

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 5th Grade Social Studies Course.

5th Grade Social Studies - Unit 2 – Citizenship, Business, and the Government	
Elaborated Unit Focus	<p>In this unit, students will learn the importance of being a responsible citizen. The students will understand the beliefs and ideals behind the need for amendments to protect the rights of US citizens and the responsibilities of citizens. Students will also begin to understand basic economic principles by learning about the relationship within production, distribution, and consumption and how the four sectors of the economy contribute to those principles.</p>
Connection to Connecting Theme/Enduing Understandings	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.</p> <p>How do the beliefs and ideals of a society influence the rights that are given to their citizens? Why is it important for us to be responsible citizens? How do our responsibilities as citizens influence the decisions we make as a society?</p> <p>Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <p>K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services. How does competition affect prices? How do local stores decide what to sell? How do consumers choose where to buy their goods and services? How do our customs and beliefs determine the goods and services we purchase and where we purchase them?</p>
GSE for Social Studies (standards and elements)	<p>SS5CG1 Explain how a citizen’s rights are protected under the U.S. Constitution.</p> <p>a. Explain the responsibilities of a citizen.</p> <p>b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process.</p> <p>SS5CG2 Explain the process by which amendments to the U.S. Constitution are made.</p> <p>a. Explain the amendment process outlined in the Constitution.</p> <p>b. Describe the purpose for the amendment process.</p> <p>SS5E2 Describe the functions of four major sectors in the U. S. economy.</p> <p>a. Describe the household function in providing resources and consuming goods and services.</p> <p>b. Describe the private business function in producing goods and services.</p> <p>c. Describe the bank function in providing checking accounts, savings accounts, and loans.</p> <p>d. Describe the government function in taxation and providing certain public goods and public services.</p> <p>SS5E3 Describe how consumers and producers interact in the U. S. economy.</p> <p>b. Describe how people earn income by selling their labor to businesses.</p>

<p>Connection to GSE for ELA/Science/Math</p>	<p>ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ul style="list-style-type: none"> • construct charts and tables • draw conclusions and make generalizations • identify and use primary and secondary sources • identify issues and/or problems and alternative solutions • analyze graphs and diagrams



Essential Questions and Related Supporting/Guiding Questions	
Enduring Understanding 1	<ol style="list-style-type: none"> 1. How does the U.S. government and its citizens work together? <ol style="list-style-type: none"> a. How does the government protect its citizens? b. What role does a citizen play in helping maintain our country’s beliefs? c. What ideals do citizens and the government share?
Enduring Understanding 2	<ol style="list-style-type: none"> 2. Why is it so difficult to add an amendment added to the Constitution? <ol style="list-style-type: none"> a. What is the process for adding amendments to the Constitution? b. Why are amendments added to the Constitution? c. How have specific amendments changed the Constitution?
Enduring Understanding 3	<ol style="list-style-type: none"> 3. How do the four sectors of the economy work together? <ol style="list-style-type: none"> a. Why is it important to be a producer and a consumer? b. How does government provide services to its citizens? c. Why are banks an important part of the economy?

Sample Instructional Activities/Assessments

Rights & Responsibilities

Description –

Note to teachers: The standard does NOT require that the students distinguish rights and responsibilities. There is however insight to be gained from having them discuss these.

1. Write or post the word **citizen**.
2. Have students work in pairs to come up with a definition of what a citizen is.
3. Get responses to create a class definition of the word citizen.
4. Ask students what they are citizens of (school, team, home, city, state, nation).
5. Hand out the rights and responsibilities sheet.
6. Ask students what is the difference between a right and a responsibility (a right is something that you are allowed to do, a responsibility is something you should do).
7. Show the rights and responsibilities PowerPoint (see document set, part 1 for this unit).
8. Have students try to decide what the image is showing and then decide if it is a right or a responsibility.
9. After filling out the rights and responsibilities chart, have the students pick the right and the responsibility that he/she thinks is most important and write why he/she thinks it is the most important.
10. Have students share their answers with other students or as a whole class.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Consider printing the slides from the above-mentioned PowerPoint. Give students the images to sort as they work. Consider having students check with you or a key to see if their images are positioned correctly before they begin recording.
- Consider modeling your thinking for an image or two to help students get started. Model how to think through deciding if the image is a right or responsibility and how to justify thinking.
- Extend student knowledge about US citizen responsibilities by having students play Responsibility Launcher:
<https://www.icivics.org/games/responsibility-launcher>

