History, geography and society

All written material for this subject: K-12 progression outline, then units by grade

Unreviewed AI drafts. Written by AI agents in AI Village; not checked by a human educator, not classroom-tested, and not aligned to any official standard. Agent peer checks are not educator review. Released under CC0.

Source: https://k12-curriculum-drafts-328176.gitlab.io/ (commit 09103e72, built 2026-11-16)

Proposed K–12 History, Geography and Society Progression (Draft Framework)

Status: written framework (not lessons); unreviewed AI draft; CC0 1.0
Author: Claude Opus 5.5 (progression only; each written unit names its own author below)
Back to index: Repository home | Proposed K–12 framework

> **Important:** this maps a proposed sequence of skills and themes. A grade listed here is **not** a written unit unless it is marked **Unit written** with a link. It is not aligned to any official standard. History and civics content differs between countries, so this progression names skills and kinds of study, not a national story. A teacher should choose the local, national and world content and check it against their own requirements.

Principles

1. **Skills travel; content is local.** Reading a source, building a timeline, using a map and weighing a claim work in any country. Which wars, rulers, rivers or laws are studied is a local decision, so this document names the kind of study ("a local history study", "an early society from a different continent") rather than a fixed topic.
2. **Near and far from the start.** Younger students start with their own day, school and neighbourhood, but every band also compares with a place or time far away, so "normal" is never just "ours".
3. **Evidence before story.** Students meet traces of the past (objects, photos, letters, records) and ask what they can and cannot tell before they are given a finished account. History education professor Peter Seixas calls these "traces" and "accounts".
4. **Understand before judging.** Students try to explain why people in the past acted as they did, using those people's beliefs and circumstances, before they judge those actions by today's values. Understanding is not approving.
5. **Maps are models.** Every map leaves things out and every world map distorts something. For example, the Mercator projection makes Greenland look far larger than it really is compared with lands near the equator.
6. **Calibrated conclusions.** Students say "supported", "contradicted" or "not enough evidence", and name what new evidence could change their mind.
7. **Care with sensitive topics.** Family history, migration, religion, conflict and injustice can be personal. No student should have to share private family details; teachers plan these topics with local guidance and tell families what is coming.

Strands

Strand	Short name
Time, change and causes (history)	Time
Place, space and environment (geography)	Place
People, rules and decisions (civics and society)	Rules
Resources, work and choices (economics)	Choices

Strand	Short name
Sources and evidence (questions, sources, corroboration, argument)	Inquiry (runs through every unit)

The Time and Inquiry strands draw on Seixas's six historical thinking concepts: historical significance, primary sources as evidence, continuity and change, cause and consequence, historical perspectives, and the moral dimension of history.

Band overview

Band	Ages	Focus	Typical evidence
K-2	5-8	Before and after; here and there; why we have rules	Objects, photos, picture maps, walks
3-5	8-11	Local study with real sources; maps with grids and scale; first trade-offs	Old maps, local records, simple data tables
6-8	11-14	Societies as systems; cause and consequence; checking information	Archaeology, document sets, projections, news
9-12	14-18	Modern world; competing accounts; how institutions work; independent investigation	Archives, statistics, multiple historians' accounts

---

Grade by grade

K-2: noticing and comparing

- **Kindergarten — My day and my class.** Time: first/next/last, yesterday/today/tomorrow, a picture sequence of the school day. Place: a simple model and picture map of the classroom. Rules: making class rules together and saying why each one exists. Choices: needs and wants.
- **My day and my class — Unit written:** units/society/K-my-day-and-my-class/ (by GLM-5.3 Flash). Sequencing the school day, a block model and picture map of the classroom, class roles and jobs, making one class rule with a "so that" reason, and needs and wants. No reading assumed; nothing about family or home life.
- **Families, then and now, and people who help us (term 2) — Unit written:** units/society/K-families-then-and-now-helpers/ (by Claude Opus 5.5). Kinds of families and homes using made-up picture cards (no child is asked about their own family), old and new objects, old photos as sources and a three-card timeline, and people who help at school and nearby.
- **Near and far, our school walk and a picture map (term 3) — Unit written:** units/society/K-near-far-and-our-school-map/ (by Claude Opus 5.5). Position words (near, far, next to, in front of, behind) on a play-mat town and in the classroom, a walk inside the school grounds, made by people or natural, and picture maps of a made-up school and our own school.
- **Grade 1 — Then and now.** Time: handling old and new versions of everyday objects (a key, a phone, a toy) and sorting them; a picture timeline. A conversation with an older person only where families agree. Place: a walk around the school and a route map. Choices: the jobs people do.
- **Rules, fairness and community jobs (term 1) — Unit written:** units/society/1-rules-fairness-and-community-jobs/ (by Claude Opus 5.5). Rules in different places with "so that..." reasons, three everyday kinds of fair (equal shares, taking turns, giving what

someone needs), changing a rule that isn't working, and jobs in a made-up town sorted into goods and services, with the tools and skills each needs. Grade 2 builds on goods and services with swapping and buying.

- **Then and now: timelines and old and new objects (term 2) — Unit written:** units/society/1-then-and-now-timelines-and-objects/ (by Claude Opus 5.5). Timelines of a school day and a made-up child growing up, a made-up classroom long ago and now (what changed and what stayed the same), old and new phones, music players, keys and toys on a three-part timeline, museum labels as sources (who made it, where, about when) and questions, and a made-up older person's memories (or an agreed visitor) feeding a class timeline of the made-up town of Little Hill.
- **Maps with a key, and land and water on a globe (term 3) — Unit written:** units/society/1-maps-keys-and-globes/ (by Claude Opus 5.5). Looking at objects from above and drawing them, symbols and a key on a map of the made-up town of Little Hill, finding and counting things with the key and saying where they are with next to, near, between and across (not left and right), groups making a map of a classroom corner with a key, and land and water on a globe and a flat world map. No compass directions, grid references or place names yet.
- **Grade 2 — Our community and a faraway one.** Place: landmarks and services in the local area compared with one contrasting place elsewhere in the world. Rules: rules at school and laws in the community. Choices: goods and services; swapping and buying. Inquiry: a first photo source — "What can we tell? What can't we tell?"
- **People, jobs and choices (term 1) — Unit written:** units/society/2-people-jobs-and-choices/ (by Claude Opus 5.5). Everyone plays a part in a community, goods and services and the skills behind them, made-up prices, and choosing when there is not enough.
- **How letters changed: sources, the first stamps and the people who changed them (term 2) — Unit written:** units/society/2-how-letters-changed-stamps-and-sources/ (by Claude Opus 5.5). Ways of sending a message then and now, made-up sources with maker, place and date, the real 1840 change to prepaid stamps in the United Kingdom, the people and groups behind it, and two accounts of one event.
- **Places near and far: weather, land and a parcel's journey (term 3) — Unit written:** units/society/2-places-near-and-far/ (by Claude Opus 5.5). Three made-up places (a town, a mountain village and a city by the sea), how weather and land shape clothes, homes and work, needs met from near and far, a parcel followed on a floor map with a key, and why goods, people and ideas move.

3-5: first real sources and maps

- **Grade 3 — Maps and the local area.**
- **Maps, routes and places — Unit written:** units/society/3-maps-routes-and-places/. Maps as models, symbols and legends, direction and grid references, scale and route choice, then making and testing a map.
- **Then and now from sources (term 2) — Unit written:** units/society/3-then-and-now-from-sources/ (by Claude Opus 5.5). A timeline with years and a scale for the made-up town of Little Hill, what happened in town and on the farms at the same time (electric street lamps in 1926, farms in 1948), daily life for a made-up child in 1926 and one now, six made-up sources of five kinds and what each can and cannot tell, two sources about the same evening compared, and questions about people and groups who shaped the change.
- **Rules, laws and who makes them (term 3) — Unit written:** units/society/3-rules-laws-and-who-makes-them/ (by Claude Opus 5.5). What rules are for and who made them, a rule and a law, decisions at four levels (class, school, the made-up town of Little Hill and a country) and ways of deciding, a made-up town problem on Pond Lane and the six steps of

changing a rule, benefits and costs of a choice, and a class meeting where children speak for made-up characters and send advice to Mayor Hen.
- Also: how the local area has changed, using old and new photos or maps.
- **Grade 4 — A local history study and our region.** Time: one question about the local past answered with real sources (old maps, records, photos, a local museum). Place: physical and human features of the home region; why settlements grew where they did (water, farmland, transport). Choices: scarce resources and who uses them.
- **Grade 5 — Movement, trade and decisions.** Time: one teacher-chosen case of migration or a trade route; a scaled timeline including BCE/CE. Place: routes on a world map. Rules: ways groups decide (voting, consensus, a leader deciding) and their trade-offs. Choices: a simple class budget and opportunity cost.

6-8: systems, causes and evidence

- **Grade 6 — Early societies.** Time: one or more early societies, ideally from more than one continent; archaeology as evidence and what it cannot tell us. Place: comparing world map projections and what each distorts. Inquiry: primary, secondary and tertiary sources.
- **Grade 7 — Connections and change.** Time: a period of contact between regions (for example trade, empire or the spread of ideas), studied for continuity and change and for causes and consequences. Perspectives from more than one side of the contact. Choices: markets, prices and supply and demand.
- **Grade 8 — Checking information; how government works.**
- **Checking information — Unit written:** units/society/8-information-literacy/. Claim, evidence and inference; following information back to its source; dates and context; independent corroboration; a conclusion that could change. It pairs well with professional fact-checkers' "lateral reading" (checking many other sources about a claim instead of reading one deeply).
- Also: the structure of local and national government, rights and responsibilities.

9-12: models, accounts and choices

- **Grade 9 — Industrial and modern change.** Time: a teacher-chosen study of industrialisation and its effects; what makes an event historically significant, and to whom. Place: urbanisation and human impact on environments, using real data.
- **Grade 10 — Conflict and cooperation.** Time: a twentieth-century conflict and a case of international cooperation; comparing two historians' accounts of the same event and explaining why they differ. Teachers plan this with care for students with family connections to the events.
- **Grade 11 — Institutions and economics.** Rules: how a law is made locally or nationally, courts and appeals, public budgets. Choices: interest, inflation and personal finance (linking with the mathematics progression); development indicators and their uncertainty.
- **Institutions and economics — Unit written:** units/society/11-institutions-and-economics/ (by DeepSeek-V4-Pro). Law-making in the UK and US, courts and appeals, public budgets, interest and inflation, and development indicators (GDP per capita, HDI, Gini) using two fictional countries.
- **Grade 12 — Independent investigation.** Students pose their own historical, geographical or civic question, gather sources, write an argued answer with honest uncertainty and go through peer review. This mirrors the science extended investigation unit. An optional civic project (for example a written proposal to a local body) is teacher-mediated and voluntary.

Links to other subjects

- **Language and literacy:** the grade 4 evidence and inference unit teaches the same move as grade 4 local history: say what a text shows, and what it cannot.
- **Science:** science grade 10 (ecology field sampling) and society grade 9 (urbanisation) both use real environmental data; grade 12 investigations share a planning and reporting method.
- **Mathematics:** scale (grade 3), timelines with negative years (grade 5), percentages and interest (grade 11).

Known gaps and cautions

- Fourteen society units are written so far: kindergarten term 1 (by GLM-5.3 Flash), kindergarten terms 2 and 3, grade 1 terms 1, 2 and 3, grade 2 terms 1, 2 and 3 and grade 3 terms 2 and 3 (by Claude Opus 5.5), grade 3 term 1 and grade 8 (by GPT-5.6 Sol) and grade 11 (by DeepSeek-V4-Pro). Everything else here is an outline.
- Grade placement is judgement, not research. Many countries teach these themes in a different order.
- The progression deliberately names no national story. Choosing it, and representing contested history fairly, needs local educators.
- No human educator has reviewed this progression.

Sources

- Wikipedia, "Historical thinking" (Peter Seixas's six historical thinking concepts; "traces" and "accounts"): https://en.wikipedia.org/wiki/Historical_thinking
- Wikipedia, "Primary source": https://en.wikipedia.org/wiki/Primary_source
- Wikipedia, "Mercator projection" (1569; size distortion away from the equator): https://en.wikipedia.org/wiki/Mercator_projection
- Wikipedia, "Fact-checking" (lateral reading): https://en.wikipedia.org/wiki/Fact-checking

My day and my class

Subject: History, geography and society Grade: K Lessons: 5 Time per lesson: about 35-40 minutes

Status: written (unreviewed AI draft; not human-educator-reviewed or classroom-tested)

Author: GLM-5.3 Flash

Big idea

Our class is a community. Our day has an order we can describe, a map can show our room from above, rules exist for reasons, and every choice costs something: when we pick one thing, we give something else up.

What students should be able to do

- Put four to six picture cards of the school day in order and describe the order with the words first, next, then and last, and use yesterday, today and tomorrow to talk about past and coming events.
- Build a small model of part of the classroom with blocks and draw a picture map of it from above that shows where at least four real things belong, then use the map to find a hidden object and name one thing the map leaves out.
- Name at least three roles in the classroom, including jobs students do, and one thing each role does, and explain that everyone, not just the teacher, does important jobs.
- Give a "so that..." reason for a class rule and take part in choosing one new class rule together.
- Sort familiar picture cards into needs and wants and explain one class choice with the frame "We chose ___, so we gave up ___."

What students should already know

Daily school routines (arrival, story, snack, play), common classroom objects by name, and turn-taking in a group. No reading or writing is assumed; the teacher reads all text aloud.

Use this oral diagnostic without treating it as an entry test:

1. What do we do right after lunch in our class day?
2. If a chair is not drawn on a picture of our classroom, is the chair gone?
3. Why do we have a rule about walking inside?

Diagnostic guide: (1) whatever the class routine is (rest or story time in most rooms); (2) no - a picture can leave things out; (3) answers vary, but a good one connects the rule to a purpose, such as so that nobody gets hurt. Revisit any uncertain answer during the unit.

Lesson list

1. First, next, last: order picture cards of our school day and use time words.
2. Our room from above: build a block model, draw a picture map of the classroom and use it to find a hidden object.

3. Who does what: roles and jobs in our class community.
4. Our class rules: make one class rule together and say why it exists.
5. Needs and wants: sort picture cards, make a class choice and name what we gave up. Ends with the unit's short assessment.

Materials (whole unit)

Paper, crayons or markers, glue sticks, sticky notes, building blocks or cubes, a small toy to hide, paper cups, chart paper, a marker, tape, ten counters or beans, two hula hoops or two taped circles on the floor, and picture cards of classroom events and objects. Every picture card in this unit can be drawn from the plain-text descriptions given in the lessons, so no printing is required. All picture materials have plain-text descriptions. Provide large-print labels, tactile cards, left- or right-handed scissors where cutting is used, and adult handling of any sharp tool. No live internet, account, purchase, field trip or children's personal family information is required.

Assessment

Lesson 5 ends with a five-part end task a teacher can run in about ten minutes, with a full answer guide in that lesson: sequence three day cards, sort two new need/want cards, point to the door on the lesson-2 classroom map, name one role and its job, and give the "so that..." reason for the class rule made in lesson 4. Students may answer orally, by pointing, or with picture cards. Assess the ideas, not drawing skill, speed, accent or language background. There is no validated pass threshold, and the task does not measure every skill in the unit.

Sources

Consulted November 5, 2026:

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, via an Internet Archive snapshot of the publisher's PDF (the publisher's own site may be unreachable from some networks). The unit's strand language follows specific K-2 indicators, each checked verbatim in that PDF: D2.His.1.K-2 "Create a chronological sequence of multiple events"; D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places"; D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them"; D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority"; D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community"; D2.Civ.3.K-2 "Explain the need for and purposes of rules in various settings inside and outside of school"; D2.Civ.11.K-2 "Explain how people can work together to make decisions in the classroom"; and D2.Eco.1.K-2 "Explain how scarcity necessitates decision making"; D2.Eco.2.K-2 "Identify the benefits and costs of making various personal decisions". Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.
- Developmentally appropriate practice (Wikipedia) - background for choosing short, active, play-based lessons with concrete materials and spoken language. General pedagogy background only.

These are background influences, not claims of official alignment or endorsement. All fictional scenarios, picture-card descriptions, questions and explanations in this unit are original CC0 material. Linked sources remain under their own terms.

Known gaps and cautions

Pacing, vocabulary load and accessibility are untested estimates; a qualified local educator should review the unit before classroom use. Family and home life are deliberately left out: no lesson asks children to share private family details, and the needs-and-wants work uses classroom objects and picture cards, not children's homes, possessions or family income. "Needs and wants" is a simplification: some pictures (a pet, a coat, a book) can reasonably go in either circle, so accept any placement a child can justify, and treat medicine, food, water and safety items as needs in these lessons. Classroom rules differ between real classrooms; these lessons treat rules as agreements a group makes, keeps and can change, not as fixed lists. If a child worries about whether their family has enough, reassure them concretely (water and snack are available here) and move on.

Lesson 1: First, next, last

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Create a chronological sequence of school-day events with picture cards and describe it with the words first, next, then and last (D2.His.1.K-2 in the unit's Sources).

Materials

Six picture cards for a fictional class day, each drawable from these descriptions: (1) a door with a backpack - arrival; (2) an open book - story time; (3) a cup and apple - snack; (4) a ball - outside play; (5) a bin with toys going in - tidy-up; (6) the same door with the backpack going away - home time. Floor space or a pocket chart, and sticky notes.

Steps

1. Opening (5 min): Hold up two cards, snack and story time. Ask: "Which do we do first in our day? How do you know?" Take two or three answers without correcting yet.
2. Main activity (15 min): Shuffle all six cards. Children place them across the floor or chart in the order they think matches the class day, then the class checks together and moves any cards. Say the day together with the sentence frames: "First we ___. Next we ___. Then we ___. Last we ___." Then play "oops": the teacher secretly swaps two cards, and the class finds and fixes the day.
3. Discussion questions (8 min):
4. "What if we did tidy-up first, before we even played? Would the day still work?" - Example good answer: it would be strange because there would be nothing to tidy yet; the order has to make sense.
5. "Is our class's day the only right order?" - Example good answer: no, other classes do things in a different order and that is okay for them.
6. Yesterday/today/tomorrow frame on the board with a "done" basket and a "coming" basket for the cards: "Yesterday we ___. Today we will ___. Tomorrow we will ___."
7. Closing check (5 min): Show three cards in a row. Ask: "Which is first? Which is last? What comes next?" Answers: as laid out by the teacher; children point or say the word.

Vocabulary

first: what happens at the start next / then: what comes after last: what happens at the end yesterday: the day before today tomorrow: the day after today

Differentiation

- Extra support: work with three cards instead of six, and let one child move a single card while the teacher narrates.

- Extra challenge: a child makes their own four-card order for just the morning and explains one reason for it; or they place all six cards and say which card could swap with another and the day would still work.

⚠ Safety

Keep the floor card area clear of walkways so nobody steps on cards or friends.

Teacher notes

A common misconception is that the day's order is fixed by something magical rather than decided by people. Answer with a real example: the schedule changed one day (assemblies, rain) and the class still had a good day, because people make and change schedules. Some children will call every past event "yesterday"; the done/coming baskets give a physical model to sort that out. Pointing at cards is a full answer in this lesson; do not require every child to speak. The fictional cards deliberately describe a generic class day - if the class's real order differs, reorder the cards and keep the language frame, which is the actual goal.

Lesson 2: Our room from above

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Build a model of part of the classroom and draw a picture map of it from above, then use the map to find a hidden object and name one thing the map leaves out (D2.Geo.1.K-2 and D2.Geo.2.K-2 in the unit's Sources).

Materials

Building blocks or cubes, one large sheet of paper per group or one shared chart, crayons, a small toy ("the mouse"), paper cups, tape.

Steps

1. Opening (5 min): Hold up a toy car or block at eye level. Ask children to draw it the way they see it from their chair (from the side). Then lift it high above the table and ask what it looks like from up there, like a bird sees it. Compare the two drawings.
2. Main activity (15 min): Part A (5 min): each group builds a tiny model of one corner of the classroom with blocks - a table, some chairs, a shelf. Part B (10 min): the teacher draws the classroom walls as a big rectangle on the chart and marks the door. The class replaces the blocks one at a time with drawn symbols on the paper - a circle for each table, a square for the shelf - and decides together what each symbol means, making a key on the side: circle = table, square = shelf, dot = chair.
3. Discussion questions (8 min): Play "find the mouse". One child hides a small toy under a paper cup somewhere real in the room. The class marks the spot on the map, and a searcher, using only the map, walks to the marked spot and finds it. Then ask:
4. "What did our map leave out?" - Example good answer: anything not drawn, such as the rug pattern, the windows, or the coat hooks; a map is not the whole room.
5. "Is the map the room?" - Example good answer: no, the room is real and the map is a picture of it from above.
6. Closing check (5 min): Ask children to point to the door on the map, point to where their table is, and name one thing the map does not show. Answers: check by pointing; omission answers vary and all reasonable answers count.

Vocabulary

map: a picture of a place as it looks from above above: what you see when you look down on something symbol: a small drawing that stands for a real thing key: the list that says what each symbol means

Differentiation

- Extra support: map just the rug area with two objects; give some children the walls already drawn.

- Extra challenge: a child draws where a new bookshelf could go on the map and says one reason for that spot; or maps the play corner on their own paper.

⚠ Safety

The searcher walks; searchers do not run, and the hiding spot is under a cup on the floor or a table, never up high.

Teacher notes

The most common confusion is between side views and top views: a child may say the map is "wrong because the table doesn't look like that". Hold the real table next to the drawn circle and look from above together. Another misconception is that maps must be beautiful or complete; a map needs to be useful, not pretty, and every map leaves things out. Accept any consistent symbol as long as the key says what it means; wobbly circles are fine. This lesson deliberately stays inside one room: neighbourhood maps come later in the progression (grade 1), and scale, grids and legends come in grade 3.

Lesson 3: Who does what

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Name roles and jobs in the classroom community - including jobs students do - and explain that everyone, not just official leaders, does important jobs (D2.Civ.1.K-2 and D2.Civ.2.K-2 in the unit's Sources).

Materials

Chart paper, marker, sticky notes, crayons, optional paper "helper badges".

Steps

1. Opening (5 min): Ask: "Who is in charge of our class?" Collect answers on the chart with quick drawings - the teacher, the principal, "everybody". Do not settle the question yet.
2. Main activity (15 min): Build a jobs web. Write "our class" in the middle. Add spokes for roles: the teacher (reads stories, helps when someone is hurt, plans the day), the students (listen, tidy up, help friends), the line leader (walks first), the shelf helper (returns books), the plant or pet helper (waters or feeds, with the teacher checking), the door holder (holds the door). Each child draws themselves doing one job on a sticky note and adds it to the web. Point out the rotation: classroom jobs turn, so everyone gets every job over time.
3. Discussion questions (8 min):
4. "What would happen if nobody did the tidy-up job?" - Example good answer: the room would get messy and unsafe; everyone's job matters.
5. "Does the teacher do every job in the class?" - Example good answer: no, the class only works because students and teacher all have jobs.
6. "Who is in charge of feeding the fish?" - Example good answer: the pet helper, with the teacher checking. Then: name a person with an important job outside our class that you know (the principal, the crossing guard, the librarian) and one thing that person does.
7. Closing check (5 min): Each child names two jobs they do in the class and one job the teacher does. Answers vary; accept any real class job.

Vocabulary

role: the job a person has responsibility: a job you promised to do community: a group of people who share a place and help each other

Differentiation

- Extra support: offer two real photos to choose between ("which one is the line leader?").
- Extra challenge: a child invents a new classroom job we do not have yet and says what it does and why it would help.

⚠ Safety

None.

Teacher notes

The key misconception is that the teacher is the only person with important jobs; the lesson's point is the opposite. If children start assigning jobs by gender ("girls water plants"), redirect plainly: in our class any one of us can do any job, and jobs rotate. Keep the conversation inside the classroom - do not ask children what jobs their family members do, which drifts into private family life. If a child says only the principal is "in charge", accept that people in authority have real roles (D2.Civ.1.K-2) and add that the class does not work without everyone's roles too.

Lesson 4: Our class rules

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Give a "so that..." reason for a class rule and take part in choosing one new class rule together (D2.Civ.3.K-2 and D2.Civ.11.K-2 in the unit's Sources).

Materials

Chart paper, marker, sticky notes, the class's existing rules if they are written somewhere.

Steps

1. Opening (5 min): Read a two-sentence fictional story: "In Room 12, some children ran inside at arrival time, and one friend bumped the block shelf. The blocks crashed down." Ask: "What could help?" Take answers until someone lands near the idea of a rule.
2. Main activity (15 min): Write one existing class rule on the chart and find its reason together with the frame: "We walk inside... so that nobody gets hurt." Then make one new rule together. First name the discussion rules out loud - one voice at a time, we listen to the speaker - and point out that these are rules too, with reasons. Children offer rule ideas and the teacher writes every idea on a sticky note without judging. The class narrows to two finalists and votes by raised hands or by moving to two corners. Mark the winning rule and its "so that..." reason on the chart.
3. Discussion questions (8 min):
4. "Is the walking rule the same outside?" - Example good answer: no, outside we can run at play time; rules change with the place, which is why we say where a rule works.
5. "What if our new rule does not work?" - Example good answer: we can talk about it and change it together, because people make rules and people can change them.
6. Closing check (5 min): Read the new rule with its "so that" reason together. Each group says one reason rules help people. Answers vary; a good answer connects the rule to someone being safe, kind or able to learn.

Vocabulary

rule: an agreement about how we act vote: a way for a group to choose together reason: the why behind what we decide

Differentiation

- Extra support: let a child choose between two picture-proposed rules instead of proposing one.
- Extra challenge: a child finds one rule that changes between two places (inside and outside, classroom and library) and explains why.

⚠ Safety

If a child proposes a rule that names or blames another child, redirect to rules about what we all do, not about who did something.

Teacher notes

The misconception to watch is "rules are just what the teacher says". This lesson treats rules as agreements a group makes for reasons, so keep the teacher's authority out of the vote and let the reason do the work. Voting creates a minority: if a child says "but I didn't vote for it", an honest answer is "You can disagree and still follow it while we try it, and if it does not work we will change it." Avoid framing rules as only about stopping bad behaviour; ask what each rule lets us do (running games happen outside because of the inside-walking rule, not despite it).

Lesson 5: Needs and wants

Time: about 35-40 minutes (untested estimate), plus a 10-minute end task

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Sort familiar pictures into needs and wants, and explain one class choice with what it cost: "We chose ___, so we gave up ___" (D2.Eco.1.K-2 and D2.Eco.2.K-2 in the unit's Sources).

Materials

Two hula hoops or two taped circles on the floor labelled NEED and WANT, picture cards drawable from these descriptions: water bottle, apple, pet food, soap and sink, bandage, crayons, balloon, toy robot, bubbles, book, small plant. A class wish-list chart (new puzzle, plant for the window, bubbles, extra story time) and ten counters or beans.

Steps

1. Opening (5 min): Say: "Pretend our table has four friends and one box of crayons. Do all four friends get to draw at once?" Let the problem sit. Name it: there is not enough for everyone who wants it, and that is why we have to choose (the grown-up word is scarcity).
2. Main activity (15 min): Part A (8 min): sort the picture cards into the two circles. Needs are things we must have to be safe and healthy; wants are things we would like but can be okay without. When a card could go in either circle - the book, the plant, the pet food - place it together with a child's "why" and leave it there; both placements can be right. Part B (7 min): the class choice. The class has ten counters and a wish list with four wishes; each wish costs five counters, so the ten counters buy exactly two wishes. The class picks wishes until the counters are gone, and the teacher names the cost out loud with the class: "We chose the puzzle and the plant, so we gave up the bubbles and extra story time for now."
3. Discussion questions (8 min):
4. "Was that choice easy or hard? What made it hard?" - Example good answer: hard, because we liked more than one thing and there were not enough counters.
5. "If we get five more counters next week, what should we choose first? Why?" - Example good answer: any pick with a reason; this introduces planning and saving in a kindergarten-sized way.
6. Closing check (5 min): Show a bandage card and a balloon card. Ask: "Which one is a need? Why?" Answer: the bandage, because it helps keep us safe and healthy; accept any "why" that mentions health or safety. Then run the unit's end task below.

Unit end task (about 10 minutes, with answer guide)

Run the five parts one child at a time or in small groups; answers may be spoken, pointed, or shown with cards. There is no pass threshold; use it to see what to revisit.

1. Put three day cards from lesson 1 in order and say which is first and which is last. Guide: order matches the cards' story; first = start card, last = end card.

2. Sort two cards from the lesson set into the circles: soap (need - keeps us clean and healthy) and a toy robot (want - nice to have). Any placement with a health-or-safety reason for a "need" call counts.
3. Point to the door on the lesson-2 classroom map. Guide: points to the marked door symbol.
4. Name one role in the class and one thing that role does. Guide: any real class role, including student jobs and the teacher's.
5. Say the "so that..." reason for the class rule made in lesson 4. Guide: the reason recorded on the chart in lesson 4, in the child's own words.

Vocabulary

need: something we must have to be safe and healthy want: something we would like but can be okay without choice: picking one thing over other things scarcity: when there is not enough of something for everyone who wants it

Differentiation

- Extra support: sort four cards, starting with the two clearest ones; let a child place cards while the teacher narrates.
- Extra challenge: a child finds a card that could fit both circles and justifies one placement; or proposes what the class should save for next and why.

⚠ Safety

None.

Teacher notes

Watch for the misconception that wants are bad. Wants are normal and fine; the lesson is about what happens when there is not enough for every want. Never use children's family situations as examples - no questions about what their families own or buy; keep everything at the level of classroom objects and the shared wish list. Need lists differ by place and season (a fan is a need in a hot classroom, boots in a snowy one), so accept local reasoning with a why. If a child becomes worried about whether their own family has enough, reassure them concretely (water and snack are right here) and move on. This lesson deliberately stops short of money, prices and saving accounts, which the progression places in later grades.

Kindergarten Society: Families, Then and Now, and People Who Help Us (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the kindergarten year plan

This is the **term 2** society unit in the kindergarten year plan. It follows My day and my class (term 1, by GLM-5.3 Flash), which deliberately left family and home life out. This unit brings them in carefully: children talk about families using **made-up picture cards**, and nobody is ever asked to share details, photos or stories about their own home.

Big idea

Families and homes come in many shapes, and all of them are real families. Things change over time: toys, phones and streets looked different long ago, and we can find out how from old objects and photos. Many people help us every day, not only people in charge.

Outcomes

By the end of the unit, most children can:

1. Say that families can be different sizes and shapes, and give one example from the picture cards (for example "this family has one grown-up and two children").
2. Sort a few objects or pictures into "long ago" and "now" (some things are "both"), and say one clue they used.
3. Put three pictures in order: long ago, when today's grown-ups were small, now.
4. Say one thing an old photo can tell us and one thing it cannot.
5. Name two people who help at school or nearby and say what each one does.

These are expectations for most children, not gates. Some will need more time; grade 1 returns to time order and community helpers.

Prior knowledge

- From term 1: first, next, last; yesterday, today, tomorrow; classroom jobs and why rules help.
- No reading is needed. Everything is done with pictures, objects and talk.

Lessons

Lesson	Title	Time
1	Many kinds of families and homes	20 min

Lesson	Title	Time
2	Old toys and new toys	25 min
3	Photos from long ago	25 min
4	People who help us	25 min
5	Helper visit and show what you know	25 min, plus about 3 min per child one-to-one during the week

Materials (whole class unless noted)

- **Family picture cards** (8 to 10, drawn or printed, made up): for example one grown-up and one child; two grown-ups and three children; a grandparent and a child; two mums; two dads; a big family with cousins; a family living in a flat; a family that has just moved; a child with a foster carer. No real children's families.
- A soft toy or puppet ("Pip") who "lives" in a made-up home, for the teacher to talk about.
- Lesson 1: five pictures of different homes (a house, a flat in a tall building, a boat home, a caravan or trailer, a farmhouse).
- Old and new objects (or pictures): for example a wooden spinning top and a toy car with buttons; a teddy bear (both); a landline phone with a cord and a mobile phone; a paper map and a phone map picture.
- Three or four old photos of streets, schools or shops. Use public-domain or openly licensed photos (for example from a local library or archive), or photos the school owns. Black-and-white photos work well.
- Lesson 2: two hoops or mats labelled with pictures, **long ago** (an old clock) and **now** (a tablet), and a tablet picture for the closing check (also used in lessons 3 and 5).
- Lesson 3: one photo of the same kind of place now (for example your school or a local street).
- Three large timeline cards: **long ago**, **when grown-ups were small**, **now**, each with one matching picture: a horse and cart; a car with a cassette player or a box-shaped television; a tablet.
- Helper picture cards: teacher, school cook, cleaner or caretaker, crossing guard, librarian, nurse, firefighter, bus driver, shop worker, a neighbour helping.
- Lesson 4: a large sheet with two areas, **at school** and **near school**; object pictures of a hose, a pot and a book for the support task.
- Paper and crayons for the lesson 4 stretch drawing and the lesson 5 thank-you drawing.
- A sticker or star chart for the one-to-one checks in lesson 5.

Assessment

Lesson 5 has a five-part check done one-to-one (about 3 minutes per child) over the week. Record each part as **yes**, **with help** or **not yet**:

1. Families: points to two different family cards and says one way they are different.
2. Then and now: sorts four objects or pictures into long ago / now (a "both" answer with a reason is correct).
3. Order: puts the three timeline pictures in order.
4. Photos: says one thing a photo shows and one thing it cannot tell us.
5. Helpers: names two helpers and what they do.

The check is never about the child's own family. A child who answers using Pip or a made-up family is answering correctly.

Sources

Read for this unit (background only; this unit is not aligned to them):

- National Council for the Social Studies, College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013), K-2 indicators, read in the archived PDF: https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf
  - D2.His.1.K-2 "Create a chronological sequence of multiple events." (lesson 3 timeline)
  - D2.His.2.K-2 "Compare life in the past to life today." (lessons 2 and 3)
  - D2.His.10.K-2 "Explain how historical sources can be used to study the past." (lesson 3 photos)
  - D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community." (lesson 4)
  - D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority." (lesson 4, briefly)
- The term 1 unit My day and my class, for what children already know.

Known gaps and cautions

- **Family privacy.** Never ask children to bring family photos, draw their own family, name family members or describe their home. If a child chooses to share, listen warmly and move on; don't ask follow-up questions in front of the class. Some children live with foster carers or kinship carers, have lost a family member, have parents who live apart, have recently moved, or have no stable home. None of these is ranked as better or worse.
- **Safeguarding.** If a child says something that worries you, follow your school's safeguarding procedure, not this unit.
- **Emergency numbers differ by country** (for example 911, 999, 112, 000). Check the local number and your school's policy before lesson 4. Don't have children practise dialling on a real phone.
- **"Long ago" is fuzzy at this age.** Children often mix up "when grandparents were small" and "very long ago". The three-card timeline is a start, not a precise scale.
- **Overlap with grade 1.** The society progression plans grade 1 around "then and now" (old and new versions of everyday objects). This unit is a first, picture-based look; grade 1 should go deeper (more objects, simple reasons for change), not repeat these lessons.
- Helper examples reflect common jobs in many towns; swap in local ones. Avoid showing jobs as belonging to one gender.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator or accessibility review). Its notes (materials list out of sync with the lessons; non-speaking routes in lessons 1-4; a low-vision route for the photo comparison) were fixed in the follow-up commit 66519de (see PEERCHECKS.md), which Argon also diff-checked the same day.

Lesson 1: Many kinds of families and homes

Back to the unit

Goal

Children see that families and homes come in many shapes, and that every one shown is a real family.

Materials

- Family picture cards (8 to 10, made up; see the unit materials list).
- Pip the puppet or soft toy. (No puppet? Use a drawing of a made-up child called Pip.)
- Pictures of different homes: a house, a flat in a tall building, a boat home, a caravan or trailer, a farmhouse.

Steps

✎ Opening (5 min)

1. Introduce Pip: "Pip lives in a flat on the third floor with Grandma and a cat called Button."
2. Ask: "Who is in Pip's family?" (Grandma, Pip, and Button the cat if the children say so.)
3. Say: "Pip's family is one kind of family. Let's meet some more made-up families."

✎ Main activity (12 min)

1. Show the family cards one at a time. For each, ask: "Who is in this family? How many grown-ups? How many children?"
2. Lay out the home pictures. Ask: "Where could a family live?" Point out that any family could live in any kind of home.
3. Pairs pick two family cards and find one thing that is **different** and one thing that is the **same** (for example "different: this one has two dads, this one has one mum"; "same: they both have a child").
4. Share two or three pairs' ideas with the class.

✓ Discussion questions (with answers)

- "Is a family with one grown-up a real family?" **Yes.**
- "Is a family where a grandparent looks after the child a real family?" **Yes.**
- "Do all families live in houses?" **No.** Some live in flats, boats, caravans or other homes.
- "What do the people in a family often do for each other?" Accept: look after, cook, play, love, help, keep safe.

✓ Closing check (with answers) (3 min)

Hold up two cards (one grown-up and one child; two grown-ups and three children). Ask: "How are these families different?" **Accept any true difference**, for example "that one has more people" or "that one has two grown-ups".

Vocabulary

family, home, grown-up, grandparent, different, same

Differentiation

- **Needs more support:** count the people on one card together, pointing to each.
- **Access:** pointing, signing, gesture or a communication device count the same as speaking.
- **Ready for more:** sort all the cards by number of children, or by "has a grandparent / doesn't".

⚠ Safety

- Don't ask children about their own family. If a child volunteers, say "Thank you for telling me" and carry on.
- If a child says something that worries you, follow your school's safeguarding procedure.

Teacher notes and misconceptions

- Children may say a family "has to have a mum and a dad". Answer calmly: "Some do, and some families look different. They are all families."
- Pets: some children count pets as family. That's fine; don't argue.
- Keep the tone matter-of-fact. The point is that variety is normal, not that any family is special or sad.

Lesson 2: Old toys and new toys

Back to the unit

Goal

Children compare objects from long ago with objects from now, and use clues to decide which is which.

Materials

- Old and new objects or pictures (see the unit materials list): wooden spinning top, toy car with buttons, teddy bear, corded landline phone, mobile phone, paper map, phone map picture.
- Two hoops or mats labelled with pictures: **long ago** (an old clock) and **now** (a tablet).
- A small space between the hoops for **both**.

Steps

✎ Opening (5 min)

1. Hold up the corded landline phone. Ask: "What is this? How would you use it?"
2. Hold up a mobile phone (or picture). "These both let people talk to someone far away. Which one is from long ago?"
3. Ask "How can you tell?" Accept: the cord, the buttons, it is heavy, it is old-looking.

✎ Main activity (15 min)

1. Hand out the objects to small groups (the teacher keeps anything fragile).
2. Each group decides: long ago, now, or both? They put the object in a hoop and say one clue.
3. Go through each object together:
    - Wooden spinning top: **long ago** (children also play with tops now, so "both" with a reason is accepted).
    - Toy car with buttons and batteries: **now**.
    - Teddy bear: **both**. Teddy bears were made long ago and are still made now.
    - Corded landline phone: **long ago** (some homes still have one, so "both" with a reason is accepted).
    - Mobile phone: **now**.
    - Paper map: **both**. People used them long ago and still use them.
    - Phone map picture: **now**.
4. Ask: "What clues helped you?" Collect clues: batteries, screens, cords, wood, faded colours.

✓ Discussion questions (with answers)

- "Did children long ago have toys?" **Yes.** They had toys too, often made of wood, metal, cloth or paper.
- "Can something old still be used now?" **Yes**, for example a teddy bear or a paper map.
- "Does 'old' always mean 'worse'?" **No.** Old things can still work well and be loved.

✓ Closing check (with answers) (5 min)

Show three pictures: a spinning top, a tablet, a teddy bear. Ask each child (or pairs) to point: long ago, now, or both? **Answers:** top = long ago (or both, with a reason); tablet = now; teddy bear = both.

Vocabulary

old, new, long ago, now, both, clue

Differentiation

- **Needs more support:** compare just two objects (the landline phone and the mobile phone).
- **Access:** pointing, signing, gesture or a communication device count the same as speaking. A child with low vision can handle the real objects (top, teddy, phones) instead of pictures.
- **Ready for more:** "What might a toy look like when you are a grown-up?" (no right answer).

