

**Augusta Canal National Heritage Area
GA Grade 3 Social Studies Program Lesson Plans**

Stage 1 – Desired Results	
<p>Title: Way to Grow Instructional Time: 10 hrs.</p>	<p>Subject/Course: Social Studies Grades: 3</p>
<p>Big Ideas: Natural, Human and Capital Productive Resources, Water Transportation, Water Power, Entrepreneurship, Interdependence, Voluntary Trade, Local, National and International Markets, Taxes, Private Businesses, Workers and Skills</p>	<p>Designers: Julie Boone and Gina McGowan</p>
<p>Established Goals: GA Performance Standards: SS3E1 – Describe the four types of productive resources: natural, human, capital, and entrepreneurship. SS3E3 – Give examples of interdependence and trade. Explain how voluntary trade benefits both parties. Explain how goods and services are allocated by price in the marketplace. Explain area and foreign production. Language Arts: ELA3R3 – The student uses a variety of strategies to gain meaning from grade-level text. ELA3LSV1 – The student uses oral and visual strategies to communicate. ELA3R2 – The student acquires and uses grade-level words to communicate effectively. ELA3C1 – The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</p>	
<p>Enduring Understandings: Students will understand...</p> <ul style="list-style-type: none"> • The government uses taxation to provide public goods and services. • Interdependence improves the standard of living for people. • People take investment risks for profit. • Natural, human, capital, and entrepreneurship are types of productive resources. • Scarcity necessitates choices and opportunity costs. • Prices change in a market economy. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why did some people think that constructing the Augusta Canal would be good for the city? 2. How did the Augusta Canal change the lives of people in Augusta? 3. How did people depend on the canal? 4. Why do prices of goods change? 5. Why do people choose to save or spend their money on different goods and services? 6. Why do we pay taxes? 7. Why do we buy goods from all over the world? 8. Why are different skills necessary for different jobs? 9. How is our economy interdependent?
<p>Knowledge: Students will know...</p> <ul style="list-style-type: none"> • There are four types of productive 	<p>Skills: Students will be able to...</p> <ul style="list-style-type: none"> • Classify natural, human and capital

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<p>resources.</p> <ul style="list-style-type: none"> ● Entrepreneurs take investment risks. ● The government uses taxation to provide public goods and services. ● Goods and services are allocated by price in the marketplace. ● Goods are produced locally, from other parts of the country and world. ● Opportunity costs are what we must give up to obtain our most wanted good or service. 	<p>productive resources.</p> <ul style="list-style-type: none"> ● Identify costs and benefits involved in entrepreneurship. ● Explain how taxation provides public goods and services. ● Identify and graph local, national and internationally produced goods. ● Apply economic concepts to historical events and places. ● Describe the cycle of interdependence that takes place among producers, production and consumers. ● Identify different types of jobs and the skills necessary to complete them.
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Stage 2 – Assessment Evidence

<p>Performance Tasks/Projects:</p> <ol style="list-style-type: none"> 1. Define and list examples of productive resources and entrepreneurship. 2. Apply reading skills and logic to determine products made by factories and mills. 3. Identify significant people who contributed to the success of the Augusta Canal. 4. Name groups of people who depended upon the Augusta Canal to meet their needs and wants. 5. Construct an origin graph of shirts produced in locally, nationally and internationally. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Students apply economic concepts in discussions and studies of other industries. ● Students orally describe some mutual goods and services they depend on daily. ● Students orally identify types of public goods and services that are provided by tax money. ● Students identify current city leaders and public projects. (new schools, roads, sidewalks, etc.) ● Students provide written feedback to the canal tour guides, boat captain, field trip chaperones and teachers.
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <p><u>Pre-Visit Classroom Activities</u></p> <p>1.) Easy Economics: Defining Productive Resources Materials: Student Worksheet 2-3 A Vocabulary <i>Productive Resources</i> - The natural, human and capital resources that are used to produce goods and services. <i>Natural Resources</i> – Things found in the earth such as water, oil, plants, animals and sunlight. <i>Human Resources</i> – People who work such as teachers, doctors, construction workers, sales clerks and truck drivers. <i>Capital Resources</i> – Tools, equipment and buildings that are used over and over again to</p>

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produce things such as trucks, computers, shovels, boats, barrels and looms.

Entrepreneur – An individual who takes risks and organizes the factors of production to generate a product and therefore hopefully profit.

Procedure: Introduce new words. Have students write vocabulary definitions in Worksheet 2-3 A. Ask students to predict what type of productive resources they may see on their trip to the Augusta Canal.

2.) Georgia Natural Resources

2.) Interdependence on the Augusta Canal

Materials: Student Worksheet 2-3 B

Procedure: Explain how people do different types of jobs and depend on one-another for goods and services. Using the diagram on Worksheet B, point out the farmers would grow products like cotton, wheat and corn. The raw materials would be transported on the canal to the mills and factories. Mills and factories would use the water power to run machines and make the raw materials into products. Citizens would purchase the goods made in the factories and mills. Students make add illustrations and color farmers, mills, factories and citizens to complete Worksheet B.

On-Site Activities

3.) Who Did It?

Materials: Worksheet 2-3 C

Procedure: In the Discovery Center students read the signs and panels to match the actions to the individuals listed.

4.) Many Kinds of Jobs

Materials: Worksheet 2-3 D

Procedure: Have students list all the different jobs of people they learn about during their boat ride and tour of the Discovery Center. Determine who found the most jobs. Have the students participate in a discussion of the skills necessary for each job. (surveyors, engineers – math skills; planners/politicians – leadership and reading/writing skills; canal diggers – physical strength; factory workers – sweeping, doffing, spinning, running other machines; entrepreneurs – math, reading and writing skills; bankers – math skills; boatmen – physical strength, piloting skills, following direction; builders – math/reading/carpentry and masonry skills, etc.)

5.) Canal Boat Ride - The Canal's Economic Impact on Augusta and Surrounding Areas

Post-Visit Classroom Activities

6.) Who Depended on the Canal?

Materials: Worksheet 2-3 E

Procedure: Have the students identify the various groups of people that depended on the Augusta Canal in the 1800s. (farmers, field workers, Petersburg Boatmen, traders, merchants, factory and mill entrepreneurs, factory and mill workers, citizens of Augusta, people beyond the local area that use the products made in the mills and factories, other)

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7.) Productive Resources in the Textile Industry

Materials: Activity Worksheet 2-3 F

Procedure: Students review the concept and classification of productive resources. With partners or in small groups, students brainstorm the kinds of productive resources that are part of the textile industry and list in the graphic organizer.

8.) Cotton Shirts Graphing Activity

Procedure: Ask students to wear cotton shirts to school on day close to the visit to The Augusta Canal Discovery Center. Check the shirt labels to determine from which country each shirt was produced. Have students organize the data into a table and bar graph.

Suggested Questions: Where does cotton come from? Why do our shirts come from places other than the United States? What productive resources were used to make our shirts?