

Grade 3	Social Studies	Week 5
Lesson Title: Exchanging Goods and Services		
Weekly Learning Targets: Students can analyze how consumers and producers trade or exchange goods and services.		
AERO Social Studies Learning Standards: 7.5b – Distinguish among human, natural and capital resources.		
MONDAY		
Daily Learning Target: Students can define trading and bartering and evaluate historical examples of trading and bartering.		
Learning Tasks: After reviewing the previous week’s lessons about producers and consumers, the teacher will tell the students that this week they will talk about exchanging goods and services. To begin, the students can discuss the pictures on page 240 and 241 about trading and bartering. Then, the students can read the pages and find the differences between trading and bartering and can write definitions for both words. After discussing about bartering and trading, the teacher can tell the students that the class will look at historical examples of bartering and trading. The teacher can show several different images and the students can write the pros and cons of each system. For example, some examples include commodity money (SM A), red paper clip trade (SM B), or the Manhattan Purchase. (SM C)		
Daily Formative Assessment: The teacher can give feedback on the students’ comments about the events.		
TUESDAY		
Daily Learning Target: Students can define supply and demand and analyze the relationship between the two.		
Learning Tasks: After reviewing the previous lessons, the class can read page 242 about supply and demand. The students can write down definitions of supply and demand. Then, the students can watch this video (SM D) about supply and demand. After discussing the video, the students can answer the question on page 242, what might cause the supply of a good or service you use to go down. Students can share their answers as a class. Then, the teacher can ask the question what might make the demand of a good or service you use go down.		
Daily Formative Assessment: The teacher can give feedback on page 242.		
WEDNESDAY		
Daily Learning Target: Students can explain how goods move around the world.		
Learning Tasks: To begin the class, the students can watch this video (SM E) about global shipping. Then, the students will read page 243 about moving goods around the world. The teacher can ask the students if they or their family needed to send some good to another place and how did it get there. After discussing how goods move, the teacher can continue the discussion from yesterday about supply and demand and ask the students to consider transportation as well when they answer. The teacher can ask why the supply of a good might go up or increase. Students can write then share their answers. Then, the teacher can ask the students why the demand of a good or service might go up. Again, students can write then share their answers.		
Daily Formative Assessment: The teacher can give feedback on the students’ answers to the class questions and on page 243.		
THURSDAY		
Daily Learning Target: Students can define a free market, import, and export and the effect it has on the student.		
Learning Tasks: To start the class, the students can watch this video about imports and exports. (SM F) After watching and discussing the video, the class can read page 244 and write down the definitions of free market, import, and export. Then, the teacher will ask students to think about exports for their country. Then, the teacher will ask the students to do a research mission. They must find the top 5 imports and top 5 exports for their countries. After, the students can share what they found.		

Daily Formative Assessment: The teacher can give feedback during the discussion.

FRIDAY

Daily Learning Target: Students can explain the path of an export from producer to consumer.

Learning Tasks: For today's class, the student will explain the path of a finished good from a producer in the student's home country to a consumer in another country like the USA. The teacher can model this for the students verbally, but the students will write it down in paragraphs. The students can use key vocabulary like import or export, free market, trade, supply, demand, producer, and consumer. The teacher can also create simple rubric for the students to follow.

Daily Formative Assessment: The teacher can give feedback on the students' writing.

Grade 3 – SS – Week 5	MATERIALS / RESOURCES
	<p>pencils, markers, paper, list of needs and wants</p> <p>A – Commodity Money - https://www.bcb.gov.br/ingles/origevoli.asp</p> <p>B – Red Paper Clip Trade - https://www.supermoney.com/2015/08/red-paperclip-for-a-house/</p> <p>C – Manhattan Purchase - https://www.thirteen.org/dutchny/interactives/manhattan-island/</p> <p>D – Supply and Demand Video - https://www.brainpop.com/socialstudies/economics/supplyanddemand/</p> <p>E – Global Shipping DHL - https://www.youtube.com/watch?v=xMa1vevj1kA</p> <p>F – Imports and Exports Video - https://www.youtube.com/watch?v=YMQesjg7Rs</p> <p>Additional Resources</p> <p>Producers and Consumers - https://sites.google.com/a/teacher.plymouth.k12.ma.us/mrs-mc-ginnis-social-studies-class/goods-producers-and-consumers</p> <p>Lesson Plans - https://sites.google.com/site/msccgibson/my-lesson-plans-units/social-studies-3rd-grade</p> <p>Export and Imports - https://atlas.media.mit.edu/en/profile/country/kor/</p>