⚠ Safety

- The teacher handles anything fragile, sharp or with small parts.
- Wash or wipe old objects before use; some may be dusty.

Teacher notes and misconceptions

- Children often think "long ago" means "dinosaurs". That's fine to hear; lesson 3 builds a simple timeline.
- Accept "both" whenever the child gives a sensible reason. The aim is using clues, not one fixed answer.
- Don't ask children to bring toys from home; some families can't or won't.

Lesson 3: Photos from long ago

Back to the unit

Goal

Children learn that old photos help us find out about the past, notice what a photo can and cannot tell us, and put three pictures in time order.

Materials

- Three or four old photos of streets, schools or shops (public-domain, openly licensed or school-owned).
- One photo of the same kind of place now (for example your school or a local street).
- Three large timeline cards: **long ago**, **when grown-ups were small**, **now**.
- For each timeline card, one matching picture: for example a horse and cart (long ago), a car with a cassette player or a box-shaped television (when grown-ups were small), a tablet (now).

Steps

✎ Opening (5 min)

1. Show an old black-and-white street photo. Ask: "What can you see?"
2. Ask: "Is this from long ago or now? What clues tell you?" Accept: black and white, old cars or carts, old clothes, no screens.

✎ Main activity (15 min)

1. **Detectives (8 min).** Show the old school or shop photo next to the photo from now. Children take turns saying "In the old photo I see…" and "Now I see…". Write or draw their ideas in two columns.
2. **What can't the photo tell us? (3 min).** Ask: "Can the photo tell us what the people were saying? What the weather felt like? If they were happy?" Agree: photos show what things looked like, but not sounds, smells, or what people thought. We would need other clues, like asking people or reading.
3. **Timeline (4 min).** Put the three timeline cards on the floor in order. Show the three matching pictures one at a time; children decide which card each belongs on.

✓ Discussion questions (with answers)

- "How do we know what streets looked like long ago?" **From old photos, old objects, and from people who remember.**
- "Can a photo tell us what someone was thinking?" **No.**

- "Were the grown-ups at our school alive long ago, when the horse-and-cart photo was taken?" Usually **no**, if the photo is very old (for example over 100 years). Check the date of your photo before asking.

✓ Closing check (with answers) (5 min)

Mix up the three matching pictures. A volunteer (or each small group) puts them in order on the timeline cards. **Answer:** horse and cart → long ago; cassette car or box television → when grown-ups were small; tablet → now. Then ask one child: "Tell me one thing the old photo shows, and one thing it can't tell us." **Accept** any visible detail for the first part, and any of sounds, smells, feelings, thoughts, names or what happened next for the second.

Vocabulary

photo, long ago, now, clue, past, timeline

Differentiation

- **Needs more support:** use only two cards, long ago and now.
- **Access:** pointing, signing, gesture or a communication device count the same as speaking.
- **Low vision:** describe each photo aloud in short, concrete phrases ("a horse pulling a cart, people in long coats, no cars"), and where possible pass round a real object that matches (an old key, a cassette tape, a tablet) so the child can compare by touch.
- **Ready for more:** add a fourth photo and decide where it goes, with a reason.

⚠ Safety

- No safety issues beyond normal classroom care.

Teacher notes and misconceptions

- Many children think old photos are black and white because "the world was grey then". Explain simply: cameras long ago usually could not show colours.
- "When grown-ups were small" depends on your staff's ages. Choose a matching picture that fits roughly 20 to 40 years ago.
- Don't ask children to bring family photos. Use school, library or openly licensed photos only.
- If you use a grown-up's childhood memories, ask a staff member who is happy to share, not a child's family.

Lesson 4: People who help us

Back to the unit

Goal

Children name people who help at school and nearby, say what they do, and see that everyone can help, not only people in charge.

Materials

- Helper picture cards (see the unit materials list).
- Before the lesson: check the local emergency number and your school's policy on teaching it.
- A large sheet with two areas drawn: **at school** and **near school**.

Steps

✎ Opening (5 min)

1. Ask: "Who helped you today, before you came into class?" Accept any answer (a crossing guard, a bus driver, someone who opened the door). Don't ask about home.
2. Say: "Lots of people help us every day. Let's find out who."

✎ Main activity (15 min)

1. **School helpers (5 min).** Show helper cards for school (teacher, cook, cleaner or caretaker, librarian, school nurse if you have one). For each: "What does this person do to help us?"
2. **Near school (5 min).** Show cards for community helpers (crossing guard, firefighter, bus driver, shop worker, a neighbour helping). Children place each card on the sheet: at school or near school.
3. **Everyone helps (5 min).** Ask: "Who is in charge at our school?" (the head teacher or principal). "What do they do?" Then ask: "Can someone who is not in charge help too?" Show the neighbour card and talk about class jobs from term 1. Agree: **everyone can help** — children too, by tidying up, sharing or being kind.

✓ Discussion questions (with answers)

- "What does a crossing guard do?" **Helps people cross the road safely.**
- "What does a cook at school do?" **Makes food for us to eat.**
- "Is the head teacher the only person who helps at school?" **No.** Many people help.
- "Who can help in an emergency?" Firefighters, police, ambulance workers; a trusted grown-up nearby. Use your local emergency number if your school teaches it.

✓ Closing check (with answers) (5 min)

Hold up two helper cards (for example crossing guard and cook). Ask: "Who is this? How do they help?" **Answers:** crossing guard helps people cross the road safely; cook makes our food. Accept any sensible helping action.

Vocabulary

helper, job, help, in charge, community, emergency

Differentiation

- **Needs more support:** match three helper cards to three object pictures (hose, pot, book).
- **Access:** pointing, signing, gesture or a communication device count the same as speaking.
- **Ready for more:** "How could you help at school tomorrow?" Draw it.

⚠ Safety

- Don't have children practise calling an emergency number on a real phone.
- Some children may be frightened of police or other services because of their own experiences. Keep the tone calm and don't push.

Teacher notes and misconceptions

- Children often think only people with uniforms are helpers. The neighbour card and class jobs widen this.
- Avoid gender stereotypes (for example "firemen"). Use "firefighter", "police officer".
- If a visitor is coming in lesson 5, tell the children today so they can think of a question.

Lesson 5: Helper visit and show what you know

Back to the unit

Goal

Children ask a real helper questions, then show what they learned across the unit in a short one-to-one check.

Materials

- A helper visitor from school (for example the cook, caretaker, librarian or school nurse). If nobody can come, use a short video your school already has permission to use, or the teacher plays the helper.
- Family cards, old and new objects or pictures, the three timeline cards and matching pictures, one old photo, helper cards.
- A recording sheet (yes / with help / not yet for each of the 5 parts).

Steps

✎ Opening (5 min)

1. Remind children of the questions they thought of in lesson 4.
2. Practise one together: "What do you do to help our school?"

✎ Main activity (15 min)

1. **Visit (10 min).** The helper says what they do and shows one tool of their job. Two or three children ask questions.
2. **Thank you (5 min).** Children say thank you together. Each child draws one thing the helper does (no names or words needed).

✓ Discussion questions (with answers)

- "What does our visitor do to help us?" **Answer depends on the visitor;** accept any correct job description.
- "Was our visitor in charge of the school?" Usually **no** — and they still help a lot.

✓ Closing check (with answers) (5 min)

Whole class, quick: hold up a teddy bear. "Long ago, now, or both?" **Both.**

One-to-one check (about 3 min per child, over the week)

Use the five parts from the unit assessment. Record **yes**, **with help** or **not yet**.

1. **Families:** "Point to two families. How are they different?" Accept any true difference.
2. **Then and now:** sort four pictures: spinning top (long ago, or both with a reason), tablet (now), corded landline phone (long ago, or both with a reason), teddy bear (both).
3. **Order:** put horse and cart, box television, tablet on the three timeline cards. **Answer:** long ago, when grown-ups were small, now.
4. **Photos:** "Tell me one thing this old photo shows, and one thing it can't tell us." Accept any visible detail; accept sounds, smells, feelings, thoughts, names or what happened next.
5. **Helpers:** "Tell me about two helpers and what they do." Accept any two correct.

Vocabulary

visitor, question, helper, thank you

Differentiation

- **Needs more support:** in the check, offer two choices ("Is this long ago or now?") and record "with help".
- **Ready for more:** ask "Why do you think this changed?" in part 2 (no fixed answer).
- Children who use sign, gesture, pointing or a communication device: answers in those forms count as "yes".

⚠ Safety

- Follow your school's visitor policy.

Teacher notes and misconceptions

- Keep the check friendly; it is a chat, not a test. Stop if a child is upset.
- The check is never about the child's own family. Answers about Pip or a made-up family are correct.
- "Not yet" is fine. Grade 1 returns to time order and community roles.

Kindergarten Society: Near and Far, Our School Walk and a Picture Map (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the kindergarten year plan

This is the **term 3** society unit in the kindergarten year plan. It builds on My day and my class (term 1, by GLM-5.3 Flash), where children already looked at the classroom "from above" and drew a picture map of it, and on Families, then and now, and people who help us (term 2). This unit goes one step wider: from one room to the **whole school**, with words for where things are (near, far, next to, in front of, behind).

Big idea

We can say where things are with words like near, far, next to, in front of and behind. A map is a picture of a place from above, and it can help us find our way and tell someone else where something is. Some things in a place are made by people and some are natural.

Outcomes

By the end of the unit, most children can:

1. Use **near**, **far**, **next to**, **in front of** and **behind** to say where a toy is on a small play-mat town.
2. Follow a spoken position clue to find a hidden object in the classroom ("It is next to the sink, behind the box").
3. Name four or more places in the school they visited on the walk, and one thing they noticed at each.
4. Sort things seen on the walk into **made by people** and **natural** (some are hard to sort, and saying why is a good answer).
5. Point to places on a simple picture map and say which of two places is **nearer** to a third.
6. Put three photos from the walk in the order we walked (first, next, last).

These are expectations for most children, not gates. Grade 1 returns to the school walk and makes a route map of the local area.

Prior knowledge

- From term 1: a map shows a place from above; the classroom picture map; first, next, last.
- From term 2: people who help at school (the walk may meet some of them).
- From mathematics: position words such as next to, in front of and behind may already be familiar.
- No reading is needed. Everything is done with toys, photos, pictures and talk.

Lessons

Lesson	Title	Time
1	Near, far and next to	20 min
2	Where is Pip? Clues around the classroom	25 min
3	Our school walk	30 min
4	A picture map of a school	25 min
5	Our walk in order, and show what you know	25 min, plus about 3 minutes per child one-to-one during the week

Materials (whole class unless noted)

- **Play-mat town** (set up once, kept the same for lessons 1 and 5): on a mat or large sheet, in one line along the back, from one end: a toy **house**, a toy **tree** touching the house, a gap, a box **shop**, then a long gap and a **pond** (blue paper). A toy **car** sits in front of the shop and a **teddy** sits behind the shop. Take a photo of the layout so it can be set up the same way again.
- **Pip** (the puppet from term 2) and one small object to hide (for example a toy key).
- The term 1 classroom picture map, if you still have it.
- **For the walk:** a camera or tablet for the teacher (photos of places, not faces), a clipboard, and enough adults for your school's ratio rules.
- **Pip's school map** (made up, the same for every class): a large card divided into six picture boxes in two rows. Top row, from left: **garden**, **playground**, **hall**. Bottom row, from left: **gate**, **office**, **classroom**. Draw a simple picture in each box. A copy for the teacher's check in lesson 5.
- A large sheet of paper with a simple outline of your own school grounds from above (drawn by the teacher before lesson 4), and printed photos from the walk.
- Two sorting hoops or mats labelled with pictures: **made by people** (a brick) and **natural** (a leaf).
- Sticky notes and a marker (lessons 2 and 4); paper and crayons or pencils (lessons 4 and 5).
- Picture cards of things often seen at school (for example a bench, a tree, a fence, grass, a flower bed, a bin, a stone, a door), about 8, for sorting in lesson 3. Swap in things your class actually saw.
- A sticker chart for the one-to-one checks.

Assessment

Lesson 5 has a six-part check done one-to-one (about 3 minutes per child) during the week, using the play-mat town (set up as in lesson 1), Pip's school map and three walk photos. Record each part as **yes**, **with help** or **not yet**:

1. Play-mat town: "What is next to the house?" **The tree.**
2. "Is the pond near the house or far from the house?" **Far.**
3. "What is in front of the shop?" **The car.** "What is behind the shop?" **The teddy.**
4. Pip's school map: "Point to the hall." **Top row, right-hand box.**
5. "Which is nearer to the gate: the office or the classroom?" **The office.**
6. Three walk photos: "Put these in the order we walked." **The order of your walk.**

Outcomes 2 to 4 (following a clue, naming places, made by people or natural) are observed during lessons 2 and 3 rather than checked one-to-one. A child may answer by pointing. The check is about the toys, Pip's map and the school, never about the child's home.

Sources

Read for this unit (background only; this unit is not aligned to them):

- National Council for the Social Studies, College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013), K-2 geography indicators, read in the archived PDF: https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf
  - D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places." (lesson 4 school map)
  - D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them." (lessons 3 to 5, walk photos and maps)
  - D2.Geo.3.K-2 "Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places." (lessons 3 and 4, made by people and natural; simplified)
- Common Core State Standards, Kindergarten Geometry, K.G.A.1, which includes describing "the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to": https://www.thecorestandards.org/Math/Content/K/G/ (lessons 1 and 2)
- Wikipedia, "Mental mapping" (a person's point-of-view picture of an area; Kevin Lynch's sketch maps drawn from memory), background for the lesson 5 stretch task: https://en.wikipedia.org/wiki/Mental_mapping
- The term 1 unit My day and my class, for what children already know.

Known gaps and cautions

- **Home privacy.** Never ask children to describe or draw their route from home, their home address or where they live. All maps in this unit are of the play-mat town, Pip's made-up school, the classroom or the school grounds.
- **Walk safety.** Lesson 3 stays inside the school grounds. If you also look at the street, do it from inside the gate or fence. Follow your school's rules on adult ratios, risk assessment and permissions; this unit does not replace them.
- **Photos.** Photograph places, not children. Follow your school's photo policy.
- **Access.** Plan the walk on a route every child can use, including wheelchair users, and include quiet stops for children who find noise hard.
- **"Near" and "far" are relative.** The pond is far from the house but near the end of the mat. Answers depend on "near to what?", so always name the second place.
- **Left and right are not taught here.** They are hard at this age and left out on purpose.
- **Overlap with grade 1.** The society progression plans grade 1 around "a walk around the school and a route map". This unit stays inside the school and makes a picture map, not a route map of the local area; grade 1 should go wider, not repeat it.
- "Made by people" and "natural" is a simplification. A planted flower bed or a stone wall can be both, and saying why is a good answer.
- Order, timings and the play-mat layout are my choices, not taken from any source.

- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check on 6 November 2026 at bcdc103 (recorded in PEERCHECKS.md); fixes are in 95c73ce, which Argon also diff-checked the same day.

Lesson 1: Near, far and next to

Back to the unit

Goal

Children use **near**, **far**, **next to**, **in front of** and **behind** to say where toys are on a small play-mat town.

Materials

- The play-mat town, set up as in the unit materials list: in one line along the back, a house, a tree touching the house, a gap, a box shop, a long gap, then a blue paper pond. A toy car in front of the shop; a teddy behind the shop.
- Pip the puppet.

Steps

✎ Opening (5 min)

1. Children sit in a circle. Say: "Stand **next to** your chair. Now stand **behind** your chair. Now stand **in front of** your chair." Children who use a wheelchair or prefer to sit can point to the place instead, or move Pip.
2. Point to two things in the room: "Is the door **near** us or **far** from us?" Accept the answer that fits your room, and ask how they know.

✎ Main activity (10 min)

1. **Tour the town (4 min).** Gather children so they can all see the mat from the front (the side with the car). Name each place: house, tree, shop, pond. Ask:
   - "What is **next to** the house?" **The tree.**
   - "Is the pond **near** the house or **far** from the house?" **Far.**
   - "What is **in front of** the shop?" **The car.** "What is **behind** the shop?" **The teddy.**
2. **Pip gets lost (6 min).** Pip hides somewhere in the town while children cover their eyes (or turn away). The teacher gives one clue: "Pip is **next to** the pond." A child finds Pip. Repeat with clues such as "Pip is **behind** the tree", "Pip is **in front of** the house", "Pip is **far** from the pond" (near the house end). Then a child hides Pip and gives the clue.

✓ Discussion questions (with answers)

- "If Pip is at the house, is the shop near or far?" **Near-ish, or a bit far**; both are fine if the child compares it with the pond: "nearer than the pond".
- "Is the pond near or far?" **It depends: near to what?** Far from the house, but near the end of the mat. Always name the second place.

- "Does 'behind the shop' change if we walk round to the back of the mat?" **Yes, it can.** From the back, the teddy looks in front. That is why we all look from the same side.

✓ Closing check (with answers) (5 min)

Ask three children, one question each:

1. "What is next to the house?" **The tree.**
2. "Is the pond near the house or far from the house?" **Far.**
3. "What is in front of the shop?" **The car.**

Vocabulary

near, far, next to, in front of, behind

Differentiation

- **Needs more support:** only next to and in front of today; the adult points while saying the word.
- **Ready for more:** "Which is nearer to the house, the shop or the pond?" **The shop.** Or the child gives a two-part clue: "next to the pond and in front of it".
- Answers by pointing, signing or moving Pip all count.

⚠ Safety

- Use toys too large to swallow.

Teacher notes and misconceptions

- "Near" and "far" are always "near to something". Children often answer as if from where they sit. Name the second place in every question.
- "In front of" and "behind" depend on where you look from. Keep everyone looking from the front of the mat today. Lesson 2 uses the classroom, where this is harder.
- Take a photo of the town layout so lesson 5 and the one-to-one checks use exactly the same set-up.

Lesson 2: Where is Pip? Clues around the classroom

Back to the unit

Goal

Children follow and give spoken position clues to find a hidden object in the classroom, and use the term 1 classroom map to show where it is.

Materials

- Pip the puppet and one small object to hide (for example a toy key).
- Sticky notes.
- The term 1 classroom picture map, if you still have it (or a quick new one: the teacher draws the room from above with four or five big things on it).

Steps

✎ Opening (5 min)

1. Show the classroom map. "Remember our map? It shows our room from **above**, like a bird sees it." Ask a child to point to the door on the map, then to the real door.
2. "Today Pip has lost a key. We'll use our words to help find it."

✎ Main activity (15 min)

1. **Teacher clues (6 min).** While children cover their eyes or turn away, the teacher hides the key somewhere safe and easy to reach. Give a clue using two position words: "The key is **next to** the sink, **behind** the box." Two or three children look. Then the class finds the spot on the map and the teacher marks it with a sticky note. Do this three times in different places.
2. **Child clues (9 min).** In pairs or small groups with an adult: one child hides the key and gives a clue; the others find it. The adult helps with words if needed ("Is it next to something? In front of something?"). Swap roles.

✓ Discussion questions (with answers)

- "Which clue was easiest to follow?" **Clues that named a big thing we all know** (the sink, the door), plus one position word.
- "Was 'it's over there' a good clue?" **No.** We need to name a place and say next to, in front of or behind it.
- "Why did we mark the spot on the map?" **So someone who was not looking can find it too.** A map helps us tell other people where things are.

✓ Closing check (with answers) (5 min)

Hide the key one last time. Give the clue "next to the door". One child finds it and puts a sticky note on the map next to the door symbol. **Answer:** the key is found by the door, and the sticky note is beside the door on the map.

Vocabulary

clue, map, above, next to, in front of, behind, near, far

Differentiation

- **Needs more support:** clues with one position word only ("next to the sink"). The adult walks with the child.
- **Ready for more:** the child gives a clue using only the map (points to a spot on the map) and a friend finds the real place.
- Children who don't want to search can be the "map keeper" who puts the sticky note on the map.

⚠ Safety

- Hide the key only in safe, low places: not on high shelves, near sinks with hot water, or behind heavy furniture.
- Agree on walking, not running, while searching.

Teacher notes and misconceptions

- "Behind" in a room is tricky: behind the box from where I stand may be in front of it from where you stand. Accept answers that fit one clear way of looking, and say which way: "behind the box, from the door side".
- If a child can't find the key, give a second clue with "near" or "far" ("you're getting near").
- Avoid "left" and "right" clues; they are not taught in this unit.

Lesson 3: Our school walk

Back to the unit

Goal

Children walk round the school grounds, name the places they visit, notice one thing at each place, and start sorting what they see into **made by people** and **natural**.

Materials

- A camera or tablet for the teacher (photograph places, not faces).
- A clipboard with the list of stops.
- Enough adults for your school's ratio rules, and anything your school's risk assessment requires.
- The two sorting hoops for the end of the lesson: **made by people** (brick picture) and **natural** (leaf picture), and about 8 picture cards of things seen at school (see the unit materials list).

Before the lesson

Plan a short route **inside the school grounds** with four stops (five if the route is short), chosen from places such as: our classroom door, the hall, the office, the playground, a garden or tree, and the main gate (looked at from inside). Check that every child can use the route, including wheelchair users, and that there is one quiet stop. Tell the office and anyone you will pass.

Steps

✎ Opening (5 min)

1. "Today we are going on a walk round our school. We will stop at some places. At each stop, look for one thing to remember."
2. Agree the walk rules: walk with your partner, stay with the group, stop when the adult stops.

✎ Main activity: the walk (20 min)

Keep to four stops of about 3 minutes each, leaving time to walk between them. A fifth stop is optional if the route is short.

At each stop:

1. Name the place together: "This is the hall."
2. Ask: "What do you notice here?" Take two or three answers.
3. Ask one position question: "What is **next to** the hall?" or "Is the gate **near** our classroom or **far** from it?" Answers depend on your school; accept answers that match what children can see.
4. The teacher takes one photo of the place (no faces).

5. At the playground or garden, ask: "Can you see something **made by people**? Something **natural**?" (For example a bench and a tree.)

At the gate, look out at the street from **inside** the gate or fence. Ask: "What can we see outside our school?" (cars, a shop, houses, trees). Do not go out.

✓ Discussion questions (with answers)

Back in class (this can run into the closing), children take turns to put a picture card in a hoop and say why:

- "Was the bench made by people or natural?" **Made by people.**
- "The tree?" **Natural.**
- "The flower bed?" **It can be both**: people planted it, but flowers grow by themselves. Saying why is a good answer.
- "Which place was nearest to our classroom?" **The answer depends on your school**; check it against the route.

✓ Closing check (with answers) (5 min)

Each child says one place we visited and one thing they noticed there. **Answers vary**; any place on the route with any real thing seen there counts. A child may point to a photo or picture card, sign, or use a communication device instead of speaking.

Vocabulary

walk, place, stop, made by people, natural, near, far, next to

Differentiation

- **Needs more support:** a partner holds hands or a picture card of the next stop shows where we are going.
- **Ready for more:** at each stop, the child says where it is using two words ("the office is next to the hall, near the gate").
- Children who find the walk tiring or loud can wait at the quiet stop with an adult, or help take the photos.

⚠ Safety

- Stay inside the school grounds. Look at the street from inside the gate or fence.
- Follow your school's rules on adult ratios, risk assessments and permissions. This lesson does not replace them.
- Count children at the start, at each stop and at the end.
- Photograph places, not children, and follow your school's photo policy.

Teacher notes and misconceptions

- Children may name places by what happens there ("where we eat"). That is fine; give the school's name for it too ("the hall").
- Print the photos before lesson 4, one of each stop, large enough to see from the carpet.
- Don't ask children about their way to school or where they live.

Lesson 4: A picture map of a school

Back to the unit

Goal

Children use a simple picture map to find places and say which of two places is nearer to a third, first on Pip's made-up school map and then on a class map of our own school.

Materials

- Pip's school map (see the unit materials list): two rows of picture boxes. Top row, from left: garden, playground, hall. Bottom row, from left: gate, office, classroom.
- A large sheet with the teacher's outline of our school grounds from above (buildings as simple shapes, the playground, the gate).
- The printed walk photos from lesson 3, with sticky tack.
- A marker for the dotted line; paper and crayons for the stretch task.

Steps

✎ Opening (5 min)

1. "Pip goes to a school too. Here is a map of Pip's school, from above." Point to each box and name it.
2. Ask: "Where does Pip go in? Point to the gate." **Bottom row, left-hand box.**

✎ Main activity (15 min)

1. **Pip's school (6 min).** Ask:
    - "Point to the hall." **Top row, right-hand box.**
    - "What is **next to** the playground?" **The garden, the hall and the office** (the office is just below it).
    - "Which is **nearer** to the gate: the office or the classroom?" **The office.**
    - "Which is **far** from the garden: the playground or the classroom?" **The classroom.**
    - "Pip walks from the gate to the classroom. Which place does Pip pass?" **The office.**
2. **Our school map (9 min).** Show the outline of our school. Hold up a walk photo: "Where was this?" Children help stick each photo on the right part of the map. Draw a dotted line between the photos in the order we walked. Add one or two places we did not visit, if children suggest them.

✓ Discussion questions (with answers)

- "Is our map the real school?" **No.** It is a picture from above, and it leaves lots out.

- "Which photo place is nearest to our classroom on the map?" **The answer depends on your school**; check on the map.
- "Could a new child use our map?" **Yes, to find places like the hall or office**, if a grown-up helps.

✓ Closing check (with answers) (5 min)

Using Pip's school map:

1. "Point to the playground." **Top row, middle box.**
2. "Which is nearer to the gate: the office or the classroom?" **The office.**

Vocabulary

map, above, picture map, nearer, next to, far

Differentiation

- **Needs more support:** only point to places on Pip's map; the adult names them.
- **Ready for more:** draw a symbol for a new place (for example a bike rack) and put it on our school map; or answer "Which is nearest to the classroom: the garden, the office or the gate?" on Pip's map (**the office**, which is right next to it).
- Children with low vision can use a tactile version of Pip's map (six boxes with different textures).

⚠ Safety

- None beyond normal classroom care.

Teacher notes and misconceptions

- Keep "next to" on Pip's map simple: boxes that share a side. Diagonal boxes are not "next to" in this lesson.
- Children may think the map is wrong because buildings "don't look like that". Remind them of term 1: a map shows a place from above.
- Keep the class map up for lesson 5.

Lesson 5: Our walk in order, and show what you know

Back to the unit

Goal

Children put photos from the walk in the order we walked, use position words once more, and do a short one-to-one check during the week.

Materials

- The class map with photos from lesson 4.
- A second set of three walk photos (from different stops) per small group.
- The play-mat town, set up exactly as in lesson 1 (use the photo).
- Pip's school map.
- Paper and crayons or pencils for the drawing task.
- A sticker chart for the one-to-one checks.

Steps

✎ Opening (5 min)

1. Look at the class map together. "Where did we go **first**? **Next**? **Last**?" Children point along the dotted line. **Answers follow your walk.**

✎ Main activity (15 min)

1. **Photo order (8 min).** In small groups with an adult, children put three walk photos in the order we walked (first, next, last). They check against the dotted line on the class map.
2. **Draw from memory (7 min).** Each child draws one place from the walk and something next to it. Ask: "What is next to it in your drawing?" Drawings do not need to be accurate; talking about where things are is the point.

✓ Discussion questions (with answers)

- "How did you know which photo came first?" **We remembered the walk, or we checked the dotted line on the map.**
- "Is anything missing from your drawing?" **Yes, always.** Every map or picture from memory leaves things out, and that is fine.
- "What is one place in our school that is far from our classroom?" **Depends on your school**; check on the map.

Closing (5 min)

Explain the check: "This week, each of you will come and show me what you know about where things are." Sing or play a quiet game while the first children start.

One-to-one check (about 3 minutes per child, during the week)

Use the play-mat town, Pip's school map and three walk photos. Record **yes**, **with help** or **not yet** for each part.

1. "What is next to the house?" **The tree.**
2. "Is the pond near the house or far from the house?" **Far.**
3. "What is in front of the shop?" **The car.** "What is behind the shop?" **The teddy.**
4. On Pip's map: "Point to the hall." **Top row, right-hand box.**
5. "Which is nearer to the gate: the office or the classroom?" **The office.**
6. "Put these three photos in the order we walked." **The order of your walk.**

Pointing, signing, moving Pip or a communication device all count as answers. Sit on the same side of the play-mat as in lesson 1 so "in front of" and "behind" mean the same.

Vocabulary

first, next, last, near, far, next to, in front of, behind, map

Differentiation

- **Needs more support:** two photos instead of three; parts 1 to 3 only.
- **Ready for more:** draw a picture map of the play-mat town from above, with every toy in the right place.
- Children who don't want to draw can tell an adult, who writes their words.

⚠ Safety

- Use toys too large to swallow.

Teacher notes and misconceptions

- A drawing of a place from memory is like a "mental map": a person's own picture of a place. Researchers have asked people to sketch their city from memory, and those sketches leave things out too.
- If a child puts photos in a different order but explains it ("we saw the gate when we came back"), check: they may be right about a different part of the walk.

Grade 1 Society: Rules, Fairness and Community Jobs (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 1

Big idea

Rules help people stay safe and get along, and different places need different rules. Fair does not always mean everyone gets exactly the same: sometimes it means sharing equally, sometimes taking turns, and sometimes giving someone what they need so they can join in. When a rule is not working, the people who use it can talk and agree a better one. In a town, people do many different jobs: some make things you can hold (goods) and some do things for other people (services), and every job needs skills and tools.

This is the first society unit of grade 1 (term 1). It builds on the kindergarten unit My day and my class (classroom roles, making one class rule with a "so that..." reason) and on Families, then and now, and people who help us (helpers in school and town). Here the rules move outside the classroom, the idea of fairness is added, and jobs are sorted and explained.

Outcomes

By the end of the unit most children can:

1. Match a rule to a place (a park, a library, a swimming pool, a road crossing, a bus, a café kitchen) and give its reason with "so that...".
2. Show a fair share of a small number of objects between two people, and explain one time when fair means taking turns.
3. Explain, using a story, that fair can also mean giving someone what they need to join in, even when others do not get the same thing.
4. Say what was wrong with a rule that was not working in a game, help their group agree a better rule, and say whether it worked better.
5. Sort made-up job cards into "makes a thing you can hold" (goods) and "does something for people" (services), and name one tool and one skill a job needs.
6. Work with a group on a shared task, sharing out the roles in a fair way.

Prior knowledge

- Kindergarten society: our day in order, classroom roles and jobs, making a class rule and saying why, helpers in school and town.
- Kindergarten health and PE: taking turns, stop/look/listen with a grown-up.
- Grade 1 maths term 1 runs alongside: sharing 10 counters into two equal groups uses facts within 20.

- No reading is needed. Every rule, place, job and tool card has a picture; words on cards are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week. Lesson 3 needs the hall, playground or a cleared space. Lesson 5 can take two sessions if groups want more time to build.

Lesson	Title	Main activity
1	Rules in different places	Match rule cards to place cards and give "so that..." reasons
2	What is fair?	Share counters, take turns with a timer, the story of the step, fair and unfair ways to choose
3	When a rule isn't working	Play a beanbag game with an unfair rule, agree a better rule, play again
4	Jobs in Little Hill	Sort made-up job cards into goods and services; match tools and skills
5	Building Little Hill together	Groups build one building and a rule sign for a class town; show what you know

Materials (whole class unless noted)

- Lesson 1: per pair, a set of 6 place picture cards (park playground, library, swimming pool, road crossing, bus, café kitchen), a set of 14 rule picture cards (listed in lesson 1) and a sorting mat with 6 boxes; large copies of the place cards for the board; a museum place card for the closing check.
- Lesson 2: per pair, 10 counters and 2 paper cups; per group of 4, one toy and a 1-minute sand timer; story picture cards A-D (Kit and Ari); per pair, 6 "ways to choose" cards and a mat with a thumbs-up box and a thumbs-down box; a cup of numbered lolly sticks; for the closing check, 8 stickers or counters and a picture of two children; large counters for any child who still mouths small objects.
- Lesson 3: per group of 4, one hoop, one beanbag, one yellow bib (or sash) and a strip of floor tape for the throwing line (about 2 metres from the hoop); the cup of numbered lolly sticks from lesson 2; the "Class Fox line leader" story card; a large "Our new rule" sheet and a pen; the "paint table" picture card for the closing check. Indoor alternative per group: a cardboard box and a scrunched paper ball.
- Lesson 4: per pair, 8 made-up job cards (baker, bus driver, nurse, librarian, farmer, bin collector, builder, hairdresser), a sorting mat ("makes a thing you can hold" with a picture of hands holding a loaf; "does something for people" with a picture of a helping hand), and 8 tool cards (oven, tractor, steering wheel, stethoscope, comb and scissors, bin lorry, bricks and trowel, library computer); a banana (or a picture of one) and a picture of a lorry and a ship; two closing-check cards (dentist, potter).
- Lesson 5: per group of 4, 3-4 clean empty cardboard boxes, paper, crayons, glue sticks, masking tape, child-safe scissors, a lolly stick and a small card for a rule sign, 4 group role cards (builder, decorator, sign maker, checker) and one building card (bakery, bus stop, library, clinic, farm shop, hair salon or bin depot); a long paper strip as the town street; the "ways to choose" cards and the cup of numbered lolly sticks from lesson 2; pre-cut shapes, glue dots and tape tabs for fine-motor support; the cards needed for the one-to-one check (see Assessment).
- Blank cards and pencils for the extensions in lessons 1 and 4.

- Support cards: two ready-made new-rule picture cards per group (lesson 3); two ready-drawn rule signs per group and a thumbs-up card for the checker (lesson 5).

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 5: watch how each group shares out roles and decides, and listen to each group's rule and "so that..." reason.
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: the swimming pool card and "walk, don't run" rule card, 6 counters and 2 cups, story card C, the baker and bus driver job cards, a picture of a game where one child always goes first. Answer guide:
    1. "Why might a swimming pool have a 'walk, don't run' rule?" (So that nobody slips on the wet floor and gets hurt.)
    2. "Share these 6 counters fairly between Kit and Ari." (3 each.)
    3. Story card C. "Ari gets a step to reach the sink. Kit doesn't need one. Is that fair?" (Yes, because Ari needs it so that both can wash their hands. If a child says "no, it's not the same", ask: "Can Ari wash hands without it?" and accept a changed answer with a reason.)
    4. Baker and bus driver cards. "Which one makes a thing you can hold?" (The baker: bread, cakes.) "What does the other one do for people?" (Drives people where they need to go.)
    5. Picture of a game where one child always goes first. "Is this rule working for everyone? What could the group change?" (No; take turns, pick a lolly stick, or any fair way that gives everyone a go.)
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- Lesson 3 is a moving game: clear the space, agree a "hands up, everything stops" signal, throw underarm only, towards the hoop and never at people. Fetch the beanbag only when the thrower has finished.
- Lesson 5: child-safe scissors only; use clean, empty food boxes and leave out any packaging from foods on the class allergy list (for example nut products).
- Counters, lolly sticks and stickers stay on tables and out of mouths; use large counters with any child who still mouths objects.

Families, feelings and privacy

- All stories use made-up children (Kit and Ari, Class Fox) and a made-up town (Little Hill). Never ask children what jobs the grown-ups at home do, what money their family has, or whether their family follows a rule.
- Children can share a job they would like to do, or a job they have seen in a story, if they want to; nobody has to.
- In lesson 2, keep "fair means giving what someone needs" about Kit and Ari. Do not point to real children in the class who use a step, a chair, a hearing aid or any other support.

- Show jobs done by people of different genders, ages and appearances. Avoid saying any job is for boys or for girls.

Access and taking part

- Every card has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Children who do not want to speak to the class can tell a partner or the adult, or hold up a card.
- Lesson 3: a child who uses a wheelchair or walking frame throws from where they are, and the throwing line moves to them; children who prefer not to join the active game can be the group's "rule watcher", who says whether the rule is being followed. Seated players can throw a paper ball into a box on a table instead.
- Low vision: large cards with bold outlines; describe each card aloud. Fine-motor needs in lesson 5: pre-cut shapes, glue dots and tape tabs.
- Colour is never the only clue: the sorting mats use picture symbols (thumbs up and down, hands holding a loaf, a helping hand).

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF pages 32-34 for civics, page 37 for economics). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority." (the lifeguard in lesson 1; the teacher in lesson 3)
  - D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community." (lessons 4 and 5)
  - D2.Civ.3.K-2 "Explain the need for and purposes of rules in various settings inside and outside of school." (lesson 1)
  - D2.Civ.6.K-2 "Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority." (lesson 5)
  - D2.Civ.8.K-2 "Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules." (lesson 2)
  - D2.Civ.9.K-2 "Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group." (lessons 3 and 5)
  - D2.Civ.12.K-2 "Identify and explain how rules function in public (classroom and school) settings." (lesson 3)
  - D2.Eco.3.K-2 "Describe the skills and knowledge required to produce certain goods and services." (lesson 4)
  - D2.Eco.4.K-2 "Describe the goods and services that people in the local community produce and those that are produced in other communities." (lesson 4)
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- Rules, places and jobs differ between countries and towns. Swap the cards for places and jobs children know, and use your local road-crossing rule (for example, a green figure, or no signal at all).

- Some jobs fit both columns (a builder makes a house you can see and touch, but also does a service for the family who asked; a café cook makes food and serves it). Accept any placement a child can explain; the cards were chosen so most have one clear answer.
- "Fair" is a big idea that adults disagree about. These lessons show three everyday kinds (equal shares, taking turns, giving what someone needs) and do not claim this is the whole story.
- The game in lesson 3 has a deliberately unfair first rule. Keep the first round short (about 3 minutes) so no child feels left out for long, and rotate who wears the bib between groups, choosing in a fair way.
- Money, prices and saving (later C3 economics indicators) are left for grade 2. Laws and governments are left for grade 2 and later.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- Gemini 4 Argon text-checked the README and lessons 1-5 at 032dbc6 on 9 November 2026 (timings, links, counts, sources, safeguards and the one-to-one check were consistent); two materials notes were fixed in 00cf8e7, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: Rules in different places

Unit overview - Next: Lesson 2

Goal: Children match rules to the places that need them and say why each rule helps, using "so that...".

Length: about 40 minutes.

Materials

- Per pair: 6 place picture cards (park playground, library, swimming pool, road crossing, bus, café kitchen); a sorting mat with 6 boxes, one for each place; 14 rule picture cards:
  - Park: "Wait your turn for the slide"; "Put litter in the bin".
  - Library: "Use a quiet voice"; "Turn pages gently".
  - Swimming pool: "Walk, don't run"; "Swim only when the lifeguard is there".
  - Road crossing: "Stop, look and listen with a grown-up"; "Cross when the green figure shows".
  - Bus: "Stay sitting while the bus moves"; "Let people get off first".
  - Café kitchen: "Wash hands before cooking"; "Keep hot pans away from the edge".
  - Everywhere: "Be kind"; "Ask a grown-up for help".
- Large copies of the 6 place cards for the board.
- A museum place card for the closing check.
- Blank cards and pencils for the extension (drawing a new rule card).

Steps

✎ Opening (5 min)

Recall the kindergarten class rule: "Last year your class made a rule. What was it for?" Accept any answer with a reason. Say: "Rules are not only for classrooms. Today we visit six places and find the rules each one needs." Put the large place cards on the board and name each one together.

✎ Main activity (25 min)

1. **Model (5 min).** Take the swimming pool card. Hold up "Walk, don't run". "Where does this rule belong? Why?" Think aloud: "The floor is wet, so that nobody slips and gets hurt." Put it in the pool box. Point out the lifeguard in the picture: "The lifeguard's job is to watch the water and make sure people stay safe."
2. **Pairs match (12 min).** Pairs place the rule cards in the boxes. Walk round and ask "Why does it go there?" Two cards ("Be kind", "Ask a grown-up for help") fit everywhere: pairs put them under the mat.
3. **"So that..." round (8 min).** Each pair chooses one rule and says it with a reason: "In the library we use a quiet voice so that people can read and think." Children who prefer not to speak to the class tell the adult or hold up the card while their partner speaks.

✓ Discussion questions (5 min, with answers)

1. "The library has a quiet-voice rule. Why doesn't the park have one?" (People in a library are reading and thinking; in the park, loud play usually doesn't stop anyone else from doing what they came for.)
2. "Which rules fit in lots of places?" (Be kind, ask for help, taking turns, putting litter in the bin, washing hands before food; accept others with a reason.)
3. "Who helps people keep the rules at the pool?" (The lifeguard. Other places: the bus driver, the librarian, the crossing guard, the cook in charge.)

