorado and travels over 1,800 miles into the Gulf of Mexico. It currently forms the natural border between the state of Texas and Mexico and its waters are heavily used for agricultural purposes.

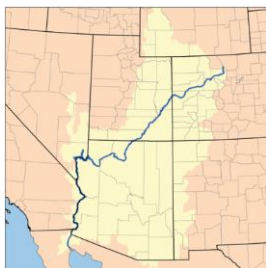
Rio Grande River map created by Karl Musser at:

https://commons.wikimedia.org/wiki/File:Riogrande_watershed.png

Colorado River: One of two major rivers in the southwestern region of the United States, the Colorado River flows southward through Arizona forming the border between Nevada, Arizona, and California, before it travels through Mexico into the Gulf of Baja. The nearly 1,500 mile long river famously flows through the Grand Canyon.

Colorado River map created by Karl Musser at:

https://upload.wikimedia.org/wikipedia/commons/f/f6/Colorado_watershed.png



Hudson River: Named after Hudson, the Hudson River flows southward from upstate Atlantic Ocean some 300 miles away. Though than the other rivers listed in the element, the Hudson important role in early United States history and helped to into a major transportation hub.

Hudson River map created by Karl Musser at:



explorer Henry New York into the considerably smaller River played an turn New York City

<https://upload.wikimedia.org/wikipedia/commons/7/7d/Hudsonmap.png>



St. Lawrence River: This river forms part of the international border between the United States and Canada, and flows eastward through Canada from the Great Lakes to the Gulf of St. Lawrence. As is typical among rivers used heavily for human navigation, there are numerous environmental issues facing the river today.

St. Lawrence River map created by Karl Musser at:

https://upload.wikimedia.org/wikipedia/commons/a/af/Grlakes_lawrence_map.png

Resources:

Mississippi River Facts. This site from the National Park Service provides background information on the longest river in the United States. <https://www.nps.gov/miss/riverfacts.htm>

Ohio History Central. This site provides a brief historical background on the Ohio River. http://ohiohistorycentral.org/w/Ohio_River?rec=784

Rio Grande. A National Park Service site which explores several of the canyons formed by the Rio Grande. <https://www.nps.gov/rigr/index.htm>

National Geographic: Change the Course. A site with maps, and discusses the environmental strains put on the Colorado River by human use. <http://environment.nationalgeographic.com/environment/freshwater/change-the-course/colorado-river-map/>

Hudson River Riverkeeper. Provides a brief history and environmental issues surrounding the Hudson River. <http://www.riverkeeper.org/hudson-river/>

History Channel-Cartier discovers St. Lawrence River. Brief background information on Cartier's discovery of the river. <http://www.history.com/this-day-in-history/cartier-discovers-st-lawrence-river>

National Geographic Map Maker: <https://www.nationalgeographic.org/education/mapping/outline-map/?map=USA>

Vocabulary: topographical feature, physical map, river, Mississippi, Ohio, Rio Grande, Colorado, Hudson, St. Lawrence.

SS3G1 Locate major topographical features on a physical map of the United States.

b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.

This element specifically asks students to locate the two physical features.



Relief location map of the USA.
Uwe Dederling.

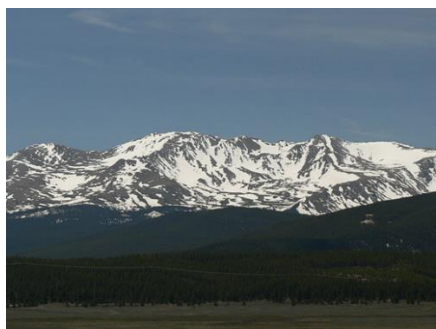
https://commons.wikimedia.org/wiki/File:Usa_edcp_relief_location_map.png



Appalachian Mountains: The Appalachian Mountains are located in the eastern half of the United States between the Mississippi River and the Atlantic Ocean. In the United States, they run from the tip of Maine all the way down into Georgia and Alabama. They are much older than the Rocky Mountains, which can be noted by the relatively roundness of their peaks due to centuries of erosion.

