

<b>Stage 1 – Desired Results</b>	
<p><b>Title: Canal Explorations</b>  <b>Instructional Time: 8 hrs.</b></p>	<p><b>Subject/Course:      Grades: Pre-K - 1</b>  <b>Social Studies</b></p>
<p><b>Big Ideas:</b>  <b>Water and Land Features, Maps, Time and Change, Natural Resources, Goods and Services, Economic Scarcity and Choices, Canal Work and Workers, Water Transportation, Water Power</b></p>	<p><b>Designers:</b>  <b>Julie Boone and Gina McGowan</b></p>
<p><b>Established Goals:</b>  <b>SSKH3</b> – Correctly use words and phrases related to chronology and time to explain how things change.  <b>SSKG1 a.</b> - Differentiate land and water features on simple map.  <b>SSKE1</b> – Describe the work people do.  <b>SSKE2</b> – Explain that people earn income by exchanging their human resources for wages or salaries.  <b>SSKE3</b> – Explain how money is used to purchase goods and services.  <b>SSKE4</b> – Explain how people must make choices because they cannot have everything they want.  <b>SS1E1</b>– Identify goods people make and services that people provide for each other.  <b>SS1E2</b> – Explain that people have to make choices about goods and services because of scarcity.  <b>SS1E3</b> – Describe how people are both producers and consumers.</p> <p><b>South Carolina Standards</b>  <b>Social Studies: K-1.1, K-1.2, K-5.1, K-5.4, K-6.1, K-6.2, K-6.3, 1-1.4, 1-1.5,1-2.1, 1-2.2,1-6.1, 1-6.2, 1-6.3, 1-6.4</b>  <b>Language Arts: K-1.1, K-1.7, K-2.2, K-2.7, K-2.9, K-3.5, K-6.1, K-6.2, 1-1.7, 1-2.4, 1-2.7, 1-2.9</b></p>	
<p><b>Enduring Understandings:</b>  Students will understand...</p> <ul style="list-style-type: none"> <li>• Linear perceptions of time (past/present/long ago/now)</li> <li>• Maps show simple water and land features.</li> <li>• People work to obtain goods and services.</li> <li>• Economic scarcity necessitates choices.</li> <li>• People make and use resources and products.</li> <li>• Pictures, places and stories tell us about what it was like to live long ago.</li> <li>• A service is an action performed; a good is a thing that can be used.</li> <li>• A need is something we must have to survive; a want is something we would like to have.</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How are things that have already happened different from things that are happening now?</li> <li>2. How do we use maps?</li> <li>3. Why do people work?</li> <li>4. How are needs different from wants?</li> <li>5. Why can't we have everything that we want?</li> <li>6. Why must we make choices about goods and services?</li> <li>7. How does work help us get our needs and wants?</li> <li>8. How did people long ago use their land and water resources?</li> <li>9. How do we use land and water now?</li> <li>10. Why did we visit the Augusta Canal?</li> </ol>

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Terms used to describe time.</li> <li>• Changes happen over time.</li> <li>• Land and water features are part of the Earth’s surface.</li> <li>• Maps show land and water features with colors and other symbols.</li> <li>• Workers earn money by producing goods or performing services.</li> <li>• We make choices about our needs and wants.</li> <li>• We can use money to purchase things we need or want.</li> <li>• We can save money to purchase things we will need or want in the future.</li> </ul>	<p><b>Skills</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Recognize differences between past and present types of work, clothing, transportation, goods and services.</li> <li>• Identify simple land and water features on maps.</li> <li>• Describe the difference between goods and services.</li> <li>• Describe how money is used to purchase things we need or want.</li> <li>• Explain a how scarcity limits choices.</li> <li>• Describe how people can save their mone</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Performance Tasks/Projects:</b></p> <ol style="list-style-type: none"> <li>1. Completed Anticipation and Closure Guides.</li> <li>2. Identification of water (2) and land (2) features on a physical map.</li> <li>3. Identification of personal needs and wants.</li> <li>4. Identification of at least one service worker and one consumer introduced on the field trip.</li> </ol>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Participation in group discussions and activities.</li> <li>• Demonstration of listening and observing skills.</li> <li>• Written feedback to the Augusta Canal tour guides, boat captain, field trip chaperones and teachers.</li> </ul>

## Stage 3 – Learning Plan

### Learning Activities

#### Pre-Visit Classroom Activities

##### 1.) What Will I See? What Will I Do?

**Materials:** Student Worksheet PK1 A

**Procedure:** The teacher announces their trip to the Augusta Canal and Interpretive Center to the students. Students are asked to predict what they will see and do on the trip. Students are given Student Worksheet PK1 A to complete and share with the class.

