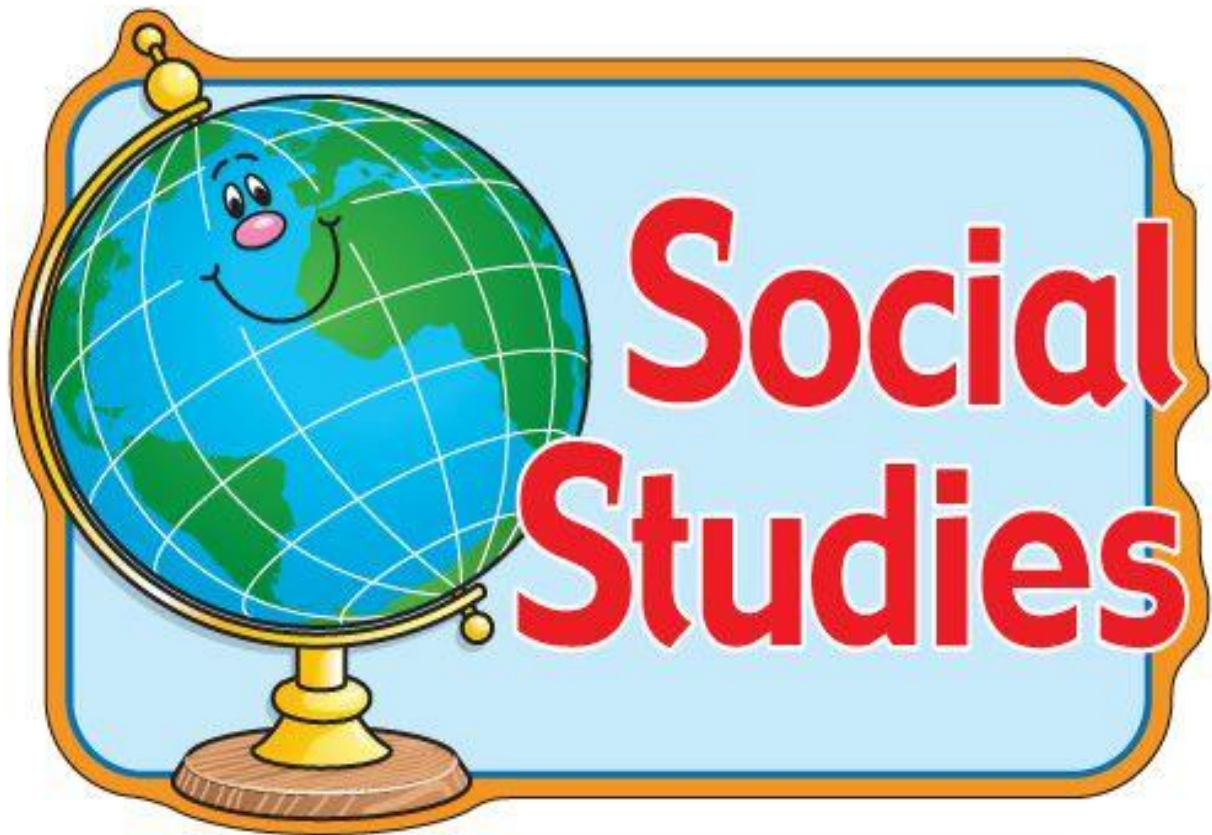


# 3rd Grade Social Studies Fun

Based on the 3rd Grade California State  
Core Standards



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## Course Curriculum



### 3 - I Can Standards CCSS

### Social Studies (2019)

Course Text: 3 - I Can Standards CCSS Social Studies (2019)

#### **Module 1: Locations**

Objective

Show mastery of the standards.

Assignment

\_\_\_ 3.1: I can use physical geography and human geography to tell about people, places and environments. I can use maps, tables, graphs, pictures, and charts to organize information about people, places and environments.

\_\_\_ 3.1.1: I can locate deserts, mountains, valleys, hills, coastal areas, oceans, and lakes in my region.

\_\_\_ 3.1.2: I can talk about the ways in which people have used local resources and changed the local physical environment.

## **Module 2: American Indians**

Objective

Show mastery of the standards.

Assignment

\_\_\_ 3.2: I can talk about the American Indian nations in my region from long ago and in the recent past.

\_\_\_ 3.2.1: I can talk about the national identities, religious beliefs, customs, and traditions of American Indian nations in my region.

\_\_\_ 3.2.2: I can talk about the ways in which physical geography influenced the ways that the local Indian nations collected materials for food, clothing, and tools.

\_\_\_ 3.2.3: I can talk about the ways that American Indian nations were governed and how they traded goods and services. I can talk about how the American Indian nations worked with the United States government.

\_\_\_ 3.2.4: I can talk about the ways that new settlers and the American Indian nations interacted with each Other.

## **Module 3: Past and Present**

Horizon Charter Schools 1

Objective

Show mastery of the standards.

Assignment

\_\_\_ 3.3: I can talk about local historical events and talk about how each event changed the community.

\_\_\_ 3.3.1: I can find information about explorers and settlers who visited my community in the past, and the people who come to my community now. I can find information about their cultural and religious traditions. I can talk about how they have contributed to our community.

\_\_\_ 3.3.2: I can tell you about the goods, services, and trades of settlers of my community. I can tell you how the economies that they created have influenced our present-day economy.

\_\_\_ 3.3.3: I can talk about why people first settled in our community. I can talk about some of the important settlers and families that contributed to the growth of our community. I can show how our community has changed over time with maps, pictures, oral histories, and primary sources.

## **Module 4: Citizens of the United States of America**

Objective

Show mastery of the standards.

Assignment

\_\_\_ 3.4: I can talk about the role of rules and laws in our daily lives and the basic structure of the U.S. government.

\_\_\_ 3.4.1: I can talk about the reasons for rules and laws. I can tell you why the U.S. Constitution is important. I can talk about why it is important for citizens to follow the laws and what happens when citizens break the laws.

\_\_\_ 3.4.2: I can talk about the importance of being a good citizen in class, in the community, and in government.

\_\_\_ 3.4.3: I can tell you about local and national landmarks, symbols, and national essential documents. I can tell you why they are important and how they create a sense of community.

\_\_\_ 3.4.4: I can talk about the three branches of government.

\_\_\_ 3.4.5: I can tell you how California, the other states, and American Indian tribes contribute to our nation and participate in the federal system of government.

\_\_\_ 3.4.6: I can describe the lives of American heroes who took risks to secure our freedoms.

## **Module 5: Economics**

Objective

Show mastery of the standards.

Assignment

\_\_\_ 3.5: I can use basic economic reasoning skills. I can show understanding of the economy of the local region.

\_\_\_ 3.5.1: I can describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

\_\_\_ 3.5.2: I can talk about how some goods are made locally, some elsewhere in the United States, and some in other countries.

\_\_\_ 3.5.3: I can talk about how individual economic choices involve trade-offs and the evaluation of benefits and costs.

