



SUBJECT

Social Studies

UNIT IMPLEMENTATION SCHEDULE

It is recommended that unit implementation take place at any time during the school year, especially on or near September 11.

OVERVIEW

This unit is designed for teaching the events of September 11, 2001 to grades 3-5. This Guide lays out an approach for students to acquire a deeper understanding of the heroism displayed by real people on 9/11, the perseverance of people following the attacks, as well as the impact 9/11 continues to have on people today.

UNIT DESCRIPTION

This unit is designed to increase understanding about September 11, 2001 among elementary school students, grades 3-5. This Guide includes ancillary social studies and economics lessons, background for teachers, and learning activities to help students learn about trade and economics. Through their work on a donations and trade project, students learn basic facts about America’s darkest day and the positive impact we can have by helping others.

INSTRUCTIONAL FOCUS

- Ask and answer questions based on experiences or information gained.
- Participate in collaborative conversations.
- Make grade level calculations.
- Determine appropriate investment, inventory, and price to make a profit.

UNIT OBJECTIVES

- All students will:**
- Complete an economics project where they sell goods for a set price, calculate profit, and donate their profit to a charity or their school.
 - Complete learning tasks to better understand the events of 9/11.
 - Understand the importance of remembering 9/11 heroes.
 - Sense the emotional impact 9/11 had on the nation.
 - Perceive a personal need to remember 9/11 to honor the fallen.
 - Perceive a personal need to do good and help others.

UNIT LEVEL QUESTIONS

- Essential Question**
How can we use a market to help others and honor 9/11 heroes?
- Guided Questions**
- Can someone explain to the class what the Siller family did to honor Stephen and the other heroes of September 11, 2001?
 - If we set the cost too high, like \$10 for example, do you think many people will be willing to buy it?
 - Would we make a lot of money as revenue though if we set the cost so low?

UNIT LEVEL VOCABULARY

- Market
- Trade
- Entrepreneur
- Investment
- Consumer
- Seller
- Inventory
- Revenue
- Profit
- Loss

INCLUDED ANCILLARY MATERIALS

- Stephen’s Story Worksheet
- Stephen’s Story Worksheet Answer Key
- Donations Project Worksheet
- 9/11 and Donations Response Graphic Organizer
- 9/11 and Donations Response

MATH CONNECTIONS

- Grade 3 CCSS**
3.OA.1, 3.OA.7, 3.OA.8, 3.NBT.2
- Grade 4 CCSS**
4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.4, 4.NBT.5
- Grade 5 CCSS**
5.OA.2, 5.NBT.5, 5.NBT.6

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- D2.Eco.2.3-5.**
Identify positive and negative incentives that influence the decisions people make.
- D2.Eco.3.3-5.**
Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.