

ECONOMIC RELATED SOLS

2008 SOLs (Includes July 17th 2008 final changes to Curriculum Framework)

Prepared by the Virginia Council on Economic Education

September 2009

VCEE's affiliated university-based Centers for Economic Education have identified sample lessons and resources for each SOL; some are from publications and others are on-line. Teachers who attend Center workshops often receive these resources at no cost. Check www.vcee.org to see what professional development programs are scheduled in your area or contact the Center closest to you if you have questions about a lesson or would like to schedule a workshop.

Grade 3

SOL #	Summary of Language	Lessons/Activities/Resources
3.2*	<p>The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).</p> <p>Essential Understandings Identified Mali was ruled by rich and powerful kings.</p> <p>Early Mali was a wealthy trading empire before Columbus sailed to America.</p> <p>Essential Questions Identified Why was the empire of Mali so wealthy?</p> <p>Essential Knowledge Identified The kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.</p> <p>Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</p>	

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* In order to focus solely on economic content, we have omitted non-economic content from this SOL

<p>3.3*</p>	<p>The student will study the exploration of the Americas by</p> <p>a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;</p> <p>b) identifying reasons for exploring, the information gained, and the results of the travels, <u>and the impact of these travels on American Indians.</u></p> <p>Essential Knowledge Identified</p> <p>Terms to know</p> <ul style="list-style-type: none"> • Explorer: A person who travels seeking new discoveries • European: A person from one of the countries in Europe <table border="1" data-bbox="348 781 1014 1268"> <thead> <tr> <th>Explorers</th> <th>Country (Sponsor)</th> <th>Reason for Exploring</th> <th>Successes/Achievements</th> </tr> </thead> <tbody> <tr> <td>Christopher Columbus</td> <td>Spain</td> <td>To find a western sea route to Asia</td> <td>First European to discover a sea route to America; discovered (New World) <u>Western Hemisphere</u> (landed at San Salvador)</td> </tr> <tr> <td>Juan Ponce de León</td> <td>Spain</td> <td>To discover riches and land to conquer</td> <td>First European to land in Florida (near St. Augustine); gave Spain claim to Florida</td> </tr> <tr> <td>Jacques Cartier</td> <td>France</td> <td>To colonize the New World</td> <td>Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North American claim</td> </tr> <tr> <td>Christopher Newport</td> <td>England</td> <td>To discover riches To find a western route to Asia To colonize Virginia</td> <td>Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River</td> </tr> </tbody> </table>	Explorers	Country (Sponsor)	Reason for Exploring	Successes/Achievements	Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered (New World) <u>Western Hemisphere</u> (landed at San Salvador)	Juan Ponce de León	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain claim to Florida	Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North American claim	Christopher Newport	England	To discover riches To find a western route to Asia To colonize Virginia	Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River	<ul style="list-style-type: none"> • “Living and Working Together: The Importance of Trade,” Unit 2 <u>Trading Around the World</u> (CEE* Day and Reed 1997) • “Let’s Trade,” Lesson 7 <u>Master Curriculum Guide: Teaching Strategies 3-4</u> (CEE Samuel and Stout 1996) <p style="text-align: right;">*Council for Economic Education Publication http://www.councilforeconed.org/</p>
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3.4*	<p>The student will develop map skills by</p> <ol style="list-style-type: none"> locating Greece, Rome, and West Africa; describing the physical and human characteristics of Greece, Rome, and West Africa; explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs. <p>Essential Knowledge Identified Ways they adapted to their environments</p> <ul style="list-style-type: none"> Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small independent communities developed because of the many mountains. Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea. Empire of Mali: Salt was an important natural resource for people in the desert; salt was traded for gold. 	<ul style="list-style-type: none"> “Pyramids in Production,” Lesson 2, <u>Resources A-Z</u> (CEE McCorkle, Meszaros, Suiter 2003)