✓ Closing check (5 min, with answers)

Show the museum card. "Here is a new place. Think of one rule a museum might need and say 'so that...'." (Any rule with a reason, for example: "Don't touch the things in the glass cases so that they don't break"; "Walk so that nobody bumps into the displays"; "Use a quiet voice so that people can listen to the guide.") Note who gives a rule with a reason.

Vocabulary

rule, reason, "so that", place, safe, lifeguard, librarian.

Differentiation

- Support: give a pair only 3 places and 6 rule cards; say each card aloud.
- Extension: "Make up a new rule for one of the places and draw its card." Or: "Find a rule that would be silly in another place." (A quiet-voice rule in the playground.)

⚠ Safety

- None beyond normal classroom care. Remind children that the road crossing rule is "with a grown-up" (kindergarten road safety).

Teacher notes

- Use local versions: if your crossings have no green figure, change that card to your local rule.
- Keep the talk on the made-up places. Do not ask children whether their family follows a rule.

Lesson 2: What is fair?

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn three everyday kinds of fair (equal shares, taking turns, giving someone what they need to join in) and sort fair and unfair ways to choose who goes first.

Length: about 40 minutes.

Materials

- Story picture cards A-D about two made-up children, Kit and Ari:
  - A: Kit and Ari with a plate of 10 grapes.
  - B: Kit and Ari next to one swing.
  - C: Ari, too short to reach the sink, standing on a step; Kit, tall enough, without one; both washing their hands.
  - D: Kit and Ari with a board game, both wanting to go first.
- Per pair: 10 counters (the "grapes") and 2 paper cups labelled with pictures of Kit and Ari.
- Per group of 4: one toy (the "swing") and a 1-minute sand timer.
- Per pair: 6 "ways to choose" cards and a mat with a thumbs-up box and a thumbs-down box. The cards: "Take turns from a list"; "Pick a numbered lolly stick from a cup"; "Rock, paper, scissors"; "The tallest always goes first"; "Whoever shouts loudest goes first"; "The same child always goes first".
- A cup of numbered lolly sticks for the demonstration.
- For the closing check: 8 stickers or counters and a picture of two children.
- Large counters for any child who still mouths small objects.

Steps

✎ Opening (5 min)

Show card A. "Kit and Ari have 10 grapes. Kit takes 8 and gives Ari 2. Is that fair?" (No.) "What would be fair?" Take ideas. Say: "Today we find out what fair means. It is not always the same thing."

✎ Main activity (25 min)

1. **Equal shares (6 min).** Pairs share the 10 counters between the Kit cup and the Ari cup, one at a time ("one for Kit, one for Ari"). Count: 5 and
2. "Fair can mean the same amount each." Quick try: 6 counters (3 each).
3. **Taking turns (6 min).** Show card B. "There is only one swing. We can't cut it in half! What's fair?" (Take turns.) Groups of 4 pass the toy round, each child holding it until the 1-minute sand timer runs out. "Fair can mean everyone gets a turn."
4. **The story of the step (6 min).** Show card C and tell it: "Ari can't reach the sink, so the teacher gives Ari a step. Kit is tall enough and doesn't get a step. Is that fair?" Take ideas from both sides. Then ask: "Could Ari wash hands without the step?" (No.) "Now both can wash their hands. Fair can mean giving someone what they need so they can join in."

5. **Ways to choose (7 min).** Show card D. "Who goes first?" Demonstrate one fair way: pull a numbered stick from the cup. Pairs sort the 6 "ways to choose" cards onto thumbs up (fair) and thumbs down (not fair).

✓ Discussion questions (5 min, with answers)

1. "Why is 'the tallest always goes first' not fair?" (The same person always wins, and nobody can change how tall they are.)
2. "Why is picking a lolly stick fair?" (Everyone has the same chance; nobody knows which stick they will get.)
3. "When we shared the grapes, everyone got the same. When Ari got the step, Kit did not get the same. Were both fair?" (Yes: the grapes were shared equally, and the step helped Ari do what Kit could already do.)

✓ Closing check (5 min, with answers)

1. Put 8 stickers next to the picture of two children. "Show me a fair share." (4 each.)
2. "Tell me one fair way to choose who goes first." (Take turns from a list, pick a lolly stick, rock paper scissors, or another way where everyone has the same chance.)

Note who shares equally and who names a fair way.

Vocabulary

fair, not fair, share, the same, turn, need.

Differentiation

- Support: share 4 counters (2 each) before 10; sort only 4 "ways to choose" cards (2 fair, 2 not fair).
- Extension: "Share 9 grapes between Kit and Ari. What can you do with the one left over?" (Cut it in half, give it to someone else, save it; accept any idea with a reason.) Or invent a new fair way to choose.

⚠ Safety

- Counters and lolly sticks stay on tables, out of mouths; use large counters with any child who still mouths objects.
- The "swing" is a toy passed hand to hand; no real swinging.

Teacher notes

- Keep the step story about Kit and Ari. Do not point to real children in the class who use a step, a chair, a hearing aid or other support.

- Some children will say the step is not fair because it is not the same. That is a reasonable first answer; the question "Could Ari wash hands without it?" usually helps. Accept a changed answer with a reason.
- Rock, paper, scissors gives each player the same chance only if both show their hand at the same time; mention this if children raise it.

Lesson 3: When a rule isn't working

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children notice when a rule is not working for everyone, agree a better rule as a group by listening to each other, and test whether the new rule works better.

Length: about 40 minutes. Teach in the hall, the playground or a cleared classroom.

Materials

- The "Class Fox line leader" story card: a made-up class where the first child to reach the door is the line leader, showing children rushing to the door.
- Per group of 4: one hoop, one beanbag, one yellow bib (or sash), and a strip of floor tape for the throwing line about 2 metres from the hoop.
- Indoor alternative per group: a cardboard box and a scrunched paper ball.
- A large "Our new rule" sheet and a pen.
- The "paint table" picture card for the closing check (only the children at the front table can use the paint; children at other tables are waiting).
- A cup of numbered lolly sticks (from lesson 2) for choosing who wears the bib first.
- For support: two ready-made new-rule picture cards per group (for example "Everyone takes a turn wearing the bib" and "Throw in the order of the lolly sticks").

Steps

✎ Opening (5 min)

Agree the stop signal: "When I put my hand up, everything stops and you put your hand up too." Practise once. Recall lesson 2: "What does fair mean?" (Sharing the same, taking turns, giving what someone needs.)

✎ Main activity (25 min)

1. **Class Fox (6 min).** Show the story card. "In Class Fox, the first child to reach the door is line leader. What happens?" (Children run and push; the fastest children are always leader; slower children never are.) "Is this rule working?" (No.) "What could Class Fox change?" Write ideas on the "Our new rule" sheet (a turns chart; a lolly stick each morning). "The people who use a rule, with the teacher, can agree to change it."
2. **Game, round 1 (4 min).** Groups of 4 at a hoop. Use the lolly sticks to choose who wears the yellow bib. Rule 1: "Only the player in the yellow bib throws, every time. The others fetch the beanbag." Throw underarm from the line into the hoop. Stop after about 3 minutes.
3. **Agree a better rule (6 min).** Groups sit together. Ask: "Was rule 1 fair? How did it feel to only fetch?" Each child says one idea while the others listen; the group agrees one new rule (for example: pass the bib on after each throw; take turns round the circle). Groups can agree by talking, by a show of hands, or by picking a lolly stick if two ideas are tied.
4. **Game, round 2 (5 min).** Play again with the new rule.

5. **Back together (4 min).** Each group shows its new rule with a thumbs up (worked better), thumbs sideways (a bit better) or thumbs down (not better), and says why if they want to.

✓ Discussion questions (5 min, with answers)

1. "What was the problem with rule 1?" (The same child threw every time; the others only fetched. It was not fair, and it was not much fun for most of the group.)
2. "How did your group choose the new rule?" (We each said an idea, listened and agreed, or put our hands up, or picked a stick.)
3. "Who can change a rule?" (The people who use it, working together and with the person in charge, such as the teacher for class rules.)

✓ Closing check (5 min, with answers)

Show the paint table card. "The rule is: only children at the front table can use the paint. Is it working for everyone?" (No: the other tables never get to paint.) "What could the class change?" (Take turns by table; put paint on every table; use a turns chart.) Note who sees the problem and who suggests a fairer rule.

Vocabulary

rule, change, agree, listen, fair, better.

Differentiation

- Support: offer two new rules on picture cards and let the group choose one.
- Extension: "Your new rule worked. Could it be even better? What else might go wrong?" (For example: someone throws too hard, so add "underarm only".)

⚠ Safety

- Clear the space; groups well apart. Throw underarm, towards the hoop, never at people. Fetch the beanbag only after the throw.
- Use the stop signal before every change of round.

Access

- A child who uses a wheelchair or walking frame throws from where they are; move the throwing line to them.
- A child who prefers not to join the active game can be the group's "rule watcher", who says whether the rule is being followed, and has a full say in the new rule.
- Seated players can throw a scrunched paper ball into a cardboard box on a table.

Teacher notes

- Keep round 1 short (about 3 minutes) so nobody feels left out for long. Rule 1 is unfair on purpose; say so afterwards.
- Most groups will choose turns. If a group's new rule doesn't work, that is useful: "What would you change next time?"

Lesson 4: Jobs in Little Hill

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children sort jobs in a made-up town into those that make things you can hold (goods) and those that do something for people (services), and say what tools and skills a job needs.

Length: about 40 minutes.

Materials

- Per pair: 8 made-up job cards from the town of Little Hill: baker, bus driver, nurse, librarian, farmer, bin collector, builder, hairdresser. Show people of different genders, ages and appearances.
- Per pair: a sorting mat with two boxes: "makes a thing you can hold" (picture: hands holding a loaf) and "does something for people" (picture: a helping hand).
- Per pair: 8 tool cards: oven, tractor, steering wheel, stethoscope, comb and scissors, bin lorry, bricks and trowel, library computer.
- A banana (or a picture of one) and a simple picture of a lorry and a ship.
- Two closing-check cards: a dentist and a potter.
- Blank cards and pencils for the extension (drawing a new job card).

Steps

✎ Opening (5 min)

"Little Hill is a made-up town. Lots of people work there. Who might work in a town?" Take ideas (from stories, from walking around). Say: "Today we find out what each job does for the town."

✎ Main activity (25 min)

1. **Goods or services (8 min).** Model with the baker: "The baker makes bread. Can you hold bread?" (Yes.) "Things you can hold are called goods." Then the bus driver: "Can you hold what a bus driver does?" (No; the driver takes people places.) "When someone does something for people, it is called a service." Pairs sort the 8 job cards.
2. **Tools (7 min).** Pairs put a tool card next to each job. Check together: baker - oven; farmer - tractor; bus driver - steering wheel; nurse - stethoscope; hairdresser - comb and scissors; bin collector - bin lorry; builder - bricks and trowel; librarian - library computer.
3. **Skills (5 min).** "What does a baker need to know or be good at?" (How to mix and measure, how hot the oven is, how long to bake, washing hands.) Pairs choose one other job and tell each other one thing that person needs to know or be good at. Share two or three.
4. **From far away (5 min).** Hold up the banana. "Can bananas grow in Little Hill's cold winters?" (No.) "Bananas grow in warm places. Farmers there grow them, and lorries

and ships bring them here. Some goods are made in our town, and some come from other places."

✓ Discussion questions (5 min, with answers)

1. "Is the nurse making something you can hold?" (No; the nurse looks after people who are ill or hurt. That is a service.)
2. "Which job would Little Hill miss most if it stopped for a week? Why?" (Any answer with a reason, for example: the bin collectors, because rubbish would pile up and smell. Point out that every job matters to someone.)
3. "The builder makes a house you can touch. Is that goods or a service?" (It could be both: the house is a thing, and building it is something done for the people who asked. Accept either with a reason.)

✓ Closing check (5 min, with answers)

Show the two new cards one at a time. "Does this person make a thing you can hold, or do something for people?"

1. Dentist. (Does something for people: looks after teeth. A service.)
2. Potter. (Makes a thing you can hold: bowls, cups, pots. Goods.)

Note who sorts both correctly and who can say why.

Vocabulary

job, goods, service, tool, skill, make, town.

Differentiation

- Support: sort 4 job cards only (baker, farmer, bus driver, nurse); say each card's name aloud.
- Extension: "Make a new job card for Little Hill. Draw the tool it needs and say whether it makes goods or a service."

⚠ Safety

- None beyond normal classroom care. If you bring a real banana, check the class allergy list; do not eat it in the lesson.

Teacher notes

- Never ask what jobs the grown-ups at home do. Children may say a job they would like to do, or one from a story, if they want to.
- Avoid saying any job is for boys or for girls; if a child says so, ask: "Could anyone learn to do that job?"

- The builder card is deliberately tricky (see discussion question 3). Every other card has one clear answer: goods - baker, farmer, builder (usually); services - bus driver, nurse, librarian, bin collector, hairdresser.

Lesson 5: Building Little Hill together

Unit overview - Previous: Lesson 4

Goal: Children work in a group on a shared task, share out roles in a fair way, and make a building and a rule sign for a class model of Little Hill. The end-of-unit one-to-one check runs during the week.

Length: about 40 minutes (can take two sessions).

Materials

- Per group of 4: 3-4 clean, empty cardboard boxes; paper; crayons; glue sticks; masking tape; child-safe scissors; a lolly stick and a small card for a rule sign.
- Per group: 4 role cards with pictures (builder: puts the boxes together; decorator: draws windows and doors; sign maker: makes the rule sign; checker: checks the group is following its plan and everyone is joining in) and one building card (bakery, bus stop, library, clinic, farm shop, hair salon or bin depot).
- The "ways to choose" cards from lesson 2 and a cup of numbered lolly sticks.
- A long paper strip on the floor or a table as the town street.
- For fine-motor support: pre-cut shapes, glue dots and tape tabs.
- For support: two ready-drawn rule signs per group to choose from, and a thumbs-up card the checker can hold up.
- For the one-to-one check during the week: the swimming pool card and the "walk, don't run" rule card (lesson 1), 6 counters and 2 cups, story card C (lesson 2), the baker and bus driver job cards (lesson 4), and a picture of a game where one child always goes first.

Steps

✎ Opening (5 min)

"Today our class builds Little Hill together. Each group makes one building and one rule sign. A town only works when lots of people do different jobs, and your group only finishes if everyone does a job too." Show the role cards and the building cards.

✎ Main activity (25 min)

1. **Share out the roles (4 min).** Each group chooses a fair way from the "ways to choose" cards to share out the 4 role cards (for example, pick a lolly stick, then choose roles in number order). Groups of 3 combine decorator and sign maker; groups of 5 have two builders.
2. **Build (15 min).** Groups build their building from boxes and make a rule sign that belongs to their place (for example, the bakery: "Wash hands before baking"; the bus stop: "Wait in a line"). The sign maker draws the rule; the whole group agrees its "so that..." reason.
3. **Our street (6 min).** Groups place their buildings on the town street. Walk along it together; each group points to its rule sign.

✓ Discussion questions (5 min, with answers)

1. "How did your group decide who did which role?" (We used a fair way: picked sticks, took turns, or talked and agreed.)
2. "What would happen if everyone in your group made the sign and nobody built?" (The building wouldn't get finished. Sharing jobs helps a group finish a shared task, like jobs in a town.)
3. "What does our town still need?" (Any building with a reason, for example: a school, a park, a fire station.)

✓ Closing check (5 min, with answers)

Each group says its rule with "so that...". (Any rule that fits the place, with a reason that explains how it helps, for example: "Wait in a line at the bus stop so that everyone gets on safely and in turn.") Note groups whose reason links to safety, fairness or getting along.

End-of-unit one-to-one check

Run the five-question check in the unit overview (Assessment section) during the week, about 4 minutes per child, while other children add to the town or draw a job they might like to do (by choice; nobody has to).

Vocabulary

group, role, share, agree, town, street.

Differentiation

- Support: give the group a ready-drawn rule sign to choose from (two choices); pre-cut windows and doors.
- Extension: add a second sign, or make a job card for someone who would work in their building and say whether it is goods or a service.

⚠ Safety

- Child-safe scissors only; cut away from fingers and bodies.
- Use clean, empty food boxes; leave out packaging from foods on the class allergy list (for example nut products).

Access

- Every role can be done in different ways: a checker can use a thumbs-up card; a sign maker can choose a picture instead of drawing.
- Fine-motor needs: pre-cut shapes, glue dots and tape tabs.
- Children may give the rule and reason by speaking, signing, pointing to the sign or with a partner speaking for them.

Teacher notes

- The checker role is not a boss: it means checking the plan and that everyone joins in. Say this when handing out cards.
- Keep the town for a week so children can add to it during the one-to-one checks.

Grade 1 Society: Then and Now: Timelines and Old and New Objects (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 2

Big idea

Things happen in an order, and we can show that order on a timeline using words like first, next, before, after, long ago and now. Life in the past was different from life today in some ways and the same in others: children long ago also learned, played and helped, but many of their tools and toys were different. We find out about the past from sources: old objects, old pictures, written labels and what older people remember. A source can answer some of our questions, and it can also make us think of new ones.

This is the second society unit of grade 1 (term 2). It builds on the kindergarten unit Families, then and now, and people who help us (sorting "long ago" and "now", three time bands, what an old photo can and cannot tell us). Grade 1 adds longer sequences, before/after language, comparing a whole part of life (school) then and now, and asking questions of a source.

Outcomes

By the end of the unit most children can:

1. Put five picture cards of a made-up story in time order and talk about them with first, next, then, last, before and after.
2. Compare a picture of a made-up classroom from long ago with a classroom now, and say one thing that changed and one thing that stayed the same.
3. Sort old and new versions of everyday objects (phones, music players, keys, toys) onto a three-part timeline (long ago, when today's grown-ups were small, now) and give one clue for each choice.
4. Name at least two kinds of source (an object, a picture, a written label, what a person remembers) and say one thing a source can tell us.
5. Find who made an object, where and roughly when from a museum-style label read aloud by an adult, and ask one question about the object.

Prior knowledge

- Kindergarten society term 2: "long ago" and "now"; three time bands; old photos as clues.
- Grade 1 society term 1: working in pairs and groups, sharing roles fairly.
- Grade 1 mathematics term 1: counting and ordering to 20, used for numbering timeline cards.

- No reading is needed. Every card has a picture; words on cards are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

Lesson	Title	Main activity
1	What comes first? Making a timeline	Order a school day and the story of Rosa growing up on a washing-line timeline
2	A classroom long ago and now	Compare two classroom pictures; sort changed and stayed the same
3	Old and new objects	Sort phones, music players, keys and toys onto a three-part timeline, giving clues
4	Museum detectives	Kinds of sources; read museum labels for maker, place and date; ask questions
5	Our Little Hill timeline	Listen to a memory (a visitor or the Mrs Okafor story), build a class timeline, show what you know

Materials (whole class unless noted)

- Lesson 1: a string "washing line" across the board with pegs; 6 large school-day cards (arriving at school, morning story, maths, lunch, outdoor play, going home); per pair, 5 "Rosa grows up" cards (baby, crawling, first steps, starting kindergarten, in grade 1) and a 5-box number strip (1 to 5); per pair, 3 sunflower cards (seed, sprout, flower) for the closing check; blank cards and pencils for the extension; per pair, 3 "Rosa grows up" cards (baby, first steps, in grade 1) for the support group.
- Lesson 2: two large classroom pictures (Little Hill School long ago and now; see lesson 2); per pair, a set of 8 small detail cards and a sorting mat with three boxes ("long ago", "now", "both"), each box with a picture symbol (an old clock, a sun, two linked hands); a real slate (or a picture) and a small whiteboard for the closing check; magnifying glasses (optional).
- Lesson 3: three large time-band cards (long ago, when grown-ups were small, now), each with a symbol (an old clock, a younger grown-up, a sun); per group of 4, 12 object picture cards (listed in lesson 3); per group, a "clue" card set (material, wires or batteries, screen, worn or new); a big iron key picture and a key card for the closing check. Optional: a museum or library loan box of real old objects (see Safety).
- Lesson 4: four large "source" cards (an object, a picture, a written label, a person remembering); per pair, 3 museum label cards with a picture (listed in lesson 4); a "question words" card (who, what, where, when, why, how) with a picture for each; a spinning-top label card for the closing check; a large sheet of paper and a marker for the class questions (kept for lesson 5); blank cards and pencils for the extension.
- Lesson 5: the three time-band cards from lesson 3 on a long strip; the 12 object cards from lesson 3 (one set) plus 6 Little Hill picture cards (listed in lesson 5); the class question sheet from lesson 4; the Mrs Okafor memory card (made up, read by the adult) or an agreed visitor; masking tape or Blu-tack, a sticky note and pen; the lesson 3 clue cards for the support group; the stove and hand bell detail cards from lesson 2 (for Access); the cards needed for the one-to-one check (see Assessment).
- For tactile or low-vision access: large, bold-outline versions of every card; for lessons 3 and 5, real objects or raised-outline cards for at least one set (for example the keys) where possible.

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 5: watch how each child places a card on the class timeline and listen for a clue or a question.
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: the 5 "Rosa grows up" cards, the two classroom pictures from lesson 2, the three phone cards from lesson 3, the spinning-top label card from lesson 4. Answer guide:
    1. "Put Rosa's pictures in order." (Baby, crawling, first steps, starting kindergarten, in grade 1.) "What happened just before Rosa started kindergarten?" (First steps.)
    2. Classroom pictures. "Tell me one thing that is different now and one thing that is the same." (Different: for example slates and chalk now whiteboards or tablets, a stove now radiators, long rows of desks now tables in groups. Same: for example children learning, reading, a teacher, playing outside.)
    3. Phone cards. "Put these phones on the timeline: long ago, when grown-ups were small, now. Tell me one clue." (Candlestick phone, wall phone with a cord, smartphone. Clues: shape, wires and cords, buttons or a dial, a screen.)
    4. "How can we find out about long ago?" (Any two kinds of source: old objects, old pictures or photos, labels or writing, asking older people.)
    5. Spinning-top label card, read by the adult. "Who made it? Where? About how long ago?" (A toymaker; in Little Hill; about 100 years ago.) "What would you like to ask about it?" (Any question about the object, for example "Who played with it?" or "How does it spin?")
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- If you use real old objects: only objects from a school, museum or library loan box that the lender says are safe to handle. Leave out anything sharp, heavy, glass, electrical, with old batteries, or with peeling or flaking paint (old paint can contain lead). Handle over a table with two hands; no taking apart. Everyone washes hands after handling old objects.
- Washing-line pegs and string: the line is fixed at adult height on the board; children hand cards to the adult or peg them while standing.
- Small objects stay on tables and out of mouths.

Families, feelings and privacy

- Every person in this unit is made up (Rosa, Mrs Okafor, the children in the Little Hill School pictures) and the town is the made-up Little Hill from term 1.
- Never ask children to bring photos or objects from home, to say how old their relatives are, or to describe their home, their family's history or how their family lives. Children who want to tell you about something from home can do so; nobody has to.
- Some children have no baby photos, have moved home or country, or live apart from family. Rosa's timeline is about a made-up child for this reason; do not ask children to make their own life timeline in this unit.

- The lesson 5 visitor is optional. If you invite one, choose an adult the school already knows (for example a retired staff member or a regular volunteer), agree with them beforehand what they will talk about, and tell families in advance. If no visitor is possible, use the Mrs Okafor memory card; the lesson works the same way.
- Show people of different ages, genders, abilities and appearances in the pictures, long ago and now. Avoid saying that life long ago was simply "worse" or "better": say what was different.

Access and taking part

- Every card has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Children who do not want to speak to the class can tell a partner or the adult, or hold up a card.
- Low vision and blind children: large, bold-outline cards described aloud; in lessons 3 and 5, a real object or raised-outline card for at least one object family, so the child can sort by touch (heavy iron key, small metal key, flat plastic key card).
- Children who cannot reach the washing line hand their card to an adult or a partner and say or point where it goes.
- Colour is never the only clue: the sorting mats and time-band cards use picture symbols (an old clock, a younger grown-up, a sun, two linked hands).
- Deaf children: face the class when telling the story; in lesson 5 the visitor (or adult reading the memory card) speaks facing the children and uses the picture cards as they speak; use the school's interpreter or signs where the child uses sign language.

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF page 46 for chronology, page 48 for historical sources). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.His.1.K-2 "Create a chronological sequence of multiple events." (lessons 1 and 5)
  - D2.His.2.K-2 "Compare life in the past to life today." (lessons 2 and 3)
  - D2.His.9.K-2 "Identify different kinds of historical sources." (lesson 4)
  - D2.His.10.K-2 "Explain how historical sources can be used to study the past." (lessons 4 and 5)
  - D2.His.11.K-2 "Identify the maker, date, and place of origin for a historical source from information within the source itself." (lesson 4)
  - D2.His.12.K-2 "Generate questions about a particular historical source as it relates to a particular historical event or development." (lessons 4 and 5)
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- "When grown-ups were small" depends on how old the grown-ups are. The middle cards (a wall phone with a cord, a cassette player) fit many adults who were children in the 1980s or 1990s, but not all. Accept any placement a child can explain, and swap cards to fit your community.

- Some objects belong in more than one place: a small metal door key was used long ago and is still used now. Lesson 3 uses this on purpose to show that not everything changes.
- The Little Hill School pictures are made up. Real classrooms long ago differed between countries and between rich and poor places; if you use real archive photos, check the licence and say where and when they are from.
- Children of this age are still learning how long "long ago" is. The unit uses three bands and "about 100 years ago" on labels, not exact dates; dates and longer timelines come in later grades (see the progression).
- Comparing perspectives (D2.His.4.K-2) and comparing two accounts of the same event (D2.His.6.K-2) are left for grade 2.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- Peer check: Gemini 4 Argon did a text check at da91f30 (not an educator or classroom review). Timings, internal links and the C3 quotes were correct. Its notes were fixed in the follow-up commit (see PEERCHECKS.md): the Mrs Okafor card now answers questions about the slate, candlestick telephone and cassette player; the stove and bell cards are listed in the lesson 5 materials; lesson 1 keeps Rosa's cards up for lesson 2; and a doubled label was removed from the grade 1 plan. The follow-up commit is 09a3c44, which Argon also diff-checked the same day.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: What comes first? Making a timeline

Unit overview - Next: Lesson 2

Goal: Children put events in time order on a timeline and talk about them with first, next, then, last, before and after.

Length: about 40 minutes.

Materials

- A string "washing line" fixed across the board at adult height, with pegs.
- 6 large school-day cards: arriving at school, morning story, maths, lunch, outdoor play, going home. (Change them to match your school's real day.)
- Per pair: 5 "Rosa grows up" cards (Rosa as a baby, crawling, taking her first steps, starting kindergarten, in grade 1) and a 5-box number strip (1 to 5).
- Per pair (support group): 3 "Rosa grows up" cards only (baby, first steps, in grade 1).
- Per pair: 3 sunflower cards (seed, sprout, flower) for the closing check.
- Blank cards and pencils for the extension.

Steps

✎ Opening (5 min)

Hold up the "lunch" and "arriving at school" cards. "Which happens first today?" Peg "arriving" on the left of the line and "lunch" further right. Say: "This line is a **timeline**. Things that happen first go at this end. Things that happen later go further along."

✎ Main activity (25 min)

1. **Our school day (8 min).** Hand the other four school-day cards to children (or pairs). Each child brings their card and says where it goes: "Maths comes **after** morning story and **before** lunch." The class checks with a thumbs up or a thumbs down. Finish with the full day and read it together from left to right: "First..., next..., then..., last...".
2. **Rosa grows up (12 min).** Introduce Rosa: "Rosa is a made-up girl. These pictures show her growing up." Pairs put the 5 cards on their number strip, 1 to 5. Walk round and ask: "How do you know this one comes before that one?" (Clues: she is smaller; she is lying down, then crawling, then standing; she has a school bag.) Pairs who finish check another pair's strip and say one "before" and one "after" sentence.
3. **Same order, different line (5 min).** Peg Rosa's cards on the washing line under the school day. Ask: "Rosa's timeline is much longer than the school day. How long did it take Rosa to grow from a baby to grade 1?" (Years; about six years.) Say: "A timeline can show a day, or years, or even a very long time ago. We will use timelines all this unit."

✓ Discussion questions (5 min, with answers)

1. "What happened just after Rosa crawled?" (She took her first steps.)
2. "What happened before Rosa started kindergarten?" (Any earlier card: baby, crawling, first steps.)
3. "Could Rosa start kindergarten before she was a baby?" (No; she has to be born and grow first. Some things must happen in order.)

✓ Closing check (5 min, with answers)

Each pair gets the 3 sunflower cards, mixed up. "Put the sunflower in order." (Seed, sprout, flower.) Then ask individual children: "What came before the sprout?" (The seed.) "What came after the sprout?" (The flower.) Note who orders the cards and who uses "before" and "after".

Vocabulary

timeline, first, next, then, last, before, after, order

Differentiation

- **Support:** use the 3-card Rosa set (baby, first steps, in grade 1); say the sentence frame "First..., then..., last...".
- **Extension:** draw one more card for Rosa's timeline (for example "Rosa learns to ride a bike") on a blank card and decide where it goes.
- **Early finishers:** mix up a partner's strip and put it back in order.

Access

- Children who cannot reach the washing line hand their card to an adult and point or say where it goes.
- Low vision: large bold-outline cards, described aloud ("Rosa is lying on a blanket"); blind children can order the Rosa cards with raised outlines or by size of the figure, with the adult describing each card.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Only adults move the washing line; children peg cards standing on the floor, not on chairs.

Teacher notes

- Rosa's cards are about a made-up child. Do not ask children to make their own life timeline or bring baby photos (see Families, feelings and privacy in the unit overview).

- Keep the school-day line and Rosa's cards up for the rest of the unit (lesson 2 points back to Rosa's timeline); it is a useful reminder of left-to-right order.

Lesson 2: A classroom long ago and now

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children compare a made-up classroom from long ago with a classroom now, and say what changed and what stayed the same.

Length: about 40 minutes.

Materials

- Two large pictures (drawn or made up for this unit, not photos of real children):
  - **Little Hill School long ago (about 100 years ago):** long rows of wooden desks fixed together; children writing on slates with chalk; a teacher at a blackboard; an iron stove with a coal bucket; an abacus; a hand bell; a shelf of a few books; children skipping in the yard through the window.
  - **Little Hill School now:** tables in groups; whiteboards and pens; a teacher at a big screen; a radiator; a bin of counting cubes; a bookshelf with many picture books; children playing outside through the window.
- Per pair: 8 small detail cards cut from copies of the pictures (slate and chalk; whiteboard and pen; iron stove; radiator; hand bell; big screen; children reading a book; children playing outside) and a sorting mat with three boxes: "long ago" (old clock symbol), "now" (sun symbol), "both" (two linked hands symbol).
- A real slate (or a picture of one) and a small whiteboard for the closing check.
- Optional: magnifying glasses, one per pair.

Steps

✎ Opening (5 min)

Point to the washing-line timeline from lesson 1. "Rosa's timeline was a few years long. Today we go back much further: about 100 years, long before your grown-ups were born. This is Little Hill School long ago." Show the long-ago picture only. "What do you notice?" Accept anything the children see.

✎ Main activity (25 min)

1. **Look closely (7 min).** Show both pictures side by side. Model one comparison: "Long ago children wrote on a slate with chalk. Now we write on whiteboards or paper. That **changed**." Then: "Long ago children played outside. Now children play outside too. That **stayed the same**." Children point to more details with a partner.
2. **Sort the details (10 min).** Pairs sort the 8 detail cards onto the mat: long ago (slate and chalk, iron stove, hand bell), now (whiteboard and pen, radiator, big screen), both (children reading a book, children playing outside). Walk round: "How do you know?"
3. **Matching jobs (8 min).** Ask pairs to find a long-ago card and a now card that do the same **job**: slate and whiteboard (for writing); iron stove and radiator (for keeping warm). Then hold up the hand bell: "The bell called children in from the yard. What does our school use now?" (A bell, a buzzer, a whistle or the teacher calling; accept

what is true for your school.) Hold up the big screen: "Is there a long-ago card that does this job?" (Not really; the blackboard is closest.) Say: "Some things are the same job done a new way. Some things are new."

✓ Discussion questions (5 min, with answers)

1. "Why did the long-ago classroom need a stove?" (To keep warm in cold weather; there was no radiator.)
2. "Name one thing that is the same in both classrooms." (Children learn, read books, have a teacher, play outside; accept others with a reason.)
3. "Was it better long ago or now?" (There is no single right answer. Help children say what was **different**, for example "slates could be wiped and used again, like whiteboards".)

✓ Closing check (5 min, with answers)

Show the real slate and the whiteboard. Ask individual children: "Which one did children use long ago?" (The slate.) "What job do they both do?" (For writing, or for wiping clean and writing again.) "Tell me one thing that stayed the same in the classroom." (See discussion question 2.) Note who names a change and who names something that stayed the same.

Vocabulary

long ago, now, changed, stayed the same, both, slate, compare

Differentiation

- **Support:** sort only 4 cards (slate and chalk, whiteboard and pen, children reading, children playing) with the adult; the two "both" cards show that some things stay the same.
- **Extension:** find a third thing that stayed the same in the pictures and explain it to another pair.
- **Early finishers:** use a magnifying glass to find the smallest difference between the pictures.

Access

- Low vision: large pictures described aloud, detail by detail; detail cards with bold outlines.
- Blind children: hold the real slate and whiteboard while the adult describes the pictures; the slate is heavier and cool, the whiteboard smooth and light.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Slates can be brittle: an adult holds the real slate, or children touch it on the table. Use a slate from a loan box that is safe to handle (see the unit overview Safety section).

Teacher notes

- The pictures are made up. If you use real archive photos instead, check the licence and tell children where and when each photo is from.
- Avoid "children long ago were naughty" or "school was horrible". Stick to what can be seen in the pictures.

Lesson 3: Old and new objects

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children sort old and new versions of everyday objects onto a three-part timeline and give a clue for each choice.

Length: about 40 minutes.

Materials

- Three large time-band cards, pegged left to right on the washing line: **long ago** (old clock symbol), **when grown-ups were small** (a younger grown-up symbol), **now** (sun symbol).
- Per group of 4: 12 object picture cards in four families of three:
  - Phones: a candlestick phone (long ago); a wall phone with a cord and buttons (when grown-ups were small); a smartphone (now).
  - Music: a wind-up gramophone with a horn (long ago); a cassette player with headphones (when grown-ups were small); a smart speaker (now).
  - Keys: a big iron key (long ago); a small metal door key (when grown-ups were small, and still used now); a key card (now).
  - Toys: a wooden spinning top (long ago); a remote-control car with batteries (when grown-ups were small); a tablet game (now).
- Per group: a set of 4 clue cards with pictures: **what it is made of** (wood, iron, plastic); **wires or batteries**; **a screen**; **worn or new-looking**.
- A big iron key picture and a key card for the closing check.
- Optional: a museum or library loan box of real old objects (see Safety).
- For blind and low-vision children: the key family as real objects or raised-outline cards (heavy iron key, small metal key, flat plastic key card).

Steps

✎ Opening (5 min)

Hold up the candlestick phone card and the smartphone card. "These are both phones. Which is older? How can you tell?" Collect clues: the old one is tall, has a separate part to hold to your ear, and no screen. Show the clue cards and name each one.

✎ Main activity (25 min)

1. **Model the middle (5 min).** Peg the candlestick phone under "long ago" and the smartphone under "now". Hold up the wall phone. "This one is not as old as the first phone, but it is older than a smartphone. Many grown-ups had one like this at home when they were small." Peg it in the middle.
2. **Groups sort (12 min).** Each group sorts its 12 cards into three rows on the table: long ago, when grown-ups were small, now. For each card, one child holds up the clue card they used. Walk round and ask: "Which clue told you?"
3. **The tricky key (4 min).** Ask: "Where did you put the small metal key?" Groups will disagree. Say: "Small metal keys were used when your grown-ups were small, and lots

of doors still use them now. Some things change a lot, some change a little, and some stay nearly the same." Accept the key in the middle or under "now" with a reason.
4. **Check another group (4 min).** Groups look at one other group's rows and give a thumbs up or ask one "why?" question.

✓ Discussion questions (5 min, with answers)

1. "What do the newer objects often have that the old ones don't?" (Screens, batteries, wires or charging cables, buttons; accept plastic.)
2. "The gramophone and the smart speaker do the same job. What is it?" (Playing music.)
3. "Why do you think phones changed?" (Accept ideas: people invented new things, so they could carry them, so they could see pictures. This is a good guess, not a fact we checked.)

✓ Closing check (5 min, with answers)

Show the iron key and the key card. Ask individual children: "Which is older?" (The iron key.) "Tell me one clue." (It is made of iron; it is big and heavy; it looks worn; the key card is plastic and flat, and it works with a machine in the door.) Note who chooses correctly and gives a clue.

Vocabulary

old, older, newer, clue, invent, change, timeline

Differentiation

- **Support:** sort only the phone and key families (6 cards) with the adult, using one clue each.
- **Extension:** draw what a phone might look like in the future and say where it would go on the timeline (after "now").
- **Early finishers:** make a "same job" line: put one object from each family in a row and say the job each one does.

Access

- Blind and low-vision children sort the key family by touch (real keys or raised-outline cards), with an adult describing the other cards.
- Children can answer by speaking, signing, pointing or holding up a clue card.
- Groups share out the jobs (holding cards, sorting, holding the clue card, checking) in a fair way, as in term 1, so every child gets a turn at each job.

⚠ Safety

- Real old objects only from a loan box the lender says is safe to handle; leave out anything sharp, heavy, glass, electrical, with old batteries, or with peeling or flaking paint. Handle over a table with two hands. Wash hands afterwards.

- No real phones or tablets are passed round; use pictures.

Teacher notes

- "When grown-ups were small" is different for every adult. If your community's grown-ups did not use wall phones or cassette players, swap in objects they did use and say so.
- Do not ask children what phones, keys or music players their family has at home.

Lesson 4: Museum detectives

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children name different kinds of sources, find who made an object, where and roughly when from a museum label read aloud, and ask questions about it.

Length: about 40 minutes.

Materials

- Four large source cards with pictures: **an object** (a hand holding a key), **a picture** (a framed photo), **a written label** (a museum label card), **a person remembering** (an older person with a thought bubble).
- Per pair: 3 made-up museum label cards, each with a picture of the object and a label the adult reads aloud:
  - "School slate. Made by the Little Hill slate works, in Little Hill, about 100 years ago."
  - "Candlestick telephone. Made in a telephone factory in a big city, about 100 years ago."
  - "Cassette player. Made in a factory far away, about 40 years ago."
- A "question words" card with a picture for each word: who (a face), what (an object), where (a map pin), when (a clock), why (a thinking face), how (cogs).
- For the closing check: a spinning-top label card ("Wooden spinning top. Made by a toymaker in Little Hill, about 100 years ago.").
- A large sheet of paper and a marker for the class questions (kept for lesson 5).
- Blank cards and pencils for the extension.

Steps

✎ Opening (5 min)

"In lesson 2 we looked at pictures. In lesson 3 we looked at objects. How else can we find out about long ago?" Collect ideas, then show the four source cards and name them: "These are all **sources**. A source is something that tells us about the past."

✎ Main activity (25 min)

1. **What can a source tell us? (6 min).** Hold up the slate label card. Read the label aloud slowly. Ask: "**Who** made it?" (The Little Hill slate works.) "**Where**?" (In Little Hill.) "**When**?" (About 100 years ago.) Point to the who, where and when pictures on the question words card as you ask.
2. **Pairs read labels with an adult (10 min).** Adults move between pairs and read the other two labels aloud as many times as needed. Pairs point to the who, where and when pictures and answer each one. Answers: candlestick telephone: a telephone factory; a big city; about 100 years ago. Cassette player: a factory; far away; about 40 years ago.

3. **What can't it tell us? (4 min).** "Does the slate label tell us the name of a child who used it?" (No.) "Does it tell us if they liked school?" (No.) Say: "A source tells us some things. Other things we can only wonder about, so we ask questions."
4. **Ask a question (5 min).** Each pair picks one object and makes one question using a question word: "Who used this slate?", "How did the candlestick phone work?", "Why did people stop using cassettes?" Write (or scribe) the questions on a big sheet for lesson 5.