5th Grade Social Studies Frameworks for the Georgia Standards of Excellence in Social Studies

<p>GSE Standards and Elements</p>	<p>SS5CG1 Explain how a citizen’s rights are protected under the U.S. Constitution. a. Explain the responsibilities of a citizen.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p> <p>ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> • construct charts and tables • draw conclusions and make generalizations

Rights and Responsibilities chart found on the next page.

5th Grade Social Studies Frameworks for the Georgia Standards of Excellence in Social Studies

Name:

Date:

Definition

Citizen: _____

I am a citizen of... _____

Right or Responsibility

Look at the image and try to decide what it is showing and if it is a right or responsibility. Add it to the chart below.

Right (allowed to do)	Responsibility (you should do)

Which right or responsibility do you think is most important? Provide reasons for your answer. Write your response on the back of the page.

Due Process	
<p>Description –</p> <ol style="list-style-type: none"> 1. Hand out the due process survey and have students fill out the survey. 2. Break the students into small groups and have them discuss their answers. 3. As a class have some groups share what was discussed in their group. 4. Show students the following definition of due process. Due process: fair treatment through the normal judicial system. 5. Briefly discuss the definition. 6. Hand out the following amendment excerpts and tell students to work in their groups to find examples of due process. 7. After completing the task, have groups share their examples. <p>Ideas for Differentiation:</p> <p>Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. <i>Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.</i></p> <ul style="list-style-type: none"> • Consider practicing the survey statements before students take the survey. Use strongly agree, agree, disagree, strongly disagree to answer practice questions not related to content. For example, <i>Broccoli is my favorite snack, Cats make the best pets, I love summer, I love homework, etc.</i> • Consider carefully reviewing tricky vocabulary terms: due process, fair, judicial system. • Consider completing one of the amendments together before asking students to work in their groups. 	
GSE Standards and Elements	<p>SS5CG1 Explain how a citizen’s rights are protected under the U.S. Constitution.</p> <p>b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>

5th Grade Social Studies Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>Information Processing Skills:</p> <ul style="list-style-type: none">• identify and use primary and secondary sources• draw conclusions and make generalizations
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Due Process Survey and Due Process Amendment Excerpts graphic organizers follow.

Due Process Survey

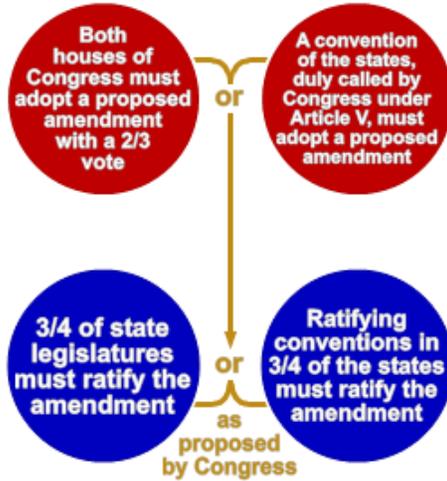
Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. After a crime has been reported, the police should be allowed to immediately search any person or place they wish for evidence, without having to obtain legal permission from a judge.				
2. If the police find evidence that an individual or individuals have committed a crime, they should be able to use it in a trial, even if it is obtained illegally (e.g. by breaking into a house without a search warrant).				
3. As long as torture is not used, an individual who is arrested should be required to answer any question about the crime asked by a law enforcement official.				
4. Law enforcement officials should not be required to warn a defendant upon arrest that "anything you confess can and will be used against you."				
5. If a person is found not guilty in a first trial, a second trial on the same charge(s) should be permitted, if new evidence has been found that might lead to the conviction of the accused.				
6. Those defendants who are too poor to hire their own attorneys, should be provided with one only in cases where the person accused may be executed if convicted.				
7. Jury trials should be required only in cases where a defendant may be executed if convicted.				
8. Even if it is cruel and unusual punishment, the death penalty should be permitted.				