##### 2.) Song and Role Play Game - *Mama's Cookin' Peas* - Song Sheet PK1 B

**Vocabulary:** scarcity, producers, consumers, service workers

**Materials:** PK1 B Song Sheet, a bag of dried peas, 5 small cups, a cooking pot, a farmers hat, a small sack, a pole, a basket, something to serve as a money box, and 4 or 5 coins

**Procedure:** Students are assigned parts (farmer, pickers, boatman, merchant, children, and mama) and are given appropriate props. The song *Mama's Cookin' Peas* is sung or recited for them. Students join in the chanting and act out the various parts. Once the game has been played several times, the students are asked to identify the jobs of the people in the game (the children may be described as helpers.) The concept of scarcity (not having enough goods or services) is pointed out. Producers (the farmer, the pickers, and mama), consumers (the children and mama), and the service workers (the boatman, the merchant, and the children) are grouped and their roles in these jobs are discussed.

**Suggested Questions:** Who are the workers? Who are the consumers? What do the consumers use to purchase goods? What type of good is purchased? Does it fill a need or want? Who are the producers? Who are the service workers? What is the problem in the song? How is the problem solved?

#### On-Site Activities

##### 3.) Land or Water?

**Vocabulary:** lake, river, ocean, canal, island, plain, hill, waterfall

**Materials:** maps

**Procedure:** Show the students simple physical maps of Georgia and Augusta. Explain how a map key is used to interpret the colors and other symbols on maps. Point to various features on the maps and have the students identify what they are. Using the Augusta map, show students the Augusta Canal and ask them into what body of water does it flow. (Savannah River) Point out that change in the elevation of the land causes the flow direction toward the lower Atlantic Ocean.

**Suggested Questions:** Where is the lowest land of all? (below the oceans) What happens to water when it flows over land that suddenly becomes lower? (You may have a waterfall.)

##### 4.) *Who Works on the Canal?* Puppet Show Featuring “Rae the Rabbit”

**Suggested Questions:** Who are the workers Rae mentions? (farmers, boatmen, merchants and factory workers) What were some of the goods that the Petersburg boatmen carried in their

boats? (corn, flour, cotton, wheat) Who will buy the goods? (merchants) What will the merchants do with the goods? (Sell them to people like us who lived long ago, and rabbits like Rae's great, great, great grandfather.) Are the boats and the workers on the canal now different from the workers long ago? (Yes, things have changed...come see for yourself.)

### **5.) Canal Boat Ride – Look, Listen and Learn About the Augusta Canal**

#### Post-Visit Classroom Activities

#### **6.) What I Saw...**

**Materials: Student Worksheet PK1 C**

**Procedure:** Ask the students to describe what they saw in the museum and as they cruised down the Augusta Canal. List the items they describe on a large word chart. With partners, in small groups or with the whole class, have the students complete the PK1 C Worksheets.

#### **7.) Long Ago and Today**

**Materials: Large Chart, Crayons, Student Worksheet PK1 D**

**Procedure:** Ask the students to describe some of the sights they saw during their boat ride and at the Interpretive Center. Record their responses and ideas on a large word chart. Explain that some of the exhibits (including the Petersburg Boat reproduction) are there to show people what it was like to live in Augusta long ago. Classify the words in a large T - Chart: Long Ago and Today. Highlight and discuss words that are in both categories (river, birds, turtles, etc.) Have the students draw, color and label pictures of things they saw on the trip in the Long Ago, Today and Both categories on PK1 D.