Horizon Charter Schools 2

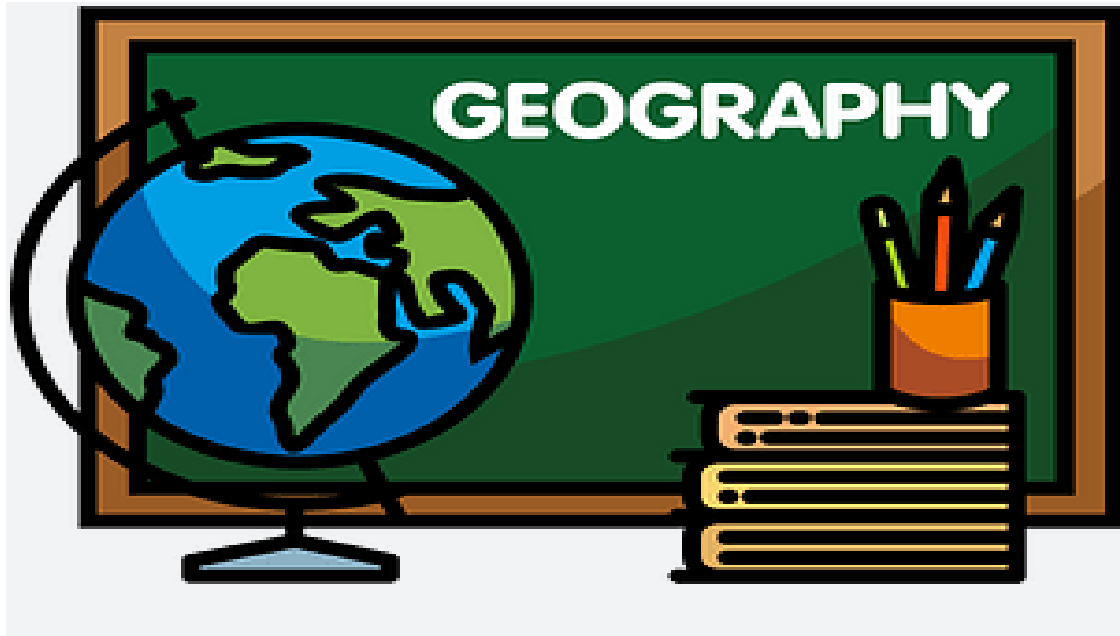
\_\_\_ 3.5.4: I can describe the relationship of students' "work" in school and their personal human capital.

## Module 1 Standards: Locations

\_\_\_ 3.1: I can use physical geography and human geography to tell about people, places and environments. I can use maps, tables, graphs, pictures, and charts to organize information about people, places and environments.

\_\_\_ 3.1.1: I can locate deserts, mountains, valleys, hills, coastal areas, oceans, and lakes in my region.

\_\_\_ 3.1.2: I can talk about the ways in which people have used local resources and changed the local physical environment.



Name: \_\_\_\_\_

Read the article about geography and answer the questions. Created as a freebie by [CourseHero.com](https://www.coursehero.com).

## The 5 Themes of Geography

Geography is a science that deals with the earth's surface.

There are five big ideas or “themes” of geography. These are some of the major things that geographers study.

The first theme of geography is location. Location talks about where a place is in the world. Geographers split location into two different types: relative location and absolute location. Relative location talks about where a place is in relation to other places.



Absolute location talks about the exact spot on the earth a place is in. The second theme is place. Place is also split into two categories: human geography and physical geography. Human geography is all of the things in a location that are man-made (like buildings, houses, schools etc.). Physical geography is things found in nature, like mountains, streams and valleys.

The third and fourth themes are movement and human environmental interaction. Movement is how people move from place to place, as well as how goods are moved in and out. Human environmental interaction is how people adapt to or change the environment.

The final theme of geography is region. A region is an area that is united by a common physical geography or people with a common culture. There are different regions in continents, countries and even states!

## 5 Themes of Geography Questions

1) What are the five themes of geography?

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2) Which of the five themes would “Michigan has 5 great lakes” fall under?

- a) location b) place c) movement
- d) region e) human-environmental interaction

3) What is the difference between absolute and relative location?

---

---

- 4) There are two different kinds of geography in the “place” theme. They are \_\_\_\_\_ geography and \_\_\_\_\_ geography.
- 5) A region is a place that shares \_\_\_\_\_



and pictures of each of the 5 themes.

You can also create a poster with descriptions

# Geographical Features

Watch this video on geographical features. Write down the definition to each of these words and draw a picture to show what it looks like. <https://www.youtube.com/watch?v=bcm5PeBbw4o>

1. Mountain
2. Plateau
3. Plain
4. Island

5. Archipelago

6. Peninsula

7. Cape

8. Gulf

9. Ocean

10. Sea

11. River

12. Lake

Name \_\_\_\_\_ Date \_\_\_\_\_

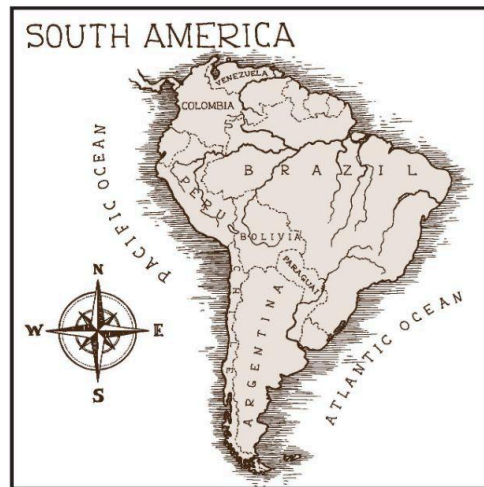
# What Is a Compass Rose?

A **compass rose** is a symbol on a compass, map, or chart that displays the directions. The arrows, or points, on a compass rose point to the cardinal directions and the intermediate directions.

The cardinal directions are north, south, east, and west.

The intermediate directions are northeast, northwest, southeast, and southwest.

Sometimes, a compass rose uses letters to stand for the direction words. The N on this compass stands for north.



Can you spot the compass rose on the map?

**Directions:** Use the compass rose to answer the questions below.

1. Circle the cardinal directions on the compass rose.
2. Put a square around the intermediate directions on the compass rose.
3. What does NE stand for on the compass rose?

