

<b>Lesson Plan Template</b>		Vietnam-Lesson 2	
<b>TAG Strategy in this Lesson</b>		Scamper	
<b>Unit Name</b>	Where In the World		
<b>Lesson Name</b>	Introduction-The United States	<b>Time Needed (Hours/Days)</b>	1 Day
<b>Grade</b>	K & 1	<b>Subject</b>	Science & Social Studies
<b>STANDARDS/ELEMENTS CCGPS, GPS/GSE (where applicable) and TAG Standards</b>			
<b><u>1<sup>st</sup> Grade Social Studies Standards of Excellence</u></b>			
<b>1<sup>st</sup> Grade</b>			
<b>SS1G2</b> Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.			
<b>SS1G3</b> Locate major topographical features of the earth's surface.			
a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.			
b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.			
c. Identify and describe landforms (mountains, deserts, valleys, and coasts).			
<b><u>1<sup>st</sup> Grade Science Standards of Excellence</u></b>			
<b>S1E1.</b> Obtain, evaluate, and communicate weather data to identify weather patterns.			
d. Analyze data to identify seasonal patterns of change.			
<i>(Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)</i>			
<b><u>TAG</u></b>			
<b>ACS:</b>			
1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.			
2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language			
<b>HOTS:</b>			
2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic.			

3. The student conducts comparisons using criteria.

### **Enduring Understanding**

#### **The Students Will Know:**

1. Practices questioning skills to discover new knowledge in groups
2. How to compare and contrast
3. Tests new knowledge by utilizing a variety of resources and hands-on activities
4. Makes decisions based upon established criteria
5. Summarizes a large quantity of information to develop generalizations by classifying and categorizing information

#### **The Students Will Understand:**

1. The unique characteristics of culture, economics and environmental differences and similarities in the United States.

#### ***Students will be able to:***

- Share information in front of virtual class
- Adhere to assigned criteria

### **Essential Questions**

How does the climate of Vietnam determine what they grow and eat?

Do we depend on our climate to determine what we grow and eat?

### **Teacher Lesson Preparation**

Put all items into OneNote.

### **Activating Strategy**

#### **See Think Wonder:**

#### **Visual Thinking Strategy**

Students will view an image of golden rice fields in Vietnam and will have to write what they see, what they think they see, and what they are wondering now.

### **Instructional Sequence and Activities Including Use of Technology**

- Discuss how passports work and discuss what is inside a passport. Have kids view their passports and discuss the United States stamp and the stamp for Vietnam.
- Tell the kids that we will be flying to Vietnam and show them the miles and the number of hours that they will be on the plane.
- Complete "Name That Country" with students using the world map and the map of Vietnam.
- Tell students the distance and the number of hours that it will take them to fly to Vietnam. Have the students board the plane, and experience take-off. Show the video of landing in Vietnam.

- After landing allow students to look around Vietnam through Google Maps.
- Show the NatGeo Kids slideshow of Vietnam.
- Discuss a few fun facts of Vietnam.
- Take the students to a show and have them watch and dance to a traditional Vietnamese dance.
- **Brainstorming**What foods do you eat that are grown locally? What foods do you eat that are not grown locally? Why does this happen? Show students Georgia’s locally grown and produced foods.

Explain that in our culture, foods can be easily transported to different regions, but that some cultures rely heavily on locally produced food.

Ask the students to list what is needed for plant growth (soil, sun, water, food). Explain that while all plants have those four basic needs, they need different amounts of each. Depending on the region, plants may thrive, or grow better, in one location than another. For example, one plant might need a lot of water & a lot of sun, while another needs shade very little water. Ask what you think grows better in Georgia. Refer back to the essential question and discuss the following:

- Show students a globe and point to Southeast Asia. Ask the students to describe what they think the temperature, moisture, altitude, etc. are likely to be in that region.
- Explain that the region is moist and very warm, which are the perfect growing conditions for rice.
- Explain that because rice is easy to grow there and is very nutritious, it has been a staple (define) for many years in Asia. Ask what they eat as staples in their diets.
- Why do we have such a varied diet? Why aren’t we dependent on one crop/food?
- Rice is a very important part of life in Asia. The lives of the people of Asia are affected by the cycle of the production of rice, both on a daily basis and on a seasonal basis.
- Read: Everybody Cooks Rice by Norah Dooley and then discuss with class.
- Distribute a copy of the “Everybody Cooks Rice chart” (attached) to each student and fill in the chart with four examples of rice. You can also bring in some chopsticks and show the students what they use to eat rice in Vietnam.
- Students should fill in information regarding Vietnam on the County Comparison Chart and complete "Name That Country!"