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3.7	<p>The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.</p> <p><u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p> <p>Essential Understandings Identified Resources are used to produce goods and services.</p> <p>Producers of goods and services are influenced by natural, human, and capital resources.</p> <p><u>Ancient Greece and Rome had access to the sea (natural resource), so they used their human and capital resources to produce ships (goods) which they used for transportation (service) in trading.</u></p>	<ul style="list-style-type: none"> “From Boxes to Sheep,” Lesson 1, <u>Resources A-Z</u> (CEE McCorkle, Meszaros, Suiter 2003) “Pyramids in Production,” Lesson 2, <u>Resources A-Z</u> (CEE McCorkle, Meszaros, Suiter 2003) “The Tortilla Factory,” Lesson 17, <u>Teaching Economics Using Children’s Literature</u> (CEE Day, Dolan, Foltz, Heyse, Marksberry, Sturgeon) “Overview of Economics,” Chapter 1 <u>Around the World the Econ Way</u> (Moore and Marks 2003) “It’s Not Easy Being Cheesy,” Chapter 5 <u>Around the World the Econ Way</u> (Moore and Marks 2003)
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<p><u>Mali used human and capital resources to mine gold (natural resource).</u></p> <p>Essential Questions Identified How do producers use natural, human, and capital resources to produce goods and services?</p> <p><u>What are some of the goods and services produced in ancient Greece, Rome, and the West African empire of Mali?</u></p> <p><u>What resources (natural, human, capital) were used to produce goods and services in ancient Greece, Rome and the West African empire of Mali?</u></p> <p>Essential Knowledge Identified Terms to know</p> <ul style="list-style-type: none"> • Natural resources: Materials that come from nature (water, soil, wood, coal) • Human resources: People working to produce goods and services • Capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings) • Producers: People who use resources to make goods and/or provide services • Goods: Things that people make or use to satisfy needs and wants • Services: Activities that satisfy people's needs and wants <p>Ancient Greece was located on many islands with mountains and hills and was surrounded by the Mediterranean Sea. Greece had limited rich soil. The people of ancient Greece built ships, fished, made pottery, and farmed.</p> <p><u>Ancient Rome was located next to a river. The soil was limited for farming. A variety of trees grew in ancient Rome. The people of ancient Rome built ships, fished, made pottery, and farmed.</u></p> <p><u>The West African empire of Mali was located in Africa. Gold was a natural resource. The people of the West African empire of Mali traded gold for salt.</u></p>	<ul style="list-style-type: none"> • “Opportunity Cost-Producers have to Choose Too,” Lesson 5, <u>Play Dough Economics</u> (CEE Day 2005) • “Ancient Culture Resource Relay” www.LibrarySparks.com (Stover) • “Running for Capital Goods,” Lesson 5, <u>Focus Grades K-2 Economics</u> (CEE Channell, Flowers, Hopkins, Phipps, Shearer 2007)
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<p>3.8</p>	<p>The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest. —the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).</p> <p>Essential Understandings Identified Economic specialization and interdependence existed in the production of goods and services in the past and exist in our present day communities.</p> <p><u>People and regions specialize because they cannot produce everything they want.</u></p> <p><u>People trade for things they need and want but do not have.</u></p> <p>Essential Questions Identified What is economic specialization? What is economic interdependence? How did economic specialization and interdependence exist in ancient Greece, ancient Rome, and the empire of Mali? Does economic interdependence exist in our present day community? <u>Why do those who specialize have to depend on others?</u> <u>Why do people trade?