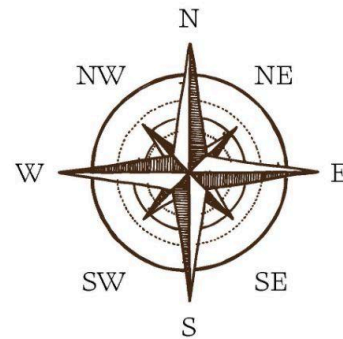
\_\_\_\_\_

4. If you walked north and then made a complete left turn, what direction would you be walking?

\_\_\_\_\_

5. If you walked northwest and then turned to walk the opposite way, which direction would you be walking?

\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Landforms Review

Write the landform name under the picture using words from the word-bank.

ocean

lake

river

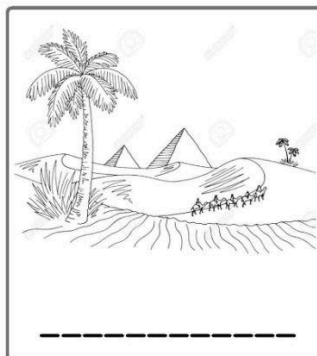
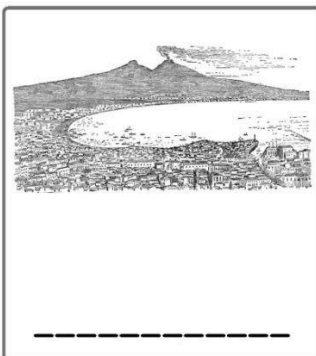
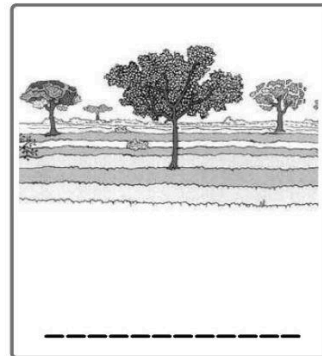
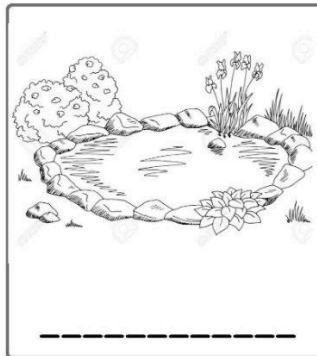
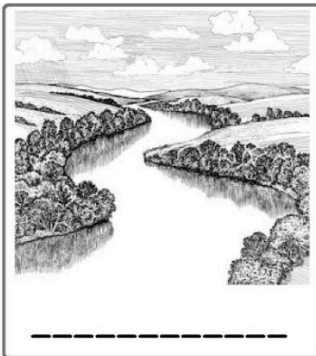
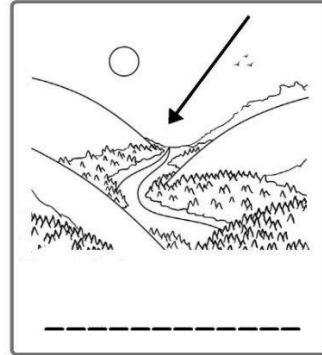
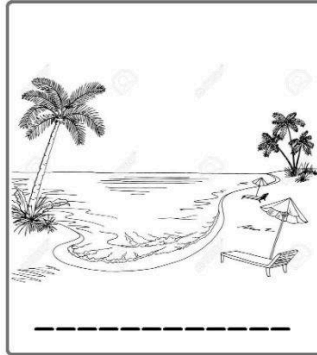
valley

bay

mountain

desert

plain



Bonus Question:  
Can you draw this landform?

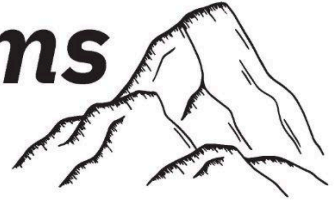
gulf

NAME:

DATE:

# Match the Landforms

Define the landform by writing the number of the landform beside its definition



1. Ocean



This body of water is larger than a bay. It is also a large body of water partly surrounded by land.

2. Bay



A very high hill that rises up above the land around it.

3. Lake



A body of water that has land all around it.

4. River



A low land between mountains.

5. Gulf



These are the largest bodies of water. They cover most of Earth's surface and contain salt water.

6. Mountain



A big stream of water that flows across land.

7. Valley

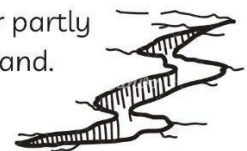


A large area of flat land.

8. Plain



A body of water partly surrounded by land.



NAME:

DATE:

# ***Landform Review***

Match the landform/ body of water to its definition

Mountain

This body of water is larger than a bay. It is also a large body of water partly surrounded by land.

Lake

A very high hill that rises up above the land around it.

River

A body of water that has land all around it.

Gulf

A low land between mountains.

Bay

These are the largest bodies of water. They cover most of Earth's surface and contain salt water.

Ocean

A big stream of water that flows across land.

Valley

A large area of flat land.

Plain

A body of water partly surrounded by land.



# Find the Landform!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Use a pencil to circle the words you find.  
Don't forget to cross them out in the wordbank!

H R N Z C U D J J S B N P N I G W L S N  
M D R G I E Y M I Y P S P Z Y I F U X N  
K C A T L E D I B R V V U X O S T Y T X  
F J C O O L J Y A O A W Z L V H I L L  
C Q M D F W L I C L X L V L X T E A Z X  
I H Y C J Z R E L Z C L R H R C S K H Z  
X N H Y E I F E W X S B I N Q X O E X I  
F N U K E E Y D T C C O P R Q M L H C T  
N M R N S H A F Z A T Y I V C R O J J D  
T H X W K D B C N U N V V X C M Q J K R  
I S K Z S H W Y D A E Z Q S A R T A Y I  
P M A M B D O H E R E Z T W V O K M S S  
I D L O W N Y C Z E P R R V E F P L I J  
M R K U C G O T M O E C F B L D A M O D  
E B N N Q V K A N A M S Z S M N D U W D  
L F S T C F L D M D S J U C D A M A N F  
O D A A O B H B L H J N J X R L D A I R  
G X N I A L P D W N B P X Z Y D C I O L  
D Y K N V Y B P L A T E A U P H C A E B  
R K F W M E E U I T J F B X X R Z Y E Q

LANDFORM

PLATEAU

LAKE

OCEAN

ISLAND

CAVE

PLAIN

MOUNTAIN

POND

BAY

STREAM

BEACH

VALLEY

HILL

RIVER

DELTA

CANYON

COAST

Landform freebies created by Chelsea Smith



Name: \_\_\_\_\_

## Make Your Own Map

Maps are very important and tell us information about a place. You can design your own map! We can have maps of cities, states, countries, and even specific buildings. Read the directions and include what you need on your project!

Please include the following on your map:

- Map title
- Legend/Key
  - At least 5 symbols represented in your map
- Compass Rose
- Make sure your map is colored
- Make sure words are spelled correctly

Please answer these following questions using complete sentences:

1. Why did you choose this type of map?

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2. What does the title of a map tell you about the map?

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3. Why did you choose each symbol? Please discuss each one.

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4. Use the compass rose in an example to explain the direction between two objects.

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# Mapping Our World!

Follow the directions below. Put a check mark in each box as your group completes each task.

First, draw with pencil.

Next, outline with marker {if you wish}.

Last, color with crayons.

- ☐ 1. Write the title of your map. Cut it out and glue it to the top of your paper.
- ☐ 2. Draw a compass rose at the North-East corner of your paper {the top right corner}
- ☐ 3. Decide on what symbols to use on your map key. Fill out the map key page. Then glue the map key to the South-East corner of your paper {bottom right corner}
- ☐ 4. Draw your school in the middle of the page.
- ☐ 5. Point to the school. Go north. Draw the fire station.
- ☐ 6. Point to the school. Go east. Draw the playground.