National Park Service Digital Image Archives:

https://upload.wikimedia.org/wikipedia/commons/e/ef/Appalachians_NC_BLRI9242.jpg



Rocky Mountains: Located in the western half of the United States, the Rocky Mountains run from Idaho and Montana in the north, down to the Arizona and New Mexico borders with Mexico. The Rocky Mountains are much higher and more rugged than the Appalachian Mountains due to their relatively young geologic age.

https://commons.wikimedia.org/wiki/File:Mount_Massive.jpg

Resources:

National Geographic Map-Maker: <https://www.nationalgeographic.org/education/mapping/outline-map/?map=USA>

Vocabulary: mountain ranges, Appalachian Mountains, Rocky Mountains

SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.

For this standard students need to be able to locate and describe what lines of latitude and longitude are in general, and specifically locate the equator and prime meridian, and be able to describe what their purpose is. The equator and prime meridian are imaginary lines that divide the earth into hemispheres.

Resources:

Understanding Latitude and Longitude: The Global Grid. A site that briefly describes the purpose and use of lines of latitude and longitude. <http://www.learner.org/jnorth/tm/LongitudeIntro.html>

National Geographic: A very brief article explaining latitude and longitude. [Search for National Geographic + latitude and longitude to find teacher activity suggestions for this skill.]

Vocabulary: equator, prime meridian, lines of latitude, lines of longitude, globe

SS3G3 Describe how physical systems affect human systems.

For this standard, students will explain what physical systems (climate, soils, vegetation, or landforms) affected the way humans settled in their particular environments.

a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.

For this element, students will explain why American Indians settled in certain areas, and decided to create permanent or temporary settlements in the North American regions listed in SS3H1. They should also understand that the ability to farm tended to lead to permanent settlement because they had a reliable, constant source of food, making it unnecessary to move in search of migrating animals. Be mindful that students do not need to learn about specific tribes, though teachers may mention specific tribes as examples of people who lived within the stated regions.

Arctic:

Native Indians in the Arctic came to North America relatively late by traveling across the land bridge from Asia. They settled in the cold Arctic region because other American Indian tribes were well established to the south of them and they wanted to avoid conflicts with the already existing tribes. Due to the cold climate, American Indian groups in this region relied on whatever resources were available to them and tended to live in small, nomadic villages moving seasonally in search of migrating animals such as caribou. They also hunted marine mammal and fished the local waters for food sources as well.

Northwest:

The Northwestern region of the United States has a climate that tends to be warm during the summer and cold during the winter months, with abundant precipitation (rain or snow) year round. The area has a wooded landscape which is broken up by rivers that flow into the Pacific Ocean. American Indians used the heavily wooded region to hunt animals and gather berries. They also used the Pacific Ocean and the many rivers to fish. The fishing, hunting, and gathering of food was done during the summer months by small nomadic groups, which would then dry and store the food for the winter. During the winter months the American Indians in this region built large houses using materials from the forests, forming small villages. During these cold months, they mostly ate the dried food they had preserved during the summer months.

Southwest:

American Indians who settled in the Southwest region of the United States lived in a desert climate with little rain. Despite the dry conditions, many Southwestern American Indians were farmers, irrigating the land with what little rainfall there was. Most of the Native Americans in the region, because they were farmers, built permanent houses and settlements. These structures were mainly made out of sticks and clay, both of which could be found in the region. Many in this region also used the abundant clay to create pottery which was either used locally or traded.

Plains:

American Indians who inhabited the Plains region were nomadic in nature, were hunters, and gathered berries and wild plants when available. In order to follow the seasonal migration of animals such as buffalo, many American Indians in this region lived in tipis which could easily be set-up and taken down. The Plains region provided ample grass which the buffalo could feed on, and plenty of water sources which the tribes used for drinking and cooking.