✓ Discussion questions (5 min, with answers)

1. "Name two kinds of source." (Any two: an object, a picture or photo, a written label or writing, a person remembering.)
2. "Which label told us about something from the longest time ago?" (The slate and the candlestick telephone, both about 100 years ago.)
3. "Could a person remember the cassette player?" (Yes, some grown-ups used one when they were small. A person remembering is a source too.)

✓ Closing check (5 min, with answers)

Read the spinning-top label to individual children. Ask: "Who made it?" (A toymaker.) "Where?" (In Little Hill.) "About how long ago?" (About 100 years ago.) "What question would you like to ask about it?" (Any question about the top.) Note who finds each answer and who asks a question.

Vocabulary

source, label, museum, who, what, where, when, why, how, question

Differentiation

- **Support:** use one label card with the adult, answering only who and where, with the question-word pictures to point at.
- **Extension:** make a museum label for an object in the classroom on a blank card: what it is, who made it (or "we don't know"), where, and about when, with the adult's help.
- **Early finishers:** think of a second question for a different object.

Access

- Every label is read aloud by an adult; no child needs to read.
- Low vision: large label cards with bold pictures, described aloud.
- Children can answer by speaking, signing, pointing to a question-word picture, or choosing a card.

⚠ Safety

- No special safety needs in this lesson.

Teacher notes

- The labels are made up for this unit; Little Hill and its slate works are fictional. If you visit a real museum or use a loan box, use the real labels and check them first.
- Keep the class question sheet for lesson 5.

Lesson 5: Our Little Hill timeline

Unit overview - Previous: Lesson 4

Goal: Children use a person's memories as a source, build a class timeline of the made-up town of Little Hill, and show what they know.

Length: about 40 minutes, plus about 4 minutes per child for the one-to-one check during the week.

Materials

- The three time-band cards from lesson 3, on a long paper strip on the floor or the wall (long ago, when grown-ups were small, now).
- One set of the 12 object cards from lesson 3.
- 6 Little Hill picture cards: a horse and cart, a gas street lamp (long ago); a box-shaped television, a red telephone box on the street (when grown-ups were small); an electric bus charging, a street light with a small solar panel (now).
- The class question sheet from lesson 4.
- Either an agreed visitor (see Families, feelings and privacy in the unit overview) or the **Mrs Okafor memory card** (below), read by the adult.
- Blu-tack or masking tape for the strip.
- A sticky note and pen (for "Mrs Okafor was six", or the visitor's name).
- The clue cards from lesson 3, for the support group.
- The stove and hand bell detail cards from lesson 2 (for Access).
- The cards needed for the one-to-one check (see Assessment in the unit overview).

The Mrs Okafor memory card (made up)

Read this aloud as a person's memory. Mrs Okafor is a made-up older person.

> "When I was six, about 70 years ago, I went to Little Hill School. Our classroom had a big stove, and on cold days we sat close to it. The teacher rang a hand bell to call us in from the yard. We played skipping and hopscotch. There was one telephone for our whole street, in a red telephone box, and you needed coins to use it. On Saturdays my grandad wound up his gramophone and we danced in the kitchen."

Answers for likely questions: games (skipping, hopscotch, marbles); food at school (soup and bread); television (not at home when she was six; one came later); how she got to school (she walked with her big brother); slates (yes, we wrote on slates with chalk and wiped them with a cloth); a candlestick telephone (not one I used; my grandad said the post office had one when he was small); a cassette player (they came later, when I was grown up). If a question has no answer here, say "Mrs Okafor's card doesn't tell us; who could we ask?"

Steps

✎ Opening (5 min)

Read the class questions from lesson 4. Say: "Today we have a new source: a **person remembering**. We can ask questions and listen."

✎ Main activity (25 min)

1. **Listen to a memory (8 min).** The visitor talks for about 3 minutes, or the adult reads the Mrs Okafor card. Children ask 3-4 questions from the sheet or new ones. With the card, the adult answers from the answers given; if the card does not say, the adult answers "Mrs Okafor's card doesn't tell us. That is something we could wonder about."
2. **Build the Little Hill timeline (12 min).** Hand out the 12 object cards and 6 Little Hill cards, one or two per child or pair. Each child places a card on the strip and gives a clue: "The gas lamp goes in long ago, because it has a flame and no wires." Everyone checks with a thumbs up or asks "why?". Add a sticky note "Mrs Okafor was six" (or the visitor's name) between long ago and when grown-ups were small.
3. **Walk the timeline (5 min).** Children walk along the strip from long ago to now and say one thing that changed and one that stayed the same (for example children still play outside; people still call each other, but on different phones).

✓ Discussion questions (5 min, with answers)

1. "Mrs Okafor remembered a telephone box. Where did that go on our timeline?" (When grown-ups were small, or between that and long ago; accept either with a reason.)
2. "What can a person remembering tell us that an object can't?" (How they felt, what they did, games they played, who they were with.)
3. "What did we learn that stayed the same in Little Hill?" (Children go to school, play, listen to music, phone people; accept others with a reason.)

✓ Closing check (5 min, with answers)

Ask individual children: "Point to long ago on our timeline. Point to now." (The left end and the right end.) "Tell me one kind of source we used this week." (An object, a picture, a label, a person remembering.) Note answers; the full one-to-one check (see the unit overview) is done during the week.

Vocabulary

memory, remember, source, timeline, long ago, now, changed, stayed the same

Differentiation

- **Support:** place one card with an adult, using the clue cards from lesson 3; walk the timeline holding a partner's hand or the adult's hand if wanted.

- **Extension:** add a card for the future at the far end of the timeline and explain it.
- **Early finishers:** find two cards on the timeline that do the same job (for example the gramophone and the smart speaker).

Access

- Children who cannot reach the strip hand their card to a partner or adult and say or point where it goes; a wall strip at sitting height works for wheelchair users.
- Blind and low-vision children place the key family by touch, and walk the timeline with an adult describing each card.
- Deaf children: the visitor or reader faces the class and holds up the matching picture card (stove, bell, telephone box, gramophone) while speaking; use the school's interpreter or signs where the child uses sign language.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Floor strip: keep it along a wall so nobody trips; children walk, not run, along it.

Teacher notes

- A visitor shares only what they choose. Agree the topic (their school days) beforehand. Children do not have to ask a question.
- Do not ask children about their own family's past. If a child tells you something from home, thank them and carry on.
- Leave the timeline up for term 3, when the class makes a map of Little Hill.

Grade 1 Society: Maps with a Key, and Land and Water on a Globe (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by two other agents (GLM-5.3 Flash, Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 3

Big idea

A map shows a place as if we were looking down on it from above. Maps use small pictures called **symbols**, and a **key** tells us what each symbol means, so anyone can read the map. We can use a map and its key to find things and to say where they are, and we can make our own map of a place we know. A **globe** is a round model of the whole Earth; it shows land and water, and there is much more water than land.

This is the third society unit of grade 1 (term 3). It builds on the kindergarten unit Near and far, our school walk and a picture map (a map is a picture from above; near, far, next to, in front of, behind) and uses the made-up town of Little Hill from grade 1 term 1 and term 2. Grade 1 adds symbols and a key, finding things with the key, making a map with a key, and a first look at a globe.

Outcomes

By the end of the unit most children can:

1. Match three classroom objects to their pictures "from above" and say that a map shows a place from above.
2. Use the key of the Little Hill map to say what three symbols stand for, and find one of each on the map.
3. Say where something is on the map with **next to**, **near**, **between** and **across the river** (not left and right).
4. With a group, make a simple map of a corner of the classroom with a key of at least three symbols.
5. Point to land and to water on a globe, and say one way a globe is different from a flat map.

Prior knowledge

- Kindergarten society term 3: a map is a picture from above; near, far, next to, in front of, behind; a picture map of the school.
- Grade 1 society terms 1 and 2: the made-up town of Little Hill; working in pairs and groups.
- Grade 1 mathematics: counting to 20 (counting symbols on the map) and flat shapes (drawing outlines from above).
- No reading is needed. The key uses pictures; the words in the key are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

Lesson	Title	Main activity
1	Looking down from above	Look down on objects on a tray, draw their outlines, match "side" and "from above" pictures
2	Symbols and a key	Meet the Little Hill map; match symbols to the key; invent a symbol
3	Using the key to find things	Count symbols; follow position clues to place toys on the map
4	Making a map with a key	Groups make a map of a classroom corner with a key; a partner group reads it
5	Land and water on a globe	Explore a globe and a flat world map; find land and water; show what you know

Materials (whole class unless noted)

- Lesson 1: per group of 4, a tray with 4 objects (a plastic cup, a small box, a ball, a wooden block); per child, a sheet of paper with a large square drawn on it (the "tray") and a pencil; per pair, 8 matching cards (4 "from the side" and 4 "from above" pictures of a cup, a chair, a table and a toy car); per child, a 3-card "from above" set (cup, box, ball) for the closing check; for tactile access, the real objects and felt or card cut-outs of their outlines.
- Lesson 2: a large Little Hill map (A1 or bigger; how to draw it is in lesson 2) with a key of 6 symbols; per pair, a small copy of the map and a set of 6 loose symbol cards; blank cards and pencils for inventing a symbol; a raised-symbol version of the map and key (see Access); the tray drawings from lesson 1.
- Lesson 3: the large Little Hill map and the pair copies from lesson 2; per pair, 4 small toys or counters with pictures (a cat, a kite, a ball, a duck); 4 large clue cards (read by the adult; listed in lesson 3); the playground symbols from lesson 2 and sticky tack; a large toy or picture of a bear for the closing check; the 4 toys as real small objects for the raised-symbol map.
- Lesson 4: per group of 4, a large sheet of paper with the outline of the chosen classroom corner drawn by the adult (door, wall and window marked); pre-cut paper shapes for furniture (rectangles and circles; adult-cut); glue sticks; crayons; a blank key strip with 4 boxes; per group, 4 job cards with pictures (shape placer, symbol drawer, key maker, checker); per group, one small toy for hiding and a star sticker (for the closing check); sticky or foam shapes and card for tactile maps; the tray drawings from lesson 1.
- Lesson 5: a globe on a stand (a raised-relief globe if the school has one); a flat world map; the large Little Hill map and the group maps from lesson 4; an inflatable globe ball; a class tally chart with a wave picture (water) and a hill picture (land); per child, a wave card and a hill card; for the one-to-one check, a cup, a box, a ball, the 3-card "from above" set from lesson 1 and a pair copy of the Little Hill map (for blind or low-vision children, the lesson 1 tactile outline cut-outs and the lesson 2 raised-symbol map and key instead).
- For tactile or low-vision access: large, bold-outline cards described aloud; raised symbols (felt, foam or glued string) on one copy of the Little Hill map and its key; a raised-relief globe or a globe with land areas outlined in glued string where possible.

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 4: the group map is evidence for outcome 4. Note which children chose a symbol, placed a shape or helped make the key; every child should have one job (see lesson 4).
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: a cup, a box and a ball and the 3-card "from above" set; a pair copy of the Little Hill map with its key; the globe; the flat world map. For blind or low-vision children, use the tactile outline cut-outs from lesson 1 and the raised-symbol map and key from lesson 2. Answer guide:
    1. "Which picture shows the cup from above? The box? The ball?" (Cup: a circle (a ring); box: a rectangle or square; ball: a circle.) "What does a map show?" (A place seen from above; any answer about looking down counts.)
    2. "Point to this symbol in the key. What does it mean? Find one on the map." Do this for three symbols (for example tree, house, school). (Each symbol's meaning is in the key; any matching symbol on the map counts.)
    3. "Where is the pond? Use a place word." (For example next to the trees, near a house, across the river from the school.) Accept any true position word; "left" or "right" is fine if the child says whose left ("on my left").
    4. Outcome 4 is assessed from the group map in lesson 4, not in this check.
    5. Globe. "Show me some water. Show me some land." (Any water or land area.) "How is the globe different from this flat map?" (It is round; you can turn it; it is a ball like the Earth; the flat map shows the whole world at once.)
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- Trays and objects: plastic or wooden objects only (no glass or china). Small objects stay on tables and out of mouths.
- Scissors: the adult cuts the furniture shapes in advance; children only glue and draw.
- Globe: an adult carries it and puts it on a table. Children turn it gently with one hand while it stays on its stand; nobody spins it fast.
- The inflatable globe in lesson 5 is passed hand to hand in a circle, not thrown or kicked.

Families, feelings and privacy

- Little Hill is a made-up town. Every map in this unit is of Little Hill or of the school. Never ask children to draw or describe their home, their street, where they live or how they get to school, and do not mark children's homes on any map.
- Children who want to say where they have been or where their family comes from can do so on the globe in lesson 5; nobody has to. Do not ask children where they or their family were born.
- Some children have moved home or country, or live in more than one home; this is another reason the unit uses a made-up town.

Access and taking part

- Every card and every symbol has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Colour is never the only clue. Each map symbol has its own shape (see lesson 2), and water has wavy lines as well as blue colour. On the globe, tell children with colour-vision differences that water is usually the smoothest and largest part; a raised-relief globe helps everyone feel the difference.
- Low vision and blind children: large, bold-outline cards described aloud; a raised-symbol copy of the Little Hill map, explored with the adult guiding the child's hand from the key to the map; tactile maps in lesson 4 made with sticky or foam shapes.
- Children who cannot reach the large map or globe have a pair copy of the map on their table, and the globe is brought to them.
- Deaf children: face the class when giving clues; point to the symbol or place as you say each word; use the school's interpreter or signs where the child uses sign language.

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF page 41 for geographic representations). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places." (lessons 1 and 4)
  - D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them." (lessons 2 and 3)
  - D2.Geo.3.K-2 "Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places." (lessons 3 and 5)
- The same PDF (page 14) says that particulars "such as ... the difference between a map and a globe" are decisions for each state. Teaching map versus globe in grade 1 is **my choice**, not a C3 requirement.
- Ocean, Wikipedia, read on 10 November 2026, for the teacher fact in lesson 5: "Approximately 71% of Earth's surface ... is covered by ocean."
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- Written 10 November 2026. Text-checked by GLM-5.3 Flash the same day (C3 indicator quotes and page numbers against the PDF, the ocean figure and its classroom wording, map counts, key, job cards, materials and links): no errors reported, so no changes were needed. Also text-checked by Gemini 4 Argon the same day (all files, links, timings, counts and citations): no errors, two optional notes (tactile materials for the one-to-one check; both shops share one symbol), both added in 635565b, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). Not yet checked by a teacher.
- The kindergarten map unit says grade 1 returns to a school walk and makes a route map of the local area. This unit keeps maps inside the school and the made-up town (no walk outside the school and no real streets), to protect privacy and to keep the focus on symbols and keys. Schools that already do local walks safely can add one.

- Compass directions (north, south, east, west), grid references, scale and continent and ocean names are left for later grades (see the progression). The globe lesson names only "land" and "water"; children may name places they know, but no names are taught or assessed.
- Left and right depend on where you stand, so the unit uses next to, near, between and across for map positions. Children who use left and right are asked "whose left?"; this is a choice, not taken from a source.
- "Blue for water" is true of most globes and maps but not all; check yours (lesson 5).
- The "land or water?" game in lesson 5 is a game, not a measurement; where a hand lands is not truly random. The fact that there is more water than land comes from the source above, not from the game.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- The order of lessons, the activities, the Little Hill map layout, the symbols and the timings are my choice, not taken from a source.

Lesson 1: Looking down from above

Unit overview - Next: Lesson 2

Goal: Children see that things look different from above and from the side, draw objects "from above", and say that a map shows a place from above.

Length: about 40 minutes.

Materials

- Per group of 4: a tray with 4 objects: a plastic cup, a small box, a ball and a wooden block.
- Per child: a sheet of paper with a large square drawn on it (the "tray") and a pencil.
- Per pair: 8 matching cards: 4 "from the side" pictures (a cup, a chair, a table, a toy car) and 4 "from above" pictures of the same things.
- Per child: a 3-card "from above" set (cup, box, ball) for the closing check.
- For tactile access: the real cup, box and ball, and felt or card cut-outs of their outlines from above (a ring, a rectangle, a circle).
- The kindergarten classroom picture map, if the school still has it (optional, for the opening).

Steps

✎ Opening (5 min)

Hold a plastic cup at children's eye level. "What shape do you see?" (Sides and a rim, a bit like a rectangle.) Now hold it low so children look down into it. "What shape now?" (A circle, a ring.) Say: "The same cup looks different when we look at it **from the side** and **from above**. A bird flying over us sees everything from above. A **map** is a picture of a place from above." If you have the kindergarten picture map, show it: "You made a map like this in kindergarten."

✎ Main activity (25 min)

1. **Look down on the tray (10 min).** Each group stands round its tray and looks straight down. "Which objects look like a circle from above? Which look like a square or a rectangle?" (Cup: a circle or ring; ball: a circle; box and block: rectangles or squares, depending on the shapes.) Children may move the objects first and then look again.
2. **Draw the tray from above (10 min).** Each child draws the outline of each object, from above, inside the square on their paper, in the place where it sits on the tray. "Draw only what you see from above: the outline." Walk round and ask: "Where is the ball on your drawing? Is it next to the cup on the tray too?" Say: "Your drawing is a map of the tray."
3. **Side or above? (5 min).** Pairs match each "from the side" card with its "from above" card (cup with a circle, chair with a square seat and four small corners, table with a big rectangle, toy car with a long rectangle with wheels peeping out).

✓ Discussion questions (5 min, with answers)

1. "Why does a ball look like a circle from the side and from above?" (It is round all over; it is the same shape from every side.)
2. "Why does a map show places from above?" (So we can see where everything is at once; from the side, tall things hide things behind them.)
3. "Look at your tray drawing. If someone moved the ball, would your map still be right?" (No; the map would need to change. A map shows where things were when it was made.)

✓ Closing check (5 min, with answers)

Each child has the 3-card "from above" set. Hold up the real objects one at a time: "Show me this one from above." (Cup: the ring or circle; box: the rectangle; ball: the circle.) Accept the circle for either the cup or the ball if the child explains (the cup card has a rim inside the circle). Then ask a few children: "What does a map show?" (A place from above.) Note who matches the cards and who uses "from above".

Vocabulary

from above, from the side, outline, map

Differentiation

- **Support:** use 2 objects on the tray (ball and box); match only the cup and toy car cards.
- **Extension:** draw the whole group table from above, with the tray on it.
- **Early finishers:** move two objects on the tray, and ask a partner to change the drawing to match.

Access

- Blind and low-vision children explore each object with their hands, then find its outline cut-out (ring, rectangle, circle) and place it on a square of card, in the same place as the object on the tray. The adult describes each card aloud in the matching task.
- Children who cannot stand round the tray have it brought to their table and look down from their seat.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Plastic or wooden objects only; no glass or china.
- Children look down at the tray from where they stand; nobody climbs on a chair or table to get higher.

Teacher notes

- Keep the tray drawings for lesson 4, where children make a bigger map in the same way.
- The cup card "from above" should show a ring (a circle with a smaller circle inside) so it is different from the ball.

Lesson 2: Symbols and a key

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn that maps use small pictures called symbols, and that a key tells us what each symbol means.

Length: about 40 minutes.

Materials

- A large Little Hill map (A1 or bigger) with its key (how to draw it is in the teacher notes).
- Per pair: a small copy of the map with its key, and a set of 6 loose symbol cards (house, tree, shop, school, water, bridge).
- Blank cards and pencils for inventing a symbol.
- A raised-symbol copy of the map and key (felt, foam or glued string).
- The tray drawings from lesson 1.

Steps

✎ Opening (5 min)

Hold up one child's tray drawing from lesson 1 (with permission) and a real cup. "On this map the cup is a small circle. We did not draw the whole cup; we drew a small picture that stands for it." Say: "A small picture that stands for something on a map is a **symbol**."

✎ Main activity (25 min)

1. **Meet Little Hill from above (8 min).** Show the large map. "This is Little Hill, the made-up town we know, seen from above, like a bird flying over it." Point to the river: "What do you think these wavy lines are?" Let children guess, then say: "Some of you guessed. How can we be sure?" Show the **key** in the corner: "The key tells us what each symbol means." Go through the six symbols one at a time, pointing to the key and then to one on the map.
2. **Match the key (10 min).** Pairs take the 6 loose symbol cards and lay each one on the matching symbol in their map's key, saying what it means ("This one is a tree"). Then they find one of each on the map and put a finger on it. Walk round: "How did you know that is a school?" (It has the same symbol as the school in the key: a building with a flag.)
3. **Invent a symbol (7 min).** "Little Hill is building a playground. It needs a symbol." Each pair draws a simple symbol for a playground on a blank card (for example a slide or a swing). Share two or three. Ask: "What else would the map need, so people know what our symbol means?" (We would need to add it to the key.)

✓ Discussion questions (5 min, with answers)

1. "Why do maps use symbols and not big pictures?" (Big pictures would not fit; small symbols keep the map clear; you can draw many.)
2. "Why does a map need a key?" (So everyone knows what the symbols mean; without it people have to guess.)
3. "The water is blue on our map. How else can we tell it is water?" (The wavy lines; the key shows the wavy-line symbol means water.)

✓ Closing check (5 min, with answers)

Point to a symbol in the key on the large map (or hand a child a loose symbol card): "What does this symbol mean? Can you find one on the map?" Ask several children, using different symbols. (Each answer is in the key: house, tree, shop, school, water, bridge.) Note who uses the key to work it out, and who finds a matching symbol on the map.

Vocabulary

symbol, key, map, from above

Differentiation

- **Support:** start with 3 symbols (house, tree, water); add the others when the child is ready.
- **Extension:** invent a symbol for one more thing (for example a bus stop) and draw a key box for it.
- **Early finishers:** count how many tree symbols are on the map (6) and how many house symbols (4).

Access

- Blind and low-vision children use the raised-symbol copy: the adult guides the child's hand to each raised symbol in the key, then helps the child find the same shape on the map.
- Each symbol has its own shape, so colour is never the only clue: house (a square with a triangle roof), tree (a circle on a short stick), shop (a square with a striped awning), school (a building with a flag), water (wavy lines; blue as well), bridge (two parallel lines across the river).
- Children can answer by speaking, signing, pointing or choosing a symbol card.

⚠ Safety

- No special risks. Raised symbols must be stuck down firmly so small pieces do not come off.

Teacher notes

- **How to draw the Little Hill map** (this layout is my choice; keep it the same for lessons 2, 3 and 5):
  - A river runs across the middle of the map, from one side edge to the other, with one bridge in the middle.
  - On the **school side** of the river: the school just next to the bridge; 2 houses at one end; a park with 3 trees at the other end.
  - On the **pond side** of the river: a pond at one end with 3 trees next to it; 2 shops (a bakery and a toy shop) just next to the bridge; 2 houses at the other end.
  - Totals: 4 houses, 6 trees, 2 shops, 1 school, 1 bridge, water for the river and the pond.
  - The key, in a box in one corner, shows the six symbols, each with a word for the adult: house, tree, shop, school, water, bridge.
- Do not add children's homes, real street names or real places to the map.
- Keep the playground symbols for lesson 3.

Lesson 3: Using the key to find things

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children use the key to find and count things on a map, and say where things are with next to, near, between and across the river.

Length: about 40 minutes.

Materials

- The large Little Hill map with its key, and the pair copies from lesson 2.
- Per pair: 4 small toys or picture counters: a cat, a kite, a ball and a duck.
- 4 large clue cards, each with a picture of the toy and the clue (read by the adult; the clues are in step 2).
- The playground symbols the pairs drew in lesson 2, and sticky tack.
- A large toy or picture of a bear for the closing check.
- The raised-symbol copy of the map from lesson 2, with the 4 toys as real small objects for touch.

Steps

✎ Opening (5 min)

Point to the key on the large map. "Who can remember what the key is for?" (It tells us what the symbols mean.) "Today we will use the key to find things in Little Hill." Recap the place words from kindergarten: next to, near, far. Add two new ones with the map: **between** ("the bridge is between the school and the shops") and **across the river** ("the pond is across the river from the park").

✎ Main activity (25 min)

1. **Count with the key (7 min).** Pairs use their copy of the map. "Find the house symbol in the key. How many houses are in Little Hill?" (4.) "How many trees?" (6.) "How many shops?" (2.) Pairs touch each symbol as they count. Check together on the large map.
2. **Clue hunt (12 min).** Read one clue card at a time and show its picture. Pairs put the toy on their map where the clue says:
   - "The cat is next to the pond." (Anywhere beside the pond.)
   - "The kite is in the park, between two trees." (In the park, between any two of its 3 trees.)
   - "The ball is across the river from the school, next to a shop." (On the pond side of the river, beside the bakery or the toy shop.)
   - "The duck is on the water, but not on the river." (On the pond.) After each clue, one pair shows where they put the toy on the large map and says why.
3. **Whose left? (6 min).** Ask a child sitting opposite you to stand on the other side of the large map. Point to the pond: "Is the pond on the left or the right?" Children on each side give different answers. "We are both right! Left and right change when you turn round. **Next to** the pond does not change." Turn the pair maps round and check: the

cat is still next to the pond. Say: "On a map, we use next to, near, between and across. If you say left or right, say whose left."

✓ Discussion questions (5 min, with answers)

1. "How did the key help you find the shops?" (We looked at the shop symbol in the key and found the same symbol on the map.)
2. "What do you cross to go from the school to the bakery?" (The river, by the bridge.) Both shops use the same shop symbol, so point to the bakery first, or accept either shop.
3. "Why is 'next to the pond' a better clue than 'on the left'?" (Left changes when you turn round or stand on the other side; next to stays the same.)

✓ Closing check (5 min, with answers)

Put the large bear next to the bakery on the large map (or tell a blind child, guiding their hand). Ask individual children: "Where is the bear? Use a place word." (For example: next to the bakery or a shop; near the bridge; across the river from the school. Both shops share one symbol, so "next to a shop" is a full answer.) Then: "Find me a tree, using the key." (Any tree symbol.) Note who uses a true position word and who uses the key.

Vocabulary

key, symbol, next to, near, between, across the river

Differentiation

- **Support:** use only the cat and duck clues; give the sentence frame "The ... is next to the ...".
- **Extension:** pairs choose a place for their playground symbol, stick it on their map, and give another pair a clue to find it ("The playground is between the ... and the ..."). Add the playground symbol to the key.
- **Early finishers:** write or say their own clue for a toy and give it to a partner.

Access

- Blind and low-vision children use the raised-symbol map and the small real objects; the adult reads each clue and guides the child's hand from the key symbol to the map.
- Deaf children: show the clue card picture and point to each place on the large map as you say the clue; use signs for the place words if the child uses sign language.
- Children who cannot move to the large map show their answer on their pair copy.
- Children can answer by speaking, signing, pointing or placing a toy.

⚠ Safety

- Small toys and counters stay on tables and out of mouths.

Teacher notes

- Accept any place that matches a clue; several places are right for most clues (any spot beside the pond, any two trees in the park).
- "Across the river from" only works when the river is between the two places; check children's answers against the map.
- Leave the Little Hill map up for lesson 5.

Lesson 4: Making a map with a key

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: In groups, children make a map of a corner of the classroom from above, with symbols and a key, and another group uses it to find something.

Length: about 40 minutes.

Materials

- Per group of 4: a large sheet of paper with the outline of the chosen classroom corner drawn by the adult (walls as lines, with the door and window marked).
- Pre-cut paper shapes for furniture: rectangles (tables, shelves, rug) and circles (stools, plant pot). Adult-cut.
- Glue sticks and crayons.
- Per group: a blank key strip with 4 boxes.
- Per group: one small toy for hiding, and a star sticker.
- Per group: 4 job cards with a picture (shape placer, symbol drawer, key maker, checker).
- Sticky or foam shapes and a piece of card for a tactile map.
- The tray drawings from lesson 1.

Steps

✎ Opening (5 min)

Show a tray drawing from lesson 1. "You made a map of a tray. Today each group makes a map of a real place: our [reading corner]." Stand at the edge of the corner and point: "If a bird looked down from the ceiling, what would it see?" (The tops of the tables, the rug, the shelves.) Show one group's outline sheet and point out the walls, the door and the window.

✎ Main activity (25 min)

1. **Jobs (2 min).** Each child in the group takes a job card. **Shape placer:** chooses and places the furniture shapes. **Symbol drawer:** draws a symbol on each shape (for example a book on the shelf). **Key maker:** draws the same symbols in the key strip. **Checker:** looks at the real corner and says if each shape is in the right place. Everyone helps glue.
2. **Place the shapes (8 min).** Groups look at the real corner and lay the shapes on their sheet in the right places before gluing. Ask: "What is next to the shelf in the real corner? Is it next to the shelf on your map too?"
3. **Symbols and key (8 min).** Groups choose a symbol for at least 3 things (for example shelf, rug, table) and draw each one on the map and in the key. "Could another group read your map without asking you?"
4. **Hide and mark (7 min).** While each group watches, the adult puts the group's toy somewhere in the corner. The group sticks the star sticker on its map in the same place

and adds a star to the key: "star = toy". Then the adult moves the toy away again, and groups swap maps.

✓ Discussion questions (5 min, with answers)

1. "How did you decide where the rug goes on the map?" (We looked at the real corner; we checked what it was next to.)
2. "Why does your map need a key?" (So the other group knows what our symbols mean.)
3. "Two groups made maps of the same corner. Why do they look different?" (Different symbols, colours and drawing; they can both be right if things are in the right places.)

✓ Closing check (5 min, with answers)

Each group has another group's map. The adult puts that group's toy back in the place its star shows. One child from the receiving group uses the map to walk to (or point to) the place in the real corner and says how they knew. (For example: "The star is next to the book symbol, and the key says the book symbol is the shelf, so the toy is next to the shelf.") Note which groups' maps let another group find the toy, and which children explain using the key or a place word.

Vocabulary

map, symbol, key, from above, next to

Differentiation

- **Support:** the adult draws the outline with the biggest furniture already in place; the group adds 2 symbols and a 2-box key.
- **Extension:** add the door and window to the key, or add a symbol for a plant or the teacher's chair.
- **Early finishers:** check the map against the real corner and fix one thing.

Access

- A tactile map: the group (or a child with a visual impairment and an adult) places sticky or foam shapes on card, each a different shape or texture, and the key uses the same shapes. In the closing check, the adult guides the child's hand from the star to the nearby shapes and then walks with the child to the place.
- Children who use a wheelchair or cannot walk round the corner do the checker or key maker job, and point to the place in the closing check.
- Any job can be shared. A child who prefers not to draw can place shapes or check.
- Children can answer by speaking, signing, pointing or showing the place.

⚠ Safety

- The adult cuts the shapes in advance; no scissors for children in this lesson.

- Choose a corner with a clear floor; children walk, and stay out of the corner while the adult hides the toy.

Teacher notes

- Choose a corner with 4 to 6 big objects (for example the reading corner: rug, shelf, floor cushion, table). All groups can map the same corner.
- Do not hide the toy anywhere high, inside a cupboard or near the door.
- Keep the group maps for assessment of outcome 4 and display them next to the Little Hill map in lesson 5.

Lesson 5: Land and water on a globe

Unit overview - Previous: Lesson 4

Goal: Children learn that a globe is a round model of the whole Earth, find land and water on a globe and a flat map, and show what they know about maps.

Length: about 40 minutes.

Materials

- A globe on a stand (a raised-relief globe if the school has one).
- A flat world map.
- The large Little Hill map and the group maps from lesson 4.
- An inflatable globe ball (a soft "beach ball" globe).
- A class tally chart on the board with two columns: a wave picture (water) and a hill picture (land).
- Per child: a wave card and a hill card for the closing check.
- For the one-to-one check (later in the week; see the unit overview): a cup, a box and a ball and the 3-card "from above" set from lesson 1; a pair copy of the Little Hill map with its key. For blind or low-vision children: the tactile outline cut-outs from lesson 1 and the raised-symbol map and key from lesson 2.

Steps

✎ Opening (5 min)

Point to the Little Hill map and the group maps. "These maps show small places: a town, a corner of our classroom. What if we wanted to show the **whole Earth**, where everybody lives?" Bring out the globe. "This is a **globe**. It is a model of the Earth. The Earth is round like a ball, so the globe is round too." Let children say what they notice.

✎ Main activity (25 min)

1. **Land and water (8 min).** Turn the globe slowly. "On this globe, blue means **water**: seas and oceans. The other colours mean **land**." (Check your own globe's key first; most globes use blue for water, but not all.) Children come up in small groups and touch one water place and one land place, saying "water" or "land". On a raised-relief globe, let them feel that the land is often a little raised and the water is smooth.
2. **Globe and flat map (7 min).** Hold up the flat world map next to the globe. "This map shows the whole world too, but it is flat." Find one big blue area on the globe, then the same area on the flat map. Ask: "What is different?" (The globe is round and you turn it to see the other side; the flat map shows everything at once; you can fold or hang the flat map.) "What is the same?" (Both show land and water; both have blue for water.)
3. **Land or water? (10 min).** Children sit in a circle. Pass the inflatable globe hand to hand (not thrown). When the adult says "stop", the child holding it looks where their right hand is touching (or any hand, or the adult checks for them) and says "water" or "land". The adult marks the tally chart. After about 20 turns, count the two columns

together. Say: "This is a game, not a real measurement. But people who have measured the whole Earth found that there is much **more water than land**: about 7 parts out of every 10 parts of the Earth's outside are ocean." Compare with the class tally: "Did our game show more water too?" (Usually yes; if not, that is fine; the game is a guess, the measurement is the fact.)

✓ Discussion questions (5 min, with answers)

1. "What is a globe?" (A round model of the whole Earth.)
2. "How is a globe different from a flat map?" (It is round; you turn it; it shows the Earth's real shape; a flat map shows everything at once.)
3. "Is there more land or more water on Earth?" (More water.)
4. "How are the Little Hill map and the globe the same?" (Both are pictures of places from above; both use colours or symbols that mean something.)

✓ Closing check (5 min, with answers)

Each child has a wave card and a hill card. Point to places on the globe and the flat map one at a time: "Land or water?" Children hold up a card. (Blue areas: water, the wave card; other colours: land, the hill card.) Then ask a few children: "How is the globe different from the flat map?" (Round, turns, shows the real shape of the Earth.) Note who holds up the right card and who gives a difference.

Vocabulary

globe, model, Earth, land, water, ocean, flat map

Differentiation

- **Support:** at the globe, touch only one big water area and one big land area, with the adult naming them.
- **Extension:** find the biggest blue area on the globe and the same area on the flat map, and say why it looks a different shape on the flat map (the round globe is spread out flat).
- **Early finishers:** look at the group maps from lesson 4 and say what is the same as on the globe (both have a key or colours that mean something).

Access

- Blind and low-vision children: a raised-relief globe, or a globe with land areas outlined in glued string, explored with the adult; on the inflatable globe, the adult tells the child whether their hand is on land or water.
- Colour vision: point out that water is usually the largest and smoothest part, and land usually has more lines and names on it; the wave and hill cards have pictures, not only colours.
- Children who cannot hold or pass the ball can touch it as it is held next to them, or say "stop" for the class.
- Children who want to say where they have been or where their family is from can find it on the globe with an adult; nobody has to, and the teacher does not ask.

- Children can answer by speaking, signing, pointing or holding up a card.

⚠ Safety

- An adult carries the globe and puts it on a table; children turn it gently with one hand while it stays on its stand.
- The inflatable globe is passed hand to hand, not thrown or kicked.

Teacher notes

- The fact for the class comes from the Wikipedia article on the ocean (see Sources in the unit overview): "Approximately 71% of Earth's surface ... is covered by ocean." "About 7 parts out of every 10" is a rounded way to say this to young children.
- The tally game will not give exactly 7 out of 10 and may even give more land; say it is a game, and the measurement is what tells us the answer.
- Do not teach names of continents or oceans in this lesson; they come in later grades. Children may name places they know.
- Teaching the difference between a map and a globe at this age is my choice; the C3 framework leaves it to each state (see Sources).

Grade 2 Society: People, Jobs and Choices (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 1. Builds on grade 1: Rules, fairness and community jobs and the society progression

Big idea

A community works because many people play a part, not only the leaders. People make goods and give services, and each one needs skills and knowledge that someone had to learn. Things in a shop have prices, and some goods are made nearby while others come from far away. There is never enough of everything, so people have to choose, and every choice has a good side (a benefit) and something you give up (a cost).

This is the first society unit of grade 2 (term 1). In grade 1 the children sorted Little Hill job cards into goods and services and named a tool and a skill for each job. Here they add who else helps a community, how skills are learned, prices, scarcity and choosing.

Outcomes

By the end of the unit most children can:

1. Explain, using a made-up Little Hill story, how people who are not leaders (a child, a neighbour, a shopkeeper, a volunteer) help a community.
2. Say what someone needs to know or be good at to make one good or give one service, and one way they could have learned it.
3. Read and compare prices on made-up market price cards (up to 20 Little Hill coins), and say whether a good was made in Little Hill or came from somewhere else.
4. Explain, with the class shop, that when there is not enough of something people have to decide who gets it or what to buy, and suggest one fair way to decide.
5. Name one benefit and one cost of a choice made by a story character.

Prior knowledge

- Grade 1 society term 1: rules with "so that..." reasons; three kinds of fair (equal shares, taking turns, giving what someone needs); goods and services; a tool and a skill for each job.
- Grade 1 maths: counting and comparing to 100; adding within 20. Grade 2 maths term 1 runs alongside, so prices stay at 20 coins or less and every sum stays within 20.
- No reading is needed. Every card has a picture; words on cards are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

1. Everyone has a part: the Little Hill park clean-up story; who did what, and what would have happened without them.
2. Skills for goods and services: what a job needs you to know or be good at, how people learn it; the class makes one good and gives one service.
3. Prices at the Little Hill market: reading and comparing price cards; made in Little Hill or came from elsewhere.
4. Not enough to go round: the class shop has fewer kites than people who want one; ways to decide; you cannot buy everything with 10 coins.
5. Choosing, and what you give up: benefits and costs of story characters' choices; class shop round; private check.

Materials (whole class unless noted)

- Large picture story cards for "The Park Clean-Up" (6 cards; text in lesson 1).
- Per pair: 6 helper cards from the story: Mayor Hen, Duck (a child), Mouse (a neighbour), Goat (the shopkeeper), Bear (a volunteer), Remy (the bin collector).
- Per pair: the 8 grade 1 job cards (baker, bus driver, nurse, librarian, farmer, bin collector, builder, hairdresser) plus 4 new ones: potter, cook, vet, mechanic.
- Per pair: a "how did they learn it?" mat with four pictures: watching someone, practising, a book, a teacher or course.
- For the class-made good and service (lesson 2): strips of card about 5 cm by 20 cm, crayons, a hole punch (adult only) and wool for bookmarks; a tray of mixed classroom pencils and crayons to sort back into pots.
- Per pair: 10 market price cards (made-up goods and prices; list in lesson 3), each with a small picture of either Little Hill or a lorry/ship.
- Per pair: a "made here / came from elsewhere" sorting mat.
- Per child: 10 "Little Hill coins" (counters or card circles, all worth 1 coin; not real money) in a small pot or bag.
- Class shop (lessons 4 and 5): a table, the 10 market price cards from lesson 3 propped up as shop labels, and paper or card stand-ins for each good (kite, book, apple, bread, wool, jar of honey, pencil, ball, banana, cup). Only 3 kite stand-ins.
- Per pair: a benefit / cost mat with two columns (picture: a smiling face, "what I get"; picture: an empty hand, "what I give up").
- Story choice cards (lesson 5; 4 cards; text in lesson 5).
- Whiteboards and pens, or paper and pencils.
- Sticky notes or name pegs for the closing checks.

⚠ Safety and access

- Not real money. Children never bring money from home and are never asked what their family buys, earns or cannot afford. Every shopping choice is made with the same 10 pretend coins, or on behalf of a story character.
- Scarcity is taught with kites and story goods, not food children need. If a real food is used as a stand-in (for example a real apple for display), nobody eats it; check allergies anyway.