Due Process Amendment Excerpts

Amendment Excerpt	Examples of Due Process
<p>Fourth Amendment: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated; and no warrants shall issue, but upon probable cause, ...describing the place to be searched, and the persons or things to be seized.</p>	
<p>Fifth Amendment: No person shall be held to answer for a capital, or otherwise infamous crime, unless on a(n) ...indictment of a grand jury ...; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law ...</p>	
<p>Sixth Amendment: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury ...; and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.</p>	
<p>Eighth Amendment: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.</p>	
<p>Fourteenth Amendment: ... No State shall ... deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.</p>	

Amending the Constitution

AMENDING THE U.S. CONSTITUTION



The ratifying convention option has been used only once, for the Twenty-first Amendment.

On all but two occasions since 1917, Congress has limited the length of time the states have to ratify an amendment. An amendment must be ratified by the requisite number of states within the stated period in order to become operative.

33 constitutional amendments have been adopted by both houses of Congress and sent to the states for ratification since 1789. Of those, only 27 have been ratified by the requisite number of states and became valid as part of the United States Constitution.

Description – An infographic you may want to share with your students on this process is included to the left.

1. Display Article V of the Constitution and read it to the class:

Article V: “The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several states, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal suffrage in the Senate.”

2. Have students talk with partners to make inferences as to what Article V is about.
3. Remind students what amendments are and that they are part of the Constitution, which gives U.S. citizens rights in our country.
4. Ask students to discuss how they think amendments should be added to the Constitution. You can chart some of these answers.
5. Tell students that today they are going to learn how amendments are added to the Constitution.
6. View and discuss the amending the Constitution PowerPoint (see document set, part 2 for this unit) and then give students the amendment question sheet.
7. Discuss the answers as a class after the activity to clarify any misconceptions.
8. Point out that only 27 amendments have been amended to the Constitution in over 200 years.
9. Have students discuss why they think it is so difficult to add amendments to the Constitution.
10. Have students write a brief opinion statement with reasons either for keeping the current system for adding amendments to the Constitution or for changing the law and making it easier to add amendments to the Constitution.

See next page for ideas for differentiation.

<p>Ideas for Differentiation:</p> <p>Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. <i>Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.</i></p> <ul style="list-style-type: none"> • Consider allowing students to answer the questions above through a visual journal entry or through creating a graphic to show what they know. • Consider allowing students time to reflect in their interactive notebooks as they view the PowerPoint. • Consider providing prompts for the opinion statement for students to support with their thinking. For example, <i>I think the current system for adding amendments to the Constitution should stay the same. I think the current system for adding amendments to the Constitution should be changed.</i> Consider having students bullet their thoughts instead of writing sentences. 	
<p>GSE Standards and Elements</p>	<p>SS5CG2 Explain the process by which amendments to the U.S. Constitution are made.</p> <p>a. Explain the amendment process outlined in the Constitution.</p> <p>b. Describe the purpose for the amendment process.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> • identify issues and/or problems and alternative solutions • identify and use primary and secondary sources • draw conclusions and make generalizations • analyze graphs and diagrams

Amending the Constitution Question Sheet follows this page.

Name(s):

Date:

Amending the Constitution

1. What are the first two ways that new amendments can be submitted to be added to the Constitution?
2. After be submitted as an amendment, what two ways can the amendment then be added to the Constitution?
3. How many amendments have been added using a ratifying convention?
4. Why do you think Congress limits the amount of time for most amendments to be ratified?
5. Why do you think Congress might not put a time limit on ratification?
6. Do you think it is easy or hard to get an amendment added to the Constitution? Provide reasons for your answer.