→ → →

- ☐ 7. Point to the playground. Go south. Draw the pond.
- ☐ 8. Point to the fire station. Go west. Draw the library.
- ☐ 9. Point to the pond. Go west. Draw the grocery store.
- ☐ 10. Point to the library. Go south. Draw McDonald's.
- ☐ 11. Now color your map neatly!

# Map Key

School

Fire Station

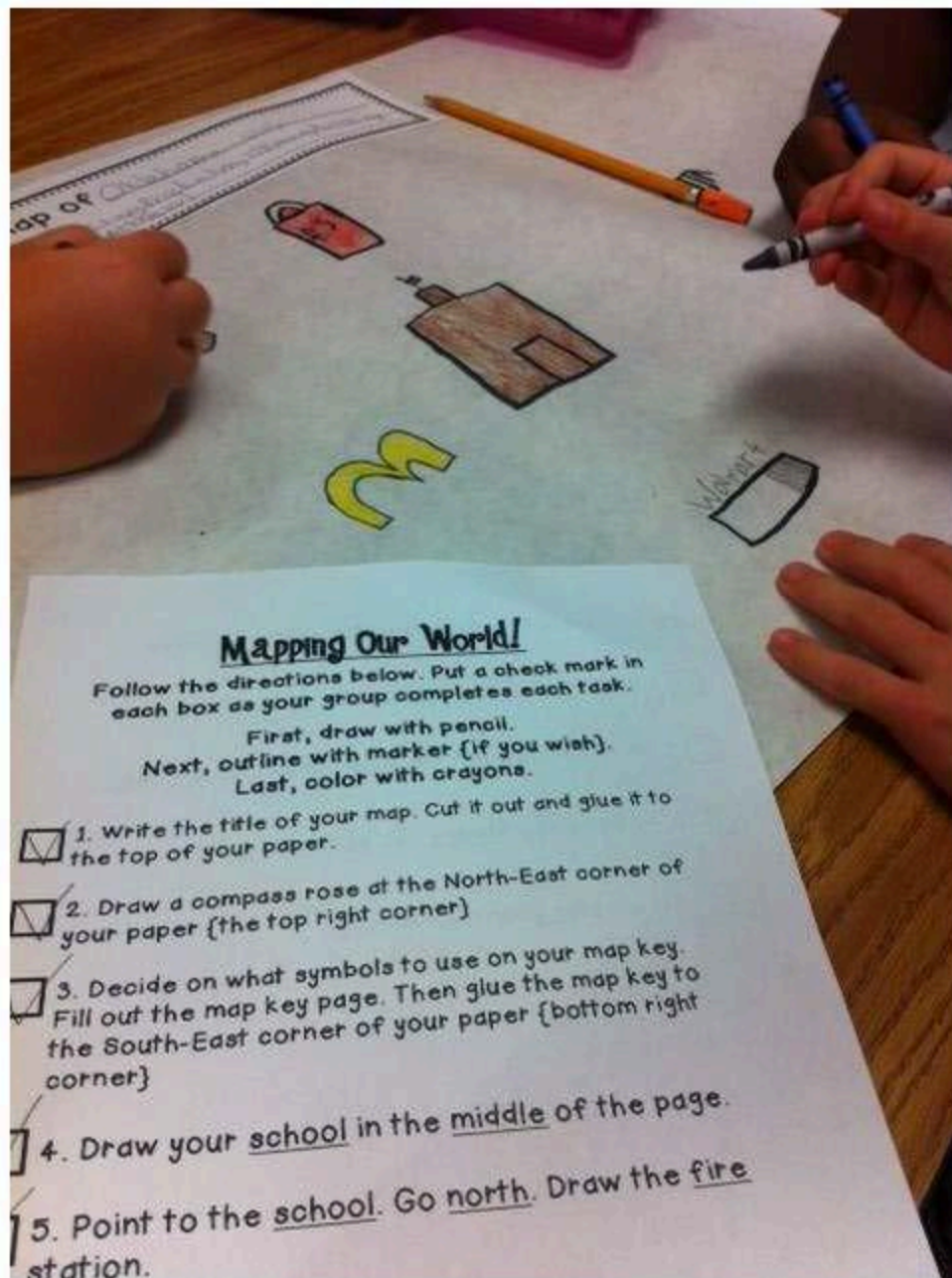
Playground

Pond

Library

Grocery Store

McDonald's



Created as a freebie by Lauren Lynnes

# Module 2: American Indians

Objective

Show mastery of the standards.

Assignment

\_\_\_ 3.2: I can talk about the American Indian nations in my region from long ago and in the recent past.

\_\_\_ 3.2.1: I can talk about the national identities, religious beliefs, customs, and traditions of American Indian nations in my region.

\_\_\_ 3.2.2: I can talk about the ways in which physical geography influenced the ways that the local Indian nations collected materials for food, clothing, and tools.

\_\_\_ 3.2.3: I can talk about the ways that American Indian nations were governed and how they traded goods and services. I can talk about how the American Indian nations worked with the United States government.

\_\_\_ 3.2.4: I can talk about the ways that new settlers and the American Indian nations interacted with each Other.

Freebie created by the Classy Colleagues on

<https://ampeduplearning.com/native-americans-indian-shelter-project-free/>

# American Indian Shelter Project

In each region of North America, American Indians used local resources to build shelters appropriate to the climate and other physical characteristics of their environment.

Pacific Northwest Indians used boards cut from cedar trees to build Large Houses. Totem poles were placed at entrances or used to support a roof. These houses were heated by central open fireplaces. Southwest Indians built Pueblos from stone and adobe bricks. Ladders connected several stories. Rooms were heated by coal fires instead of wood.

Western Great Plains Indians built Teepees from buffalo skins and wooden poles. These homes were easy to pack up and move. Flaps on teepees acted as vents to let out smoke or let in fresh air.

Northeastern Woodlands Indians built Longhouses from bark and wooden poles. These were long enough to hold several families and keep several fires going.

Southeastern Woodlands Indians built Roundhouses from wooden poles covered with clay and bark. These were used for dances and ceremonies. Sometimes they were used as shelter for the elderly.

Your assignment is to create a model of one of the houses described, using such materials as wooden sticks, clay, or paper. The model should be labeled with its name and should include brief (ten sentences or less) summary about the group of Indians who used it. In your summary, specify a) the name of the American Indians who used it, b) the region of the U.S. where it was used, and c) a description of the people and how they lived.