### Assessment Strategies

#### Synthesis Activities:

- Make a fish to symbolize the other important food for Vietnam. Decorate with tissue paper, crayons, colored pencils, or markers, etc.
- Write a journal entry describing your day in a Vietnamese school.
- Create a menu for an all rice restaurant!

### Differentiation

Create a menu for an all rice restaurant  
 Journalize their day in a Vietnamese school  
 Student Choice of books relating to unit to read

### Materials/Links/Text References/Resources

Links are in OneNote.

<b>Unit Name</b>		Our Universe-Lesson 2	
<b>Lesson Name</b>		Stars	
<b>Time Needed (Hours/Days)</b>		Day Two	
<b>Grade</b>	2	<b>Subject</b>	Science, Social Studies
<b>Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards</b>			
<p><b><u>Science</u></b></p> <p>S2E1. Students will understand that stars have different sizes, brightness, and patterns.</p>			
<p><b><u>TAG Standards</u></b></p>			
<p><u>Advanced Communication Skills</u></p> <ol style="list-style-type: none"> <li>1. Uses written, spoken, and technological media to convey new learning or challenge existing ideas.</li> <li>2. The student produces written and/or oral work that is complex, purposeful and organized.</li> <li>7. The student responds to contributions of others, considering all available information.</li> <li>8. The student participates in small group discussions to argue persuasively or reinforce others' good points.</li> </ol>			
<p><u>Creative Thinking and Problem-Solving Skills</u></p> <ol style="list-style-type: none"> <li>3. The student incorporates brainstorming and other idea-generating techniques.</li> <li>4. The student demonstrates skills in fluency, flexibility, and elaboration to solve problems or create new products.</li> </ol>			
<p><u>Higher Order and Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>2. The student responds to questions with supporting information.</li> <li>14. The student identified basic principles that are central to understanding a field of study.</li> </ol>			
<b>Enduring Understanding</b>			

Stars are objects that we see from Earth in the night sky.

Stars have different sizes, brightness and patterns.

A solar system is a star with planets.

### **Essential Question(s)**

What patterns can be seen in the night sky?

What is the difference between a planet and a star?

What are the elements of a good myth?

### **Teacher Lesson Preparation**

You will need:

Marshmallows, Toothpicks, Black construction paper

### **Activating Strategy: Chalk Talk**

Chalk Talk is a silent way to generate ideas. Because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. Divide the whiteboard in half. On one side write the word “planet” and on the other side write the word “star.” (You may also use a large piece of bulletin board paper that is on the wall, a table or the floor.)

Tell students: Chalk Talk is a silent activity. No one may talk at all and anyone may add to the Chalk Talk with words or graphics as they please. You can comment on other people’s ideas simply by drawing a connecting line to the comment.

Students will write as they feel moved. There are likely to be long silences — that is natural, so allow plenty of wait time before deciding it is over. Students may write comments, ask questions, draw images/ graphics, show connections between various comments.

### **Instructional Sequence and Activities Including Use of Technology**

Activity One: Compare and Contrast

With students, review the material on the handout, “Planets vs. Stars.” (You may also choose to add information from the links below in the “Resources” section.) Students will then complete a Venn diagram to compare and contrast planets and stars.

### Activity Two: Constellation Myths

Tell students: Long before the time of TV and computers, people told stories about the “pictures” they saw in the night sky. Many star groups were named for the people, animals, and objects our ancestors imagined when they looked at the stars.