</u></p> <p>Essential Knowledge Identified Terms to know • Economic specialization: Focusing on one product or service • Economic interdependence: Two or more people depending on each other —for goods and services</p> <p>Economic specialization occurs when people focus on the production of selected kinds of goods and services. Economic specialization and interdependence of communities in the past</p>	<ul style="list-style-type: none"> • “Spotlight on Specialists,” Lesson 17 <u>Master Curriculum Guide in Economics Teaching Strategies: K-2</u> (CEE Phipps, Hopkins and Littrell 1999) ▪ “Let’s Trade,” Lesson 7, <u>Master Curriculum Guides in Economics: Teaching Strategies 3-4</u> (CEE Samuel and Stout 1996) ▪ “The Badge Factory,” Lesson 11, <u>Exploring the Marketplace: The Community Publishing Company</u> (CEE Reinke, McGuire, Reinke 1999) ▪ “Specialization,” Lesson 6, <u>Chocolate Economics</u> (Marks and Moore 2001) ▪ “The Hatseller and the Monkey,” Chapter 6, <u>Chocolate Economics</u> (Marks and Moore 2001) • “Specialization: Making Production More Efficient,” Lesson 8 <u>Play Dough Economics</u> (CEE Day 2005) • “Leave the Cooking to Me,” Lesson 19 <u>Teaching Economics Using Children’s Literature</u> (CEE Day, Dolan, Foltz, Heyse, Marksberry, Sturgeon) ▪ “The Colonial Workers Web,” Lesson 11, <u>Adventures in Economics and U.S. History Volume I Colonial America</u> (Gallagher and Hopkins 2007) • “We Specialize-We Are Interdependent,” Lesson 8, <u>Focus Grades K-2 Economics</u> (CEE Channell, Flowers, Hopkins, Phipps, Shearer 2007)
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<ul style="list-style-type: none"> • Ancient Greece and Rome both focused on building ships, farming, and —making pottery. (Specialization) • Greeks and Romans traded their goods with Egypt and other nearby —communities. (Interdependence) • In the empire of Mali, some people specialized in protecting the empire, —while others specialized in growing food for the empire. (Specialization) • The people of Mali traded (gold for salt) with other people. —(Interdependence) <p><u>People and regions often specialize in the production of certain goods and services.</u></p> <p><u>Specialization encourages trade because people want goods and services that they do not have.</u></p> <p><u>People trade when individuals or groups benefit from trade.</u></p> <p>Economic specialization and interdependence in the present</p> <ul style="list-style-type: none"> • Virginia is known for its expertise in shipbuilding. (Specialization) • Virginia sells its coal to other countries but depends on other —countries for oil. (Interdependence) 	
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3.9	<p>The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p> <p>Essential Understandings Identified People make choices because they cannot have everything they want.</p> <p>All choices require giving up something (opportunity cost).</p> <p>Essential Questions Identified Why does an economic choice involve giving up something else?</p> <p>Essential Knowledge Identified Terms to know</p> <ul style="list-style-type: none"> • Economic choice: The choice of or decision among alternatives or possibilities • Opportunity cost: The next best choice that is given up when a decision is made <p>Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with benefits.</p> <p style="text-align: center;">Economic Choices</p> <table border="1" data-bbox="348 956 1155 1162"> <thead> <tr> <th>Choices</th> <th>Choices made</th> <th>Choices given up (opportunity cost)</th> </tr> </thead> <tbody> <tr> <td>Ice cream or popcorn</td> <td>Ice cream</td> <td>Popcorn</td> </tr> <tr> <td>Toy or favorite video</td> <td>Favorite video</td> <td>Toy</td> </tr> <tr> <td>Spend now or save for the future</td> <td>Spend now</td> <td>Save for the future</td> </tr> </tbody> </table>	Choices	Choices made	Choices given up (opportunity cost)	Ice cream or popcorn	Ice cream	Popcorn	Toy or favorite video	Favorite video	Toy	Spend now or save for the future	Spend now	Save for the future	<ul style="list-style-type: none"> ▪ “Choice,” Lesson 4, “Opportunity Cost,” Lesson 5 and “Decision Making,” Lesson 6, <u>Choices and Changes: In Life, School & Work2-4</u> (CEE Charkins 2001) • “Pointing Yourself in the Right Direction,” Chapter 2, <u>Around the World the Econ Way</u> (Moore and Marks 2003) ▪ “Decisions, Decisions, Decisions!” Lesson 2, <u>Chocolate Economics</u> (Marks and Moore 2001)
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