Northeast:

Northeastern American Indians lived in a seasonal climate, which tended to be cold during the winter and warm during the summer. They lived in heavily wooded areas and as such their shelters tended to be made from trees, bark, and branches. These structures were usually permanent due to the fact that the

American Indians in the Northeast heavily cultivated crops such as corn, squash, and beans, and also hunted, fished, and gathered berries in the surrounding region. Though they lived in wooded areas, American Indians in this region would clear cut and burn trees in order to clear out an area to farm.

Southeast:

Southeastern American Indians lived in a generally warm climate, with seasonal rain. Much of the land was very fertile, allowing many American Indians in this region to grow crops nearly year round. Because the land was fertile and food was plentiful, the Southeastern Native Americans built permanent homes, sometimes in very large villages. These shelters could be built out of materials that were found locally including logs, branches, leaves, and grasses. To support the growing of crops, American Indians in this region also hunted in the forest, fished, and gathered wild fruits and vegetables.

Resources:

Mr. Donn's: A general history site for students which includes information all of the American Indian regions listed in the standards. : <http://nativeamericans.mrdonn.org/index.html>

Annenberg Learner: A site which contains information about all the regions. The site lists specific American Indian tribes, however the information can easily be generalized to fit within the listed requirements. <http://www.learner.org/interactives/historymap/indians.html>

University of Oregon's Mapping History: A variety of maps you are able to use in your classroom, including one of North America. <http://mappinghistory.uoregon.edu/english/US/US01-03.html>

National Museum of the American Indian: A lot of information pertaining to American Indians including many photographs and an Educator's Newsletter. <http://nmai.si.edu/>

History: General information on American Indians. The site includes a few videos and photographs about various tribes. <http://www.history.com/topics/native-american-history/native-american-cultures>

Vocabulary: physical systems, human systems, environments, permanent, villages

SS3G3 Describe how physical systems affect human systems.

b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

This element asks students to explain how the environments explored by each of the following people directly contributed to the explorers' successes and failures. In addition, students should be able to explain in broader terms the relationship between certain geographical features and successful exploration. {Teachers may wish to see the information included in the notes for SS4H2b for additional information and resource links.}

John Cabot: Since first-hand information related to Cabot's voyages is vague, some interpretation is necessary to relate the geography of Newfoundland to his travels. Certainly, the inclement weather of the region was an obstacle in Cabot's attempts to reach the coastline. Since Cabot never returned from his final voyage, it is also assumed that weather caused his ship to be lost at sea. Finally, the rocky coastline of eastern Canada probably contributed to his limited attempts to actually land a vessel.

Vasco Nunez de Balboa: Having lived in the Caribbean/Central American region for many years, Balboa's familiarity with the environment and climate greatly contributed to his ability to explore new places, and successfully to settle and live in the area. Once he crossed the Isthmus of Panama, he located the fabled "South Sea," now known as the Pacific Ocean.

Hernando de Soto: Having spent much of his early years helping to explore tropical areas such as Columbia and Peru, the summer climate of the Southeastern United States presented few problems for de Soto and his men. The cooler months however, usually drove him and his men into American Indian encampments, where they would take up camp and steal their food supplies, causing ongoing issues with the American Indians with whom he came in contact.

Christopher Columbus: Columbus found himself in unfamiliar and uncharted territory as he searched for a water route to Asia. However, because of his southern route, he landed in the hospitable Caribbean, as opposed to the frigid arctic. As with all sea voyages, the weather was the most potent threat, and one voyage faced such a severe storm that Columbus himself thought that they would be lost at sea.

Henry Hudson: Wanting to find a passage across Canada, Hudson's northerly voyages were greatly affected by the harsh weather of the area. In addition, the simple fact that the passage did not exist made the voyages treacherous, as the terrain was not friendly to ocean-going vessels, nor were the numerous icebergs in the area easy to avoid. Ultimately, his crew grew tired of dealing with these conditions, and mutinied, setting Hudson, his son, and several crew members adrift, never to be heard from again.

Jacques Cartier: Cartier's search for a western route (Northwest Passage) to Asia encountered numerous obstacles due to his ignorance about the climate of the region to which he sailed. At one point, his crew encountered rapids that rendered the river on which they sailed unnavigable. This led to a decision to spend the winter in a newly built fort; unfortunately, they were not prepared for the Canadian winter, and were it not for the help of nearby Iroquois, it is likely they would all have perished.