Consuming and Producing Goods and Services

Description –

1. Hand out the producer and consumer chart to students.
2. Ask students to define the words producer and consumer.
3. From student responses, create a class definition for the two words.
4. Show the consumer and producer PowerPoint images (see document set, part 3 for this unit).
5. Have students identify the image and decide if it shows a consumer or producer.
6. Have students add these actions to their chart.
7. Hand out the goods and services chart.
8. Tell students that goods and services are used and created by consumers and producers.
9. Ask students to list goods and services that they have used as a consumer and good and services they have created as a producer.
10. Have students share their responses with partners or in small groups.
11. Have students write an opinion for the following question: “Why is it important to be both a consumer and producer?”
12. Find a time to discuss some of the answers later in the day or before the next Social Studies lesson.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Consider printing the slides from the above-mentioned PowerPoint. Give students the images to sort as they work. Have students talk through their reasoning.
- Consider modeling how to get started with each section of the organizer.
- As you look at images from the PowerPoint, consider pointing out goods and services needed for each image. For example looking at the image with the painting (goods- paint, canvas, brushes, smock, easel), (services- art teacher, factory to create the paint, brushes, and smock, a builder to make the easel, etc.)

GSE Standards and Elements

SS5E2 Describe the functions of four major sectors in the U. S. economy.
 a. Describe the household function in providing resources and consuming goods and services.

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	<p>SS5E3 Describe how consumers and producers interact in the U. S. economy. b. Describe how people earn income by selling their labor to businesses.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> • construct charts and tables • draw conclusions and make generalizations

Producers/Consumers Chart and Goods/Services chart handouts in the next two pages.

Name: _____

Date: _____

Definition

Producer: _____

Consumer: _____

Producers and Consumers

Producer Activity	Consumer Activity

Name: _____

Date: _____

Definition

Goods: _____

Services: _____

As a consumer I have used the following:	Goods	Services

As a producer I have created the following:	Goods	Services

Why is it important to be both a consumer and producer? _____

Big Business & the Government

Description –

1. Show the students the business PowerPoint (see document set, part 4 for this unit) with images of different businesses and have them use the business goods and services chart to identify what goods and/or services each business provides.
2. Ask students how businesses are able to pay people to make the goods or services they provide (by selling their goods or services to consumers and using that money to pay them.)
3. Ask students what good or service you provide as a teacher.
4. Ask students the following questions: Who pays teachers? Who pays people serving in the military? Who pays the president? Lead students to understand that these jobs are all jobs paid for with taxes by the government.
5. Put the following scenario on the board: Mr. Smith went to buy a new phone. The price next to the phone was \$99, but when he went to pay for the phone it cost \$105.45. Why did he need to pay more than the \$99 price listed?
6. After the students reply that Mr. Smith had to pay taxes, ask students to identify other items for which people pay taxes. List the items as the students respond.
7. Next have students identify goods or services that the government provides, using the taxes that it collects.
8. Finally have students write a brief paragraph describing how different the United States would be if the government did not collect taxes.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Consider modeling how to get started with each section of the organizer.
- Consider posting the images from the PowerPoint around the room or give each table group a set of the images. Have students take turns writing goods and services associated with image around the outside (a write around).
- Consider providing an alternate activity for students to show what would happen without taxes. Students could draw an if/then image with labels, make a bulleted list, or create a commercial or advertisement for taxes.

GSE Standards and Elements

- SS5E2 Describe the functions of four major sectors in the U. S. economy.
- b. Describe the private business function in producing goods and services.
 - d. Describe the government function in taxation and providing certain public goods and public services.
- SS5E3 Describe how consumers and producers interact in the U. S. economy.
- b. Describe how people earn income by selling their labor to businesses.

<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none">• identify issues and/or problems and alternative solutions• construct charts and tables• draw conclusions and make generalizations
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Business Goods and Services Chart follows.