Give students the “Constellation Sketches” handout. (You may want to enlarge this before copying.) Ask students to use their imagination, along with crayons or colored pencils, to add to the four star groups to make their picture match the name of the constellation. After students have completed their work, explain that the ancients wrote myths to explain the origin of each of the constellations. Read the four myths that correspond with their drawings. (<http://www.tcoe.org/scicon/instructionalguide/constellations.pdf>)

Choose two other myths that you would like to read to the students.

### Activity Three: Decision-Making – What Makes a Good Constellation Myth?

Project or draw a decision-making grid on the whiteboard. Tell the students that they are to determine which of the six myths they have just heard is the “best” myth. Assist them in creating criteria. (Examples: evil is punished, no one dies, something good happens, etc.) Complete the decision-making grid with the students and determine, based on the criteria, which is the best constellation myth.

### Activity Four: Write your own myth and draw the constellation

Now that students have generated criteria for a great myth, they will create a myth of their own. They will also draw the constellation that will appear in the night sky and corresponds with their myth. They will then create marshmallow constellation. <http://howtostem.co.uk/blog/space-stem-marshmallow-constellations/> Students will share their myths and constellations with their classmates.

### Activity Five: Storytime from Space

The Incredible Intergalactic Journey Home

<https://storytimefromspace.com/stories/the-incredible-intergalactic-journey-home/>

Assessment:

If you were to fill a grocery cart with items from your day in TAG, what would be in the cart?

### **Differentiation**

Extension: Life Cycle of a Star

Extension: Make Your Own Planetarium

<https://www.youtube.com/watch?v=PQCH4fVP-3A>

Extension: Field trip during school day or Family Activity on a weekend to a Planetarium

UNG, Dahlonega, GA - \$80 for up to 35 students <https://ung.edu/planetarium/>

Jim Cherry Planetarium, Fernbank Science Center <http://www.fernbank.edu/planetarium.htm>

Tellus Planetarium <https://tellusmuseum.org/galleries-more/planetarium/>

Extension: Constellation Sewing

### **Materials/Links/Text References/Resources**

Comparing and Contrasting Stars and Planets

- <https://www.pkearthandspace.com/article/535/6/stars-and-planetslogin?username=thealberta&password=library>
- <http://scienceline.ucsb.edu/getkey.php?key=223>
- <https://keydifferences.com/difference-between-stars-and-planets.html>

Lesson 3

<b>Unit Name</b>		Where is the Dodo Bird?-Lesson 2	
<b>Lesson Name</b>		Mystery	
<b>Time Needed (Hours/Days)</b>		1	
<b>Grade</b>	3	<b>Subject</b>	Science
<b>Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards</b>			
<p><b>Science GSE</b>  <b>S3L2.</b> Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.</p> <p><b>TAG Standards</b>  <b>Advanced Communication Skills (ACS) Elements</b>            1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.            3. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.            4. The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.</p> <p><b>Advanced Research Skills (ARS) Elements</b>            5. The student gathers, organizes, analyzes, and synthesizes data from multiple sources to support or disprove a hypothesis.            6. The student develops and uses systematic procedures for recording and organizing information.</p> <p><b>Creative Thinking &amp; Problem Solving Skills (CPS) Elements</b>            1. The student questions accepted practices, rules, and existing principles to discover new knowledge.            2. The student designs, applies, evaluates, and adapts a variety of innovative strategies to when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution).            4. The student demonstrates skills in fluency and flexibility to solve problems or create new products.            5. The student develops original ideas, presentations, or products through synthesis and evaluation.            7. The student uses analogies, metaphors, and/or models to explain complex concepts.</p>			
<b>Enduring Understanding</b>			
<ul style="list-style-type: none"> <li>• The Student Should Know: People gain new knowledge by asking questions.</li> <li>• The Student Should Understand: Animals, humans, and the environment depend upon one another for survival.</li> <li>• The Student Should Be Able to Do: Utilize advanced research and advanced communication skills in order to create and share newly acquired information.</li> </ul>			
<b>Essential Question(s)</b>			
What effect does animal endangerment and extinction have on our world and what can we do to stop it?			
<b>Teacher Lesson Preparation</b>			
Put all lessons into OneNote			
<b>Activating Strategy</b>			

1. Before beginning this lesson, students should practice formulating yes/no questions. Students can guess a number you have chosen, an object you have put in a bag, or a nursery rhyme character, for example. It is important that students practice asking questions that have yes/no answers before doing this lesson.