Resources:

Bio: A series of short biographers describing the journeys to North America.

<http://www.biography.com/people/groups/famous-explorers>

Vocabulary: adapt (adapted, adaptation)

SS3G3 Describe how physical systems affect human systems.

c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

For this element, students should explain the major geographic features that distinguish each region, and then specifically link those features to the prominent economic activities of each region.

New England: Because most soil in New England is rocky and poorly suited for large-scale agriculture, farms were small and few people practiced more than subsistence agriculture. The close proximity of most towns to the coast made shipping, fishing, and whaling essential economic activities. In later years, as the world industrialized, the region was also home to many factories due to the presence of raw

materials, adequate population growth for factory work, and access to shipping points to other colonies and back to Europe.

Mid-Atlantic: Many farms in the Mid-Atlantic region were large, and the crops grown reflected the high quality of the soil. Fishing and shipping were still important, and the cities in the region were home to many different artisanal economic activities, supporting extensive specialization.

Southern: With less concentrated population than the other colonies, the large farms that thrived on the rich soil of many of these colonies required the importation of labor. In addition, the larger size of the colonies made transportation more difficult. There were a few large ports for shipping in each of the Southern colonies, and a small economy developed that allowed agricultural goods to be transported from the interior to these ports.

Resources:

The Thirteen Original Colonies: Basic background information which discusses the climate, geographic features, soil, natural resources, and other features from each of the three colonial regions.

<http://original13colonies.weebly.com/new-england-colonies.html>

Vocabulary: physical geography, economic activity

SS3CG1: Describe the elements of representative democracy/republic in the United States.

a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).

For this element students need to describe the three branches of the national government.

-Executive: For 3rd grade standards, students need only to know that the head of the executive branch is the president. In addition to the president, you can explain that the executive branch also includes the vice-president, and the cabinet, all of whom provide advice to the president. The President is the head of the United States government and shares power with the other two branches. The President is also the commander in chief of the military.

-Legislative: Here students need only to know that the legislative branch consists of the Congress. You can extend this to have them also understand that Congress is made up of two parts: the Senate and the House of Representatives, and that they too share power with the other two branches. The Senate consists of 100 members, two from each state, while the House of Representatives has 435 members, with the number of representatives per state determined by each state's population.

-Judicial: Students need to understand that the Judicial Branch is made up of the Supreme Court of the United States. The Judicial Branch also consists of other Federal Courts located throughout the United States. The Supreme Court is the highest court in the United States.

Vocabulary: representative democracy/republic, branches, national, government, executive, legislative, judicial, courts, president, representative, senator, Congress, population

SS3CG1: Describe the elements of representative democracy/republic in the United States.

b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).

Students need to describe the three branches of state government. Georgia's first constitution was written in 1777 and created the three branches of Georgia government.

-Executive: The students need to understand that at the state level, the governor is the head of our state's government. The state executive branch is made up of the governor, lieutenant governor, and other agencies.

-Legislative: The legislative branch in Georgia is called the General Assembly and has been in continuous operation since 1777. Like the legislative branch at the national level, the state General Assembly consists of two parts, the House of Representatives and the Senate.

-Judicial: The judicial branch in Georgia is made up of the Supreme Court of Georgia and many lower courts. The Georgia Supreme Court is the highest court in the state of Georgia and decides on matters of law within the state of Georgia.

Vocabulary: branches, executive, legislative, judicial, governor, lieutenant governor, General Assembly

SS3CG1: Describe the elements of representative democracy/republic in the United States.

c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).

Students should be able to state the main responsibility, or job, of the three branches of government discussed in Standard SS3CG1a.

**A tri-fold graphic organizer would work well for SS3CG1. **

-Executive Branch: The president is the head of the United States and commander-in chief of the military. One of his main duties is to enforce the laws passed by the legislative branch. He does this through the many national agencies at his disposal. The president also has the power to approve or veto legislation passed by the legislative branch.