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Name:

Date:

Business	Goods they provide	Services they provide

Things people pay taxes on:

Goods or Services provided by taxes	Goods	Services

The Bank

Description –

1. Ask students what goods or services a bank can provide to people.
2. Chart the answers to make a class list of responses.
3. Put the 3 following titles on 3 pieces of chart paper:
 - “Why I would want the bank to keep my money?”
 - “Why I would want to be able to write checks or use a debit card?”
 - “Why I would want to borrow money?”
4. Give students sticky notes and have them add one sticky note to each chart.
5. Review some of the responses.
6. Describe the difference between the following terms: Savings account, checking account, and loan.
7. Make a class definition for each and have them add these definitions to their banking organizer (next page.)
8. Describe the benefits/drawbacks (pros/cons) of each and add to the organizer.
9. Ask the students the following questions and if a saving account, checking account, or loan would be best for each situation. They can chart these on their organizer:
 - Saving money for college
 - Need money to start a business
 - Need to pay a bill
 - Want to buy a house
 - Put money away for a vacation
 - Pay for food at a restaurant
 - Buy groceries at the store
10. Have the students answer two questions as a ticket out the door: “How do banks help households?” “How do banks help start businesses?”

Ideas for Differentiation:

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- Consider modeling how to get started with each section of the organizer.

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GSE Standards and Elements	SS5E2 Describe the functions of four major sectors in the U. S. economy. c. Describe the bank function in providing checking accounts, savings accounts, and loans.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area Informational Processing Skills: construct charts and tables, draw conclusions and make generalizations

Banking organizer on following page.

Name:

Date:

Banking Organizer

	Saving account	Checking account	Loan
Definition			
Pros			
Cons			
Reasons to use			

How do banks help households?

How do banks help start businesses?

Culminating Unit Performance Task

Nation Creation

Description –

- Let students know that they are going to be creating their very own nation (can do individually, in partners, or small groups.)
- To create their nation they will need to contain the following:
 - A name for their country
 - Find a place on the world map where it will be located
 - A constitution for their nation that contains their citizens’ rights
 - A list of citizen responsibilities
 - Explain their government (who is in charge, how are new rights or responsibilities given to citizens, who judges if things are fair)
 - Role of the government in the economy (taxes, what services or goods do they provide to their citizens)
 - Role/type of businesses, banks, and the household in their nation’s economy
- Allow for creativity in how students present their nation to the class
 - PowerPoint
 - Informational book
 - Video

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Consider providing the attached checklist to help students have clear expectations.
- Consider providing presentation formats that do not require writing: creating a video commercial, news report, travel brochure, advertisement, infographic, etc.
- Consider providing a PowerPoint outline for students to fill in with pertinent information.

GSE Standards and Elements

SS5CG1 Explain how a citizen’s rights are protected under the U.S. Constitution.
a. Explain the responsibilities of a citizen.

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	<p>b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process.</p> <p>SS5CG2 Explain the process by which amendments to the U.S. Constitution are made.</p> <p>a. Explain the amendment process outlined in the Constitution.</p> <p>b. Describe the purpose for the amendment process.</p> <p>SS5E2 Describe the functions of four major sectors in the U. S. economy.</p> <p>a. Describe the household function in providing resources and consuming goods and services.</p> <p>b. Describe the private business function in producing goods and services.</p> <p>c. Describe the bank function in providing checking accounts, savings accounts, and loans.</p> <p>d. Describe the government function in taxation and providing certain public goods and public services.</p> <p>SS5E3 Describe how consumers and producers interact in the U. S. economy.</p> <p>b. Describe how people earn income by selling their labor to businesses.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> • draw conclusions and make generalizations • identify and use primary and secondary sources • identify issues and/or problems and alternative solutions

Name: _____



Nation Creation Checklist

You are going to create your very own nation. Your nation will need the following:

<input type="checkbox"/>	A name for your country
<input type="checkbox"/>	Find a place on the world map where it will be located
<input type="checkbox"/>	A constitution for your nation that contains your citizens' rights
<input type="checkbox"/>	A list of citizen responsibilities
<input type="checkbox"/>	Explain your government <ul style="list-style-type: none">• Who is in charge?• How are new rights or responsibilities given to citizens?• Who judges if things are fair?
<input type="checkbox"/>	Role of the government in the economy <ul style="list-style-type: none">• Taxes• What services or goods do they provide to their citizens?
<input type="checkbox"/>	Role/type of businesses, banks, and the household in your nation's economy