#### **Instructional Sequence and Activities Including Use of Technology**

2. **Mystery Lesson:** Students will attempt to solve the mystery of the giant stick insect. Students will use the clues to piece together the answer to the question: How are scientists using a video to help an insect, long-presumed extinct, be reintroduced to the wild?  
<http://www.npr.org/sections/krulwich/2012/02/24/147367644/six-legged-giant-finds-secret-hideaway-hides-for-80-years>

#### **Assessment Strategies**

3. Students will journal about their reaction to the mystery.

#### **Differentiation**

- Students that finish early will be provided with Personalized Learning Activities.

#### **Materials/Links/Text References/Resources**

Mystery clues and solution

<b>Unit Name</b>	Money Matters (Lesson 2)		
<b>Lesson Name</b>	Government verse Private Goods and Services (Inductive Deductive Reasoning)		
<b>Time Needed (Hours/Days)</b>	1		
<b>Grade</b>	4	<b>Subject</b>	Social Studies

### Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards

#### Social Studies GSE

**SS4E2** Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.

#### Advanced Communication Skills (ACS) Elements

- The student uses written, spoken, and technological media to convey new learning or challenge existing ideas
- The student responds to contributions of others, considering all available information.
- The student participates in small group discussions to argue persuasively or reinforce others' good points.
- The student maintains a journal or log for self-reflection and/or self-evaluation.

#### Higher Order Critical Thinking Skills (HO/CTS) Elements

- Conducts comparisons using criteria.
- Extrapolates verbal-linguistic (e.g., analogies) and visual-spatial patterns (e.g., tessellations) to determine relationships.
- The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study.

### Enduring Understanding

#### The student will:

- Apply the four types of productive resources:
  - Natural resources are gifts from nature and are present without human intervention
  - Human resources are a person's skills, education, and talents directed toward creating goods and services
  - Capital resources are the goods produced and used to create other goods and services
  - Entrepreneurial resources
- Understand concepts essential to a field of study (many factors contribute to our economy and productive resources and the way we use them)
- Discuss, listen and integrate information about productive resources
- Develop statements about economic our economy works
- Reflect

### Essential Question(s)

How are the government, consumers, and producers interdependent in our economy?

### Teacher Lesson Preparation

Put all items into OneNote.

### Complete the following form Lesson 1

- Socratic Seminar:** Students will then redefine money using evidence from the video/transcript. Then use the PowerPoint Socratic Seminar to explain how it works and the expectations. Finally conduct the seminar and following the seminar have student create a final definition of money.
- Building Background Knowledge:** Students read "Methods of Payment". In small groups, students will discuss the payment methods. Students will complete the Advantages and Disadvantages Graphic Organizer. Students will decide on one payment method to use when purchasing the items on their wish list and explain why they chose it.
- Reflection:** Students will use the reflection slide to reflect on the performance for the day.

### Activating Strategy

1. **See, Think, Wonder:** Students will use visual thinking strategy to look at a flow chart of how money and goods/services flow between Household, Firms, and the Government.
2. **Hook:** Read from Freaknomics What Makes People Do What They Do?  
<http://freakonomics.com/2013/10/23/what-makes-people-do-what-they-do/>

### Instructional Sequence and Activities Including Use of Technology

3. **Inductive and Deductive Reasoning:** Distribute the words. Students will group the words on the graphic organizer, and create a label for each group. Provide organizer for candidates to record the work of the group. Each group will post it work and participate in a museum walk. Each group will have the opportunity to change any groupings.
4. **Investigation:** Distribute graphic organizer. Each group will develop three important statements about how our economy works. Conduct a round robin sharing of statements. Randomly distribute one card from either Activity 1 or Activity 2 to each student. Tell students to read the cards and write the answer to the question on the back of their cards. Students list answers on the board on the whiteboard.
5. **Mapping out a Community:** Then draw a map of a fictitious community with each response included. After completing the maps discuss the relationship between the places on their map and ask is there a way that they can be grouped (i.e. provides goods verse services and/or government verse private). Does the activity support or refute their statements about the economy. Each group will work to refine its hypotheses. Round robin sharing of refinements. If time allows watch  
<https://www.youtube.com/watch?v=PHe0bXAluk0>

