

Extended Activity

Creating a *San Diego Almanac*

Standard 3.3 through 3.5

Prompt: Work together in a group of four to conduct research create and a *San Diego Almanac*. Use a variety of resources such as maps, census data, yellow pages, and interviews. Group members compile their data and assemble it into an almanac.

Each person in the group is responsible for collecting data on one of the following almanac topics:

- the culturally diverse population of San Diego
- land usage in San Diego
- transportation in San Diego
- businesses in San Diego.

Each *San Diego Almanac* must contain:

- at least two interviews with long-term residents of San Diego
- a variety of photographs of San Diego “Now and Long Ago” that illustrate the topic
- “Interesting Facts” about the topic
- “Important Dates” about the topic

Hints: Contact local real estate companies or write to community members to solicit information; Collect historical maps, advertisements, documents, or brochures; Visit the photograph collection of the San Diego Historical Society; Visit the public library

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
ANALYSIS OF A PRIMARY SOURCE	Student has good insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has some insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given.	Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis.
USES MULTIPLE PERSPECTIVES	Student uses many historically accurate examples to compare/ contrast multiple perspectives.	Student uses several historically accurate examples to compare/ contrast multiple perspectives.	Student uses limited historically accurate examples to compare/ contrast multiple perspectives.	Student uses few or no historically accurate examples to compare/ contrast multiple perspectives.
RESEARCH, EVIDENCE AND POINT OF VIEW	Student has a clear and knowledgeable thesis which supports the topic with research; shows an in-depth understanding of the point of view.	Student presents the thesis which supports the topic with research; shows a clear understanding of the point of view.	Student uses limited research to present the topic; shows a limited understanding of the point of view.	Student uses little or no research to present the topic; shows little or no understanding of the point of view.

Directions for Creating a Community Almanac

Becoming Historians: Using Reference Materials to Learn About the Community

Students can find information about their community using a variety of resources such as maps, census data, yellow pages, and interviews. The information gathered by each group can be used to create a *Community Almanac*. Gifted students may wish to do more of the research independently.

Divide students into four collaborative groups and have each group select one of the four topics: population, land usage, transportation, or business.

Explain to the students that as a minimum, each group is required to collect and analyze the following resources:

- At least one interview with a long-term community resident to gain information about their group’s topic. (Students should develop a list of questions to ask before they conduct the interview so that they can get as much information on their topic as possible.) The information should be compiled and saved for a Community Brochure.
- A variety of photographs of San Diego “Now and Long Ago” that illustrate their group’s topic. (Students should do research in the Public Library, at the historical society, with local residents, in old newspapers, etc. to find photographs that show how the community has changed over time.)
- “Interesting Facts” about the topic.
- “Important Dates” about their topic (recorded on the San Diego Time Line).

The teacher should be prepared to provide mini-lessons on how to:

locate primary sources	analyze data and draw conclusions	distinguish relevant from irrelevant information
read nonfiction text and informational materials to develop an understanding and expertise on their topic	distinguish between verifiable facts and value claims	distinguish significant events from minor details
read multiple books (and other resources) about one subject	determine the reliability of a source	Put ideas into their own words
state the main idea in material read in his or her own words	determine the factual accuracy of a statement	

Gathering the Data

Students contact local real estate companies or write to community members to solicit information about the community. They can also collect pictures and/or relics from the past; draw upon historical maps, advertisements, documents, brochures, and community directories; visit the local historical society photograph collection; make telephone calls to community members; visit the Public Library; or, take group walking trips to a retirement home to interview senior citizens. The teacher should meet with each group periodically.

General Questions: What resources have you located? Which resources have been most useful? What other information would you like to locate? Is there any missing information? Have you found enough

resources to enable you to make inferences about your topic? Did you find any conflicting information? How can I help?

Population: Where will you go to look for information about the population of the community? What information can you interpret from the census data? Did the population change? When? What could be the reason? Through interviewing and photographs, can you interpret who the people were that populated our community (such characteristics as age, ethnicity, and religion)? Who can you interview (parents or community members) to find out more information?

Land Usage: Where will you go to look for information on land use in the community? Interview a long-term resident and ask how the community has changed over time. What attributes of the physical environment make the community an attractive location? How has the physical environment changed? When? What did it look like? What natural resources do people use? What is the density of the land usage? How has the use of the land changed over time?

Transportation: Where will you go to find information about transportation? How has transportation changed over time? What type of transportation was used when the community was first developed? Did the type of transportation change? When? How can you find out?

Business: What types of businesses are located in the community? What are the major industries? Do members of your family work for these industries? Where will you go to locate information about businesses in the community? What business would each person in your group like to focus on? Where is it located? How did the business develop? What types of jobs are found at this business? What type of service does it provide? How long has the business been operating in the community? How has the business changed since it first opened?

Other Extended Activities for Unit 5 Economic Resources and Choices

Natural Resources

The first three activities review the concept that the production of goods or a service involves the use natural resources, human resources, and capital resources.

Materials Needed for each group:

1. A set of **Natural Resource Labels** (see below)
2. Reference materials such as a dictionary or an encyclopedia
3. A variety of realia to sort. For example:
 - Plant: apple, potato
 - Tree: newspaper and cardboard
 - Animal: wool items, milk (use milk carton) and beef jerky
 - Metal ore: pennies and soda cans
 - Oil and natural gas: Plastic items
 - Water: bottled water and flavored water

Review that a *natural resource* is an item from nature that can be used either in its natural form or is used to make a product; water, oil, wood, livestock and iron are examples.