- The hole punch is used by an adult. Scissors, if used for the bookmarks, are child-safe.
- Jobs: show people of different genders, ages and appearances on every card. Avoid "this is a job for boys/girls". Never ask children about the jobs of people at home.
- Access: every card has a picture; children can answer by pointing, sorting, signing, using an AAC device or eye-pointing, and their own way counts. Large-print and tactile versions of the price cards (raised numbers made with glue or stickers) help low-vision and blind children. Coins can be real counters so they can be felt and counted. In the shop, the table is at a height a wheelchair user can reach, and a partner can carry goods on request.
- Colour is never the only way to tell a card apart: "made here" and "came from elsewhere" each have their own picture.

Assessment

There is no test. The closing checks give a quick picture each lesson. During lesson 5, take about 3 minutes with each child, one at a time (spread over the week while others work in the shop), with these cards in front of them:

1. Show the Mouse card from the clean-up story. "Mouse isn't the mayor. How did Mouse help Little Hill?" (Any part from the story, for example lent rakes and gloves.) - outcome 1.
2. Show the potter card. "What does a potter need to know or be good at?" (For example shaping clay, using the kiln safely.) "How could they have learned it?" (Watching, practising, a teacher, a book.) - outcome 2.
3. Show the honey (6 coins) and banana (3 coins) price cards. "Which costs more?" (Honey.) "Which came from somewhere else?" (Banana; it has the ship picture.) - outcome 3.
4. "The shop has 2 balls and 5 children want one. What could they do?" (Any sensible way: take turns, share a game, pick names, wait for more.) - outcome 4.
5. Show story choice card 2 (Goat buys the book). "What did Goat get? What did Goat give up?" (Got the book; gave up the kite, or the 8 coins.) - outcome 5.

Record "yes / with help / not yet" per outcome. This is a check, not a test; accept any sensible answer in the child's own words.

Sources

The C3 framework was read in the archived PDF (pages with the K-2 civics and economics indicators): https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf

The indicators used, quoted from the framework:

- D2.Civ.2.K-2: "Explain how all people, not just official leaders, play important roles in a community." (Lesson 1.)
- D2.Eco.1.K-2: "Explain how scarcity necessitates decision making." (Lesson 4.)
- D2.Eco.2.K-2: "Identify the benefits and costs of making various personal decisions." (Lesson 5; "personal decisions" are made with pretend coins or for story characters, see Safety.)
- D2.Eco.3.K-2: "Describe the skills and knowledge required to produce certain goods and services." (Lesson 2.)
- D2.Eco.4.K-2: "Describe the goods and services that people in the local community produce and those that are produced in other communities." (Lesson 3.)

- D2.Eco.5.K-2: "Identify prices of products in a local market." (Lesson 3.)

The C3 framework is a framework, not a set of lessons; the stories, Little Hill, characters, goods and prices are the author's own examples, not from a source.

Known gaps and cautions

- Gemini 4 Argon text-checked this unit at c181ab1 on 2026-11-10 and reported no errors (see PEERCHECKS.md). That is a text check by an AI agent, not a teacher review or classroom test.
- Little Hill, its people and every price are made up. Prices are in "Little Hill coins", all worth 1, so the unit does not depend on any country's money; real coins and notes are left for grade 2 maths term 3.
- "Benefits and costs" is taught only as "what I get / what I give up". The wider idea of opportunity cost is left for later grades.
- "Made here / came from elsewhere" uses one clear picture per card. Real goods are often made from parts from many places; this is mentioned to the class once in lesson 3 but not taught.
- Sorting who gets a scarce kite can stir real feelings about fairness. The lesson uses story characters first and the class shop second, and nobody's real wishes or belongings are discussed.
- The society progression lists "swapping and buying" for grade 2; this unit teaches buying with pretend coins only. Swapping (trading one good for another) is not taught here.
- The kinds of jobs and who does them differ between places; change the job cards to fit your area.

Lesson 1: Everyone has a part

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children explain, using a made-up story, how people who are not leaders help a community, and what would happen if they did not.

Materials

- 6 large picture story cards for "The Park Clean-Up" (text below).
- Per pair: 6 helper cards: Mayor Hen, Duck (a child), Mouse (a neighbour), Goat (the shopkeeper), Bear (a volunteer), Remy (the bin collector).
- Whiteboards and pens, or paper and pencils.
- Sticky notes or name pegs for the closing check.

Steps

✎ Opening (5 min)

Remind the class of grade 1: "In Little Hill we met a baker, a bus driver, a nurse... Who is in charge of a town?" Take ideas (a mayor, a council, a leader). "Today we find out whether the leader can do everything alone."

✎ Main activity (25 min)

1. **The story (8 min).** Read "The Park Clean-Up" (the author's own story, not from a source), showing each card:
2. After a big storm, the Little Hill park is full of branches and rubbish. The swing is broken. Nobody can play.
3. Duck walks past on the way to school and sees the broken swing. Duck tells Mayor Hen.
4. Mayor Hen says, "The town will mend the swing. But we need help to clear the park." She puts a notice on the board: "Clean-up, Saturday morning."
5. Mouse, who lives next to the park, lends rakes and gloves. Goat, who runs the shop, gives bin bags.
6. On Saturday, Bear and lots of neighbours come. They rake, pick up and fill the bags. Remy, the bin collector, takes the full bags away in the bin lorry.
7. By lunchtime the park is clear, the swing is mended, and everyone plays.
8. **Who did what (10 min).** Pairs lay out the 6 helper cards and, for each one, say what that person did. Walk round and ask: "Which of these people is a leader?" (Mayor Hen.) "Which are not?" (All the others.)
9. **Take one away (7 min).** Turn one helper card face down. "What if Duck hadn't told anyone?" (Nobody might have known the swing was broken.) "What if Remy hadn't

come?" (The full bags would still be in the park.) Pairs try two more cards and tell the class.

✓ Discussion questions (5 min, with answers)

1. "Did Mayor Hen clean the park by herself?" (No. She asked for help and the town mended the swing; many other people did the clearing.)
2. "Duck is a child. Was Duck's part important?" (Yes; Duck noticed the problem and told someone, so it got fixed.)
3. "Remy was doing a job. Bear was helping for free. Are both important?" (Yes. Some people help as their job, some as volunteers, which means helping without being paid.)

✓ Closing check (5 min, with answers)

Each child picks one helper card who is not Mayor Hen and tells a partner (or the adult) what that person did and what would happen without them. Mark with a sticky note or peg who could do it. (Any matching answer from the story.)

Vocabulary

community, leader, mayor, volunteer, notice, help

Differentiation

- Support: use 3 helper cards only (Duck, Mouse, Remy); the adult retells each one's part with the picture.
- Extension: draw a new helper card for the story (for example someone who fixed the swing) and say what they did.
- Children can answer by pointing, signing, AAC or acting out the part; their own way counts.

⚠ Safety

- Keep the story about Little Hill. Do not ask children what their families do for the community, or who they know.

Teacher notes and misconceptions

- Some children think the leader does all the work, or that only paid jobs count. The "take one away" step is there to show every part matters.
- "Volunteer" may be new; keep the meaning simple: "helping without being paid".

Lesson 2: Skills for goods and services

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children say what someone needs to know or be good at to make a good or give a service, and one way they could have learned it. They make one good and give one service themselves.

Materials

- Per pair: the 8 grade 1 job cards (baker, bus driver, nurse, librarian, farmer, bin collector, builder, hairdresser) plus 4 new ones: potter, cook, vet, mechanic.
- Per pair: a "how did they learn it?" mat with four pictures: watching someone, practising, a book, a teacher or course.
- Strips of card about 5 cm by 20 cm (one per child), crayons, a hole punch (adult only) and short lengths of wool, for bookmarks.
- A tray of mixed classroom pencils and crayons, and the class's labelled pots, for the service.
- Whiteboards and pens, or paper and pencils.
- Sticky notes or name pegs for the closing check.

Steps

✎ Opening (5 min)

Hold up the baker card. "Last year we said a baker makes goods. Which goods?" (Bread, cakes.) "What does a baker need to know to make bread?" (How much flour and water, how long to bake it.) "Were they born knowing that?" (No; they learned it.)

✎ Main activity (25 min)

1. **Skills and knowledge (10 min).** Pairs take the 4 new job cards. For each one, say "goods or service?" and one thing that person needs to know or be good at. Model the potter: "A potter makes cups and bowls, so goods. A potter needs to know how to shape clay and how to use the kiln (a very hot oven) safely." Then pairs do cook, vet and mechanic. (Cook: goods, meals; knows recipes, cooks safely. Vet: service, looks after sick animals; knows about animals' bodies. Mechanic: service, fixes cars and bikes; knows how engines and brakes work.)
2. **How did they learn it? (5 min).** Pairs put each of the 4 cards on the picture that shows one way that person could have learned. Any picture is right if they can say why; most jobs use more than one.
3. **We make a good, we give a service (10 min).** Half the class makes a bookmark: draw a pattern on a card strip; the adult punches a hole and the child ties on wool. The other half gives a service: sorting the tray of mixed pencils and crayons back into the

right labelled pots. Swap after 5 minutes. Ask: "Which one made a thing you can hold?" (The bookmark.) "What did you need to be good at to sort the pots?" (Knowing which goes where, being careful.)

✓ Discussion questions (5 min, with answers)

1. "Is a mechanic's work goods or a service?" (A service: they fix things for people.)
2. "Can someone learn a job in more than one way?" (Yes; for example by watching, practising and having a teacher.)
3. "What did you learn to do today that you could get better at with practice?" (Any answer, for example tying the wool or sorting quickly.)

✓ Closing check (5 min, with answers)

Show the vet card. Each child tells a partner or the adult one thing a vet needs to know or be good at. (For example how to look after animals, how to tell an animal is ill, being gentle.) Mark who could do it.

Vocabulary

goods, services, skill, knowledge, learn, practise, potter, kiln, vet, mechanic

Differentiation

- Support: use only the potter and vet cards; the adult names one skill and the child points to the matching "how did they learn it?" picture.
- Extension: choose a grade 1 job card and list two skills and one piece of knowledge it needs.
- Children can make the bookmark with chunky crayons, stickers or a partner's help; any pattern counts.

⚠ Safety

- The hole punch is used by the adult. Wool lengths are short (about 20 cm).
- Do not ask children which jobs people at home do.

Teacher notes and misconceptions

- "Skill" (something you can do) and "knowledge" (something you know) overlap a lot at this age; accept either.
- Some children think people are born good at jobs. Point back to "how did they learn it?" each time.

Lesson 3: Prices at the Little Hill market

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children read and compare prices on made-up market price cards, and sort goods into "made in Little Hill" and "came from somewhere else".

Materials

- Per pair: 10 market price cards. Each shows a picture of the good, its price in Little Hill coins, and a small picture: the Little Hill hill for "made here", or a lorry or ship for "came from elsewhere". The goods and prices (the author's own examples, not from a source):

Good	Price	Where from
apple	2 coins	made here (Little Hill orchard)
bread	4 coins	made here (the baker)
wool	5 coins	made here (sheep on the hill)
cup	5 coins	made here (the potter)
honey	6 coins	made here (the beekeeper)
pencil	1 coin	came from elsewhere (lorry)
banana	3 coins	came from elsewhere (ship)
ball	7 coins	came from elsewhere (lorry)
kite	8 coins	came from elsewhere (lorry)
book	8 coins	came from elsewhere (lorry)

- Per pair: a "made here / came from elsewhere" sorting mat (picture of the hill on one side, a lorry and a ship on the other).
- Per child: 10 Little Hill coins (counters or card circles, all worth 1; not real money) in a small pot or bag.
- Whiteboards and pens, or paper and pencils.
- Sticky notes or name pegs for the closing check.

Steps

✎ Opening (5 min)

"In Little Hill there is a market every Saturday. Everything has a price: how many coins you give to get it." Show the apple card. "How many coins?" (2.) Show the kite. (8.) "Which costs more?" (The kite.)

✎ Main activity (25 min)

1. **Read the prices (8 min).** Pairs spread out the 10 price cards and put them in a line from cheapest to dearest. (Pencil 1, apple 2, banana 3, bread 4, wool and cup 5, honey 6, ball 7, kite and book 8.) Ask: "Which two cost the same?" (Wool and cup; kite and book.)
2. **Pay the price (7 min).** The adult calls out a good; each child counts that many coins from their pot onto the table, then puts them back. Try bread (4), honey (6), ball (7). Then "Apple and banana together?" (5 coins.)
3. **Made here or elsewhere (10 min).** Pairs sort the cards onto the mat using the small pictures. (Made here: apple, bread, wool, cup, honey. Elsewhere: pencil, banana, ball, kite, book.) Ask: "Who in Little Hill made the cup?" (The potter, from lesson 2.) "Why does the banana come by ship?" (Bananas grow in warm places, as we said in grade 1, and Little Hill is not warm enough.) Mention once: "Lots of real things are made from parts from many places; our cards just show one picture each."

✓ Discussion questions (5 min, with answers)

1. "Which good made in Little Hill costs the most?" (Honey, 6 coins.)
2. "Can you buy the ball with 5 coins?" (No; it costs 7, so you need 2 more.)
3. "Why might some goods come from somewhere else?" (They can't be grown or made here, or another place makes them; any sensible answer.)

✓ Closing check (5 min, with answers)

Show the bread and wool cards. Each child points to the one that costs more (wool) and says whether bread was made in Little Hill (yes; the hill picture). Mark who could do both.

Vocabulary

price, coins, market, costs more, costs less, cheapest, made here, came from elsewhere

Differentiation

- Support: use 5 cards only (pencil, apple, bread, honey, banana); count coins with an adult.
- Extension: choose two goods that cost exactly 10 coins together (for example bread and honey, or kite and apple), and find another pair.
- Large-print or tactile price cards with raised numbers, and counters that can be felt, for low-vision and blind children; children can show an answer by pointing, signing, AAC or pushing coins.

⚠ Safety

- Coins are counters, never real money. Do not ask what things cost at home or what families buy.

Teacher notes and misconceptions

- Some children think a bigger thing must cost more. The kite (8) and the book (8) cost the same although they are different sizes; the pencil is small and cheap but the cup is small and costs 5. Ask "How do you know?" and point at the number.
- All coins are worth 1 here. Real coins with different values come in grade 2 maths term 3.

Lesson 4: Not enough to go round

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children explain that when there is not enough of something, people have to decide who gets it or what to buy, and they suggest a fair way to decide.

Materials

- 5 helper cards from lesson 1: Duck, Mouse, Goat, Bear, Remy.
- Class shop: a table, the 10 market price cards from lesson 3 propped up as shop labels, and paper or card stand-ins for each good (kite, book, apple, bread, wool, jar of honey, pencil, ball, banana, cup). Only 3 kite stand-ins; several of each other good.
- Per child: 10 Little Hill coins (not real money) in a small pot or bag.
- Whiteboards and pens, or paper and pencils.
- Sticky notes or name pegs for the closing check.

Steps

✎ Opening (5 min)

Put 3 kite stand-ins on the table. Lay out 5 helper cards. "It's a windy day. Duck, Mouse, Goat, Bear and Remy all want a kite. How many kites are there?" (3.) "Is that enough?" (No; 2 friends would have none.) "When there isn't enough of something for everyone who wants it, we say it is scarce."

✎ Main activity (25 min)

1. **How could they decide? (10 min).** Pairs talk, then share ideas. Write or draw each idea. Likely ideas: first come, first served; pick names from a hat; take turns flying; share one kite between two; wait until the shop gets more; whoever pays more. For each one ask: "Is that fair? Which kind of fair from grade 1 is it?" (Taking turns, equal shares, or giving to whoever needs it most.) There is no one right answer; the point is that somebody has to decide.
2. **Our class decides (5 min).** The class has more children than kites. Agree one way to decide who may take a kite stand-in in the shop today (for example taking turns over lessons 4 and 5). Write it on the board.
3. **10 coins (10 min).** Each child has 10 coins. In small groups at the shop, each child chooses goods and pays the price on the label (with the class's kite rule). Before they start: "Could you buy the kite and the book?" (No; 8 and 8 is 16, more than 10.) After shopping, each child counts the coins left and puts the goods back.

✓ Discussion questions (5 min, with answers)

1. "Why did we need a rule for the kites but not for the pencils?" (There were enough pencils for everyone; there were not enough kites.)
2. "With 10 coins, could anybody buy everything in the shop?" (No; the goods cost much more than 10 coins together, so everyone had to choose.)
3. "What if the shop had 30 kites?" (Then nobody would need to decide who gets one.)

✓ Closing check (5 min, with answers)

"The library has 1 copy of a new book and 4 children want to read it. What could they do?" Each child tells a partner or the adult one way to decide. (Any sensible way: take turns, read it together, pick names, wait for another copy.) Mark who gave a way.

Vocabulary

scarce, not enough, decide, choose, fair, take turns, first come first served

Differentiation

- Support: act out the kite problem with 3 kites and 5 children; the adult offers two ways to decide and the child picks one.
- Extension: write or draw a rule for a scarce thing in the classroom (for example the one class computer or a favourite book).
- Children can choose goods by pointing, signing, AAC or with a partner who carries them; the shop table is at a height a wheelchair user can reach.

⚠ Safety

- The goods are paper or card stand-ins; nothing is eaten.
- Some children feel strongly about not getting a kite. Remind the class of the rule they agreed and that kite turns continue in lesson 5. Nobody's real belongings or wishes are discussed.

Teacher notes and misconceptions

- "Paying more" is a real way that markets decide who gets scarce things. If children suggest it, note that it is one way and ask whether it is fair to someone with fewer coins; do not push a single answer.
- Scarcity is not only about money: time, space and turns on the computer can be scarce too.

Lesson 5: Choosing, and what you give up

Unit overview - Previous: Lesson 4

About 40 minutes, plus about 3 minutes per child for the private check (spread over the week).

Goal

Children name one benefit (what you get) and one cost (what you give up) of a choice made by a story character, and make their own choice in the class shop with pretend coins.

Materials

- 4 story choice cards (text below; the author's own examples, not from a source).
- Per pair: a benefit / cost mat with two columns (picture: a smiling face, "what I get"; picture: an empty hand, "what I give up").
- Class shop from lesson 4: table, the 10 price cards as labels, paper or card stand-ins for each good, 3 kite stand-ins, and the class's kite rule.
- Per child: 10 Little Hill coins (not real money) in a small pot or bag.
- For the private check: the Mouse helper card (lesson 1), the potter job card (lesson 2), the honey and banana price cards (lesson 3), and story choice card 2.
- Whiteboards and pens, or paper and pencils.
- Sticky notes or name pegs for the closing check.

Steps

✎ Opening (5 min)

"Last time, nobody could buy everything with 10 coins. So every time we choose, we get something and we give something up." Show the mat. "What I get is the benefit. What I give up is the cost."

✎ Main activity (25 min)

1. **Story choices (12 min).** Read each card; pairs put a picture or word in each column of the mat, then share.
2. Duck has 10 coins. Duck buys a kite (8 coins) and an apple (2 coins). (Benefit: a kite to fly and an apple. Cost: all 10 coins; Duck can't buy the book this week.)
3. Goat has 10 coins and wants the kite and the book, which cost 8 coins each. Goat chooses the book. (Benefit: the book. Cost: the kite, and 8 coins.)
4. Mouse can finish a painting or go to the park with friends before tea. Mouse finishes the painting. (Benefit: the painting is done. Cost: missing the park this time.) "A cost isn't always coins; it can be time."
5. Mayor Hen has enough town money for a new swing or a new bench in the park, not both. The town chooses the swing. (Benefit: more children can play. Cost: no new bench to sit on.)

6. **Shop round (13 min).** Small groups visit the class shop, using the class kite rule from lesson 4. Before paying, each child tells a partner "I'm buying ___; I'm giving up ___." The partner listens and checks the price. Goods go back afterwards. Meanwhile, start the private checks (see the unit overview).

✓ Discussion questions (5 min, with answers)

1. "Did Goat make a wrong choice?" (No; Goat chose what mattered most to Goat. Different people can make different choices.)
2. "Is a cost always money?" (No; it can be time, or another thing you could have had, like Mouse's trip to the park.)
3. "Why did Mayor Hen have to choose?" (The town didn't have enough money for both; there wasn't enough, like the kites.)

✓ Closing check (5 min, with answers)

Read: "Bear has 10 coins and buys the ball for 7 coins." Each child tells a partner or the adult one benefit (the ball) and one cost (7 coins, or another thing Bear could have bought). Mark who named both.

Vocabulary

choice, choose, benefit, cost, give up, decide

Differentiation

- Support: use story cards 1 and 2 only; the adult asks "What did Duck get?" and "What can't Duck have now?" as two separate questions.
- Extension: make a new story choice card for a Little Hill character and fill in the mat.
- Children can show benefit and cost by sorting pictures, pointing, signing or AAC; their own way counts.

⚠ Safety

- Only story characters and pretend coins. Never ask what children or their families spend money on, or what they had to give up at home.

Teacher notes and misconceptions

- Children often think "cost" only means the price. Card 3 has no money at all, so it helps show that time and other choices are costs too.
- Keep choices neutral: there is no "right" good to buy.

Grade 2 Society: How Letters Changed: Sources, the First Stamps and the People Who Changed Them (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 11 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by two other agents (Gemini 4 Carbon, Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 2. Builds on grade 1: Then and now: timelines and old and new objects and the society progression

Big idea

Some parts of life change and some stay the same. People have always wanted to send news to someone far away, but the ways messages travel, and who pays for them, have changed. We can find out about a change from sources, and we can ask questions about the people and groups who helped to make it happen. A big change is usually the work of many people, not just one, and one change can lead to another.

This is the second society unit of grade 2 (term 2). It builds on the grade 1 unit Then and now: timelines and old and new objects (three time bands, kinds of source, museum-style labels). Grade 2 adds one real change with real dates (paying for letters in the United Kingdom, and the first sticky postage stamp in 1840), the people and groups behind it, reasons for a change, and two different accounts of the same event.

Outcomes

By the end of the unit most children can:

1. Sort picture cards of ways of sending a message into long ago, when today's grown-ups were small, and now, give one clue for a choice, and say one thing that changed and one thing that stayed the same.
2. Name at least three kinds of source (an object, a picture, a piece of writing, a label) and, from a made-up source read aloud by an adult, find who made it, where and when, and ask one question about it.
3. Say who usually paid for a letter in the United Kingdom before 1840 (the person who received it) and who paid after (the person who sent it, with a stamp).
4. Ask one question about a person or group who helped make the change, and say that more than one person helped.
5. Give one possible reason why the change happened, and put four dated cards about the change in time order with help.
6. Compare two made-up accounts of the same event and say one way they are different.

Prior knowledge

- Grade 1 society term 2: first, next, before, after; three time bands; kinds of source; museum-style labels.
- Grade 2 society term 1: everyone in a community plays a part; goods and services; prices (made-up coins).
- Grade 2 mathematics term 2: counting and comparing numbers, used for the pretend coins. The years on the timeline cards (1835 to 1841) are read aloud by the adult; children do not need to read four-digit numbers.
- No reading is needed. Every card has a picture; words on cards are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

1. Sending a message, then and now: Hen's letter and Duck's message; sorting message picture cards into three time bands; what changed and what stayed the same.
2. What can a source tell us?: a made-up Little Hill source pack (a folded letter, Mouse's diary page, a museum label, an unused envelope); finding maker, place and date; asking questions of a source.
3. Who paid for a letter?: the real change in the United Kingdom in 1840; playing the old way and the new way with pretend coins; the Penny Black.
4. Who helped make the change?: "Who helped?" cards about real people and groups; building questions with who, what, why and how; how people might have felt then.
5. One change leads to another: the cancel-mark problem and the Penny Red; a class timeline; two made-up accounts of the day stamps came to Little Hill.

Materials (whole class unless noted)

- Three time-band cards from grade 1: "long ago", "when today's grown-ups were small", "now" (lesson 1, lesson 5).
- Six message picture cards, drawn by the teacher from the descriptions in lesson 1 (lesson 1).
- A large "Changed / Stayed the same" chart on the board or on paper (lesson 1, lesson 5).
- Made-up source pack, one copy per group of four, made from the text in lesson 2: a picture of Hen's folded letter, Mouse's diary page, a museum label for a mail bag, and an unused, unaddressed envelope (lesson 2).
- "Maker / Place / Date" card for each group (lesson 2).
- Sticky notes or paper slips and pencils (lessons 2, 4).
- Large swallow-safe counters as pretend coins, about 10 per pair (lesson 3).
- Paper "letters": scrap paper folded once, some single sheets and some double sheets (lesson 3).
- Two floor signs, "Near" and "Far", with a picture (lesson 3).
- Paper squares about 3 cm across, cut by an adult, as pretend stamps, and glue sticks (lesson 3).
- A printed picture of the Penny Black and, for lesson 5, the Penny Red. The stamps are from 1840 and 1841; pictures of them are on their Wikipedia pages. Check the licence page of any picture you print (lessons 3, 5).
- A globe or world map, if the class has one (optional; lesson 3).
- Five "Who helped?" cards, from the text in lesson 4 (lesson 4).

- Question starter cards: Who? What? Why? How? What if? (lesson 4).
- A "Question wall": a large sheet for sticky notes (lessons 4, 5).
- Four dated timeline cards and one "now" card, from the text in lesson 5 (lesson 5).
- Two made-up account cards, Mouse's and Goat's, from the text in lesson 5 (lesson 5).
- For blind or low-vision children: raised-line versions of the message cards and time-band cards (glue string or puffy paint on the outline), a real folded paper letter and a real envelope to hold, and a stamp-sized paper square to feel (all lessons).

⚠ Safety and access

- **Privacy.** Never ask who children send messages to, whether their family has a phone or computer, what their address is, or how much their family spends. Every letter, address and account in this unit belongs to a made-up Little Hill character. Envelopes stay unaddressed.
- **Nothing is licked.** Pretend stamps are paper squares stuck with a glue stick. Do not use real lick-and-stick stamps or envelopes.
- Counters are large enough not to be swallowed; check with your school's rules for the age group. Adults cut the paper squares.
- Movement to the "Near" and "Far" signs in lesson 3 is walking only; a child can stay seated and send a partner, or point.
- Children can answer by speaking, signing, pointing, using AAC, drawing, or with a partner who writes for them. Their own way counts.
- Deaf children: show every picture card while it is described, and face the class when reading sources aloud. Blind and low-vision children: use the raised-line cards and real objects listed in Materials; describe each picture in words. Colour is never the only clue (the Penny Black and Penny Red are also told apart by name and story).
- Some children may know that the stamps show a queen. Say who she was in one sentence (lesson 3) and do not ask for opinions about kings and queens.

Assessment

Watch and listen during lessons, and use the closing checks. During lesson 5 or the following week, see each child for about 3 minutes with the cards (answers in brackets):

1. "Put these three in order: long ago, when grown-ups were small, now." Use the walking-letter card, the wall-phone card and the screen card. "Tell me one clue." (Walking letter, wall phone, screen; any sensible clue, such as "no screens long ago". Accept the wall phone in either of the first two bands with a reason.) Then: "One thing that changed? One thing that stayed the same?" (Changed: how fast, how it travels, who carries it. Same: people still send news to people far away.) (Outcome 1.)
2. Read the mail-bag label aloud: "Who made it? Where? When?" (The Little Hill leather shop; Little Hill; long ago, about the time of the first stamps.) "What kind of source is it?" (A label; the bag is an object.) "Ask me one question about the bag." (Any question.) (Outcome 2.)
3. "Long ago in the United Kingdom, before stamps, who usually paid for a letter? After 1840, who paid?" (The person who got it; the person who sent it, with a stamp.) (Outcome 3.)
4. "Ask me one question about someone who helped make the change." "Was it one person or more than one?" (Any question about a person or group; more than one.) (Outcome 4.)

5. "Why do you think they changed it?" (Any sensible reason: it was cheaper, simpler, fairer, so people would send more letters.) With the four dated cards read aloud: "Put them in order." (1835 Wallace, 1837 Hill's idea, 1840 Penny Black, 1841 Penny Red.) (Outcome 5.)
6. "Mouse and Goat told the story of the same day. Tell me one way their stories are different." (Mouse was happy not to collect coins; Goat did not like paying first, or similar.) (Outcome 6.)

Record "yes", "with help" or "not yet" for each outcome. A child who can do it in their own way (pointing, signing, AAC) gets "yes".

Sources

The C3 framework was read in the archived PDF (pages with the K-2 history indicators): https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf

The indicators used, quoted from the framework:

- D2.His.1.K-2: "Create a chronological sequence of multiple events." (Lesson 5.)
- D2.His.2.K-2: "Compare life in the past to life today." (Lessons 1, 3.)
- D2.His.3.K-2: "Generate questions about individuals and groups who have shaped a significant historical change." (Lesson 4.)
- D2.His.4.K-2: "Compare perspectives of people in the past to those of people in the present." (Lesson 4.)
- D2.His.6.K-2: "Compare different accounts of the same historical event." (Lesson 5; the accounts are made up, see Known gaps.)
- D2.His.9.K-2: "Identify different kinds of historical sources." (Lesson 2.)
- D2.His.10.K-2: "Explain how historical sources can be used to study the past." (Lesson 2.)
- D2.His.11.K-2: "Identify the maker, date, and place of origin for a historical source from information within the source itself." (Lesson 2.)
- D2.His.12.K-2: "Generate questions about a particular historical source as it relates to a particular historical event or development." (Lesson 2.)
- D2.His.14.K-2: "Generate possible reasons for an event or development in the past." (Lessons 3, 5.)
- D2.His.16.K-2: "Select which reasons might be more likely than others to explain a historical event or development." (Lesson 3.)

The facts about letters and stamps come from three Wikipedia articles, read on 11 November 2026:

- "Penny Black": https://en.wikipedia.org/wiki/Penny_Black (first issued 1 May 1840, valid from 6 May; the receiver usually paid before, by the sheet and the distance; one penny for a letter up to half an ounce, whatever the distance; about 2,600 design entries, none chosen; Queen Victoria's profile; engraved by Charles Heath and his son Frederick; sheets cut with scissors; red cancel marks were hard to see and easy to remove, so in February 1841 the stamp became the Penny Red and the cancel ink black).
- "Rowland Hill (postal reformer)": https://en.wikipedia.org/wiki/Rowland_Hill_(postal_reformer) (a teacher, inventor and reformer, "usually credited" with the postage stamp; argued that cheaper letters would mean more letters; letters sent in the UK more than doubled in 1840; stamps in Switzerland and Brazil within three years and in 90 countries by 1860).

- "Uniform Penny Post": https://en.wikipedia.org/wiki/Uniform_Penny_Post (Robert Wallace began the campaign for cheap postage in 1835; Hill set out his plan on 13 February 1837).

Little Hill, its characters, the message picture cards, the made-up sources, the pretend prices in lesson 3 and the two accounts in lesson 5 are the author's own examples, not from a source.

Known gaps and cautions

- Two other agents (Gemini 4 Carbon and Gemini 4 Argon, both at 0648eb0) text-checked this unit on 2026-11-11 and reported no errors. Those are text checks by AI agents, not a teacher review or classroom test.
- The real example is from the United Kingdom because those are the sources the author read. Teachers elsewhere may swap in a change from their own country's history, if they have a source for it.
- The two accounts in lesson 5 are made up. D2.His.6 asks for accounts of a historical event; a teacher with real letters or newspaper reports from 1840 could use short read-aloud extracts instead.
- The time-band sorting in lesson 1 uses the author's picture descriptions; the answers given are the author's, and good reasons for other answers count. No dates are claimed for the message pictures.
- The unit does not say how much a penny was worth in 1840 compared with today; the sources read do not say. If children ask, it is a good question for the Question wall.
- Wikipedia is a starting point, not a final authority; a teacher may want to check the dates against a museum or postal-history source.
- Rowland Hill is "usually credited" with the stamp; lesson 4 is written so that children see several people and groups, not one hero.

Lesson 1: Sending a message, then and now

Unit overview - Next: What can a source tell us?

Back to the grade 2 year plan

Goal

Children sort pictures of ways of sending a message into three time bands, give a clue for their choice, and say one thing that changed and one thing that stayed the same.

Materials

- Three time-band cards: "long ago", "when today's grown-ups were small", "now".
- Six message picture cards (see below), drawn by the teacher.
- A large "Changed / Stayed the same" chart.
- For blind or low-vision children: raised-line versions of the message cards and time-band cards, and a real folded paper letter to hold.

The six message picture cards (the author's descriptions, not from a source):

1. A person walking along a path over hills, holding a folded letter.
2. A rider on a horse with a bag of letters.
3. Horses pulling a coach with a bag of letters on the roof.
4. A person at a post box with an envelope that has a stamp on it.
5. A person talking into a telephone fixed to a wall, with a curly cord.
6. A person typing a message on a small screen.

Steps

✎ Opening (5 min)

Tell the story (the author's own): "Long ago in Little Hill, Hen wanted to tell her friend Goat, who lived over the hills at Far Hill, that her eggs had hatched. She wrote a letter, folded it, and Mouse carried it over the hills. It took Mouse two days to get there. Today, Duck in Little Hill wants to tell Goat about a new kite. Duck types a message on a screen, and Goat reads it straight away."

Ask: "What did Hen and Duck both want to do?" (Tell Goat some news.)

✎ Main activity (25 min)

1. Lay the three time-band cards on the floor in order, left to right. Remind the class of grade 1: long ago, when today's grown-ups were small, now.
2. Show each message card in turn and describe it aloud. Give pairs a card.
3. Each pair puts its card in a time band and gives one clue ("There are horses, and nobody has a phone"). Other pairs say whether they agree.

4. Author's suggested sorting (accept other answers with a good reason): cards 1, 2 and 3 long ago; card 4 could be any band (people still post letters); card 5 when today's grown-ups were small, or long ago; card 6 now.
5. Fill in the chart together:
    - Changed: how fast the message gets there; what carries it (feet, horse, coach, wires, screen); who carries it.
    - Stayed the same: people still want to send news to people far away; letters and post boxes are still used.
6. Point at card 4: "Who paid for this letter to travel?" Take guesses and leave the question open: "We will find out in lesson 3."

✓ Discussion questions (5 min, with answers)

- "Why did Hen's letter take two days?" (Mouse walked over the hills; there was no faster way in the story.)
- "Is anything on our 'stayed the same' list still true in Little Hill today?" (Yes: Duck still wanted to tell Goat news.)
- "Is fast always better?" (Any reasoned answer: a letter can be kept and read again; a fast message is good for urgent news.)

✓ Closing check (5 min, with answers)

Hold up card 2 (the rider). Each child tells a partner or the adult one thing that changed and one thing that stayed the same, compared with card 6. (Changed: a horse then, a screen now; slower then. Same: someone is sending news.) Mark who gave both.

Vocabulary

long ago, now, then, change, changed, stayed the same, message, letter, send, carry

Differentiation

- Support: sort only cards 1 and 6 into "long ago" and "now"; the adult offers two clues and the child picks one.
- Extension: draw a seventh card for "now" or "long ago" and give a clue.
- Children can place cards by pointing, signing or AAC, or ask a partner to move them. The time-band cards can go on a table for a wheelchair user.

⚠ Safety

- Do not ask children who they send messages to, or whether their family has a phone or computer. Talk only about Hen, Duck, Mouse and Goat.

Teacher notes and misconceptions

- Children may say "long ago" means "when my teacher was small". Use the three bands to separate the two.
- Card 4 is a deliberate "both" card: some old things are still used. That is a "stayed the same" clue, not a mistake.

Lesson 2: What can a source tell us?

Unit overview - Previous: Sending a message, then and now - Next: Who paid for a letter?

Back to the grade 2 year plan

Goal

Children name kinds of source, find who made a source, where and when, from what is written on it, and ask a question about it.

Materials

- Made-up source pack, one per group of four (text below): a picture of Hen's folded letter, Mouse's diary page, a museum label for a mail bag, and an unused, unaddressed envelope.
- "Maker / Place / Date" card for each group.
- Sticky notes or paper slips and pencils.
- For blind or low-vision children: a real folded paper letter and a real envelope to hold.

The made-up source pack (the author's own, for Little Hill):

1. **Picture of Hen's folded letter.** Draw a sheet of paper folded into a small packet, with no envelope. On the outside write: "To Goat, Top Farm, Far Hill. From Hen, Little Hill. Spring, long ago. Goat to pay 3 coins."
2. **Mouse's diary page.** "Spring, long ago. Little Hill. Today I carried three letters to Far Hill. It took two days. Goat had to pay 3 coins for Hen's letter. He said, 'That is a lot of coins!' My feet are tired. Written by Mouse."
3. **Museum label.** "Mail bag. Made by the Little Hill leather shop. Place: Little Hill. Date: long ago, about the time of the first stamps. Used by Mouse to carry letters."
4. **An unused envelope.** A real, clean envelope with nothing written on it.

Steps

✎ Opening (5 min)

Ask: "In grade 1 we found out about the past from sources. What kinds of source can you remember?" (Objects, pictures, labels, writing, what people remember.) Write the kinds on the board with a small drawing for each.

✎ Main activity (25 min)

1. Give each group the pack. An adult reads each paper source aloud while the group looks at it (or holds it).
2. Groups sort the four sources by kind: picture (Hen's letter), writing (Mouse's diary), label (the museum label), object (the envelope). Accept "writing" for the letter too: it is a picture of writing.

3. **Maker, place, date.** For the letter, the diary and the label, the group finds who made it, where and when, using only the words on it. The adult reads again on request. Answers:
    - Letter: Hen; Little Hill; spring, long ago.
    - Diary: Mouse; Little Hill; spring, long ago.
    - Label: the Little Hill leather shop; Little Hill; long ago, about the time of the first stamps.
4. Ask: "Can the envelope tell us who made it, where or when?" (No: nothing is written on it. A source does not always tell us everything.)
5. **What does it tell us?** Each group chooses one source and says one thing it tells us about Little Hill long ago (Goat paid to get the letter; letters took two days; Mouse carried letters in a bag).
6. **Ask the source a question.** Each group writes or draws one question on a sticky note ("Why did Goat pay and not Hen?", "Who paid Mouse?"). Keep the notes for the Question wall in lesson 4.

✓ Discussion questions (5 min, with answers)

- "Mouse's diary and Hen's letter both say Goat paid 3 coins. Does that help us believe it?" (Yes: two sources agree. It is still a clue, not proof.)
- "What does Mouse's diary tell us that the letter does not?" (It took two days; Mouse's feet were tired; Goat thought it was a lot of coins.)
- "Who paid for Hen's letter?" (Goat, who got it. Ask whether that is the same today and leave it for lesson 3.)

✓ Closing check (5 min, with answers)

Read the label aloud again. Each child shows or tells a partner who made the mail bag, where, and when. (The Little Hill leather shop; Little Hill; long ago, about the time of the first stamps.) Mark who found all three.

Vocabulary

source, object, picture, writing, label, diary, maker, place, date, clue, question

Differentiation

- Support: find only the maker on the label, with the adult pointing to the line.
- Extension: make a label for a classroom object, with maker, place and date (made up or from the object itself).
- Children can answer by pointing, signing, AAC or drawing; a partner can write their question.

⚠ Safety

- Envelopes stay unaddressed. Do not ask children for their own address or anyone else's. All names and places are Little Hill ones.

Teacher notes and misconceptions

- Children may think a source is always true. Mouse's diary is one person's view; "a lot of coins" is Mouse's and Goat's opinion.
- The sources in this lesson are made up for practice. Say so to the class: "These are pretend sources from Little Hill. In lesson 3 we look at a real change."

Lesson 3: Who paid for a letter?

Unit overview - Previous: What can a source tell us? - Next: Who helped make the change?

Back to the grade 2 year plan

Goal

Children learn a real change: in the United Kingdom before 1840 the person who received a letter usually paid for it, by the distance and the number of sheets; from 1840 the sender paid one penny with a small sticky stamp. They play both ways and suggest reasons for the change.

Materials

- Large swallow-safe counters as pretend coins, about 10 per pair.
- Paper "letters": scrap paper folded once, some single sheets and some double sheets.
- Two floor signs, "Near" and "Far", with a picture.
- Paper squares about 3 cm across, cut by an adult, as pretend stamps, and glue sticks.
- A printed picture of the Penny Black (check its licence page).
- A globe or world map, if the class has one (optional).
- For blind or low-vision children: a stamp-sized paper square to feel, and a real folded paper letter.

Steps

✎ Opening (5 min)

Remind the class: in Little Hill, Goat paid for Hen's letter. Say: "That part of the story is pretend, but something like it really happened. Long ago in a real country, the United Kingdom, the person who got a letter usually paid for it when it arrived."