### Assessment Strategies

**Ticket-Out-the-Door: Compass Points:** Students will use the visual think strategy compass points to organize their ideas and thoughts about: The idea of earning, spending and saving/investing money:  
E= Excited. (What excites you about this idea?)  
W= Worrisome. (What do you find worrisome about this idea?)  
N= Need to know. (What else do you need to know or find out about this idea before you decide how you feel?)  
S= Stance, Steps or Suggestions for moving forward. (What is you stance on the idea? What steps might you take to increase your understanding of the idea?)

### Differentiation

Student groupings will vary throughout the lesson.

### Materials/Links/Text References/Resources

Listed above.

<b>Unit Name</b>	Stock Market-Day 2		
<b>Lesson Name</b>	What is a stock market and how does it function in our economy? (Compare/Contrast-Socratic Seminar)		
<b>Time Needed (Hours/Days)</b>	1 Day		
<b>Grade</b>	5th	<b>Subject</b>	Social Studies
<b>Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards</b>			
<p><b>SS5E3 Describe how consumers and producers interact in the U. S. economy.</b>  a. Describe how competition, markets, and prices influence consumer behavior.</p> <p><b>SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</b></p> <p><b>TAG</b>  <b>Higher Order Critical Thinking Skills Standard: Gifted students will develop and practice higher order and critical thinking skills in an area of study.</b></p> <p><b>Higher Order Critical Thinking Skills (HO/CTS) Elements</b></p> <ol style="list-style-type: none"> <li>The student asks probing, insightful, and relevant questions.</li> <li>The student responds to questions with supporting information that reflects in-depth knowledge of a topic.</li> <li>The student conducts comparisons using criteria.</li> <li>The student makes and evaluates decisions using criteria.</li> <li>The student predicts probable consequences of decisions.</li> <li><i>The student examines an issue from more than one point of view. (If you choose to do the Socratic Seminar)</i></li> <li><i>The student separates one's own point of view from that of others. (If you choose to do the Socratic Seminar)</i></li> <li>The student draws conclusions based upon relevant information while discarding irrelevant information.</li> <li>The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.</li> <li><i>The student recognizes that the responsibility to examine and challenge existing ideas and theories is an ongoing process. (If you choose to do the Socratic Seminar)</i></li> </ol> <p><b>Advanced Communication Skills Standard: Gifted students will develop advanced communication skills that incorporate new techniques, materials, and formats in the development of products that will be shared with real audiences.</b></p> <p><b>Advanced Communication Skills (ACS) Elements</b></p> <ol style="list-style-type: none"> <li>The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.</li> <li>The student responds to contributions of others, considering all available information.</li> <li>The student participates in small group discussions to argue persuasively or reinforce others' good points.</li> <li>The student maintains a journal or log for self-reflection and/or self-evaluation.</li> <li>The student supports and defends his/her own opinions while respecting the opinions of others.</li> </ol>			
<b>Enduring Understanding</b>			
<p><b>The Student Should Know:</b></p> <ul style="list-style-type: none"> <li>Stock markets, like other markets, enable buyers and sellers to exchange goods and services.</li> <li>Voluntary trade benefits the buyer and seller.</li> <li>By providing a place for buyers and sellers to find each other, markets reduce the costs of trade.</li> <li>Stock markets enable businesses to raise the money they need to get started and to expand.</li> </ul>			

- Stock markets foster economic growth.

**The Student Should Be Able to Do:**

- Explain why markets are necessary for trading stocks and how markets operate.
- Distinguish between primary and secondary markets.
- Identify the American Stock Exchange, the New York Stock Exchange, and the Nasdaq Stock Market.
- Describe the sequence of a stock trade on the New York Stock Exchange.
- Explain that a buyer and seller trade a stock because they both expect to benefit.
- Describe the benefits received by buyers and sellers when they trade a stock.
- Explain how brokers help make stock trades possible.