-Legislative Branch: The main responsibility of Congress is to make laws. Both houses of Congress have to approve the bill, or proposed law, which is then sent to the president for final approval or denial.

-Judicial Branch: The main responsibility of the judicial branch is to make sure that the laws that the legislative branch wrote, and the president approved, are legal and abide by the United States Constitution. This check enables the judicial system to prevent the legislative or executive branch from not following the laws.

Resources:

USA. Gov: A brief break down and explanation of the three branches of the United States government and what they do. <https://www.usa.gov/branches-of-government>

Whitehouse.gov: Great information on all three branches of the national government.

<https://www.whitehouse.gov/1600/executive-branch>

Kids.gov: A description of the three branches of government. <https://kids.usa.gov/three-branches-of-government/index.shtml>

Ben's Guide to the US Government: Information by grade level, including general information and games. <https://bensguide.gpo.gov/a-what-are-branches>

Brain Pop-The Three Branches. One of their free videos, this goes into depth about the three branches of the United States Government and what they do (4:19):

<https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/>

What are the Three Branches of Government for Kids Video. Very brief cartoon on what the three branches of government are and what they do (1:00):

https://www.youtube.com/watch?v=vMQ_OSRL0YE

New Georgia Encyclopedia: In depth explanation of the three branches of Georgia's State Government.

<http://www.georgiaencyclopedia.org/topics/state-government>

Vocabulary: enforcing, constitutional

SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

a. Explain the necessity of respecting the rights of others and promoting the common good.

For this standard, students will use the content of the elements to explain that acting as a just citizen is an essential part of being an American.

For this element, students will need to be able to explain that citizens must consider the impact of their actions on others. They should be aware that even if they have the "right" to do something, it does not mean that they can (or should) do things that could harm others or negatively affect them. Finally, students should be aware that the phrase "common good" refers to thinking about what is best for the community in question, rather than just acting about one's own self-interest. Students should be aware that in a democratic society people need to work together to achieve common goals.

Vocabulary: democratic beliefs, principles, civic, personal, common good, rights

SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principals, both personal and civic.

b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).

This element asks students to explain that following laws is essential in our society, and that by showing good citizenship in the listed ways, they can serve as important members of their communities. Though at the third grade level, the idea of voting may be a distant concept as a means of participating in civic life,

students should be made aware of how essential volunteering and communicating with elected officials is as a way for Americans at any age to participate in civic life.

Resources:

National Constitution Center: We the Kids lesson on how students can become engaged in their school, community, or state. <https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-8-kid-power>

USA.gov: Information on how to contact national, state, and locally elected officials.
<https://www.usa.gov/elected-officials>

Vocabulary: obeying, reasonable, voluntarily, democratic society, participate, public (civic) life, informed, voting, volunteering, communicating, public officials

SS3E1 Define and give examples of the four types of productive resources.

- a. Natural (land)
- b. Human (labor)
- c. Capital (capital goods)
- d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)

In this standard and the four listed elements, students must be able to define what the four productive resources are and provide examples of each.

-Productive resources are used to produce goods and services. They are generally classified into four categories.

-Natural resources are all the things from nature used in the making or producing a product. Resources under this category would include land, trees, oil, water, minerals, or anything else that comes from nature.

-Human Resources are the labor, both physical and mental, that is used in the production of goods.

-Capital Resources are the things used to produce goods and services, such as factories, tools, transportation services, and storage facilities. Capital resources does not include money (which is a medium of exchange rather than a capital resource.)

-Entrepreneurship is the ability to take risks to start a new company, or invent a new product, or process to make a product.

Resources:

Econedlink: A short video which explains what the four types of productive resources are.
<http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=191>

SS3E2 – Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes.

For this standards, students first need to know what a market economy is: An economy where the prices of products and services are set based on supply and demand. They also need to know that the government provides certain services for its citizens. These can include, schools, libraries, roads, police/fire protection, and the military. These services however, are not free. To pay for these services, the government taxes its citizens through the things they buy or use, and through the income they earn at their jobs.