Have one student in each group make **Natural Resource Labels** (see below) and place them on the desk. Students sort the items in their realia bag into the appropriate categories.

Next, have students do a “walk around” the room to look at how other groups have sorted their materials. Upon returning to their work area, students may make adjustments to their sorting.

Have each group share their results and discuss how natural resources are used in the production of many goods.

Natural Resource Labels

Plant	Tree
Metal Ore	Oil and Natural Gas
Animal	Water

Human Resources

A *human resource* is the work or labor we perform as teachers, steel workers, computer programmers, or construction workers. This resource includes the people necessary to obtain the natural resource; develop a product or service; and, distribute and sell that product or service.

Select a service such as a “dentist.” Brainstorm all of the types of human resources (people) a dentist might rely upon. For example, a dentist may need a dental hygienist, a receptionist, a person to file insurance claims, etc., depending upon the size of his business.

What types of human resources might a fast food business need? (Note: Keep it simple or as complex as you wish. The human resources may be limited to the people who work in the business, or you can discuss all of the human resources needed from outside the business (truck driver, farmer, etc.).

Have students list the *natural resources* they think a framer (the person who builds the framework of a house) would need to frame a house (wood, nails, hammers and blueprints). Brainstorm all the *human resources* involved in supplying these materials (lumberjack, salesman, and architect).

Capital resources

Capital resources include all the materials and products as well as the money necessary to produce, distribute, and sell a product or a service. Bank loans, savings and taxes are examples of capital resources; the tools used in the production process; such as drills, computers, printing presses, and entire factories are some other examples.

Ask students how they think people who produce a good or a service get the money or capital resources to open a business? (loans, savings, paycheck or a combination of these).

Have students fold a piece of paper in thirds and title the columns:

Materials Needed (Natural Resources)	People Needed (Human Resources)	Money Needed (Capital Resources)

Have students chose a service and fill in the columns. Keep it simple. Possible ideas include: policeman, dressmaker, computer technician, cook, waitress.

Natural and Human Resources

Have students list the natural resource (trees) and the human resources necessary to make a sheet of paper they use in the classroom. A sample flow chart might include:

Trees --- Logging Yard --- Paper Mill --- Store --- Classroom

Business Card Round-Up

(Note: Collect business cards from several businesses in San Diego.

Have students categorize the cards according to providing a “service” or a “good.”



Have the students work together to put the cards in to categories and then alphabetize the cards in each category. Make a directory with the cards.

Business Interviews to Determine the Types of Resources Businesses Need

On a map of the local community, locate some of the businesses found in the Business Card Round-Up and/or the Yellow Pages Scavenger Hunt. Brainstorm with the students the types of questions they might want to ask someone who works at one of these businesses.

Work with students to create a Community Business Interview Guide. Have each student, or groups of students, conduct an interview with a member of the local business community and complete the interview guide. For extra credit, students can bring in a photo of the business and the community member interviewed. Create a bulletin board display.

Name of the Business: Westfield Shopping Plaza

Items Necessary	Natural Resources	Human Resources	Capital Resources
A large building Lots of stores Restaurants Parking area	Plant Water Natural gas Metal ore	Clerks Security Maintenance Managers Executives	Bank or private loan

Have students report to the class the information gained during their interviews. Discuss the resources necessary to run each business.

Complete a resource matrix like the one shown above or at the right.

This project is challenging for third grade students. Teacher guidance may be necessary.

Natural	Human	Capital
Pork	waiter	Serving utensils
Beef	chef	dishwasher
Chicken	Cashier	sink
turkey	manager	oven
eggs	owner	griddles
grain	Customers	stovetops
fruit	bus boys	etc.
vegetables	prep cooks	furniture
water	bartenders	pots, pans, and dishes
bacon		\$ bills office
fish		supplies & equipment
		uniforms
		\$ for employees

Panda Express!

Other Extended Activities

- **Future Yellow Pages** – Students brainstorm goods and services needed in the future and create a “yellow pages” of the future. Put together in a yellow pages format.
- **Alphabetize business cards** from the community, or sort them into goods and services.
- **List of Services** - Compile a list of services provided in the local community. Ask parents and friends to evaluate the services your local community offers. Does the community have enough parks and recreational facilities? What could be done to try to get the community to increase its services for young people?
- **Complete a mock job application** form for a business in the community.
- Plan a **Community Bus Trip** - Using the local Bus Service schedule, have students plan a bus trip in the community and trace their route on a local map. Students can also describe the route using cardinal directions.
- **Business Map** - Plot the local businesses on a map of the local community.
- “A New Business” Map - Students can create and add their "own" business to a map of the community. Students tell why they choose that location.
- **Comparison Shop** - Students compare 2 similar products (e.g., French fries from 2 different businesses, potato chips, canned fruit or chocolate bars). Students complete a product comparison. Using a panel report format, students evaluate the benefits and costs of these products.
- **Consumer Guide for San Diego** – As a family homework project, have students go to a mall or group of stores to research the best buys using comparison-shopping. Upon return to the classroom, students put their reports together and create a "A Consumer Guide for San Diego.”
- **Classroom Economy** - Students set up a classroom economy for a week. Students generate a list of goods and services available and the capital needed to receive them. Students earn play money from completed class work. Students pay for goods such as lost pencils, and for services such as using the restroom during class time. Students may purchase a product (e.g., teacher-supplied pencils, erasers, stickers) at the end of the week with their savings. Students identify tradeoffs and evaluate the benefits and costs through discussion.