# Native American Project

Name \_\_\_\_\_

**For your first Social Studies project you will be studying a Native American Tribe. The research will be started in class and may require some finalizing at home. The visual for the project will be done completely outside of class. The visual element of your project is to construct a dwelling of your Native American tribe. This could be a longhouse, wigwam, adobe home, or teepee depending on your tribe. You may make a diorama construction, poster board, picture, or a computer drawing. It must be your own creation, not a clip art picture.**

**Native American Project Tribe Name:** \_\_\_\_\_

• **Cultural Region:** \_\_\_\_\_

• **Home/Dwelling:** \_\_\_\_\_

• **Natural Resources:**

o **Eat:** \_\_\_\_\_

o **Wear:** \_\_\_\_\_

o **Other Uses:**

\_\_\_\_\_  
\_\_\_\_\_

• **Important Religious or Cultural Celebrations:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Contributions to our community ways that this tribe worked with our government:**

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**• Something I find interesting about my tribe...**

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**Native America tribes to choose from:**

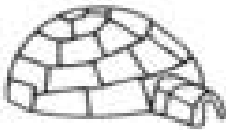
**Iroquois - Apache - Navajo - Hopi - Nez - Perce - Cherokee – Shawnee  
-Seminole – Sioux - Cheyenne -LaKota Sioux –Shoshone -Mohawk  
–Algonquian -Powhatan Creek- Cree - Blackfeet –Inuit - Pueblo -  
Chinook - Pequot - Choctaw - Ojibwe – Comanche - Pawnee –Arapaho  
- Kiowa-**

**Here's video on building an adobe dwelling diorama:**

**<https://www.pinterest.com/pin/305189312226497135/>**

# Native American Houses

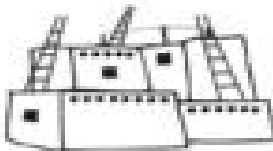
## A Look at the Past



**Igloos** were temporary Arctic homes built from blocks of snow. Some igloos were connected with tunnels so that people could visit without going outside.



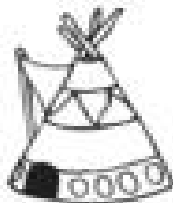
**Plankhouses** were built in the Northwest Coast region, a heavily wooded area. Totem poles decorated these cedar homes. Each plankhouse was home to an extended family.



**Pueblos** were made with adobe bricks. These homes were common in the Southwest, a dry area without many trees. Small windows and doors kept them cool during the day. Pueblos looked similar to apartment buildings.



**Longhouses** were built in the Northeast. They were made with wooden poles and covered with bark. Sloped roofs helped snow slide off them. Some of these extended family homes were longer than a football field.

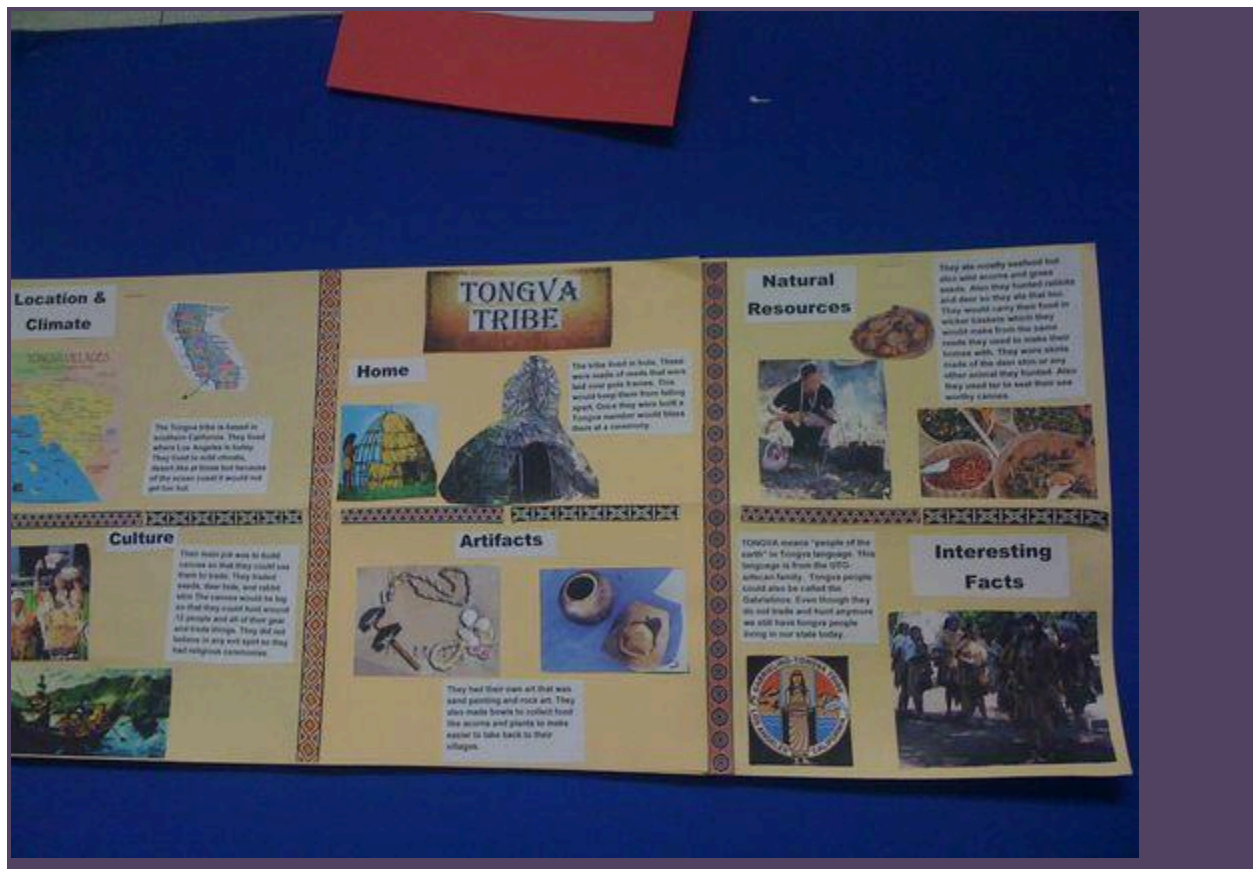


**Tepees** were common in the Plains, a grassland region. These cone-shaped homes were made with buffalo hides, and some were decorated with paintings. Tepees were easy to move.



**Chickees** could be found in the Southeast. Chickees had open sides to keep them cool. They had log frames and thatched roofs. Chickees could be built quickly.

# American Indian Report



Create a poster/visual display of an American Indian tribe.

Look up information about a Native American tribe and write down information about it in your own words. For each topic, write 5 sentences and find pictures or draw pictures to go along with it.

Pick one of these tribes:

Hupa

Chumash

Maidu

Write about these topics for your tribe:

Location and Climate

Culture

Home

Artifacts

Region

Natural Resources

Interesting Facts

# Module 3: Past and Present

Horizon Charter Schools 1

Objective

Show mastery of the standards.

Assignment

\_\_\_ 3.3: I can talk about local historical events and talk about how each event changed the community.

\_\_\_ 3.3.1: I can find information about explorers and settlers who visited my community in the past, and the people who come to my community now. I can find information about their cultural and religious traditions. I can talk about how they have contributed to our community.

\_\_\_ 3.3.2: I can tell you about the goods, services, and trades of settlers of my community. I can tell you how the economies that they created have influenced our present-day economy.

\_\_\_ 3.3.3: I can talk about why people first settled in our community. I can talk about some of the important settlers and families that contributed to the growth of our community. I can show how our community has changed over time with maps, pictures, oral histories, and primary sources.