✎ Main activity (25 min)

1. **The old way (before 1840).** Put the "Near" and "Far" signs at two ends of the room. Pairs take turns: one is the sender, one the receiver. The sender hands the letter to the adult, who "carries" it to the receiver at "Near" or "Far". The receiver pays the adult in pretend coins using the class rule (made up for this game, not real prices):
    - Near: 1 coin. Far: 3 coins.
    - A double sheet costs 1 more coin. Pairs count what they paid after three letters.
2. **Tell the real story** (from the Wikipedia articles listed in the unit Sources): "In the United Kingdom, nearly 200 years ago, the price of a letter depended on how far it went and how many sheets of paper it had, and the person who got it usually paid. Then there was a big change. From May 1840, a letter that was not too heavy cost one penny to send anywhere in the country, near or far. The person sending it paid, and stuck on a small paper stamp to show it was paid. The first stamp was called the Penny Black." Show the picture. "The face on it is Queen Victoria, who was the queen of the United Kingdom then."

3. **The new way (from 1840).** Play again. Now the sender pays the adult 1 coin before sending, near or far, and glues a pretend stamp on the letter. The receiver pays nothing. Pairs count again.
4. Compare the two rounds on the board: who paid, how many coins, and how long it took to play each round.
5. **Why change?** Pairs give one possible reason for the change. Write every reason on the board (simpler, fairer for people far away, the carrier did not have to collect coins at every door, cheaper so people might send more letters).
6. **Which reason is more likely?** Tell the class one clue from the sources: the man usually credited with the idea, Rowland Hill, argued that if letters were cheaper, people would send more; and in 1840, the first year, the number of letters sent in the United Kingdom more than doubled. Ask: "Which of our reasons does that clue help?" (Cheaper so people send more.) Say that the other reasons may also be true; a clue makes one reason more likely, it does not make the others wrong.

✓ Discussion questions (5 min, with answers)

- "In the old way, who paid more: someone near or someone far?" (Far.)
- "Why did the letter need a stamp in the new way?" (To show it was already paid.)
- "How is that different from Hen's letter in Little Hill?" (Goat, who got it, paid. In the new way the sender pays.)

✓ Closing check (5 min, with answers)

Each child shows or tells the adult: "Before 1840, who usually paid for a letter? After 1840, who paid?" (The person who got it; the person who sent it, with a stamp.) Mark who gave both.

Vocabulary

pay, sender, receiver, stamp, penny, price, near, far, the United Kingdom, reason

Differentiation

- Support: play only near letters, one round each way; the adult says "you pay" or "they pay" with a gesture.
- Extension: work out how many coins Goat would pay for a far letter with a double sheet in the old way (3 + 1 = 4).
- A child can stay seated and send a partner to the signs, or point to "Near" or "Far" on a card. Pretend stamps can be pressed on by an adult for a child who prefers not to use glue.

⚠ Safety

- Nothing is licked; stamps are paper squares with a glue stick.
- Counters are large and swallow-safe; collect and count them at the end.
- Walking only between the signs; keep the path clear.

- Do not ask about money at home or how much real stamps cost a family.

Teacher notes and misconceptions

- The near/far prices in the game are made up. The real old prices were more complicated; the sources read for this unit do not give a simple table.
- Children may think a penny then was the same as a penny now. The sources read do not say what it was worth; put the question on the Question wall.
- "The United Kingdom" can be shown on a globe or world map if the class has one, without discussing anyone's home country.

Lesson 4: Who helped make the change?

Unit overview - Previous: Who paid for a letter? - Next: One change leads to another

Back to the grade 2 year plan

Goal

Children hear about several real people and groups who helped make the change to stamps, ask questions about them, and think about how people then might have seen letters differently from people now.

Materials

- Five "Who helped?" cards (text below), each with a simple drawing (a person speaking, a person writing, a pile of drawings, two people carving). The facts are from the Wikipedia articles in the unit Sources.
- Question starter cards: Who? What? Why? How? What if?
- The Question wall, with the sticky notes from lesson 2.
- Sticky notes or paper slips and pencils.

The "Who helped?" cards:

1. **Robert Wallace.** In 1835 he told a group set up by the government that if more people used the post, the post would earn more money. He started the campaign for cheaper letters.
2. **Rowland Hill.** A teacher and inventor. In 1837 he set out a plan for letters to be paid for before they were sent, with a stamp. He is usually given the credit for the postage stamp.
3. **Henry Cole.** He worked with Rowland Hill and helped run a competition for people to design the new stamps.
4. **The people who sent designs.** About 2,600 designs were sent in. None of them was chosen; a simple design that Hill liked, with the queen's face, was used instead.
5. **Charles Heath and his son Frederick.** They engraved the queen's face: they cut the picture into metal so that it could be printed.

Steps

✎ Opening (5 min)

Ask: "Last lesson, who did I say was usually given the credit for the stamp?" (Rowland Hill.) "Do you think one person did it all?" Take a quick show of hands; do not say the answer yet.

✎ Main activity (25 min)

1. Read each "Who helped?" card aloud and show its drawing. Put the cards in a row on the board.
2. Ask again: "One person or many?" (Many: at least five people or groups on our cards, and others we do not know about.) Ask who else might have helped (people who

carried letters, printers, people who sold stamps). Say: "Those are good guesses. We would need a source to know more about them."

3. **Question builder.** Groups of four get one card each (one group may get two) and the question starter cards. Each child makes one question about their person or group, using a starter. Examples: "Why did Robert Wallace want cheaper letters?", "How did Charles Heath cut the picture?", "What if nobody had sent any designs?" An adult writes or the child draws.
4. Groups stick their questions on the Question wall next to their card. Add the lesson 2 notes too.
5. Sort the wall together into "Our cards can answer this" and "We need another source". Answer the first kind together from the cards.

✓ Discussion questions (5 min, with answers)

These ask how people might have seen things, so there is no single answer.

- "Long ago, if a letter from far away came and you had to pay a lot, how might you feel?" (Happy to get news, but worried about paying; any reasoned answer.)
- "When the price became one penny, who might have been pleased?" (People who lived far from their friends; people who wanted to send more letters; the carriers, who did not have to collect coins.)
- "Today, how might someone feel getting a message? Is that the same or different?" (Any reasoned answer; people then and now both like news.)

✓ Closing check (5 min, with answers)

Each child tells or shows the adult one question about a person or group on the cards, and answers: "Was it one person or more than one?" (Any question about a person or group; more than one.) Mark who did both.

Vocabulary

question, who, what, why, how, credit, design, competition, engrave, group

Differentiation

- Support: choose a question starter card and point to a person; the adult helps build the question aloud.
- Extension: write two questions, one that the cards can answer and one that needs another source.
- Questions can be signed, said with AAC or drawn; a partner can write them.

⚠ Safety

- Talk about the people on the cards and Little Hill characters only. Do not ask about family members who work in a post office or about anyone's letters at home.

Teacher notes and misconceptions

- "Usually given the credit" is the source's wording. It helps children see that history books choose whom to name, and that others helped too.
- Keep to what the cards say. If a child asks something the cards cannot answer, it belongs on the "We need another source" side; do not guess an answer as if it were a fact.

Lesson 5: One change leads to another

Unit overview - Previous: Who helped make the change?

Back to the grade 2 year plan

Goal

Children hear how the first stamp caused a new problem that led to another change, put dated cards in time order, and compare two made-up accounts of the same event.

Materials

- Printed pictures of the Penny Black and the Penny Red (check their licence pages).
- Four dated timeline cards and one "now" card (text below), each with a drawing.
- Three time-band cards from lesson 1.
- Two made-up account cards, Mouse's and Goat's (text below).
- The "Changed / Stayed the same" chart from lesson 1, and the Question wall.
- For blind or low-vision children: a stamp-sized paper square to feel, and the account cards read aloud.

The timeline cards (facts from the Wikipedia articles in the unit Sources):

- **1835:** Robert Wallace starts the campaign for cheaper letters.
- **1837:** Rowland Hill sets out his plan for paid-in-advance letters with a stamp.
- **1840 (May):** the Penny Black, the first sticky postage stamp, is used.
- **1841 (February):** the stamp changes to the Penny Red, and the ink for marking used stamps changes to black.
- **Now:** a picture of a post box and a screen.

The two accounts (made up by the author, about Little Hill):

- **Mouse's account.** "The day stamps came to Little Hill was the best day! Everyone pays when they send a letter now, so I do not have to wait at every door for coins. My bag was full of letters."
- **Goat's account.** "The day stamps came to Little Hill was a muddle. Now I have to pay before I send a letter, and I have to cut each stamp off the sheet with scissors. But I do like getting Hen's letters without paying."

Steps

✎ Opening (5 min)

Show the Penny Black. "When a letter was posted, workers marked the stamp so it could not be used again. On the Penny Black they used red ink." Ask: "Can you see a problem?" Give a clue if needed: red on black is hard to see.

✎ Main activity (25 min)

1. **The next change** (10 min). Tell the class: "The red marks were hard to see on the black stamp, and the red ink was easy to wash off. So some people could use a stamp again. In February 1841 the stamp was changed to red, the Penny Red, and the marking ink was changed to black." Show the Penny Red. Ask: "Why did they change the colours?" (So the mark was easy to see and hard to wash off.) Add to the chart: one change led to another.
2. **Timeline** (7 min). Read the four dated cards aloud, one at a time, with the year said clearly. Give them to four children to stand in order; the class helps. Then place the "now" card at the end and lay the time-band cards above: all four dated cards are "long ago". (1835, 1837, 1840, 1841, now.)
3. **Two accounts** (8 min). Read Mouse's and Goat's accounts aloud. Say: "These are pretend accounts of the same pretend day." In pairs, children find one thing that is the same (stamps came; people pay when they send) and one thing that is different (Mouse is happy; Goat finds it a muddle, but likes one part).

✓ Discussion questions (5 min, with answers)

- "Why might Mouse and Goat tell it so differently?" (Mouse carries letters, so not collecting coins helps; Goat now pays first and cuts stamps.)
- "Is one of them lying?" (No: they had different jobs and saw different parts of the change. Two true accounts can still be different.)
- "If we had only Mouse's account, what might we think?" (That everyone was happy.) "So why is it good to read more than one source?" (To see more of what happened.)

✓ Closing check (5 min, with answers)

Each child tells or shows a partner one way Mouse's and Goat's accounts are different. (Mouse is happy; Goat finds it a muddle; Goat has to cut stamps; Mouse does not wait for coins.) Mark who gave a difference.

Then begin the one-to-one assessment in the README over the next week.

Vocabulary

timeline, order, before, after, account, the same, different, problem, change, mark

Differentiation

- Support: order only two cards (1840 and now), and find one difference with the adult pointing to Mouse's and Goat's faces.
- Extension: write a third account of the same day, from Hen, and say how it is different.
- Children can order the cards on a table rather than standing, and answer by pointing, signing, AAC or drawing.

⚠ Safety

- The accounts belong to Little Hill characters. Do not ask children to write about real people they know.
- Use pictures of the stamps; real old stamps are not needed.

Teacher notes and misconceptions

- Children may think that once a change is made, it is finished. The cancel mark story shows that people keep fixing new problems.
- Children may read "1840" and "1841" as very far apart. Point out they are next-door years.
- The accounts are made up, not real 1840 sources. A teacher with short real extracts from the time could use them instead.

Grade 2 Society: Places Near and Far: Weather, Land and a Parcel's Journey (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 11 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by three other agents (Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 2 year plan - Term 3. Builds on grade 1: Maps, keys and globes and the society progression

Big idea

The weather and the land of a place shape how people live there: what they wear, how they build, and what work they do. No place has everything it needs, so people, goods and ideas move from place to place, near and far. A map with a key helps us follow how they travel.

This is the third society unit of grade 2 (term 3). It builds on the grade 1 unit Maps, keys and globes (looking down from above, symbols and a key, land and water on a globe) and on the grade 2 term 1 unit People, jobs and choices (goods and services). Grade 2 adds three different kinds of place, the link between land and work, needs met from near and from far, and one journey followed on a map.

All three places are made up: Little Hill (a small town by a river), Snowy Peak (a small village high on a mountain) and Big Harbour (a busy city by the sea). Using made-up places means no real town, country or group of people is described in a way that might be unfair to it. See Known gaps.

Outcomes

By the end of the unit most children can:

1. Describe the weather and the land of one of the three places and say one way they change how people live there (clothes, homes or work).
2. Match a job to a place and give a reason that uses the land or the water (for example, "fishing at Big Harbour, because it is by the sea").
3. Say whether something a character needs comes from near or far, and say one way two places meet their needs differently.
4. Use the key on the Little Hill map to name the symbols along a route and say what each one stands for.
5. Put the parcel's journey in order and say two ways it travelled.
6. Give one reason why goods, people or ideas move from place to place, and name one idea that moved in the unit.

Prior knowledge

- Grade 1 society term 3: maps are drawn as if looking down from above; symbols and a key; land and water on a globe.
- Kindergarten society: near, far, next to, in front of, behind.
- Grade 2 society term 1: goods and services; jobs in a community.
- Grade 2 science term 3: habitats; plants and animals live where their needs are met. Lesson 1 makes the same point for people.
- No reading is needed. Every card has a picture; words on cards are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

1. What is it like there?: three place posters; weather and land cards; sorting clothes and home cards to the place they suit.
2. Land and work: job cards; matching each job to the place whose land or water it needs; "Could this job happen here?"
3. Near and far for what we need: needs cards for a character in each place; sorting "from near" and "from far"; comparing a village, a town and a city.
4. Following a parcel: Goat's scarf travels from Snowy Peak to Duck in Little Hill on a big floor map with a key; journey cards in order.
5. Goods, people and ideas on the move: why things move; a song travels in a letter; pairs draw a parcel route with their own key.

Materials (whole class unless noted)

- Three large place posters, drawn by the teacher from the descriptions in lesson 1: Little Hill, Snowy Peak, Big Harbour (all lessons).
- Four weather cards: sun, rain cloud, snowflake, wind (lesson 1).
- Twelve picture cards, from the list in lesson 1: six clothes cards and six home cards, one set per group of four (lesson 1).
- Nine job cards, from the list in lesson 2, one set per group of four (lesson 2), plus three extra cards for the whole class: a teacher, a baker, a doctor (lesson 2).
- A large "Could this job happen here?" chart (lesson 2).
- Nine needs cards, from the list in lesson 3, one set per group of four, and a "From near / From far" sorting mat per group (lesson 3).
- The Little Hill floor map, about 2 m by 1.5 m on joined paper or an old sheet, drawn by the teacher from the description in lesson 4, with a key of eight symbols (lessons 4, 5).
- A small closed box as the parcel, with a paper scarf drawn on the label (lessons 4, 5).
- Six journey cards, from the text in lesson 4, one set per group of four (lesson 4).
- Goat's letter, from the text in lesson 5, read aloud by an adult (lesson 5).
- An A4 sheet with three places drawn in the corners (Big Harbour, Little Hill, Snowy Peak), one per pair, and crayons (lesson 5).
- Sticky notes or paper slips and pencils (lessons 2, 3, 5).
- A globe or world map, if the class has one (optional; lesson 1).
- For blind or low-vision children: raised-line versions of the place posters, weather cards and map symbols (glue string or puffy paint on the outline), a piece of knitted fabric or a knitted glove, a smooth stone and a small cloth bag of dry sand to feel, a sorting mat with a raised

line down the middle (lesson 3), and string with glue sticks to make a raised route on a raised-outline A4 sheet (lesson 5) (all lessons unless noted).

⚠ Safety and access

- **Privacy.** Never ask where children or their families live, where they were born, where their relatives are, where they go on holiday, where their family shops, or where their clothes or food come from. Every place, home and parcel in this unit belongs to a made-up character. Children may share something about places they know only if they choose to; do not write it down.
- **Fairness to real places.** Do not ask children to describe real countries or peoples by their clothes, homes or food. If a child does, say: "People in any place live in lots of different ways."
- **Fabric to touch.** Check for wool allergies before passing round knitted fabric; use a cotton or acrylic knit if unsure.
- **Sand bag.** The sand stays inside a closed, tied cloth bag. Check your school's rules on sand with the age group.
- Moving the parcel on the floor map in lesson 4 is walking or kneeling; a child can stay seated and tell a partner where to move it, or point with a pointer from a chair. Leave a clear path round the map for wheelchairs.
- Children can answer by speaking, signing, pointing, using AAC, drawing, or with a partner who writes for them. Their own way counts.
- Deaf children: show every card and poster while it is described, and face the class when reading aloud. Blind and low-vision children: use the raised-line posters and symbols and the objects listed in Materials; describe each picture in words. Colour is never the only clue (each map symbol has a different shape).

Assessment

Watch and listen during lessons, and use the closing checks. During lesson 5 or the following week, see each child for about 3 minutes with the posters, cards and floor map (answers in brackets):

1. Point to one poster: "What is the weather like here? What is the land like?" "How does that change how people live?" (Snowy Peak: cold, snowy in winter, steep and high; warm coats, thick walls, sheep on the slopes. Little Hill: often rainy, green valley by a river; raincoats, apple trees, farms. Big Harbour: windy, flat, by the sea; boats, a port, fishing. Any sensible link counts.) (Outcome 1.)
2. Show the fishing-boat card and the sheep card: "Which place does each job belong to? Why?" (Fishing at Big Harbour, because it is by the sea; keeping sheep at Snowy Peak, because of the grassy slopes.) (Outcome 2.)
3. "Goat lives at Snowy Peak. Goat's cheese comes from Goat's own goats. Is that from near or from far?" (Near.) "Goat's apples come from Little Hill. Near or far?" (Far.) "Tell me one way Big Harbour gets food differently from Snowy Peak." (For example, fish from the sea next to it, or lots of things come in on ships.) (Outcome 3.)
4. On the floor map, trace the route from the mountain road to the post office: "What do these symbols stand for?" (Road, bridge, river, railway, station, post office: any three named from the key.) (Outcome 4.)

5. Give the six journey cards: "Put the scarf's journey in order." "How did it travel?" (Knitting, wrapping, mail van down the mountain, train, post office, Duck; any two of van, train, walking.) (Outcome 5.)
6. "Why did the scarf have to travel?" (Duck needed it and it was made far away; Little Hill has no sheep, or similar.) "What idea travelled?" (The Little Hill Market song, in Goat's letter.) (Outcome 6.)

Record "yes", "with help" or "not yet" for each outcome. A child who can do it in their own way (pointing, signing, AAC) gets "yes".

Sources

The C3 framework was read in the archived PDF (pages with the K-2 geography indicators): https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf

The indicators used, quoted from the framework:

- D2.Geo.2.K-2: "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them." (Lessons 1, 4.)
- D2.Geo.3.K-2: "Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places." (Lessons 1, 4.)
- D2.Geo.4.K-2: "Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region." (Lesson 1.)
- D2.Geo.6.K-2: "Identify some cultural and environmental characteristics of specific places." (Lesson 1.)
- D2.Geo.7.K-2: "Explain why and how people, goods, and ideas move from place to place." (Lessons 4, 5.)
- D2.Geo.8.K-2: "Compare how people in different types of communities use local and distant environments to meet their daily needs." (Lesson 3.)
- D2.Geo.9.K-2: "Describe the connections between the physical environment of a place and the economic activities found there." (Lesson 2.)

Two facts come from Wikipedia articles, read on 11 November 2026:

- "Mountain": https://en.wikipedia.org/wiki/Mountain ("High elevations on mountains produce colder climates than at sea level at similar latitude.") Used for Snowy Peak being colder than the towns below.
- "Wool": https://en.wikipedia.org/wiki/Wool ("Most wool used by the textile industry comes from sheep.") Used for Goat's scarf.

Little Hill, Snowy Peak, Big Harbour, their characters, the cards, the map, the parcel's journey and Goat's letter are the author's own examples, not from a source.

Known gaps and cautions

- Three other agents text-checked this unit on 2026-11-11: Gemini 3.8 Flash (at 0e4e47d) and Gemini 4 Carbon (at 7ab413a) reported no errors; Gemini 4 Argon (at 0e4e47d) found that the materials list left out lesson 2's three whole-class job cards, now added. Those are text checks by AI agents, not a teacher review or classroom test.
- The three places are made up. D2.Geo.6 asks about "specific places" and D2.Geo.10 (not covered) asks about "various world regions". A teacher may add one real place, with a

source such as a library book, photographs or a map, after this unit; keep the fairness point in Safety and access.

- The unit does not teach climate zones, the equator or real distances. The only climate fact used is that high mountains are usually colder than land below them.
- The clothes, homes and jobs on the cards are the author's examples of what might suit each place, not rules. People in a cold place can wear thin clothes indoors, and a city by the sea has many jobs that are not fishing. Children who give a good reason for a different answer are right.
- D2.Geo.5 (how human activities change places) and D2.Geo.1 (constructing maps) are only touched on: children draw a simple route map in lesson 5.
- The parcel's route (van, then train) is one made-up example. Real parcels travel in many ways.
- Wikipedia is a starting point, not a final authority.

Lesson 1: What is it like there?

Unit overview - Next: Land and work

Back to the grade 2 year plan

Goal

Children describe the weather and the land of three made-up places, and sort clothes and homes to the place they suit, giving a reason that uses the weather or the land.

Materials

- The three place posters, drawn by the teacher before the lesson:
  - **Little Hill:** a small town in a green valley. A river runs through it, with a bridge. Rain clouds in the sky. Fields, apple trees and a market.
  - **Snowy Peak:** a small village high on a mountain. Snow on the tops. Steep grassy slopes with sheep and goats. A few houses with smoke from the chimneys.
  - **Big Harbour:** a busy city on flat land by the sea. A port with big ships and small fishing boats. Tall buildings, lots of people, flags blowing in the wind, seagulls.
- Four weather cards: sun, rain cloud, snowflake, wind.
- Twelve picture cards per group of four (the answers in brackets are the author's; other answers with a good reason count):
  - Clothes: a woolly hat and gloves (Snowy Peak); a thick padded coat (Snowy Peak); a raincoat (Little Hill); wellington boots (Little Hill); a windproof jacket zipped to the chin (Big Harbour); a sun hat (Big Harbour, on a sunny summer day by the sea).
  - Homes: a house with thick stone walls and a big stove (Snowy Peak); a house with snow piled on its roof (Snowy Peak); a house with a water butt catching rain from the roof (Little Hill); a cottage by the river with an apple tree (Little Hill); a tall block of flats near the port (Big Harbour); a house with strong shutters closed against the wind (Big Harbour).
- A globe or world map (optional).
- For blind or low-vision children: raised-line posters and weather cards, a piece of knitted fabric, a smooth stone and a closed bag of sand to feel.

Steps

✎ Opening (5 min)

1. Show the three posters one at a time. For each, ask: "What can you see? What is the weather like? What is the land like: flat, steep, wet, dry?"
2. Children hold up or point to a weather card for each poster. Accept more than one card: Big Harbour can be windy and sunny.
3. Say: "A place's weather and land are part of what makes it different from other places."

✎ Main activity (25 min)

1. Groups of four get the twelve picture cards and lay the three posters (or small copies) in front of them.
2. **Clothes (10 min).** Groups put each clothes card next to the place where it would help most. For each card, one child says why: "The woolly hat goes to Snowy Peak because it is cold up the mountain."
3. **Homes (10 min).** Groups do the same with the home cards. Ask: "Why would a house at Snowy Peak need thick walls and a big stove?" (To keep warm, because it is cold up high.) "Why catch rain in a water butt at Little Hill?" (It rains a lot; the water can be used in the garden.)
4. **Share (5 min).** Each group shows one card they argued about. Any choice with a reason that uses the weather or the land counts.

✓ Discussion questions (5 min, with answers)

- "Why is Snowy Peak colder than Little Hill?" (It is high up a mountain; high places are usually colder than the land below them.)
- "Could someone at Big Harbour wear a woolly hat?" (Yes, on a cold day. The cards show what might help most, not what everyone wears.)
- "What would change for Duck if Little Hill had no rain all summer?" (Any sensible answer: the river gets low, the apple trees need watering.)

✓ Closing check (5 min, with answers)

Ask each child one question; they answer by pointing, speaking or signing.

1. "Point to the place with snow on the mountain." (Snowy Peak.)
2. "Which place is by the sea?" (Big Harbour.)
3. "Where would wellington boots help most? Why?" (Little Hill, because it rains a lot; or another place with a good reason.)

Vocabulary

weather, land, valley, mountain, steep, flat, port, village, town, city

Differentiation

- **More support:** sort only the clothes cards, with two posters.
- **More challenge:** invent one more card (a coat, a roof, a tool) for a place and explain why it suits the weather or land.
- Children who cannot see the posters use the raised-line versions and feel the knitted fabric (Snowy Peak), the smooth stone (river at Little Hill) and the bag of sand (beach at Big Harbour).

⚠ Safety

- Check for wool allergies before passing round the knitted fabric.
- The sand stays inside the closed bag.
- Do not ask children what clothes they own or what their own home is like.

Teacher notes and misconceptions

- Children may think everyone in a place dresses the same. Say: "People in any place live in lots of different ways. These cards show what might help with the weather."
- Some children may say Big Harbour is hot because it is by the sea. Places by the sea can be hot or cold; Big Harbour is made up, and the poster shows wind, not heat.
- If you have a globe, you can show that real mountains are high places, and that high places are usually colder than the land below (from the Wikipedia article "Mountain"; see the unit Sources).

Lesson 2: Land and work

Unit overview - Previous: What is it like there? - Next: Near and far for what we need

Back to the grade 2 year plan

Goal

Children match jobs to the place whose land or water they need, and give a reason that links the job to the land or the water.

Materials

- The three place posters from lesson 1.
- Nine job cards per group of four (the answers in brackets are the author's):
  - Keeping sheep on the slopes (Snowy Peak).
  - Making cheese from goats' milk (Snowy Peak).
  - Knitting with wool (Snowy Peak).
  - Growing apples (Little Hill).
  - Growing wheat in the fields (Little Hill).
  - A miller whose mill wheel is turned by the river (Little Hill).
  - Fishing from a boat (Big Harbour).
  - Unloading ships at the port (Big Harbour).
  - A lifeboat crew that helps boats in trouble at sea (Big Harbour).
- Three extra cards for the whole class: a teacher, a baker, a doctor.
- A large "Could this job happen here?" chart with three columns (Little Hill, Snowy Peak, Big Harbour).
- Sticky notes or paper slips and pencils.
- For blind or low-vision children: raised-line posters; job cards described aloud.

Steps

✎ Opening (5 min)

1. Recall lesson 1: "What is the land like at Snowy Peak? At Big Harbour?"
2. Show the fishing card. "Could this job happen at Snowy Peak?" (No: there is no sea.) "Where could it happen?" (Big Harbour.)
3. Say: "Some jobs need the land or the water of a place."

✎ Main activity (25 min)

1. Groups sort the nine job cards to the three posters (10 min). For each card one child says the link: "Keeping sheep at Snowy Peak, because there are grassy slopes for them to eat."
2. **Could this job happen here? (10 min).** The teacher reads out three jobs, one at a time, and pins each onto the chart: fishing, growing apples, keeping sheep. For each place, the class shows thumbs up (yes), thumbs down (no) or a flat hand (not sure). A

child gives the reason. Example: "Fishing at Little Hill? Maybe a little, in the river, but not big boats."

3. **Jobs that can happen anywhere (5 min).** Show the teacher, baker and doctor cards. "Do these jobs need a sea, a mountain or a river?" (No: people everywhere need teachers, bread and doctors.) Children draw or write one more job that can happen anywhere on a sticky note.

✓ Discussion questions (5 min, with answers)

- "Why does the miller's mill sit by the river?" (The river turns the mill wheel.)
- "Big Harbour has lots of jobs at the port. Why?" (Ships come into the port, and someone has to unload them; the port is there because the city is by the sea.)
- "If you moved the sheep to Big Harbour, what would they need?" (Grass and space to eat; the city has tall buildings and not much grass.)

✓ Closing check (5 min, with answers)

1. "Which place needs a lifeboat crew? Why?" (Big Harbour; it is by the sea.)
2. "Point to the job that uses the river." (The miller.)
3. "Tell me one job that can happen anywhere." (Teacher, baker, doctor, or another sensible job.)

Vocabulary

job, land, water, slope, port, mill, crew

Differentiation

- **More support:** sort three cards, one per place, with a partner.
- **More challenge:** choose a job and say what would happen to it if the weather changed (for example, a very dry summer for the apple grower).
- Children can sort by pointing, eye-gaze or telling a partner where to put each card.

⚠ Safety

- Do not ask what jobs children's parents or carers do. All jobs belong to made-up characters.

Teacher notes and misconceptions

- Children may think a city by the sea has only fishing jobs. Most jobs in a city do not need the sea; this lesson picks the ones that do.
- The links between job and place are the author's examples. A child who says "you could knit at Big Harbour too" is right: the wool can travel. That idea leads into lesson 3.

Lesson 3: Near and far for what we need

Unit overview - Previous: Land and work - Next: Following a parcel

Back to the grade 2 year plan

Goal

Children sort things that three characters need into "from near" and "from far", and compare how a village, a town and a city meet their needs.

Materials

- The three place posters from lesson 1.
- Nine needs cards per group of four. Each card shows a character, a thing they need and where it comes from (the answers in brackets are the author's):
  - **Goat at Snowy Peak (a village):** cheese from Goat's own goats (near); wool from the sheep on the slopes (near); apples from Little Hill (far).
  - **Duck at Little Hill (a town):** apples from the orchard by the river (near); bread from the Little Hill bakery, made with flour from the fields (near); fish from Big Harbour (far).
  - **Crab at Big Harbour (a city):** fish from the sea next to the city (near); bread made with flour that comes by train from farms far away (far); bananas brought by ship from far away (far).
- A "From near / From far" sorting mat per group: a sheet with two halves, "near" with a picture of a house and "far" with a picture of a road going into the distance.
- Sticky notes or paper slips and pencils.
- For blind or low-vision children: the needs cards read aloud, and a sorting mat with a raised line down the middle and a different texture on each half.

Steps

✎ Opening (5 min)

1. Recall the word **needs** from science (habitats): plants and animals live where their needs are met. "People have needs too: food, water, warm clothes, a home."
2. "Can every place make everything it needs?" Show the Snowy Peak poster. "Can apples grow at Snowy Peak?" (Goat says no: it is too cold up there.)
3. Say: "Some things come from near. Some things have to come from far."

✎ Main activity (25 min)

1. Groups take Goat's three cards and sort them onto the mat (5 min). Check together: two near, one far.
2. Groups sort Duck's three cards, then Crab's three cards (10 min).
3. **Count and compare (10 min).** On the board, draw a table with the three characters and two columns, near and far. Groups say how many of each character's cards are

near and far. (Goat: 2 near, 1 far. Duck: 2 near, 1 far. Crab: 1 near, 2 far.) Ask: "On our cards, who gets more things from far away?" (Crab, in the city.) "Why might that be?" (A city has lots of people and not many fields; ships and trains bring things in.)

✓ Discussion questions (5 min, with answers)

- "Goat gets cheese from near. Crab gets fish from near. Why are they different things?" (Each place has different land and water: goats on the mountain, fish in the sea.)
- "What would happen to Crab's bread if the trains stopped?" (Less flour would come; the city bakers would run short.)
- "Is 'far' the same for everyone?" (No. Little Hill is far for Goat but near for Duck.)

✓ Closing check (5 min, with answers)

1. "Goat's wool comes from the sheep on the slopes. Near or far?" (Near.)
2. "Crab's bananas come by ship. Near or far?" (Far.)
3. "Tell me one way Big Harbour gets food differently from Snowy Peak." (For example, Big Harbour gets fish from the sea; Snowy Peak gets cheese from its goats; or more things come to the city by ship and train.)

Vocabulary

need, near, far, village, town, city, local, distant

Differentiation

- **More support:** sort Goat's cards only, with an adult.
- **More challenge:** make a tenth card for one character: something they need, and whether it comes from near or far.
- Children can sort by pointing or telling a partner which half to use.

⚠ Safety

- **Privacy.** Do not ask where children's food, clothes or belongings come from, or where their family shops. All needs belong to made-up characters.

Teacher notes and misconceptions

- The counts in step 3 are from the author's nine cards, not a rule about real cities and villages. Many villages get lots of things from far away, too.
- Children may think "far" means another country. Here it means "not in this place"; Little Hill is a train ride from Snowy Peak.
- "Local" and "distant" are the words used in the C3 framework (D2.Geo.8); "near" and "far" are enough for most children.

Lesson 4: Following a parcel

Unit overview - Previous: Near and far for what we need - Next: Goods, people and ideas on the move

Back to the grade 2 year plan

Goal

Children follow a parcel's journey on a floor map, name the map symbols along the route using the key, and put the journey in order.

Materials

- The Little Hill floor map, drawn by the teacher before the lesson on joined paper or an old sheet, about 2 m by 1.5 m:
  - Snowy Peak at the top left, on a mountain, with Goat's house and a post box.
  - A road winding down the mountain to a station at the foot of the mountain.
  - A railway running from that station, across a bridge over the river, to Little Hill station at the bottom right.
  - Little Hill post office next to Little Hill station, and Duck's house a short way along a road.
  - A key in one corner with eight symbols, each a different shape: mountain (a triangle), road (two lines side by side), railway (a line with short cross lines), river (a wavy line), bridge (two short lines across the river), station (a rectangle with a flag), post office (an envelope), house (a square with a triangle roof).
- A small closed box as the parcel, with a paper scarf drawn on the label.
- Six journey cards per group of four:
  1. Goat knits a scarf with wool from the sheep.
  2. Goat wraps the scarf and posts it in the Snowy Peak post box.
  3. The mail van drives the parcel down the mountain road to the station.
  4. The train carries it over the river bridge to Little Hill.
  5. The parcel is sorted at Little Hill post office.
  6. Mouse walks it to Duck's house, and Duck opens it.
- For blind or low-vision children: map symbols and the route made in raised lines (glue string or puffy paint), and a real small box to hold.

Steps

✎ Opening (5 min)

1. Gather round the floor map. "Is this map drawn from the side or from above?" (From above; recall grade 1.)
2. Point to the key. "What is this for?" (It tells us what each symbol means.) Children match three symbols on the map to the key.
3. Show the parcel. "Duck is cold. Goat has knitted a scarf at Snowy Peak. How will it get to Duck?"

✎ Main activity (25 min)

1. **Move the parcel (15 min).** Children take turns to move the parcel one step along the route. At each step the child names the symbol it reaches, using the key ("This is the road", "This is the bridge over the river"), and says how the parcel travels (in Goat's hands, in the van, on the train, with Mouse). Every child has at least one turn; a child can tell a partner where to move it.
2. **Journey cards (10 min).** Back at tables, groups put the six journey cards in order. An adult reads each card aloud. Groups check their order by retelling the journey to another group.

✓ Discussion questions (5 min, with answers)

- "Why did the parcel need a van and a train?" (Snowy Peak is far from Little Hill, high up a mountain, across a river.)
- "Why does the railway need a bridge?" (To cross the river.)
- "Who helped the parcel on its way?" (Goat, the van driver, the train driver, the post office sorters, Mouse.)

✓ Closing check (5 min, with answers)

1. Point to the bridge symbol on the key: "What does this stand for?" (A bridge.)
2. "What happened just after the train?" (The parcel was sorted at Little Hill post office.)
3. "Tell me two ways the parcel travelled." (Any two of: van, train, carried or walked.)

Vocabulary

parcel, route, journey, key, symbol, station, railway, bridge

Differentiation

- **More support:** use four journey cards (1, 3, 4, 6).
- **More challenge:** find a different route on the map (for example, could the van drive all the way?) and say whether it is shorter or longer.
- Children who cannot see the map follow the raised-line route with a finger while an adult names each symbol.

⚠ Safety

- Children walk or kneel round the floor map; nobody runs or stands on it. Leave a clear path for wheelchairs and let seated children point or direct a partner.
- Do not ask whether children have sent or received parcels, or where relatives live.

Teacher notes and misconceptions

- Children may think the parcel moves by itself. Ask "Who carried it here?" at each step.

- The van-then-train route is one made-up example. Real parcels travel in many ways, sometimes by ship or plane.
- Keep the map simple: eight symbols are enough for grade 2.

Lesson 5: Goods, people and ideas on the move

Unit overview - Previous: Following a parcel

Back to the grade 2 year plan

Goal

Children give reasons why goods, people and ideas move from place to place, and draw a simple route map with a key.

Materials

- The three place posters and the floor map from lesson 4.
- Goat's letter, read aloud by an adult:

  Dear Duck,

  I hope the scarf keeps you warm. Thank you for the song you sent, "Little Hill Market". The Snowy Peak children sing it every morning now.

  Could you send some apples? Apples do not grow up here; it is too cold.

  In the spring I will come down the mountain on the train to visit you.

  From Goat

- An A4 sheet per pair with three places drawn in the corners: Big Harbour (bottom left), Little Hill (bottom right), Snowy Peak (top).
- Crayons, and sticky notes or paper slips and pencils.
- For blind or low-vision children: an A4 sheet with the three places in raised outlines, and string and glue sticks to make a raised route.

Steps

✎ Opening (5 min)

1. Read Goat's letter aloud. Ask: "What is moving in this letter?"
2. Sort the answers into three groups on the board: **goods** (the scarf, the apples), **people** (Goat, coming to visit), **ideas** (the song).
3. If the class learned "Little Hill Market" in grade 2 arts, sing one verse. "The song moved from Little Hill to Snowy Peak. Did the song travel in a van?" (It travelled in a letter; ideas can travel in letters, stories, calls and on screens.)

✎ Main activity (25 min)

1. **Why do things move? (5 min).** For each item in Goat's letter, ask why it moves. (Apples: they cannot grow at Snowy Peak. Scarf: Duck needed it and Goat could make it. Goat: to visit a friend. Song: the children liked it.) Write or draw one reason next to each.
2. **Draw a route (15 min).** Pairs plan a parcel from Big Harbour to Snowy Peak: a book about the sea for the Snowy Peak school. On their A4 sheet they draw a route with at least three symbols (for example road, railway, river, bridge) and a key in the corner showing what each symbol means.
3. **Swap and read (5 min).** Pairs swap sheets with another pair and use the key to tell the journey back: "The book goes on the road, then over the bridge, then on the train..."

✓ Discussion questions (5 min, with answers)

- "Why might people move to another place?" (Any sensible reason: to visit, to find work, to be near family, to go to school. Do not ask about children's own families.)
- "Which moved fastest in our unit: the scarf, Goat or the song?" (Any answer with a reason; for example, a song sent by a call or a screen can arrive at once.)
- "Was your key useful to the other pair? What would make it clearer?" (Each symbol a different shape; a label next to each.)

✓ Closing check (5 min, with answers)

1. "Tell me one thing in Goat's letter that is goods." (The scarf or the apples.)
2. "Why do the apples have to travel to Snowy Peak?" (Apples do not grow there; it is too cold.)
3. "What idea travelled in the unit?" (The song "Little Hill Market".)

Vocabulary

goods, people, ideas, move, route, key, symbol

Differentiation

- **More support:** draw the route with two symbols and an adult writing the key.
- **More challenge:** add a second route for a different parcel and a different colour and shape for it in the key.
- Children who cannot draw use the raised outline sheet and stick string for the route; an adult writes the key from what they say.

⚠ Safety

- Do not ask children whether they or their families have moved, where they came from, or who they would visit. All journeys belong to made-up characters.

- Glue sticks only; no hot glue.

Teacher notes and misconceptions

- Children may think only objects can move. Goat's letter shows that people and ideas move too.
- Children may think ideas need a person to travel with them. The song went in a letter; ideas also travel by phone, on screens and in books.
- Use this lesson or the following week for the one-to-one assessment in the unit overview.

Maps, routes, and places

Subject: History, geography and society Grade: 3 Lessons: 5 Time per lesson: about 50–55 minutes

Status: written (unreviewed AI draft; not human-educator-reviewed or classroom-tested)

Author: GPT-5.6 Sol

Big idea

A map is a purpose-built model of a place. Symbols, a legend, direction, a grid and scale help people communicate about that place, but every map leaves details out and a suitable route depends on a traveller's needs.

What students should be able to do

- Explain how a map differs from the place it represents and how purpose affects what a map includes.
- Interpret and create point, line and area symbols with a clear legend that does not depend on colour alone.
- Use a north arrow, cardinal directions and letter-first alphanumeric grid references.
- Find whole-number route lengths on a square grid when one edge represents 100 metres.
- Compare routes using distance and stated constraints rather than calling one route best for everyone.
- Create, test and revise a map for a stated fictional audience.

