

Korea-California Economic Connection

- A. Rationale: One of our third-grade standards is to understand basic economic reasoning skills. I think this series of activities can help students realize that the goods they have at home come from all over the world. Prior to these lessons, students will have learned about the four regions of California and their features. Students will also have been asked to take a tour of their neighborhood and identify the features and resources available in their communities. During these activities, students will be asked to identify the origins of their possessions and explain how they get to us in Los Angeles. Students will have to conduct research and write an informational paragraph.

- B. Skill and content objectives: The guiding question for these lessons is: How do we meet our needs? Students will conduct research to learn about the origins of the goods they have at home. They will explain how trade is a necessary element of meeting our needs.

HSS 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

HSS 3.5.2 Understand that some goods are made locally, some elsewhere in the United States, and some abroad

C. Lesson Plan:

Lesson 1: How have goods and services changed over time?

- 1. In the opening discussion, the teacher will pose the question, “Where do you get what you need?” Students will brainstorm ideas in a circle map. Ideas may include store, mall, farmer’s market, garage sale, swap meet, etc.
- 2. The teacher will present a series of pictures of a grocery store in the past and in the present. Students will compare and contrast these primary resources using a double bubble map. Students may notice a wider variety of items and brands. Students may notice an increase in size and space. They may also notice advances in technology.

<https://lccn.loc.gov/2017759133>



<https://lccn.loc.gov/2017783718>



<https://lccn.loc.gov/95512552>

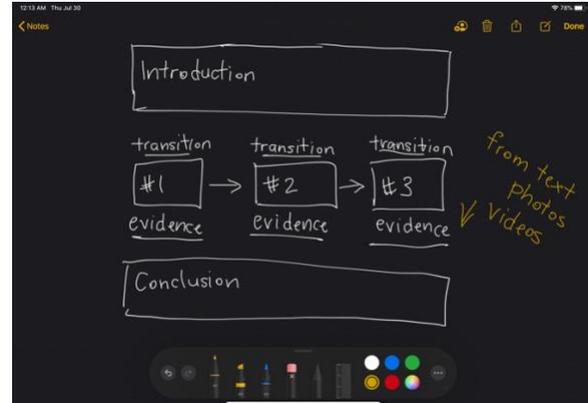
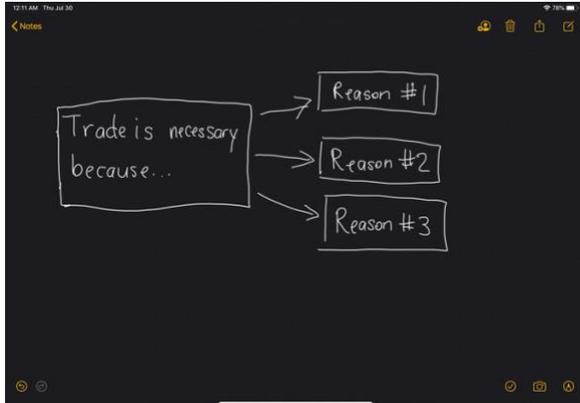


<https://www.gettyimages.com/detail/photo/frozen-section-of-grocery-store-royalty-free-image/187137993?adppopup=true>

5. For homework, students will read a short ReadWorks article about trade.
<https://www.readworks.org/article/What-Is-Trade/ee6053d3-31d3-4d63-b300-022d810c45e5#!articleTab:content/>

Lesson 3: Why is trade necessary?

1. For warm up, students will share their maps and determine which good traveled the furthest to get to California.
2. Teacher will pose the question: Why is trade necessary? Students will have time to discuss in partners.
3. Teacher will guide discussion and planning of writing to make connections to activities from lesson one and two.



4. Students will independently write an informational paragraph to explain why trade is necessary. Their paragraphs should cite evidence from the photographs, videos, and texts.

D. Assessment: Students' informational paragraphs will be graded using the following rubric: <https://drive.google.com/file/d/1Ujpdw9AwwnxrHsBNfN0QLWzvl-KZTcao/view?usp=sharing>

E. Possible Extension: The teacher may create an interactive bulletin board with a large world map on which students can pin the locations for the origins of different goods. Students may include pictures of the items taken with a camera or cut out of magazines or advertisements.