

## FLCHE-TPS Lesson 6 Grade 3

### Buyers and Sellers

#### *It's Elementary, My Dear: Primary Sources in the Elementary Classroom*

<u>Enduring Understandings:</u> People use their money to purchase things they want and need.	
<u>Essential Questions:</u> What are some different ways that buyers and sellers interact with each other?	
<u>Vocabulary/Targeted Skills:</u> <i>trade- the activity or process of buying, selling, or exchanging goods or services</i> <i>consumer/buyer- a person who buys goods and services</i> <i>merchant/seller- a person or business that sells something</i> <i>goods- products that people buy</i> <i>services- to provide something that is needed or wanted</i>	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will analyze photographs and create a fictional story about the photographs.	
<u>Lesson:</u> Buyers and Sellers	<u>Time:</u> 50 mins
<u>Standard(s):</u> Florida Social Studies Standards: SS.3.A.1.1 Analyze primary and secondary sources. SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.  Florida Language Arts Standards: LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. LAFS.3.RI.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. LAFS.3.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). LAFS.3.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELD.K12.ELL.LA.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	
<u>Content Purpose:</u> Students will use primary sources to examine the interactions between buyers and sellers.	
<u>Assessment/Evaluation (for this lesson):</u> Students will analyze photographs and create a fictional story using economic terms in their correct context.	

Reading Materials/Primary Source links:

Buying groceries in store at Blankenship, Indiana (Photograph A)

<https://www.loc.gov/resource/fsa.8b17051/> www.loc.gov/resource/fsa.8b17051/

Consumers buying Tires (Photograph B) <https://www.loc.gov/item/2016646672/>

Collecting Money (Photograph C) <https://www.loc.gov/item/ncr001646/>

Photo analysis worksheet ELEMENTARY

[https://www.archives.gov/files/education/lessons/worksheets/photo\\_analysis\\_worksheet\\_novice.pdf](https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf) (Photo analysis worksheet ADVANCED

[https://www.archives.gov/files/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf) )

Suggested Procedures:

1. As a class, have students write down, define and discuss the vocabulary terms found in this lesson. Answer any questions students may have to help them gain context.  
*trade- the activity or process of buying, selling, or exchanging goods or services*  
*consumer/buyer- a person who buys goods and services*  
*merchant/seller- a person or business that sells something*  
*goods- products that people buy*  
*services- to provide something that is needed or wanted*
2. Move students into groups or have them work individually so they can analyze some primary source photographs. Provide each group magnifying glasses if available.
3. Pass out *photograph A* with the analysis worksheets (teacher should choose which one to use based on students' levels), explaining to students to complete the analysis worksheet by examining each quadrant of the photograph.
4. Ask one student to give a short summary of what they think is going on in *photograph A* regarding the vocabulary terms discussed earlier.
5. Pass out *photograph B* with another analysis worksheets, explaining to students to complete the analysis worksheet by examining each quadrant of the photograph.
6. Ask another student to give a short summary of what they think is going on in *photograph B* regarding the vocabulary terms discussed earlier.
7. Pass out *photograph C* with the final analysis worksheets, explaining to students to complete the analysis worksheet by examining each quadrant of the photograph.
8. Finally, ask one more student give a short summary of what they think is going on in *photograph C* regarding the vocabulary terms discussed earlier.
9. Have students share some worksheet answers from photographs A, B & C with the class. Ask questions to check for understanding.
10. Write the vocabulary terms on the board and have students find examples in their photos asking questions to check to understanding.
11. To complete the lesson, have students choose one photograph to write a fictional story. Their story must be titled "The Exchange of Goods and Services. They will need to include the five W's: who, what, where, when, and why. Tell them to be creative with their stories, using at least 1-2 lesson vocabulary.

Extensions:

Have students draw a fictional story board of the events that take place before and after their photo.

Video and quiz from *EconEdLink* teaching students consumerism

<https://www.econedlink.org/resources/consumers-video-and-quiz/>



# Analyze a Photograph

## Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- Portrait       Landscape       Aerial/Satellite       Action       Architectural  
 Event       Family       Panoramic       Posed       Candid  
 Documentary       Selfie       Other

Is there a caption?  yes  no

## Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

## Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

## Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



# Analyze a Photograph



## Meet the photo.

What do you see?

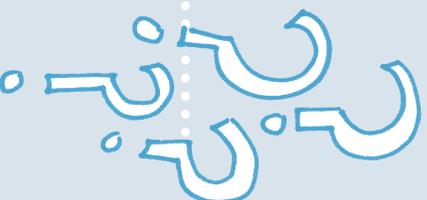
Is the photo?

- BLACK AND WHITE
- COLOR

Is there a caption?

- YES
- NO

If so, what does the caption tell you?



## Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

## Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

## Use it as historical evidence.

Where do you think we could find out more information about the people or objects in the photo?



NATIONAL ARCHIVES