# Communities

Watch this video about communities and answer the questions:

<https://www.youtube.com/watch?v=FryD8gNmhal>

1. What are communities?

---

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2. What are 3 types of communities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. What are urban areas made up of? \_\_\_\_\_

4. Name two smaller neighborhoods:

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5. What's the largest city in the US and how many people live there? \_\_\_\_\_ and \_\_\_\_\_

6. What's another smaller community? \_\_\_\_\_

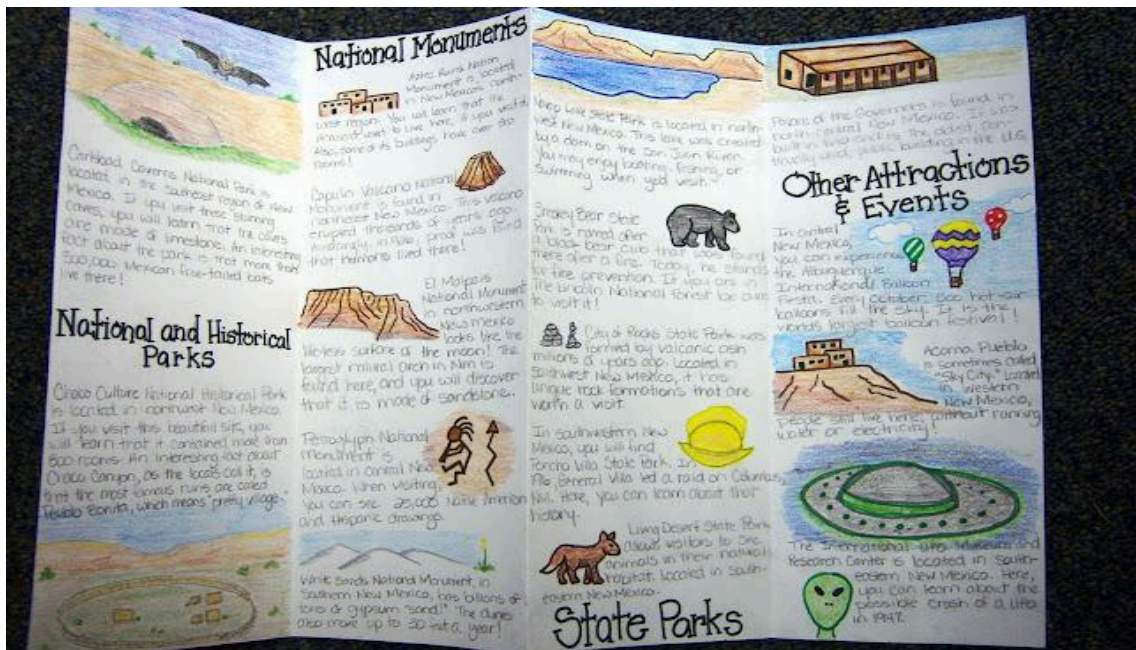
7. Rural communities are located farther away and can have  
\_\_\_\_\_, \_\_\_\_\_, and  
\_\_\_\_\_.

# California Travel Brochure

Create a brochure about California enticing people to come live or visit the Golden State. Include each of the following:

- 1) A map of California
- 2) A description of the physical features/geography of California
- 3) Include famous landmarks
- 4) The state capitol and state flag
- 5) Fun facts
- 6) Historical facts
- 7) National State Parks
- 8) State Government
- 9) 3 Major cities
- 10) Bodies of water found in California

This is an example of what your brochure could look like. It is an example of another state.





## Diary/Journal Entries

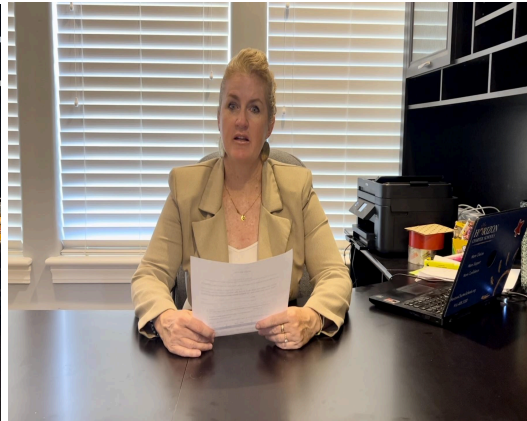
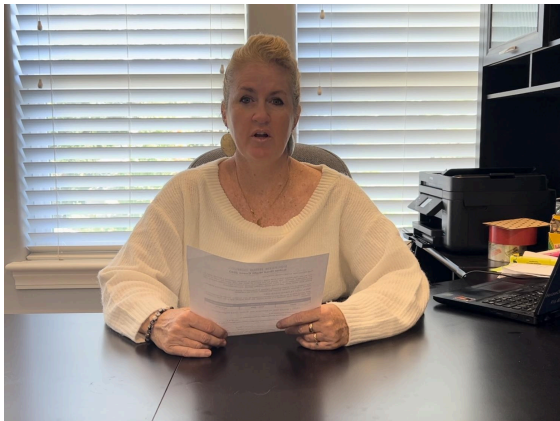
Create 2 diary or journal entries. Include one for the life of a pioneer settler. Include the second entry about living in California now. Answer these questions in your journal entry:

- 1) What was it like to wake up where you are?
- 2) What did you eat for breakfast? What is your home like?
- 3) What are your daily activities? Do you play? Go to school? Work around the house or land?
- 4) Where did you get your food?
- 5) What do you do for fun?
- 6) How do you travel?
- 7) What do you do at night?
- 8) What is your home like?

# NEWS Broadcast

Create a script for a newscast and video tape it. The topic of your newscast will be pioneer settlers of your community. In your segment, you will address these questions:

- 1) What was the trip like getting to California?
- 2) What kind of services, goods and trades did the settlers do?
- 3) What economies did the settlers create? How have their economies influenced our present day economy?
- 4) Why did the settlers decide on this California community?
- 5) Who were some of the most influential and important settlers and how did they contribute to the growth of the community.
- 6) Use at least 2 visual aids. One to show how the community has changed over time, and one with some pictures of what it looked like then and what it looks like now.
- 7) Practice your script, where appropriate news reporter attire and videotape your news report.



# Module 4: Citizens of the United States of America

## Objective

Show mastery of the standards.

## Assignment

\_\_\_ 3.4: I can talk about the role of rules and laws in our daily lives and the basic structure of the U.S. government.

\_\_\_ 3.4.1: I can talk about the reasons for rules and laws. I can tell you why the U.S. Constitution is important. I can talk about why it is important for citizens to follow the laws and what happens when citizens break the laws.

\_\_\_ 3.4.2: I can talk about the importance of being a good citizen in class, in the community, and in government.

\_\_\_ 3.4.3: I can tell you about local and national landmarks, symbols, and national essential documents. I can tell you why they are important and how they create a sense of community.

\_\_\_ 3.4.4: I can talk about the three branches of government.


\_\_\_ 3.4.5: I can tell you how California, the other states, and American Indian tribes contribute to our nation and participate in the federal system of government.