**Essential Question(s)**

What is the value of understanding systems of finance?

**Question of the Day:** What is a stock market and how does it function in our economy?

**Teacher Lesson Preparation**

- Small sign labeled McDonald’s (MCD) Trading Post
- Large sign labeled New York Stock Exchange
- Gather Props (may be imaginary): two telephones, two newspapers, two computers, and two order machines

**Vocabulary**

AMEX (American Stock Exchange), Asked (or Offer) Price, At the Market, Auction Market, Benefits of Trade, Bid Price, Broker, Clerk, Commission, Costs of Trade, Customer, Floor Broker, Investment Banker, Limit Order, Listed Stock, Market, Market-maker, Nasdaq, New-Issues Market, NYSE (The New York Stock Exchange), Over-the-Counter Market (OTC), Pink Sheet Market, Price (of a stock), Primary Markets, Quotes, Secondary Markets, Specialist, Stockbroker, Stock Exchange, Stock Market

**Activating Strategy**

1. **Hook:** Ask students where they go when they want to buy something. What do they buy, and where do they go to buy it? Accept several answers, writing them on the board, until a pattern is evident. (Examples: *Tapes and CDs are bought in a music or department store. Jeans are bought in a jeans store, books in a bookstore, and so on.*)

Explain that in this lesson the students will learn where they “go” when they want to buy stocks, and they will learn how stocks are traded. Like the market for CDs, jeans, and books, there are markets for stocks.

Ask: Can you buy stocks at the mall? Ever see a stock store? Do you have to “go” anywhere to buy stock? Explain that stock trades—buying and selling—are handled through a broker. Buyers need to contact a broker by phone, letter, e-mail, or a visit. But, before we look at how that is done, let’s understand the types of markets and why we need them.

**Instructional Sequence and Activities Including Use of Technology**

2. Instruct the students in small groups to read and discuss *A Walk on Wall Street* and complete their outline portion.
3. Have the students change groups and fill out the similarities/differences sheet.

4. Students will spend time preparing/researching the attached questions. Discuss answers as a whole class. (You may opt to have a Socratic Seminar and bypass the play.)
5. Distribute Activity 2, *Showtime on Wall Street*, and assign students to the following 10 roles: Moderator, buyer's clerk, buyer, seller's clerk, seller, buyer's floor broker, buyer's stockbroker, seller's floor broker, seller's stockbroker, specialist  
Review the *Terms of Trade* vocabulary, provide props, and inform students of imaginary machines.  
Have students act out the play.

### Assessment Strategies

6. Distribute ***Trading Stocks on Wall Street*** to the class. Ask the students, working in groups or individually, to complete this activity.

Answers to Activity 3, *Trading Stocks on Wall Street*:

Part 1:

a.4 b.6 c.8 d.1 e.5 f.2 g.7 h.3

Part 2:

1.d 2.b 3.c 4.a

### OR Journal Entry

Explain how stock market activity helps our economy. Include both individuals and businesses in your answer.

*(Selling stocks in the primary markets allows businesses to begin or expand. This provides jobs and encourages economic growth. Sales in the secondary market ensure that buyers will be able to trade their stock. The market provides a place for buyers and sellers to find each other and reduces the cost of trade.)*

**Differentiation** Lesson is clearly differentiated for gifted learners by use of one or more of the following: acceleration, extensions, enrichment, tiered activities. Lesson incorporates concepts, principles, cognitive skills, and methodologies that can be transferred across disciplines. Activities require students to analyze, synthesize, and/or evaluate.

- Students can choose to act out the play or have a Socratic Seminar.
- Students can assess in groups or individually.
- Students will have a choice of brainteaser activities if they complete their work ahead of others.
- Students may choose their assessment- ***Trading Stocks on Wall Street*** (a written assessment) or writing a journal entry

### Materials/Text References/Resources

- <http://www.themint.org/kids/what-is-the-stock-market.html>
- A Walk on Wall Street
- 3 Outline Sheets
- Similarities and Differences Sheet
- Research topics sheet
- Socratic Seminar (Optional-See PPT)
- Showtime on Wall Street
- Trading Stocks on Wall Street