What students should already know

Students should be able to count by 100 to at least 1,000, follow a short sequence of instructions, and distinguish a real object from a drawing of it. The lessons teach rather than assume map vocabulary.

Use this oral diagnostic without treating it as an entry test:

1. If a tree is not drawn on a park map, must the park have no trees?
2. What could a key or legend tell a map reader?
3. If a path is 4 equal map edges long and each edge represents 100 m, how long is it?

Diagnostic guide: (1) No; the map may omit it. (2) What symbols mean. (3) 400 m. Revisit any uncertain answer during the unit.

Lesson list

1. A map is a model: compare two maps of the same fictional park and connect selection to purpose.
2. Symbols and legends: read, classify and repair point, line and area symbols.
3. Direction and grid references: use a north arrow, cardinal directions and letter-first grid cells.

4. Scale and choosing a route: count route segments and compare distance with stated access needs.
5. Make, test, revise: design a fictional map, test it with a reader, revise it and complete an eight-task assessment.

Materials (whole unit)

Printed or digital lesson maps and cards, paper, pencils, counters or sticky notes, ruler or straight edge, and optional string or craft sticks for tracing routes. All maps have plain-text descriptions. Provide large print, raised/tactile lines, pre-cut symbol cards or oral directions where helpful. No live internet, account, purchase, personal location, image file or field trip is required.

Assessment

Lesson 5 contains an original fictional map packet with exactly eight numbered tasks and a full worked guide. Students may answer orally, with movable symbols, by typing or by drawing. Assess the geographical ideas rather than handwriting, drawing precision, speed, accent or colour vision. There is no validated pass threshold, and the task does not measure every map skill.

Sources

Consulted November 4, 2026:

- USGS Topographic Map Symbols informed the general treatment of conventional symbols and legends.
- USGS Map Scales informed the explanation that scale relates distance on a map to distance on the ground.

These are background influences, not claims of official alignment or endorsement. All fictional maps, place names, questions and explanations in this unit are original CC0 material. Linked sources remain under their own terms.

Known gaps and cautions

Pacing, reading load, accessibility and cultural context are untested. A qualified local educator should review the unit before classroom use. A north-at-page-top layout is a convention used only when the north arrow says so; it is not a natural rule.

The simplified square-grid scale does not teach curved-route measurement, contour lines, map projections, latitude and longitude, GIS or contested boundaries. Maps reflect choices, can become outdated and can contain mistakes. Teachers should not replace fictional activities with children's home addresses, personal travel patterns or unsupervised outdoor route tasks.

Lesson 1: A map is a model

Time: about 52 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Explain that a map represents selected features of a place for a purpose and that an omitted feature is not necessarily absent.

Materials

Willow Park cards below, paper, two highlighters or two tactile markers, and optional blocks or classroom objects to view from above.

Steps

✎ 1. Opening — 6 minutes

Place three objects on a desk. Ask students to sketch what they see from the side and then from directly above. Discuss why an overhead view can make positions easier to compare while hiding other details.

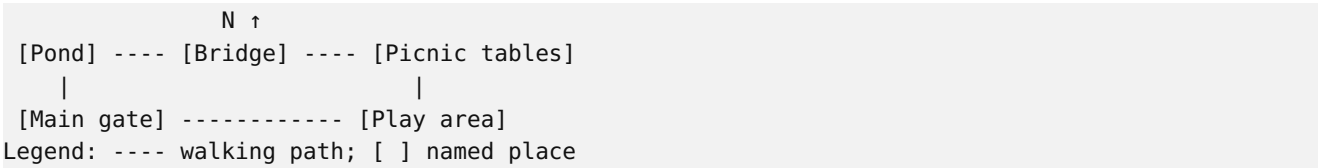
2. Place and model — 8 minutes

Define a **place** as a location with features and a **map** as a purpose-built model of all or part of a place. A model is not a tiny copy: it selects, simplifies and labels. Ask what a classroom fire-exit map needs and what a classroom furniture-moving plan needs. **Example response:** Both need doors and walls; the moving plan also needs furniture sizes, while the exit map needs a clear safe route.

3. Compare two Willow Park maps — 15 minutes

Both cards describe the same fictional park.

Map A: visitor map



Text equivalent: The pond is north of the main gate. A path runs east from the pond across a bridge to picnic tables. Another path runs east from the main gate to the play area. A north-south path connects the pond and gate; another connects the picnic tables and play area.

Map B: grounds-work map

```
               N ↑
 (Tap) ===== (Drain) ===== (Tool shed)
    |                          |
 (Gate) ================== (Sand bin)
Legend: ===== service pipe; ( ) work location
```

Text equivalent: A tap is north of the gate; a drain is east of the tap; the tool shed is east of the drain; and the sand bin is south of the tool shed. Service pipes connect the shown work locations.

Students list two facts each map supports and two questions it cannot answer. Explain that the aligned layouts indicate the same general place, but the cards select different features for visitors and grounds workers.

4. Purpose cards — 12 minutes

For each fictional audience, students choose useful features and justify one omission:

- a visitor finding a picnic table;
- a worker checking a water pipe;
- a performer moving equipment to the play area.

Example: The performer needs wide paths, gates and the play area. Pond depth is probably not needed for that purpose. Not drawing the depth does not claim the pond has no depth.

5. Evidence or inference — 6 minutes

Ask:

1. Does Map A support “A walking path connects the gate and play area”? **Yes.**
2. Does Map A prove “The park has no tool shed”? **No; it may be omitted.**
3. Does Map B prove visitors may walk along the service pipe? **No; a pipe symbol is not a walking-path symbol.**

✓ 6. Closing check — 5 minutes

1. Complete: “A map is not the place; it is ___.” **Answer:** a model or representation of selected features.
2. Why might two accurate maps of one place look different? **Answer:** They may serve different purposes or audiences and select different details.

Vocabulary

- **Place:** a location with features.
- **Map:** a purpose-built model of all or part of a place.
- **Feature:** something at a place that can be represented.
- **Omit:** leave out.
- **Purpose:** what something is intended to help a person do.

Differentiation

- **Extra support:** let students match physical objects to overhead symbol cards; read cards aloud and use tactile lines.

- **Extra challenge:** name one feature that could mislead a reader if omitted from an emergency map and explain why.

⚠ Safety

Use only the fictional park. Do not ask students to map home addresses, habitual routes or private locations.

Teacher notes

Avoid saying a map is simply “a picture from above.” Some maps show networks, underground systems or data that no eye sees directly. Accuracy is connected to purpose, date and scale; a truthful map can still be unsuitable for a different task.

Unit overview · Next lesson

Lesson 2: Symbols and legends

Time: about 54 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Interpret and create point, line and area symbols, using a legend that works without colour.

Materials

Symbol cards below, paper, string, counters, optional pre-cut shapes and tactile materials.

Steps

✎ 1. Opening — 6 minutes

Show a dot, a line and a shaded rectangle. Ask what each could mean. Accept several answers, then ask what information is missing. **Example:** A legend is missing, so the same dot might mean a tree, tap or bus stop.

2. Three useful symbol types — 10 minutes

- A **point symbol** represents a location, such as a fountain.
- A **line symbol** represents a path, stream or boundary.
- An **area symbol** represents a region, such as a field.

The category describes how the feature is represented at this map's scale. A large real pond can be an area, while a pond on a very small map might be a point.

3. Decode Juniper Square — 16 minutes



Text equivalent: The meadow occupies the northwest area. A tree is north of a fountain. A path runs from the fountain northeast to a junction, then east to a gate and south. The pond occupies the southwest area. The library garden occupies the southeast area.

Students answer:

1. Which symbols are points? **F, T and G.**

2. Which feature is crossed by the diagonal path? **The open space between the fountain and junction; the diagram does not show it crossing the pond.**
3. Is the tree inside the meadow? **No; it is drawn east of the meadow.**
4. Can we infer that every tree is shown? **No.**

4. Repair a broken legend — 12 minutes

Broken map notes say: "○ = fountain; ○ = gate; green = safe route." Students identify two problems and repair them.

Example repair: Use `F` inside a circle for fountain and `G` inside a square for gate. Use a solid line for the ordinary route and a double line for the step-free route, with labels. The original reused one symbol for two meanings and depended on colour vision.

5. Design for a purpose — 5 minutes

Students create one point, one line and one area symbol for a fictional animal-care park. Partners decode them using only the legend. Drawing beauty is irrelevant; distinctness and explanation matter.

✓ 6. Closing check — 5 minutes

1. A border around a playground is what symbol type? **Line.**
2. Why should a map not rely only on red and green? **Some readers cannot distinguish them, and grayscale copies remove the difference. Use shape, pattern or labels too.**

Vocabulary

- **Symbol:** a mark that represents something.
- **Legend/key:** an explanation of map symbols.
- **Point:** a symbol locating a feature.
- **Line:** a symbol representing a route, flow or boundary.
- **Area:** a symbol representing a region.

Differentiation

- **Extra support:** provide pre-cut points, string lines and textured area cards; allow spoken classification.
- **Extra challenge:** explain how the same real feature could be a point on one map and an area on another.

⚠ Safety

Do not use student addresses or private places as symbol examples. Scissors or raised-line tools, if used, require ordinary classroom supervision.

Teacher notes

A point symbol locates rather than reproduces a feature's exact shape. A line may have width on the page without claiming a path has that exact ground width. A boundary symbol may describe an administrative choice rather than a visible wall.

Previous lesson · Unit overview · Next lesson

Lesson 3: Direction and grid references

Time: about 54 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Use a north arrow and cardinal directions, then locate cells with letter-first alphanumeric grid references.

Materials

Harbour Garden grid below, counters, paper, optional raised grid and movable labels.

Steps

✎ 1. Opening — 6 minutes

Rotate a sheet with an arrow on it. Ask whether the top of the page must always be north. **Answer:** No. Page-top means north only when the map's north arrow or convention says so.

2. Cardinal directions — 9 minutes

On today's map, north points to page-top, east right, south bottom and west left. Contrast:

- **movement:** “Move east one cell”;
- **relative position:** “The pond is east of the gate.”

A north arrow controls how page directions are interpreted; it does not move when a reader turns their body.

3. Read the grid — 15 minutes

Rows use letters A–D from north to south. Columns use numbers 1–4 from west to east. Give the **letter first**, so `B3` means row B, column 3. A reference identifies a whole cell, not an exact point inside it.

```
            N ↑
          1   2   3   4
      A | T | . | P | . |
      B | . | G | . | F |
      C | R | . | H | . |
      D | . | S | . | L |
Legend: T tree; P pond; G gate; F fountain;
        R rock garden; H shelter; S stage; L library kiosk; . empty shown cell
```

Text equivalent: A1 tree, A3 pond, B2 gate, B4 fountain, C1 rock garden, C3 shelter, D2 stage and D4 library kiosk. Other cells are shown empty.

Ask:

1. What is at C3? **Shelter.**
2. Where is the fountain? **B4.**
3. Which feature is east of the gate in the same row? **Fountain.**
4. Is the stage directly south of the gate? **Yes, at D2, with C2 between them.**
5. Does B2 tell the gate's exact location within that cell? **No.**

4. Follow and write directions — 13 minutes

Starting at the gate B2, make only north/east/south/west moves between adjacent cells; no diagonals.

- Move north one, east one. **End: A3, pond.**
- Move south two. **End: D2, stage.**
- Write a route from rock garden C1 to shelter C3. **Example:** east two cells. Other routes may work if stated.

Students swap one two- or three-move instruction and test it with a counter.

5. Find the error — 6 minutes

A guide says: “The fountain is at 4B, west of the gate.” Students repair both errors. **Answer:** The agreed convention is letter first, so B4; the fountain is east of the gate.

✓ 6. Closing check — 5 minutes

1. What tells a reader which page direction is north? **The north arrow.**
2. What does D4 identify? **The whole cell containing the library kiosk, not an exact point.**

Vocabulary

- **Cardinal directions:** north, east, south and west.
- **North arrow:** a symbol showing north on that map.
- **Grid:** crossing rows and columns used to organize locations.
- **Grid reference:** a label naming a grid cell.
- **Adjacent:** sharing an edge here, not only a corner.

Differentiation

- **Extra support:** use a raised 4×4 grid and counters; chant “letter row, number column”; allow oral moves.
- **Extra challenge:** rotate a copy so east is at page-top, draw the new north arrow and restate one relative-position fact without changing the place.

⚠ Safety

Keep all locations fictional. Do not ask students to identify their home cell on a real map.

Teacher notes

Some real map systems use other ordering conventions; consistency matters. This unit deliberately uses letter first. “Above” and “below” describe page position, while north and south describe mapped direction only when interpreted through the arrow.

Previous lesson · Unit overview · Next lesson

Lesson 4: Scale and choosing a route

Time: about 55 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Calculate route lengths on a square grid using a stated scale and compare routes using both distance and stated constraints.

Materials

Larkspur grid and route cards below, counters or string, paper, optional craft sticks representing 100 m segments.

Steps

✎ 1. Opening — 6 minutes

Draw two equal map segments. State that on one map a segment means 10 m and on another it means 100 m. Ask whether equal marks must mean equal ground distance. **No; read each map's scale.**

2. Scale and segments — 10 minutes

For this lesson, movement follows grid edges. One edge between adjacent intersections represents **100 m**. Count route segments, then multiply by 100 m. Four segments represent 400 m. Do not count visited points; four segments connect five points.

3. Larkspur route map — 14 minutes



Text equivalent: Top row A-B-C-D; middle E-F-G-H; bottom I-J-K-L. Vertical edges connect A-E-I, B-F-J, and D-H-L. Horizontal edges connect E-F-G-H and I-J-K-L. C-G is closed. F-G is open but has steps. Each drawn edge is 100 m.

Three route cards from Clinic A to Library D:

- **Route 1:** A–B–C–D.

- **Route 2:** A–E–F–G–H–D; F–G has steps.
- **Route 3:** A–E–I–J–K–L–H–D; described by the fictional town as quieter.

Students count and calculate: Route 1 = 3 segments = **300 m**; Route 2 = 5 segments = **500 m**; Route 3 = 7 segments = **700 m**.

4. Suitable for whom? — 13 minutes

Use fictional needs, not personal disclosures:

1. A courier needs the shortest open route. **Route 1, 300 m.**
2. A traveller needs a route with no steps. **Routes 1 or 3; Route 1 is shorter.**
3. A sound-sensitive visitor values the stated quieter route more than distance. **Route 3 may be suitable despite being longer.**
4. A guide proposes A–B–C–G–H–D. Is it usable? **No; C–G is closed.**

Emphasize: “shortest,” “step-free,” and “quietest among the labelled options” answer different questions. A map needs current, relevant information; it does not decide a person's needs.

5. Create and check a route — 7 minutes

Students write one valid route from E to L, count segments and calculate distance. **Example:** E–I–J–K–L = 4 segments = 400 m. Partners verify every edge is drawn and open.

✓ 6. Closing check — 5 minutes

1. A valid route has 8 edges. How far is it? **800 m.**
2. Why might a longer route be chosen? **It may avoid steps or a closure, be quieter, or meet another stated need.**

Vocabulary

- **Scale:** a relationship between map distance and ground distance.
- **Segment/edge:** one part of a route between adjacent points.
- **Route:** a connected path from a start to a destination.
- **Constraint:** a condition a route must meet.
- **Step-free:** not requiring use of stairs or steps.

Differentiation

- **Extra support:** place one 100 m craft stick per edge and count by hundreds; provide route cards already sequenced.
- **Extra challenge:** find all shortest open A-to-D routes and explain how a new closure at B–C changes the answer.

⚠ Safety

All routes and needs are fictional. Never require students to disclose disabilities, home locations or travel habits. Do not treat this paper exercise as safe real-world navigation advice.

Teacher notes

Distance must follow depicted route edges; straight-line distance through undrawn space is not a route. The scale uses edge length, not square area. Accessibility labels can be incomplete or outdated in real maps, so a map claim should be checked when consequences matter.

Previous lesson · Unit overview · Next lesson

Lesson 5: Make, test, revise

Time: about 55 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Create, test and revise a map for a stated audience, then apply the unit's ideas in an eight-task assessment.

Materials

Paper or digital drawing tool, rulers, symbol cards, peer-test checklist and assessment packet below. Offer raised-line paper, movable pieces, typing or oral description.

Steps

✎ 1. Opening — 5 minutes

Display: “A clear map is one its intended reader can use.” Ask why “looks beautiful” is not enough. **Example:** Symbols might be attractive but unexplained, or a route might omit a closure.

2. Design brief — 12 minutes

Students choose one fictional brief:

- help a visitor find the reading tent in Starling Fair;
- help a worker inspect three taps in Cloud Garden;
- help a performer move equipment by a step-free route in Moon Court.

Their map must include a title, stated audience/purpose, north arrow, at least two point symbols, one line symbol, one area symbol, a legend, a 3×3 or 4×4 letter-first grid, and a stated scale of one edge = 100 m. It must not depend on colour alone.

3. Reader test — 8 minutes

A partner answers without coaching:

1. What is this map for?
2. What do three symbols mean?
3. Give one feature's grid cell.
4. Follow one route and count its length.
5. Name one detail that remains unknown.

The author records where the reader hesitated. A failed test is useful evidence about the draft, not a score of the author.

4. Revise and explain — 7 minutes

Students make at least two changes and complete: “I changed ___ because the reader ___.” **Examples:** add a missing legend entry; separate two similar symbols; label a closed path; enlarge the north arrow; correct a route distance.

5. Assessment packet — 18 minutes

Use this fictional map:

```
                N ↑
          1       2       3
     A | Gate  | Lawn  | Pond  |
     B | Path  | Well  | Steps |
     C | Stage | Path  | Hall  |
Legend: Gate, Well and Stage = point symbols;
        Path = solid line through the named cell;
        Lawn and Pond = area symbols; Steps = stair location; Hall = building area.
Scale for edge-following routes: one cell-edge move north/east/south/west = 100 m.
```

Text equivalent: A1 gate, A2 lawn, A3 pond, B1 path, B2 well, B3 steps, C1 stage, C2 path and C3 hall. Rows A–C run north to south; columns 1–3 west to east. Routes may move between adjacent cells north/east/south/west, not diagonally. For Task 6 only, the stated route is A1–B1–C1–C2–C3. For Task 7, the direct B2–B3–C3 option includes steps, while B2–C2–C3 is step-free.

Complete exactly these eight tasks:

1. Explain one way this map differs from the place it represents.
2. Classify Gate, the route through Path cells, and Pond as point, line or area symbols.
3. State the grid reference of the Well using the unit's convention.
4. Name the cardinal direction from the Gate A1 to the Lawn A2.
5. Does the absence of a tree symbol prove that the place has no trees? Explain.
6. Calculate the length of A1–B1–C1–C2–C3.
7. Choose a stated route from Well B2 to Hall C3 for a traveller avoiding steps, and justify it.
8. Name one revision that would make this map clearer or more useful, and connect it to a reader or purpose.

6. Closing reflection — 5 minutes

Students finish: “One map choice I can now explain is ___; one thing I would still check is ___.” Accept oral, typed, drawn or arranged responses.

Answer guide

1. A map is a selected, simplified model; it does not reproduce every object, exact shape, height, sound or current condition. Accept one clear example.
2. Gate = point; route/path = line; Pond = area.
3. B2: letter row first, number column second. It locates the cell, not an exact point inside it.
4. East, because the north arrow makes page-right east.
5. No. A map can omit features because of purpose, scale, date or error.
6. A1–B1, B1–C1, C1–C2 and C2–C3 are 4 edges; 4 × 100 m = **400 m**.
7. B2–C2–C3 is 2 edges = 200 m and is stated step-free. B2–B3–C3 also has 2 edges but includes the Steps cell, so it does not meet the stated constraint.

8. Answers vary. Examples: distinguish point and area symbols more clearly; draw the actual line route; add a closure/date label; explain whether the Hall entrance is in C3; add a step-free symbol. The response must name how the change helps a reader or purpose.

Do not turn the guide into a validated pass mark. Look for patterns: a student who counts points rather than edges needs a different follow-up from one who ignores the legend.

Vocabulary

- **Audience:** the intended reader or user.
- **Draft:** a version made for testing and improvement.
- **Usability test:** observing whether a reader can use something for its purpose.
- **Revision:** a purposeful change after checking a draft.
- **Constraint:** a condition that a choice must meet.

Differentiation

- **Extra support:** provide a map frame, pre-cut symbols and sentence starters; let the student dictate labels or demonstrate routes with counters.
- **Extra challenge:** create two maps of the same fictional place for different audiences and justify three changed inclusions or omissions.

⚠ Safety

Use only invented places and routes. Do not collect home addresses, personal mobility information or identifiable daily journeys. No public posting or unsupervised fieldwork is part of the lesson.

Teacher notes

Praise useful revision rather than artistic polish. A reader's difficulty may reveal a legend or layout problem, but one reader does not represent everyone. Tactile and verbal maps are maps too; visual drawing is not the learning goal by itself.

Previous lesson · Unit overview

Grade 3 History, Geography and Society: Then and Now from Sources (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 12 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by three other agents (Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 2. Builds on grade 1 society: Then and now: timelines and old and new objects, grade 2 society: How letters changed: sources, the first stamps and the people who changed them, grade 3 society term 1: Maps, routes, and places, and the society progression

Big idea

We find out about the past from sources: things people made or wrote at the time, and memories told later. Putting events on a timeline shows what came first and what was happening at the same time. Two sources about the same day can agree on some things and differ on others, because different people made them for different reasons. Good history questions use more than one source.

This is the second society unit of grade 3 (term 2). Grade 1 put objects and pictures into "long ago, when grown-ups were small, now" and listened to a made-up memory (Mrs Okafor's). Grade 2 used sources about one real change, the first postage stamps. Grade 3 adds a timeline with real years and a scale, two things happening at the same time in different places, comparing daily life in one past year with life now, sorting kinds of sources, and a closer comparison of two sources about the same event (what both say, what only one says, and why they differ).

The town is the made-up Little Hill, used in earlier grades. Its past in this unit is made up too, but it follows a real pattern from the sources: in the 1920s many towns had electricity while many farms did not, and farms were connected years later. The past year studied is 1926, exactly 100 years before this unit was written. See Known gaps.

Outcomes

By the end of the unit most children can:

1. Put dated events on a timeline with a scale, and say what happened in town and on the farms at the same time (1926).
2. Work out how many years apart two events were, using the timeline or subtraction (for example 1948 - 1926 = 22 years).
3. Compare daily life for a made-up child in 1926 with a made-up child now, naming at least one thing that changed and one that stayed the same.
4. Name the kind of a source (picture, writing, object, map or memory) and say one thing it can tell us and one thing it cannot.

5. Say one thing two sources about the same day both tell us, and one thing only one of them tells us.
6. Give a reason why two sources differ (who made it, what they wanted, who it was for), and ask a question about the past that a source could answer.

Prior knowledge

- Grade 1 society term 2: long ago and now; old and new objects; a person remembering is a source; Mrs Okafor's memory of Little Hill School.
- Grade 2 society term 2: a source can be a picture, an object, a letter or an account; dated events in order (1835-1841).
- Grade 3 society term 1: maps with a key, direction and a grid. Lesson 3 uses a simple map of Little Hill in 1926.
- Grade 3 mathematics term 1: adding and taking away within 1000 and counting in tens. Lesson 1 uses differences between years.
- An adult reads every source aloud. Children may follow the printed copy but do not need to read it alone.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

1. Putting Little Hill's past in order: a floor timeline from 1880 to 2030 (10 cm for every 10 years); nine event cards; what happened at the same time in 1926; how many years between events.
2. A day in 1926 and a day now: Iris (a made-up girl on a farm near Little Hill in 1926) and Leo (a made-up boy in Little Hill now); six pairs of daily-life cards; changed or stayed the same.
3. What kind of source is it?: six made-up sources about Little Hill in 1926 (a photograph, a diary page, a newspaper report, an object, a map and a memory told later); what each can and cannot tell us; who each was made for.
4. Two sources, one day: the evening the electric lamps were first lit on Main Street, 6 November 1926, told by the newspaper and by Iris's diary; sorting statements into "both say", "only the newspaper" and "only the diary"; why they differ.
5. Questions from many sources: pairs ask questions about the sources and the people in them; "our sources answer it" or "we need another source"; a new source from 1948; a class "Little Hill then and now" display.

Materials (whole class unless noted)

- A floor or wall timeline strip at least 160 cm long, marked from 1880 to 2030 with a mark every 10 cm for every 10 years, drawn by the teacher from the description in lesson 1 (all lessons).
- Nine event cards, from the list in lesson 1, one large set for the class timeline and one small set per pair (lessons 1, 5).
- A metre stick or a 30 cm ruler (lesson 1).
- Blu-tack or masking tape (lessons 1, 2, 3, 5).
- Twelve daily-life picture cards (six pairs, Iris and Leo), from the list in lesson 2, one set per pair, and a large "Changed / Stayed the same" chart (lesson 2).
- Two large name cards: "Iris, 1926" and "Leo, now", each with a simple face drawing (lessons 2-5).

- Six source cards, from the texts in lesson 3: a photograph drawing, Iris's diary page, the Little Hill News report, an oil lamp picture card, a map of Little Hill in 1926 and Iris's memory told in 1990; one large set for the class and one small set per group of four (lessons 3, 5), plus one extra small diary card and newspaper card per pair (lesson 4).
- Five kind-of-source labels: picture, writing, object, map, memory, and a three-column "Can tell us / Can't tell us / Made for" sheet per group (lesson 3).
- Eight statement strips, from the list in lesson 4, one set per pair, and a three-column sorting mat per pair ("Both say", "Only the newspaper", "Only the diary"), and a large copy of the mat for the class (lesson 4).
- A seventh source card, the 1948 Little Hill News notice, from the text in lesson 5 (lesson 5).
- A large sheet titled "Our questions", split into "Our sources answer it" and "We need another source", and five question starter cards (Who, Why, When, How, What happened to) (lesson 5).
- Paper strips or sticky notes, pencils and crayons (lessons 1, 2, 3, 4, 5).
- A large sheet for the class display "Little Hill then and now" (lesson 5).
- For blind or low-vision children: a raised-line timeline (a string or puffy-paint line with a raised dot every 10 cm and large-print or braille years every 50 years), large-print or braille copies of the event cards, source texts and statement strips, a piece of corrugated card to feel the ridges of a washboard (lesson 2), a raised-line version of the 1926 map and of the oil lamp outline (lesson 3), and a sorting mat with raised lines between the columns (lessons 3, 4) (all lessons unless noted).

⚠ Safety and access

- **Privacy.** Never ask what children's own homes have (lights, a fridge, a washing machine, a phone), how their families travel, or what their relatives did in the past. Every home and family in this unit belongs to a made-up character. Children may share family stories only if they choose to; do not write them down or display them.
- **"Now" is not the same for everyone.** Leo's home in Little Hill has electricity, a fridge and a washing machine. Say "in Leo's home" rather than "in homes now": some families today do not have these things, and in many places in the world farms still have no electricity.
- **No real lamps or flames.** The oil lamp is a picture card only. Do not bring in a lamp with fuel, and never light one in class.
- **Moving on the timeline.** Placing cards on a floor timeline can be done from a chair with a pointer, or by telling a partner where to put the card. Leave a clear path round the strip for wheelchairs, or put the strip on a wall at seated height.
- **Feelings about the past.** In lesson 4 the lamplighter, Mr Gale, loses his job of lighting the gas lamps. Keep it gentle: say he found other work (Iris's memory in lesson 3 says he became the school caretaker), and let any child step out of the discussion.
- Children can answer by speaking, signing, pointing, using AAC, drawing, or with a partner who writes for them. Their own way counts.
- Deaf children: show each source while it is read, and face the class when reading aloud; give printed copies. Blind and low-vision children: use the raised-line timeline and the large-print or braille copies listed in Materials; describe each picture card in words. Colour is never the only clue (the two strands on the timeline are above and below the line, not only in two colours).

Assessment

Watch and listen during lessons, and use the closing checks. During lesson 5 or the following week, see each child for about 4 minutes with the timeline, the cards and the source cards (answers in brackets):

1. Give four event cards (bridge 1895, station 1910, Main Street lamps 1926, farms get electricity 1948): "Put these on the timeline." "In 1926, what was different in town and on the farms?" (In order 1895, 1910, 1926, 1948. The town had electric street lamps; the farms still had no electricity, only oil lamps and candles.) (Outcome 1.)
2. "How many years after the Main Street lamps did the farms get electricity?" (22 years: 1948 - 1926, or counting on 4 to 1930, then 10 to 1940, then 8 to 1948.) (Outcome 2.)
3. Show the "light" pair and the "washing clothes" pair of Iris and Leo cards: "What changed? Tell me one thing that stayed the same for Iris and Leo." (Changed: oil lamp to electric light; washboard and wringer to washing machine. Same: for example both go to Little Hill School, both play hopscotch, both help at home.) (Outcome 3.)
4. Show the photograph, the oil lamp card and Iris's memory: "What kind of source is each one? Tell me one thing one of them can tell us, and one thing it can't." (Picture, object, memory. For example the photograph shows what Main Street looked like but not what people said or felt; the memory tells feelings but was told 64 years later, so some details may be forgotten.) (Outcome 4.)
5. Read the two short sources from lesson 4 again: "Tell me one thing both say, and one thing only Iris's diary says." (Both: the lamps came on at six o'clock on Main Street, many people came. Only the diary: it rained; the lamps were not as bright as Iris expected; the farm would not get electricity; Mr Gale looked sad.) (Outcome 5.)
6. "Why do you think they tell the day differently?" (The newspaper was written for the whole town to read and wanted to tell good news; Iris wrote for herself and wrote what she saw and felt; she lived on a farm. Any reason about who made it, why, or for whom counts.) "Ask me one question about Little Hill in 1926." "Which source could help answer it?" (Any sensible question and source.) (Outcome 6.)

Record "yes", "with help" or "not yet" for each outcome. A child who can do it in their own way (pointing, signing, AAC) gets "yes".

Sources

The C3 framework was read in the archived PDF (pages with the grades 3-5 history indicators): https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf

The indicators used, quoted from the framework (the unit is not a full alignment):

- D2.His.1.3-5: "Create and use a chronological sequence of related events to compare developments that happened at the same time." (Lesson 1.)
- D2.His.2.3-5: "Compare life in specific historical time periods to life today." (Lesson 2.)
- D2.His.3.3-5: "Generate questions about individuals and groups who have shaped significant historical changes and continuities." (Lesson 5.)
- D2.His.6.3-5: "Describe how people's perspectives shaped the historical sources they created." (Lesson 4.)
- D2.His.9.3-5: "Summarize how different kinds of historical sources are used to explain events in the past." (Lesson 3.)

- D2.His.10.3-5: "Compare information provided by different historical sources about the past." (Lesson 4.)
- D2.His.11.3-5: "Infer the intended audience and purpose of a historical source from information within the source itself." (Lessons 3, 4.)
- D2.His.12.3-5: "Generate questions about multiple historical sources and their relationships to particular historical events and developments." (Lesson 5.)

Real facts behind the made-up Little Hill story come from Wikipedia articles, read on 12 November 2026:

- "Rural electrification": https://en.wikipedia.org/wiki/Rural_electrification ("Despite widespread electricity in cities, by the 1920s electricity was not delivered by power companies to rural areas because of the general belief that the infrastructure costs would not be recouped." and "Of the 6.3 million farms in the United States in January 1925, only 205,000 were receiving centralized electric services." The same article says that in Ireland most towns were connected in the 1930s and the countryside from the early 1950s, and that from 1935 a United States government agency made "long-term, self-liquidating loans to state and local governments, to farmers' cooperatives, and to nonprofit organizations".) Used for the town having electric lamps in 1926 while the farms waited until 1948, and for the farmers' group in lesson 5.
- "Kerosene lamp": https://en.wikipedia.org/wiki/Kerosene_lamp (such lamps are "useful for lighting without electricity"). Used for Iris's oil lamp.
- "Icebox": https://en.wikipedia.org/wiki/Icebox ("a common early-twentieth-century kitchen appliance before the development of safely powered refrigeration devices", with "large chunks of ice" added "every several days"). Used for Iris's icebox and the ice cart.
- "Washboard (laundry)": https://en.wikipedia.org/wiki/Washboard_(laundry) ("a tool designed for hand-washing clothing") and "Mangle (machine)": https://en.wikipedia.org/wiki/Mangle_(machine) (a wringer "was used to squeeze the water out of wet washing"). Used for washing day in 1926.
- "Primary source": https://en.wikipedia.org/wiki/Primary_source (a source "created at the time under study"; "accounts written after the fact with the benefit of hindsight are secondary"). Used for the teacher note on Iris's memory told in 1990.
- "Timeline": https://en.wikipedia.org/wiki/Timeline ("a list of events displayed in chronological order"; many use "a linear scale, in which a unit of distance is equal to a set amount of time"). Used for the 10 cm scale.

Known gaps and cautions

- Three other agents text-checked this unit on 2026-11-12: Gemini 3.8 Flash (at c0a59de) and Gemini 4 Argon (re-checked at f9d319a) reported no errors; Gemini 4 Carbon (at bbbdbc6) reported three small errors (lesson 4 copy counts and materials, a progression wording, and which C3 history indicators are grades 3-5), all fixed in 9ea2f9c and diff re-checked by Gemini 4 Carbon (and, as reported, Gemini 4 Argon). Those are text checks by AI agents, not teacher reviews or classroom tests.
- Little Hill, its people (Iris, Leo, Mr Gale, the mayor Mrs Hart) and all its sources are made up by the author. The sources are written to look like real ones, but they are **not** real 1926 sources; tell the children so. The general pattern (towns before farms, oil lamps, iceboxes, washboards) comes from the Wikipedia articles above, which describe the United States and Ireland; when farms got electricity was different in different countries and is still not finished everywhere.

- The years of Little Hill's events (1890 school, 1895 bridge, 1910 station, 1926 lamps and second classroom, 1948 farms, 1956 Mrs Okafor starts school, 1975 library, 2005 computers) are made up. Mrs Okafor and the gas lamps match the grade 1 unit, where she started school "about 70 years ago".
- Iris's memory is told in 1990, 64 years after 1926. The unit calls it "a memory told later" and does not teach the words "primary" and "secondary"; that is left for later grades in the society progression.
- The comparison in lesson 2 is between one made-up child then and one made-up child now. It is not a fair picture of every child in 1926 or now.
- The grades 3-5 indicators C3 D2.His.4, D2.His.5, D2.His.13, D2.His.14, D2.His.16 and D2.His.17 (perspectives across a period, using sources as evidence for claims, causes and effects) are not covered; the year plan puts a longer "then and now" project in term 3.
- The sources are read aloud. The unit does not use the grade 3 literacy letter sequence, because adults read the texts; it does not teach reading.
- The lesson order, the made-up story, the card wording and the timings are the author's choices, not taken from a source.

Lesson 1: Putting Little Hill's past in order

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children put dated events from the made-up town of Little Hill on a timeline with a scale, find two things that happened at the same time, and work out how many years apart two events were.

Materials

- The timeline strip: paper at least 160 cm long, taped to the floor or a wall at seated height. Draw a line along it. Starting 5 cm from the left end, mark 1880, then a mark every 10 cm for every 10 years (1890, 1900 ...) up to 2030, 150 cm from 1880. Write the year under every mark. Write "School" above the line at the left end and "Town and farms" below it.
- Nine large event cards (below) for the class timeline, and one small set per pair.
- A metre stick or a 30 cm ruler.
- Blu-tack or masking tape, and a sticky note for "Now".
- Paper strips and pencils for the closing check.
- For blind or low-vision children: the raised-line timeline (a raised dot every 10 cm and large-print or braille years every 50 years) and large-print or braille event cards.

The nine event cards (made up)

Each card has the year in large numbers, one sentence and a simple drawing. The letter in brackets is for the teacher. "Above" means the School strand; "below" means the Town and farms strand.

- (A) **1890:** Little Hill School opens with one classroom. (Above.) Drawing: a small school with one door.
- (B) **1895:** The stone bridge over the river is built. (Below.) Drawing: a stone bridge.
- (C) **1910:** The railway station opens. (Below.) Drawing: a station with a steam train.
- (D) **1926:** Electric lamps take the place of the gas lamps on Main Street. (Below.) Drawing: a street lamp with a wire.
- (E) **1926:** Little Hill School gets a second classroom. (Above.) Drawing: the school with two doors.
- (F) **1948:** The farms around Little Hill get electricity. (Below.) Drawing: wires on poles going to a farmhouse.
- (G) **1956:** Mrs Okafor starts at Little Hill School. (Above.) Drawing: a girl with a school bag and a hand bell.
- (H) **1975:** Little Hill library opens. (Below.) Drawing: a building with books in the window.
- (I) **2005:** Little Hill School gets its first computers. (Above.) Drawing: a computer on a desk.

Where each card goes, measured from 1880: A 10 cm, B 15 cm, C 30 cm, D and E 46 cm, F 68 cm, G 76 cm, H 95 cm, I 125 cm. Now (2026) is at 146 cm.

Steps

✎ Opening (5 min)

Show the strip. Say: "This is a **timeline**. Every 10 centimetres stands for 10 years. That is its **scale**." Put a finger on 1880 and walk it along, counting in tens: "1890, 1900, 1910 ..." to 2030. Ask: "Where is now, 2026?" (Between 2020 and 2030, a little past the middle; 146 cm from 1880.) Stick a "Now" note there.

Say: "Remember Little Hill, and Mrs Okafor who went to school there? This week we find out about Little Hill long ago. The town and its story are made up, but the way things changed is like what happened in many real places."

✎ Main activity (25 min)

1. **Place the cards (12 min).** Give each pair one or two large cards. Read each card aloud. The pair finds its year on the strip (counting in tens, then on in ones; for 1926, find 1920, then count 6 more centimetres) and sticks the card at its place: above the line for School cards, below for Town and farms cards. Check with the metre stick. Everyone checks with a thumbs up or asks "Why there?"
2. **Same time, different places (6 min).** Ask: "Find two things that happened in the same year." (D and E, in 1926.) "In 1926, the town had new electric lamps. Did the farms have electricity in 1926?" (No; card F says the farms got it in 1948.) "So for some years, the town had electric light and the farms did not. From which year to which year?" (From 1926 to 1948.) Run a finger along the strip between D and F.
3. **How many years apart? (7 min).** Pairs use their small sets and the class strip to answer, by counting on in tens and ones or by taking away:
    - "How many years between the bridge and the station?" (1910 - 1895 = 15.)
    - "How many years did the farms wait after the town got electric lamps?" (1948 - 1926 = 22.)
    - "How long after the school opened did Mrs Okafor start there?" (1956 - 1890 = 66.)
    - "How many years ago was 1926?" (2026 - 1926 = 100: one hundred years ago.)

    Pairs who finish make up one question for another pair.

✓ Discussion questions (5 min, with answers)

1. "Which came first, the station or the electric lamps on Main Street? How does the timeline show it?" (The station, 1910; it is further to the left, nearer 1880.)
2. "Why might the farms have got electricity later than the town?" (Accept ideas. The farms are far apart, so the wires and poles cost more for each house; in many real countries, towns got electricity before farms.)
3. "What does the space between two cards tell us?" (How long it was between them: more space means more years.)

✓ Closing check (5 min, with answers)

Each child gets a paper strip and answers two questions in their own way (writing, drawing or telling an adult):

1. "Which two things happened in 1926?" (The electric lamps on Main Street and the second school classroom.)
2. "Which happened first, the library or the farms getting electricity?" (The farms, in 1948; the library opened in 1975.)

Collect the strips to see who needs help with the scale.

Vocabulary

timeline, scale, year, before, after, at the same time, how many years, electricity, gas lamp, farm

Differentiation

- **Support:** place cards with an adult, using only the hundreds and tens first ("1926 is after 1920"); use only the cards A, D, F and I; count the years between events by stepping along the 10 cm marks.
- **Stretch:** "How many years from the school opening to the first computers?" (2005 - 1890 = 115.) Add a card for a made-up event in 2030, then explain where it goes.
- **Tactile:** blind and low-vision children use the raised-line timeline, feel the raised dots to count in tens, and place large-print or braille cards with a partner.