Resources:

Investopedia: An explanation about goods and services:

<http://www.investopedia.com/university/teaching-financial-literacy-kids/teaching-financial-literacy-kids-goods-and-services.asp>

Econedlink: Interactive activity on goods and services from Econedlink:

<http://www.econedlink.org/tool/101/Goods-Services>

Vocabulary: governments, goods, services, market economy, taxes

SS3E3 – Give examples of interdependence and trade and explain the benefits of voluntary exchange.

a. Describe the interdependence of consumers and producers.

In order for students to understand this standard, they need to know what the term interdependence means. Simply put, it is the idea that people are dependent on others for some of their needs. People can't grow all the food they need to eat, or make the car they drive, or the house they live in. To get these things people must rely on others to produce them. Trade is the idea of exchanging goods or services for something you need or want. Money can be traded for food, a car, or a house, for example. The benefits of voluntary exchange is that people are exchanging one thing for another which is beneficial to both parties. If a person buys a car, the dealer is satisfied because they are gaining money for the car, and the person buying the car is happy because they are gaining something they need or want.

Resources:

Econedlink: A lesson from Econedlink on consumers and producers which could be modified for 3rd Grade.: <http://www.econedlink.org/teacher-lesson/457/We-are-Consumers-Producers>

Econedlink: Trade, Exchange and Interdependence Video from Econedlink (2:50):

<http://www.econedlink.org/tool/196/Trade-Exchange-Interdependence-Video-Quiz>

Vocabulary: interdependence, trade, benefits, voluntary exchange, consumers, producers

SS3E3 – Give examples of interdependence and trade and explain the benefits of voluntary exchange.

b. Describe how goods and services are allocated by price in the marketplace

For this standard students need to understand that a good is something that they can touch or hold (food, a crayon, a video game), and a service is something another person does for someone else (a teacher, a doctor, a mechanic all provide a service). These goods and services become part of the market place and are allocated by what others are willing to paying for them.

Vocabulary: allocate (allocated, allocation), price, market place

SS3E3 – Give examples of interdependence and trade and explain the benefits of voluntary exchange.

c. Explain that some goods are made locally, and some elsewhere in the country, and some in other countries.

Students need to understand that the goods and services they want and need are produced both locally, within the United States, and elsewhere in the world. Where goods are made are dependent on the economic resources, the wants and needs of people, and the geographic characteristics of an area (for example, the ability to get fresh fruit from other places during the winter time). Additionally, trade between countries also provide consumers with a greater choice of which product they want to purchase (Think about automobiles: Imagine if there were no foreign automobiles available to consumers). The fact that students can, and in most cases need to, purchase goods produced from all over the world, is an example of interdependence.

Why do Nations Import: Globalization 101. Explanation on why nations import goods and services.
<http://www.globalization101.org/why-do-nations-import/>

Vocabulary: goods, locally, countries

SS3E4 – Explain the concept of opportunity cost as it relates to making a saving or spending choice.

Students need to explain that when they make a decision, like purchasing something, the next most valuable thing they don't purchase, is their opportunity cost. For example, if you go to the movies, the money you spend is no longer available to spend on food or to save. Your opportunity cost would be the food, or your savings.

When you choose to save, you are giving up the opportunity to purchase something you want now. However, if you spend your money instead of saving it, you are giving up the ability to purchase more in the future by saving up to have more money. Those next best alternatives you are giving up are your opportunity costs.

Resources:

The Piggy Bank Primer from the St. Louis Federal Reserve- covers economic concepts such as saving, budgeting, wants, goods, services, and opportunity cost. Can be printed from the site, or classroom sets can be ordered for free <https://www.stlouisfed.org/education/piggy-bank-primer-saving-and-budgeting>

Econedlink: The Opportunity Cost of a Lifetime. Lesson which explores scarcity and opportunity cost.
<http://www.econedlink.org/teacher-lesson/51/Opportunity-Cost-Lifetime>

Vocabulary: opportunity cost, saving, spending, choices