\_\_\_ 3.4.6: I can describe the lives of American heroes who took risks to secure our freedoms.


# Laws and Rules

Watch this video on rules and laws and fill in the worksheet.  
<https://www.youtube.com/watch?v=TyP09S0UEzA>

Name: \_\_\_\_\_



## Rules and Laws



What is the difference between a rule and a law? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Consider this law:**  
Come to a full stop at a stop sign.

**Consider this rule:**  
Walk don't run across the street.

Identify the similarities and differences are between the two and comment on the consequences of not obeying the rule or law.

| Rules | Similarities | Laws |
|-------|--------------|------|
|       |              |      |

© <http://worksheetplace.com>

# Constitution

Watch this video and complete the worksheet. <https://www.youtube.com/watch?v=j>



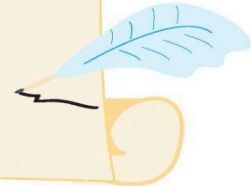
## The United States Constitution

Read about the U.S. Constitution and answer the questions below.



The Constitution is the highest law in the United States. The Constitution was written in 1787, but it has changed through "amendments" passed by the states. The first ten amendments describe the rights of all Americans. They are called The Bill of Rights.

The Constitution also describes the three main branches of government. The legislative branch makes the laws. The judicial branch explains and interprets the law. The executive branch makes sure the law is followed.



The Constitution was written in \_\_\_\_\_. States can change it by passing an \_\_\_\_\_.

The three main branches of government are:

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Why do you think the Constitution is important?

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# American Government Newspaper

Create a giant one page newspaper front page that includes:

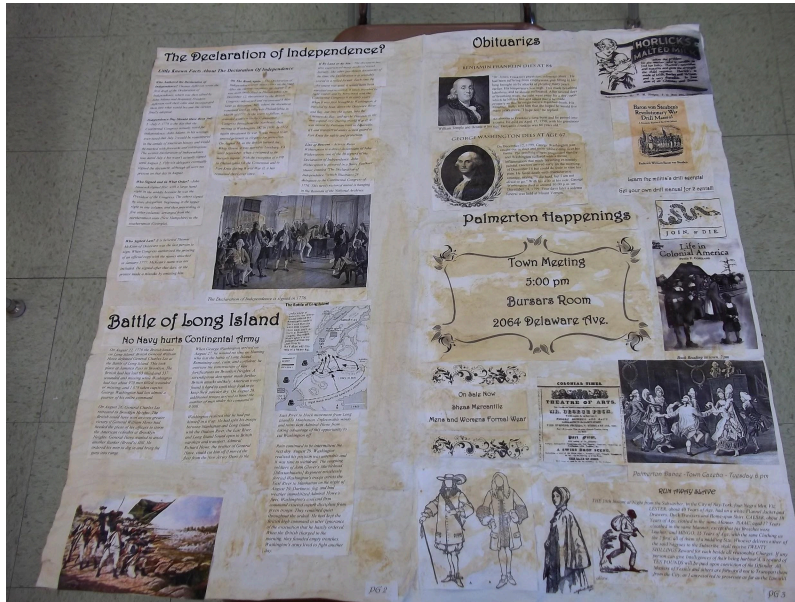
- 1) A Name for your newspaper - Include a full title section
- 2) Headline main section with picture about the three branches of government - Include the legislative, judicial, and executive branches. Describe what they are and what they do, and how they are run.
- 3) Article #1- (with picture) The US Constitution - Explain who, how and why it was created. Describe some of what it says and why it's important to follow.
- 4) Article #2 - (with picture) Describe three American heroes that took risks to make our country safe. Tell what and when they did these events.
- 5) Include a map that shows the lands that were claimed by the Spanish, French, English, Portuguese, Swedes, and Russians.
- 6) A games and puzzles section - Create a wordsearch or crossword puzzle with different terms that include national landmarks, symbols and national documents.
- 7) Fun facts section.
- 8) Classified Ads section: List jobs that you think are cool.

Here is a website that will give you ideas on what colonial newspapers used to look like.

<http://www.earlyamerica.com/earlyamerica/past/>



# Examples of the Completed Newspaper Front Page



Pictures provided by Mrs. Seiler's webpage

# Module 5: Economics

Objective

Show mastery of the standards.

Assignment

\_\_\_ 3.5: I can use basic economic reasoning skills. I can show understanding of the economy of the local region.

\_\_\_ 3.5.1: I can describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

\_\_\_ 3.5.2: I can talk about how some goods are made locally, some elsewhere in the United States, and some in other countries.

\_\_\_ 3.5.3: I can talk about how individual economic choices involve trade-offs and the evaluation of benefits and costs.

\_\_\_ 3.5.4: I can describe the relationship of students' "work" in school and their personal human capital.



# Economics :

## Goods and Services Project

Watch this video about goods and services and complete this worksheet from SuperTeacher.com.

<https://www.youtube.com/watch?v=W6rx-fxJeVs>

Name: \_\_\_\_\_

### Goods and Services

A **good** is something you buy and consume. Goods are things that you can keep, eat, or use.

If you go to the store and buy an apple, you get to keep the apple and take it home with you, so it is a good.



A **service** is something that someone does for you. When you buy a service, you hire people to perform work. You are not buying something you can touch or hold.

If your car is broken, you might hire someone to fix it. You are paying for a service.



Read each scenario and tell whether you are purchasing goods or a service. Write the word **good** or **service** on each line.

- |  |           |
|--|-----------|
| 1. You get your hair cut.  | 1. _____  |
| 2. You buy a book from a garage sale.  | 2. _____  |
| 3. You buy your mother a flower from a flower shop.                                      | 3. _____  |
| 4. You hire someone to cut your lawn.  | 4. _____  |
| 5. You visit the doctor for a checkup.   | 5. _____  |
| 6. You purchase a game to give as a birthday gift.                                       | 6. _____  |
| 7. You pay your sister \$5 to clean your messy bedroom.                                  | 7. _____  |
| 8. You buy an ice cream cone from an ice cream truck.                                    | 8. _____  |
| 9. You take an airplane when you go on a trip.   | 9. _____  |
| 10. Your brother sells you his old baseball mitt for \$2.                                | 10. _____ |
| 11. Give an example of someone purchasing a service. (Do not use an example from above.) | _____     |
| 12. Give an example of someone purchasing a good. (Do not use an example from above.)    | _____     |

Created as a freebie by “Teaching for the Money”

Names: \_\_\_\_\_

## Entrepreneurs

**Directions:** You are going to be an entrepreneur, which means you are taking risks and owning your own business! You may choose whether you will offer a good or service to your consumers. You **MUST** fill out this entire sheet before you may move on!

**The name of my business is:**

\_\_\_\_\_

**I will be offering a:**    good        service    (Circle one)

**I will be a:**            producer        consumer    (Circle one)

**How do you know?** \_\_\_\_\_

**The name of my good or service is:**

\_\_\_\_\_

**What productive resources will you need to make your good or service? (natural, capital, and human?)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Names: \_\_\_\_\_

**Who do you think your consumers will be? (Who will want to buy your good or service?)**

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**Describe your good or service (why would people want to purchase your good or service? What does it look like? How much is it?):**

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**If you are selling a good draw a picture of it here. If you are providing a service, draw a picture of you providing that service:**

Names: \_\_\_\_\_

**Advertising is what entrepreneurs do in order to let people know about their goods or services. Make a flyer on this page telling people about your good or service! You are trying to get people to purchase from you!**

# Resources

Watch this video and answer the questions:

<https://www.youtube.com/watch?v=b8uJQP08yq0>

1) What is a resource?

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2) Human resources are \_\_\_\_\_ who provide a service.

3) Goods that are made and used to provide a service are called \_\_\_\_\_.

4) Natural resources are things that are found on \_\_\_\_\_ and can be used by \_\_\_\_\_.

5) Some examples of natural resources are:

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6) A \_\_\_\_\_ is something that someone does for you.

# Saving and Spending

Watch this video to learn about saving and spending and fill in this chart created as a freebie by Coco's Creative Classroom :

<https://www.youtube.com/watch?v=NfurkrZEn3Q>

## Spend and Save Chart

Spending and saving is important because they help you get the things you want. In the chart, list some items you can buy that cost a few dollars, and then list things you have to save up for that cost a lot.

| Things I Can <b>Spend</b> Money On... | Things I Must <b>Save</b> For... |
|---------------------------------------|----------------------------------|
| 1.                                    | 1.                               |
| 2.                                    | 2.                               |
| 3.                                    | 3.                               |
| 4.                                    | 4.                               |
| 5.                                    | 5.                               |

# Economics POSTer

Create a poster using all of your new Economics words.  
Draw pictures as examples for each word described.

Words to use for your poster:

Economics

Resources

Services

Human Resources

Capital Resources

Natural Resources

Costs

Needs

Wants

Saving

Spending

Scarcity

Benefits



Poster example created by: [flipflopteacher.blogspot.com](http://flipflopteacher.blogspot.com)

# Small Business Plan Project

Created as a freebie by: “A Joyful Classroom”

Name \_\_\_\_\_

## Small Business Plan Brainstorm

- What is the name of your business?  
\_\_\_\_\_
- Does your business sell goods, services, or both?

**goods**

**services**

**both**

- List the goods/services your business sells.  
\_\_\_\_\_  
\_\_\_\_\_

Your **target customers** are the group of people that you are trying to sell your goods or services to. This should be a group who will find your products valuable and be able to use them.

- Describe your target customers. You may want to include their age, their jobs, their families, or where they live.  
\_\_\_\_\_  
\_\_\_\_\_

- Why do you think your target customers will find your products valuable?  
\_\_\_\_\_  
\_\_\_\_\_



- For each product (good or service), list the capital resources you will need. List the cost of each capital resource.

Remember, **capital resources** are goods that you will need in order to produce other goods or to provide services. You will have to purchase each of these resources.

| Product<br>(Good or Service) | Capital Resources<br>Needed | Cost<br>(Each Resource) |
|------------------------------|-----------------------------|-------------------------|
|                              |                             |                         |

Name \_\_\_\_\_

# Small Business Plan

## Marketing

It is important for your customers to recognize your business's logo and slogan.

Design a logo and slogan, or saying, that is simple, catchy, and easy to remember. They should make people want to buy your products!



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Businesses advertise on television, on the radio, on the Internet, in magazines, and on flyers or posters. How will your business advertise? Why did you choose that method of advertising? Remember, you have to pay for each advertisement, so you should only choose one.

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Name \_\_\_\_\_

# Small Business Plan

## Budget

Your business needs some money to start, so you take out a **\$25 loan** from adults who trust you. Remember, you must pay all of this money back to them! You will use your \$25 loan to purchase the **capital resources** you need to start your business.

**Income** – money you earn

**Expense** – money you spend

**Profit** – money you have left after paying expenses

**Loss** – money you lose when you have to spend more than you earn

Use the budget sheet to list your weekly expenses, income, and profit or loss.

Each week, circle **profit** if you earned money or **loss** if you lost money.

Calculate how much money you earned or lost and record it in the final column.

| Budget              |          |    |                   |    |
|---------------------|----------|----|-------------------|----|
| Initial Loan - \$25 |          |    |                   |    |
| Week 1              | Expenses | \$ | Profit/Loss       | \$ |
|                     | Income   | \$ |                   |    |
| Week 2              | Expenses | \$ | Profit/Loss       | \$ |
|                     | Income   | \$ |                   |    |
| Week 3              | Expenses | \$ | Profit/Loss       | \$ |
|                     | Income   | \$ |                   |    |
| Week 4              | Expenses | \$ | Profit/Loss       | \$ |
|                     | Income   | \$ |                   |    |
|                     |          |    | Total Profit/Loss | \$ |

Total Profit \$ \_\_\_\_\_ — \$25 loan = Final Profit \$ \_\_\_\_\_

# Small Business Plan

## Community Involvement

**How will your business give back to your community?  
Why did you choose this way to give back?**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Excellent Websites to visit for other free resources:

Tina's Dynamic Homeschool+

<https://tinadynamichomeschoolplus.com/100freenativeamericanresources/>

Brainy Apples Website:

<https://www.brainyapples.com/product-category/free-secondary-social-studies-resources/>

Learned Lessons Blog:

<https://www.learnedlessonstpt.com/>

Inner Child Fun:

<https://learning.innerchildfun.com/2014/02/inuit-crafts-for-kids.html>

America History for Kids

<https://www.americanhistoryforkids.com/category/prehistory/>



## **Museums/Centers around Sacramento that are fun to go to for 3rd graders:**

### **Effie Yeaw Nature Center**

<https://www.sacnaturecenter.net/>

### **Maidu Museum and Historic Site**

<https://www.roseville.ca.us/cms/one.aspx?pageId=8918739>

### **Sutter's Fort**

[http://www.parks.ca.gov/?page\\_id=485](http://www.parks.ca.gov/?page_id=485)

### **The Capitol museum:**

<https://capitolmuseum.ca.gov/>

### **California State Railroad Museum**

<https://www.californiarailroad.museum/>

### **Sacramento Old Schoolhouse**

<http://shewman.com/>

## **State Indian Museum - State Historic Park**

[https://www.parks.ca.gov/?page\\_id=486](https://www.parks.ca.gov/?page_id=486)

## **Bernhard Museum**

<https://www.placer.ca.gov/Facilities/Facility/Details/Bernhard-Museum-77>

## **Sacramento History Museum**

<http://sachistorymuseum.org/>

## **Nimbus Fish Hatchery**

[Nimbus Fish Hatchery](#)

## **Marshall Gold Discovery State Historic Park**

[http://www.parks.ca.gov/?page\\_id=484](http://www.parks.ca.gov/?page_id=484)

## **Folsom History Museum and Pioneer Village**

<https://www.sacmuseums.org/museums/folsom-history-museum>

## **Black Chasm Cavern - Volcano, CA**

<https://cavetouring.com/>

## **Apple Hill**

<https://applehill.com/>