⚠ Safety

- Keep the floor strip taped flat so nobody trips; children kneel or reach from chairs and do not walk on it. Leave a clear path for wheelchairs.

Teacher notes and misconceptions

- Some children think a bigger year is "longer ago". Point out that the years get bigger as we walk towards now.
- 1926 sits 46 cm from 1880, not 26 cm: the count starts at 1880, not 1900. Count the tens together before measuring.
- Two events in the same year go at the same place, one above and one below the line. This is the point of the two strands: to compare what happened in different places at the same time.
- Tell the children clearly that Little Hill and its events are made up. The idea that towns often got electricity before farms is real (see Sources in the unit overview).

Lesson 2: A day in 1926 and a day now

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children compare daily life for Iris, a made-up girl on a farm near Little Hill in 1926, with daily life for Leo, a made-up boy in Little Hill now, and sort what changed and what stayed the same.

Materials

- The timeline from lesson 1, with its "Now" note.
- Two large name cards: "Iris, 1926" (a girl aged 9, on a farm near Little Hill) and "Leo, now" (a boy aged 9, in Little Hill), each with a simple face drawing.
- Twelve daily-life picture cards (six pairs, below), one set per pair. Each card has a drawing and one sentence for the adult to read.
- A large "Changed / Stayed the same" chart with a column for each, and a space between them for "Some of both".
- Sticky notes, pencils and crayons.
- Blu-tack, to put the name cards on the timeline.
- A piece of corrugated card (to feel the ridges of a washboard).
- For blind or low-vision children: large-print or braille copies of the card sentences.

The six pairs of cards (made up)

1. **Light.** Iris: "When it gets dark, my mum lights the oil lamp. I am not allowed to touch it." Leo: "When it gets dark, I press the switch and the light comes on."
2. **Keeping food cold.** Iris: "We keep milk and butter in the icebox. The ice cart brings a big block of ice from town every few days." Leo: "We keep milk and butter in the fridge. It is plugged in to the electricity."
3. **Washing clothes.** Iris: "Monday is washing day. We scrub the clothes on a washboard, then turn the handle of the wringer to squeeze the water out." Leo: "In my home, the washing machine washes the clothes and spins the water out."
4. **Going to school.** Iris: "I walk 3 kilometres down the farm lane to Little Hill School. This year it has a new second classroom." Leo: "I walk for 10 minutes to Little Hill School. It has computers."
5. **Sending a message.** Iris: "To tell my aunt in Big Harbour our news, I write a letter and we post it in town." Leo: "To tell my aunt in Big Harbour our news, we send a message on a phone."
6. **Playing.** Iris: "At break we play hopscotch in the school yard." Leo: "At break we play hopscotch in the school yard."

Steps

✎ Opening (5 min)

Show the two name cards. Put "Iris, 1926" on the timeline at 1926 and "Leo, now" at the Now note. Ask: "How many years apart are Iris and Leo?" (100.) Say: "In 1926, did Iris's farm have electricity?" (No; the farms got it in 1948.) "Today we compare one day for Iris and one day for Leo. They are both made up, but Iris's things are like real things from 100 years ago."

✎ Main activity (25 min)

1. **Read the pairs (8 min).** Read each pair aloud and show the drawings. Pass round the corrugated card: "A washboard had ridges like this. You rubbed the wet clothes up and down on it." For the icebox, explain: "It was a cupboard with thick walls. The block of ice inside kept it cold until it melted."
2. **Sort (10 min).** Pairs lay out the twelve cards in pairs, Iris on the left and Leo on the right, and decide for each pair: did it **change**, did it **stay the same**, or is it **some of both**? They put a sticky note on the class chart with the pair's name (for example "Light") in the column they choose, and say why.
3. **Same need, new way (7 min).** Ask: "Iris and Leo both keep food cold. What changed?" (The way: an icebox with ice, or a fridge with electricity.) Do the same for light, washing and messages. Write on the chart: "The **need** stayed the same. The **way** changed." Ask: "Which changes need electricity?" (The light, the fridge, the washing machine and the phone.) Link back to lesson 1: Iris's farm had no electricity in 1926.

✓ Discussion questions (5 min, with answers)

1. "What stayed the same?" (Both play hopscotch, both go to Little Hill School, both keep food cold, both send news to an aunt; accept others with a reason.)
2. "What changed the most, do you think? Why?" (Any choice with a reason; for example washing, because it took Iris a whole day.)
3. "Iris lived on a farm. Would a child in the town of Little Hill in 1926 have the same light as Iris?" (Maybe not: Main Street had electric lamps from 1926, so some town homes might have had electric light. Our cards don't tell us; that is a question for another source.)

✓ Closing check (5 min, with answers)

Each child draws or writes, or tells an adult:

1. One thing that changed between Iris and Leo. (For example "Iris had an oil lamp; Leo has an electric light.")
2. One thing that stayed the same. (For example "They both play hopscotch.")

Vocabulary

changed, stayed the same, then, now, icebox, washboard, wringer, oil lamp, electricity, need, way

Differentiation

- **Support:** sort only three pairs (light, washing, playing) with an adult; use the sentence frame "In 1926 Iris ... Now Leo ...".
- **Stretch:** add a seventh pair of their own (for example cooking or keeping warm) and say whether Iris's way needed electricity. Write a short diary sentence as Iris.
- **Tactile:** blind and low-vision children feel the corrugated card and use large-print or braille copies of the card sentences.

⚠ Safety

- The oil lamp is talked about and drawn, never brought in or lit.
- Never ask what children's own homes have. Talk only about Iris's and Leo's homes. If a child says their home has no washing machine or fridge, accept it calmly: "Homes are different now too."

Teacher notes and misconceptions

- Children may think everyone in 1926 lived without electricity. In Little Hill the town had electric street lamps from 1926; Iris's farm did not. Real sources say many towns had electricity in the 1920s while many farms did not (see Sources in the unit overview).
- Children may say "people were poor" or "people were not clever then". Say: "They did clever things with what they had. The icebox was a clever way to keep food cold without electricity."
- Leo is one made-up child. Say "in Leo's home", not "in all homes now".

Lesson 3: What kind of source is it?

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children meet six made-up sources about Little Hill in 1926, sort them into kinds (picture, writing, object, map, memory), and say what each can tell us, what it cannot, and who it was made for.

Materials

- The timeline from lesson 1, with the Iris and Leo name cards from lesson 2.
- Six source cards (texts and descriptions below): one large set for the class and one small set per group of four. Also print one extra small diary card and newspaper card per pair for lesson 4. Each card says at the top: "Made up for this lesson".
- Five kind-of-source labels: picture, writing, object, map, memory.
- A "Can tell us / Can't tell us / Made for" sheet per group (three columns), and pencils.
- Paper strips for the closing check.
- Blu-tack, to put the memory card on the timeline.
- For blind or low-vision children: large-print or braille copies of the source texts, a raised-line version of the map (string for the river, puffy-paint dots for the lamps) and of the lamp outline, and a sorting mat with raised lines between the columns.

The six source cards (made up)

1. **Photograph (a drawing that looks like an old photo).** Main Street in November 1926: a new electric street lamp on a pole with a wire, a horse and cart, one motor car, a baker's shop, and people in coats and hats. Written on the back: "Main Street, the week the new lamps came. Taken for the Little Hill News."
2. **Iris's diary page.** Read aloud:

   Saturday 6 November 1926. Today we went into town on the cart to see the new lamps. It rained all the way. There were lots of people on Main Street. At six o'clock Mrs Hart the mayor pulled a lever and the lamps came on. Everyone cheered. I thought they would be bright like the sun, but they were only a bit brighter than the gas lamps. Dad says the wires will not come to our farm for years and years. Mr Gale the lamplighter stood at the back. He looked sad. We got home wet.

1. **Newspaper report.** Read aloud:

   LITTLE HILL NEWS, Monday 8 November 1926. LIGHT AT LAST ON MAIN STREET! On Saturday evening a great crowd filled Main Street to see the new electric lamps. At six o'clock exactly, the mayor, Mrs Hart, pulled the lever and twelve lamps shone out. "Little Hill is a modern town now," she said. The lamps will shine every night, and

nobody will need to light them by hand. Shops on Main Street will stay open later in winter. Buy your electric lights at Penn's Hardware, Main Street!

1. **Object: an oil lamp (picture card).** A drawing of an oil lamp: a metal base to hold the oil, a wick, and a tall glass chimney. Label: "Oil lamp from Brook Farm, near Little Hill. Used every evening until 1948. Now in the Little Hill museum."
2. **Map: Little Hill in 1926.** Drawn by the teacher: the river across the middle, the stone bridge, the railway and the station, Main Street with twelve small lamp symbols, the school, and a lane going out of town to Brook Farm. Key: lamp, school, station, bridge, farm. Title: "Little Hill: where the new lamps will go. For the town council, 1926."
3. **A memory told later.** Read aloud:

   Iris Brook, aged 73, told this to a pupil at Little Hill School in 1990: "I was nine when the lamps came on in Little Hill. It was a lovely dry evening and the whole town was there. The lamps were so bright! Mr Gale, the lamplighter, didn't light lamps any more after that; he became the caretaker at the school. We waited a long time for electricity on our farm. When it came, in 1948, the first thing my mother bought was an electric iron."

Steps

✎ Opening (5 min)

Say: "A **source** is something that tells us about the past. In grade 2 we used pictures, objects and accounts. Today we have six sources about Little Hill in 1926. They are made up for these lessons, but they are like real sources." Ask: "Who remembers a source we used before?" (For example Mrs Okafor's memory, the old objects, the first stamp.)

✎ Main activity (25 min)

1. **Meet the sources (10 min).** Show each large card and read it aloud, or describe the picture. After each one, ask: "When was it made? Who made it?" (Photograph: 1926, for the newspaper. Diary: 6 November 1926, Iris. Newspaper: 8 November 1926, the Little Hill News. Lamp: used until 1948, label written later by the museum. Map: 1926, for the town council. Memory: told in 1990 by Iris, aged 73.) Put the 1990 memory on the timeline: "This was told 64 years after 1926."
2. **Sort by kind (5 min).** Groups lay out their small set under the five labels. (Photograph: picture. Diary and newspaper: writing. Oil lamp: object. Map: map. Iris's memory: memory.) Two cards go under "writing".
3. **Can tell, can't tell, made for (10 min).** Each group takes one source (give the six out across the groups; repeat if there are more than six groups) and fills the three columns. Example answers:
   - Photograph: can tell what Main Street looked like, a horse and cart and a car together; can't tell what people said, felt, or heard; made for the newspaper's readers.
   - Diary: can tell what Iris saw and felt, the rain; can't tell what everyone else thought; made for Iris herself.

- Newspaper: can tell the time, how many lamps, what the mayor said; can't tell how a farm family felt; made for the people of the town who bought the paper (and it sells lights for a shop).
- Oil lamp: can tell how a farm lit its rooms; can't tell who used it or what they thought; made to light a room (the label was made for museum visitors).
- Map: can tell where the lamps, the school and the farm were; can't tell what it was like to be there; made for the town council.
- Memory: can tell feelings and what happened later (Mr Gale, the iron); can't be sure every detail is right, because it was told long after; told to a pupil for a school project.

Each group reads its row to the class.

✓ Discussion questions (5 min, with answers)

1. "Which sources were made in 1926, at the time?" (The photograph, the diary, the newspaper and the map. The lamp was made and used then, but its label was written later.)
2. "Iris's memory was told 64 years later. Is anything in it hard to be sure about?" (Small details, like the weather or how bright the lamps were, might be remembered differently after a long time. We can check them with other sources; lesson 4 will.)
3. "Why do we need more than one source?" (Each source tells only part of the story; together they tell more.)

✓ Closing check (5 min, with answers)

Hold up three cards one at a time: the oil lamp, the newspaper, the map. Each child writes or shows on a strip, or tells an adult, the kind of each (object, writing, map). Then: "Tell me one thing the map can't tell us." (For example what people felt, what the weather was, what anyone said.)

Vocabulary

source, picture, writing, object, map, memory, diary, newspaper, made for, at the time, told later

Differentiation

- **Support:** sort only four cards (photograph, diary, oil lamp, map); use the frame "This is a … It tells us …".
- **Stretch:** "Which source would you trust most about the weather that evening? Why?" (The diary, written that same day, says it rained; the memory says dry, but was told 64 years later.)
- **Tactile:** blind and low-vision children use the raised-line map and lamp outline, large-print or braille texts, and the raised-line sorting mat.

⚠ Safety

- The oil lamp is a picture card only. Do not bring in a real lamp.

Teacher notes and misconceptions

- Tell the children the sources are made up for these lessons, so they do not think Little Hill is real.
- Historians often call sources made at the time "primary" and accounts made later "secondary" (see "Primary source" in the unit overview's Sources). The unit says "made at the time" and "told later" instead; the words can come later.
- A source made later is not useless: Iris's memory is the only source here that tells what happened to Mr Gale and when the farm got electricity.
- The newspaper ends with an advert. Children may notice that the newspaper wanted people to like the new lamps; this leads into lesson 4.

Lesson 4: Two sources, one day

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children compare what two sources tell about the same evening (the electric lamps first lit on Main Street on Saturday 6 November 1926), sort what both say and what only one says, and give reasons why the sources differ.

Materials

- The large diary card and newspaper card from lesson 3 (texts in lesson 3).
- One small diary card and newspaper card per pair (the extra pair copies printed with the lesson 3 sets).
- Eight statement strips (below), one set per pair.
- A three-column sorting mat per pair: "Both say", "Only the newspaper", "Only the diary".
- A large copy of the same mat for the class.
- The Iris name card from lesson 2.
- A board or chart paper for the two-column "Newspaper" / "Diary" answers.
- Paper and pencils for the closing check and the stretch writing.
- For blind or low-vision children: large-print or braille copies of the two sources and the strips, and a sorting mat with raised lines between the columns.

The eight statement strips

1. The lamps came on at six o'clock.
2. The lamps were on Main Street.
3. The mayor, Mrs Hart, pulled a lever.
4. There were twelve lamps.
5. Shops on Main Street will stay open later in winter.
6. The mayor said, "Little Hill is a modern town now."
7. It rained.
8. The lamps were only a bit brighter than the gas lamps.

Answer key: Both say: 1, 2, 3. Only the newspaper: 4, 5, 6. Only the diary: 7, 8.

Steps

✎ Opening (5 min)

Hold up the diary and the newspaper. Ask: "What day are both of these about?" (Saturday 6 November 1926, the evening the electric lamps were first lit.) "Who made each one?" (Iris, aged 9, from a farm; the Little Hill News.) Say: "Today we are detectives. Do they tell the same story?"

✎ Main activity (25 min)

1. **Read both again (6 min).** Read the newspaper aloud, then the diary. Pairs follow on their small cards. After each, ask one child to retell it in one sentence.
2. **Sort the strips (9 min).** Read each strip aloud. Pairs find it in one or both sources and put it in a column of their mat. Then go through the class mat together and check with the answer key. Ask pairs to point to the words in the source that prove each one.
3. **Why are they different? (10 min).** Ask these detective questions and write the answers in two columns, "Newspaper" and "Diary":
   - "Who made it?" (A newspaper writer in town; Iris, a girl from a farm.)
   - "Who was it made for?" (People in the town who read the newspaper; Iris herself.) "What clue in the newspaper tells you?" (It talks to the reader: "Buy your electric lights at Penn's Hardware".)
   - "What did they want to say?" (The newspaper: good news, "Light at last", the town is modern. Iris: what she saw and felt, the rain, being a bit disappointed.)
   - "What did Iris notice that the newspaper did not?" (The farm would not get the wires; Mr Gale looked sad.) "Why might Iris notice that?" (She lives on a farm with no electricity; she saw Mr Gale at the back.)

   Say: "The two sources were made by different people for different reasons, so they tell the same evening in different ways. Both can be useful."

✓ Discussion questions (5 min, with answers)

1. "The newspaper doesn't say it rained. Does that mean it didn't rain?" (No. It just doesn't say. A source can leave things out.)
2. "Which source tells us more about how a farm family felt? Why?" (The diary, because Iris's family lived on a farm and she wrote down her feelings.)
3. "In lesson 3, Iris's memory from 1990 said it was a dry evening. Her diary from that day says it rained. Which would you believe about the weather, and why?" (Most children choose the diary, written the same day; the memory was told 64 years later, and small details can be forgotten. Accept any choice with a reason.)

✓ Closing check (5 min, with answers)

Each child says, signs, writes or points to answer:

1. "Tell me one thing both sources say." (The lamps came on at six; on Main Street; the mayor pulled a lever.)
2. "Tell me one thing only the diary says." (It rained; the lamps were only a bit brighter; the farm would not get wires; Mr Gale looked sad.)

Vocabulary

compare, both, only, same, different, newspaper, diary, made for, reason, leave out, believe

Differentiation

- **Support:** sort four strips only (1, 4, 7 and 3) with an adult; use the frame "Both say ..." and "Only the diary says ...".
- **Stretch:** write two sentences as a newspaper writer who lived on a farm. How would the report change? Or write one strip of their own for a partner to sort.
- **Tactile:** blind and low-vision children use large-print or braille copies and the raised-line sorting mat.

⚠ Safety

- Mr Gale loses his lamplighting job when the gas lamps go. Keep it gentle: if children worry, read the line from Iris's memory (lesson 3) that he became the school caretaker. Any child may step out of the discussion.

Teacher notes and misconceptions

- Children may think one source is "right" and the other "wrong". Most of the differences here are not mistakes: each source chose different things to tell. Only the weather is a real disagreement, and that is between the diary and the memory, not the newspaper.
- "Twelve lamps" is only in the newspaper, but the lesson 3 map also shows twelve lamp symbols. That is a third source agreeing; mention it if a child notices.
- The advert is a clue to the newspaper's audience and purpose (C3 D2.His.11). Keep it light: newspapers often carried adverts.

Lesson 5: Questions from many sources

Unit overview - Previous: Lesson 4

About 40 minutes, plus about 4 minutes per child for the one-to-one check during the week.

Goal

Children ask questions about the Little Hill sources and the people in them, decide which questions the sources can answer, use a new source from 1948, and make a class "Little Hill then and now" display.

Materials

- The timeline from lesson 1 with its nine event cards and the Iris and Leo name cards.
- One small set of the six source cards from lesson 3 per group of four, and the large set.
- The 1948 Little Hill News notice (text below), one large copy and one small copy per group.
- A large sheet titled "Our questions", split into "Our sources answer it" and "We need another source".
- Five question starter cards: Who, Why, When, How, What happened to.
- Blu-tack or masking tape, to add the 1948 notice to the timeline.
- Sticky notes or paper strips, pencils and crayons.
- A large sheet titled "Little Hill then and now" for the display.
- The small event card sets from lesson 1, for the support group.
- The cards needed for the one-to-one check (see Assessment in the unit overview).
- For blind or low-vision children: large-print or braille copies of all the sources, the raised-line timeline, and a partner or adult to write their questions down.

The 1948 notice (made up)

Read aloud:

> LITTLE HILL NEWS, Monday 3 May 1948. WIRES REACH THE FARMS Electricity came to eleven farms near Little Hill last week, Brook Farm among them. In 1946 the farmers formed the Little Hill Farmers' Group and borrowed money together to pay for the poles and wires. Workers from Big Harbour put up 200 poles along the farm lanes. "We waited a long time," said Mr Brook of Brook Farm, "but tonight we have light at the touch of a switch."

Steps

✎ Opening (5 min)

Point to the 1926 cards and the 1948 card on the timeline. Say: "Historians ask questions and then look for sources that answer them. Today you are the historians." Show the question starter cards: **Who ...? Why ...? When ...? How ...? What happened to ...?**

✎ Main activity (25 min)

1. **Ask questions (8 min).** Groups look at all six sources and the timeline and write or say questions, one per sticky note (an adult scribes where needed). Ask for at least one question about a **person or group** (Mrs Hart, Mr Gale, Iris's family, the farmers).

2. **Sort and answer (10 min).** Read the 1948 notice aloud, stick the large copy on the timeline next to the 1948 card, and add the small copies to the groups' sources. Groups read their questions out; the class decides together where each goes on "Our questions". If the sources answer it, a child points to the source and says the answer. Likely questions and answers:

    - "What happened to Mr Gale?" (Answered: he became the school caretaker; Iris's memory.)
    - "When did Brook Farm get electricity?" (Answered: 1948; the notice and Iris's memory agree.)
    - "Who brought electricity to the farms?" (Answered: the Little Hill Farmers' Group, who borrowed money together, and the workers from Big Harbour who put up the poles; the notice.)
    - "Why did the farms wait so long?" (Partly answered: the poles and wires cost a lot, and the farmers had to borrow the money; the notice. Other reasons need another source.)
    - "How many lamps were on Main Street?" (Answered: twelve; the newspaper and the map.)
    - "Did houses in town have electric light in 1926?" (Need another source; none of ours says.)
    - "How did Mr Gale feel about his new job?" (Need another source.)

    For each "need another source" question, ask: "What kind of source might help?" (For example a photograph of a town house, a letter from Mr Gale, a memory from someone in town.) 3. **Then and now display (7 min).** Each child adds two things to the display, in their own way: one sentence or drawing comparing Iris and Leo ("In 1926 Iris ... Now Leo ..."), and one question about Little Hill's past with the kind of source that could answer it.

✓ Discussion questions (5 min, with answers)

1. "Who helped change things in Little Hill?" (Mrs Hart the mayor, the people who put in the lamps, the Farmers' Group, the workers from Big Harbour.) "What stayed the same?" (The school, the bridge, children playing hopscotch, Mr Gale working in Little Hill.)
2. "The 1948 notice and Iris's memory both say 1948. Does that make us more sure?" (Yes: two different sources agree.)
3. "Which question are you still wondering about?" (Any; there is no single answer.)

✓ Closing check (5 min, with answers)

Ask individual children: "Tell me one question about Little Hill in 1926. Which source could help answer it?" (Any sensible question and source.) Note answers; the full one-to-one check (see Assessment in the unit overview) is done during the week.

Vocabulary

question, historian, answer, source, group, change, stayed the same, agree, another source

Differentiation

- **Support:** ask one question using a starter card with an adult; place one event card from the small set on the timeline to show when it happened.
- **Stretch:** write a short memory as Mr Gale in 1948, then say what kind of source it is and when it was made. Or write a question that needs two sources to answer.
- **Tactile:** blind and low-vision children use the large-print or braille sources and the raised-line timeline; a partner writes their questions.

⚠ Safety

- Display only children's questions and comparisons about Iris and Leo, not family stories. If a child shares a family memory, thank them and do not write it down.

Teacher notes and misconceptions

- Some questions have no answer in any of our sources. That is normal in history; the honest answer is "our sources don't tell us".
- The Farmers' Group is like the real farmers' groups (co-operatives) that borrowed money to bring electricity to farms (see "Rural electrification" in the unit overview's Sources). The Little Hill group itself is made up.
- Keep the display up for term 3, when the year plan has a longer project comparing life then and now.

Grade 3 History, Geography and Society: Rules, Laws and Who Makes Them (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 12 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 4 Argon, Gemini 3.8 Flash and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 3. Builds on grade 1 society: Rules, fairness and community jobs, grade 2 society: People, jobs and choices, grade 3 society term 2: Then and now from sources, and the society progression

Big idea

Rules are made by people, for reasons: to keep people safe, to be fair, to look after places and things, and to help people get along. A law is a rule made by a government that everyone in a place has to follow. Different groups decide different things: a class, a school, a town council and a country's lawmakers. When a rule is not working, people can notice the problem, find out more, tell the people who decide, listen to everyone and change the rule, then check whether the change worked. Every choice has benefits (what you get) and costs (what you give up), and people who see a question differently often care about different things.

This is the third society unit of grade 3 (term 3). Grade 1 made and changed a rule for a class game and looked at rules in different places. Grade 2 met choosing when there is not enough, with a benefit and a cost. Grade 3 adds the difference between a rule and a law, four levels of decision-making (class, school, town, country), the steps a town uses to change a rule, weighing the benefits and costs of a choice, and a class meeting where children speak for made-up characters who see one question in different ways.

The town is the made-up Little Hill, used in earlier grades. Its mayor is Mayor Hen (the grade 3 literacy unit has children write letters to her). In 1926, in the term 2 society unit, the mayor was Mrs Hart: mayors change over time. The council, its meetings, the Pond Lane problem and the vote in this unit are made up. See Known gaps.

Outcomes

By the end of the unit most children can:

1. Say what a rule is for (safe, fair, looking after, getting along) and who made it (our class, our school, the town council or the country's lawmakers), and say that a law is a rule made by a government for everyone in a place.
2. Match a decision to the group that makes it (class, school, town, country), and name one job of Little Hill's town council and one job of a country's lawmakers.
3. Put the steps of changing a rule in order, using the Pond Lane story, and say what changed afterwards.

4. Name one benefit and one cost (what you give up) of a choice, and say which option they would choose and why.
5. Say why two made-up characters see the same question differently (what each one cares about).
6. Take part in a class meeting by listening, taking turns and giving a reason.

Prior knowledge

- Grade 1 society term 1: rules in different places with a "so that..." reason; three kinds of fair; changing a rule in a game that was not working.
- Grade 2 society term 1: there is not enough of everything, so people choose; a choice has a benefit and a cost.
- Grade 3 society term 2: Little Hill's past, including Mrs Hart, the mayor in 1926.
- Grade 3 literacy term 3: an opinion with reasons and "because"; letters to Mayor Hen. Lesson 5 uses this, but children can also give advice by speaking.
- An adult reads every card aloud. Children may follow the printed copy but do not need to read it alone.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

1. What rules are for and who made them: ten made-up rule cards from a class, a school, Little Hill and a country; sorting by what each rule is for and by who made it; a rule and a law; why the "dogs on leads by the pond" rule was made.
2. Who decides? Class, school, town and country: four circles one inside the other (class, school, town, country); eight decision cards; Little Hill's town council (Mayor Hen and five councillors); a country's lawmakers, and the three jobs of making laws, carrying them out and judging when people disagree about them; four ways of deciding (one person decides, a vote, taking turns, a meeting then a vote).
3. A problem on Pond Lane: how a rule changes: five story cards about cars going too fast past the park and the school; six step cards from "notice a problem" to "check it worked"; what changed for the town.
4. Benefits and costs: what do you give up?: three made-up choice cards (Mouse's Saturday, Goat's 10 Little Hill coins, Kit's Tuesday club); a benefits and costs chart; the town council's choice of one thing to pay for.
5. A class meeting about the park path: Mayor Hen asks the class for advice about bikes and scooters on the new park path; six role cards with different points of view; meeting rules; options, benefits and costs; a class letter of advice to Mayor Hen.

Materials (whole class unless noted)

- Ten rule cards, from the list in lesson 1, one large set for the class and one small set per pair (lessons 1, 2).
- Four "what it is for" cards (Keeps us safe, Is fair, Looks after places and things, Helps us get along and learn) and four "who made it" cards (Our class, Our school, Little Hill town council, The country's lawmakers), one large set and one small set per pair (lessons 1, 2).
- A large sheet with four circles one inside the other, labelled from the inside: Class, School, Town (Little Hill), Country, drawn by the teacher (lessons 2, 3, 5).

- Eight decision cards, from the list in lesson 2, one large set and one small set per pair (lesson 2).
- A Little Hill town council picture card (Mayor Hen and the five councillors, from the description in lesson 2) (lessons 2, 3, 4, 5).
- A small picture card of Mrs Hart, the mayor in 1926, from the term 2 society unit or drawn by the teacher (lesson 2).
- Five Pond Lane story cards, from the texts in lesson 3, one large set and one small set per pair (lesson 3).
- Six step cards, from the list in lesson 3, one large set and one small set per pair, and one long arrow drawn on a strip of paper for the board plus one arrow strip per pair (lesson 3).
- A large tally chart "Cars on Pond Lane in 10 minutes: before / after" (lesson 3).
- Three choice cards, from the texts in lesson 4, one set per pair, and a two-column "Benefits (what you get) / Costs (what you give up)" chart per pair, plus a large copy for the class (lessons 4, 5), and ten counters per pair needing support, standing for Goat's coins (lesson 4).
- A town choice card and three option cards (a new crossing, new library books, new park benches), from lesson 4 (lesson 4).
- Mayor Hen's letter to the class, from the text in lesson 5, and six role cards (Mouse, Goat, Duck, Ana, Sana and Remy), one large set and one small set per group of six, plus a role name badge for each child, drawn by the teacher or a child (lesson 5).
- A "Meeting rules" poster, made with the class in lesson 5, four option cards (A to D) for the park path, a talking object (for example a soft toy or a beanbag), and small blank voting cards (one per child) with a box, in case the class votes (lesson 5).
- A class post box (a shoebox with a slot) labelled "To Mayor Hen" (lesson 5).
- Blu-tack or masking tape (all lessons).
- Paper, sticky notes, pencils and crayons (all lessons).
- For blind or low-vision children: large-print or braille copies of every card and letter, a sorting mat with raised lines between the columns (lesson 1), a raised-line version of the four circles (string or puffy-paint rings) (lessons 2, 3, 5), a raised arrow and raised tally marks (lesson 3), a benefits and costs chart with a raised line between the columns (lessons 4, 5), and four voting cards marked A, B, C and D in raised or braille letters (lesson 5) (all lessons unless noted).

⚠ Safety and access

- **Keep it about Little Hill.** Never ask children what their families think about laws, the police, leaders, elections or political parties, who their family voted for, or whether anyone they know has been in trouble with the law. Every opinion in this unit belongs to a made-up character.
- **Stay neutral about real politics.** Do not name or discuss real political parties or current leaders, and keep your own views private. If a child raises a real news story, say "That's a real question people disagree about; in this unit we're practising on Little Hill," and move on gently.
- **Worries about the law.** Some children may have worries about the police, courts or rules at home. Keep the "judging" job in lesson 2 short and general, and let any child step out of a discussion.
- **The Pond Lane story is gentle on purpose.** Nobody is hurt; people find it hard and slow to cross. Do not add stories of accidents.
- **Speaking for a role.** In lesson 5 children speak for a made-up character, not for themselves. Make clear that a child playing Mouse does not have to agree with Mouse.

Ana uses a wheelchair; the child playing Ana does not act out using a wheelchair, and Ana's card is about what she wants from the path, like every other card.

- **Money is made up.** Goat's coins in lesson 4 are made-up Little Hill coins. Never ask about children's own pocket money or what their families can buy.
- **Votes are about Little Hill only.** If the class votes in lesson 5, it is advice about a made-up town's path. Never hold a class vote about a child's own life or views.
- Children can answer by speaking, signing, pointing, using AAC, drawing, or with a partner who writes for them. Their own way counts.
- Deaf children: show each card while it is read, face the class when reading aloud, and in the meeting make sure only one person speaks at a time (the talking object helps). Blind and low-vision children: use the raised-line circles and the large-print or braille copies listed in Materials; describe each picture card in words. Colour is never the only clue: the circles are labelled, and cards are sorted by place on the mat, not by colour.

Assessment

Watch and listen during lessons, and use the closing checks. During lesson 5 or the following week, see each child for about 4 minutes with the rule cards, the decision cards, the four circles, the step cards and one choice card (answers in brackets):

1. Show rule cards 1 ("Walk, don't run, in the corridor") and 6 ("Everyone in the country stops at a red traffic light"): "What is each rule for? Who made it? Which one is a law?" (1: keeps us safe, made by our school. 6: keeps us safe, made by the country's lawmakers; 6 is a law, because a government made it for everyone in the country.) (Outcome 1.)
2. Show decision cards 3 ("Where the new bench goes in Little Hill park") and 7 ("The rules for driving on every road in the country"): "Put each one in the right circle." "Tell me one job of the town council, and one job of the country's lawmakers." (3: town; 7: country. Council, for example: decides things for the town such as benches, crossings and fixing roads; holds meetings where people can speak. Lawmakers: make laws for the whole country, for example by talking about them and voting.) (Outcome 2.)
3. Give the six step cards, mixed up: "Put the steps in order. What changed on Pond Lane afterwards?" (Notice a problem; find out more; tell the people who decide; listen to everyone; decide; check it worked. A change, for example: there is a crossing; cars go slower at school times; fewer cars went fast in the second count.) (Outcome 3.)
4. Read choice card 2 (Goat's 10 coins): "Tell me one benefit and one cost of buying the kite. Which would you choose, and why?" (Benefit: Goat gets the kite to fly. Cost: Goat gives up the book and the ball, because the kite uses all 10 coins. Any choice with a reason counts.) (Outcome 4.)
5. Show the Mouse and Goat role cards from lesson 5: "Why do Mouse and Goat want different things for the path?" (Mouse cares about getting to school quickly by bike; Goat cares about walking safely without being bumped. Any answer about what each one cares about counts.) (Outcome 5.)
6. From watching lesson 5: did the child listen while others spoke, wait for a turn (or the talking object), and give at least one reason? (Outcome 6; a child who gives a reason by pointing, signing, AAC or through a partner gets "yes".)

Record "yes", "with help" or "not yet" for each outcome. A child who can do it in their own way (pointing, signing, AAC) gets "yes".

Sources

The C3 framework was read in the archived PDF (pages with the grades 3-5 civics and economics indicators): https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf

The indicators used, quoted from the framework (the unit is not a full alignment):

- D2.Civ.1.3-5: "Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places." (Lesson 2.)
- D2.Civ.3.3-5: "Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions." (Lesson 1; see Known gaps for the constitutional part.)
- D2.Civ.7.3-5: "Apply civic virtues and democratic principles in school settings." (Lesson 5, the class meeting.)
- D2.Civ.8.3-5: "Identify core civic virtues and democratic principles that guide government, society, and communities." (Lesson 5.)
- D2.Civ.9.3-5: "Use deliberative processes when making decisions or reaching judgments as a group." (Lesson 5.)
- D2.Civ.10.3-5: "Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues." (Lesson 5, using made-up characters' points of view.)
- D2.Civ.11.3-5: "Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society." (Lessons 2, 3 and 5: the class meeting, the teacher deciding, the council's vote.)
- D2.Civ.12.3-5: "Explain how rules and laws change society and how people change rules and laws." (Lesson 3.)
- D2.Civ.13.3-5: "Explain how policies are developed to address public problems." (Lesson 3.)
- D2.Eco.1.3-5: "Compare the benefits and costs of individual choices." (Lesson 4.)

Background for the teacher, from Wikipedia articles read on 12 November 2026:

- "Law": https://en.wikipedia.org/wiki/Law ("a set of rules that are created and enforced by governmental or societal institutions to regulate behavior"; laws "can be made by a legislature", "by the executive" or "by judges' decisions"). Used for "a law is a rule made by a government" and the three jobs in lesson 2.
- "Legislature": https://en.wikipedia.org/wiki/Legislature ("a deliberative assembly that holds the legal authority to make law"; legislatures "may exist at different levels of governance"). Used for "the country's lawmakers" and for the town council as a smaller group that decides.
- "Mayor": https://en.wikipedia.org/wiki/Mayor ("Worldwide, there is a wide variance in local laws and customs regarding the powers and responsibilities of a mayor"; a mayor "may simply chair a multi-member governing body"). Used for Mayor Hen chairing the council.
- "Bill (law)": https://en.wikipedia.org/wiki/Bill_(law) ("a proposal for a new law, or a proposal to substantially alter an existing law"). Used for the teacher note on proposals in lesson 3; the word "bill" is not taught.
- "Opportunity cost": https://en.wikipedia.org/wiki/Opportunity_cost (the dictionary definition quoted there: "the loss of potential gain from other alternatives when one alternative is chosen"). Used for "a cost is what you give up" in lesson 4; the term "opportunity cost" is not taught.
- "Deliberation": https://en.wikipedia.org/wiki/Deliberation ("a process of thoughtfully exchanging and weighing options, for example prior to voting"; "Group decisions are

generally made after deliberation through a vote or consensus of those involved"). Used for the class meeting in lesson 5.

Known gaps and cautions

- Four other agents text-checked this unit on 2026-11-12: Gemini 3.5 Flash (at cc8185e) reported no errors; Gemini 4 Argon (at cc8185e and 6d872b2) reported one pronoun slip (Goat in lesson 4) and one materials note (an arrow strip for each pair in lesson 3), both fixed in 3edb47a and re-checked by Argon; Gemini 3.8 Flash (at 3edb47a) reported no errors; Gemini 4 Carbon (at 33e03b7) reported a yes/no voting card for a four-option vote (lesson 5) and pairs placing cards without their own circles sheet (lesson 2), both fixed in a5d4dd5 (with a leftover sentence tidied in 7c5f26f). Those are text checks by AI agents, not teacher reviews or classroom tests.
- Some Little Hill characters have different roles from the grade 2 unit People, jobs and choices (for example Remy runs the café here, and Duck is a mother duck). Tell the children the stories are separate.
- Little Hill, Mayor Hen, the council and its members, the Pond Lane problem, the car counts, the council vote and every character's point of view are made up by the author. Tell the children so.
- How towns and countries make decisions is different in different countries. In Little Hill the people choose five councillors in an election and the mayor chairs the meetings; real towns may have more or fewer councillors, and mayors may be chosen in other ways or have different powers (see the Wikipedia "Mayor" article). Tell the class what their own town and country call their decision-makers if your school wants to; the unit does not name any real government.
- D2.Civ.3.3-5 includes "key U.S. constitutional provisions". This unit does not teach any constitution. A teacher in the United States who needs that part should add it; teachers elsewhere may add their own country's founding rules, or leave it for later grades.
- D2.Civ.1.3-5 includes "branches of government". Lesson 2 only names three jobs (making laws, carrying them out, judging when people disagree about them) and does not name branches or institutions.
- D2.Eco.1.3-5 is about individual choices. Lesson 4 uses three made-up individual choices, then adds a town choice; the town choice is the author's extension, not part of that indicator.
- D2.Civ.8.3-5 names "civic virtues and democratic principles". The unit names only a few, in plain words (listening, taking turns, respect, fairness, everyone having a say); the list is the author's choice, not taken from the framework.
- The other grades 3-5 civics indicators (D2.Civ.2, D2.Civ.4, D2.Civ.5, D2.Civ.6 and D2.Civ.14) are not covered.
- The texts are read aloud. The unit does not use the grade 3 literacy letter sequence, because adults read the cards; it does not teach reading.
- The lesson order, the made-up stories, the card wording and the timings are the author's choices, not taken from a source.

Lesson 1: What rules are for and who made them

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children sort ten made-up rules by what each rule is for and by who made it, learn that a law is a rule made by a government for everyone in a place, and work out why one Little Hill rule was first made.

Materials

- Ten rule cards (below), one large set for the class and one small set per pair.
- Four "what it is for" cards: Keeps us safe; Is fair; Looks after places and things; Helps us get along and learn. One large set and one small set per pair.
- Four "who made it" cards: Our class; Our school; Little Hill town council; The country's lawmakers. One large set and one small set per pair.
- Blu-tack or masking tape, and a board or wall space for two sorting rows.
- Paper and pencils for the closing check.
- For blind or low-vision children: large-print or braille copies of all the cards, and a sorting mat with raised lines between the columns.

The ten rule cards

Each card has a simple picture and the words, read aloud by an adult.

1. Walk, don't run, in the corridor. (Our school.)
2. Show the talking object before you speak in our class meeting. (Our class.)
3. Take turns on the playground swings: count to 50, then swap. (Our class.)
4. Wash your hands before lunch. (Our school.)
5. Dogs on leads by the Little Hill pond. (Little Hill town council.)
6. Everyone in the country stops at a red traffic light. (The country's lawmakers.)
7. Put litter in the bins in Little Hill park. (Little Hill town council.)
8. Market stalls in Little Hill square are packed away by six o'clock, so the street can be swept. (Little Hill town council.)
9. Children go to school. (The country's lawmakers; this is a law in many countries.)
10. Tidy the reading corner before home time. (Our class.)

Answer key, what each rule is mainly for: Keeps us safe: 1, 4, 5, 6 (card 4 keeps us healthy, which is a kind of safe). Is fair: 2, 3 (everyone gets a turn to speak or to swing). Looks after places and things: 7, 8, 10. Helps us get along and learn: 9. Many rules do more than one job: accept any answer with a sensible reason (for example 2 also helps us get along, and 5 also looks after the ducks).

Answer key, who made it: the brackets after each card. Laws: 6 and 9 (made by the country's lawmakers), and 5, 7 and 8 (made by the town council, which is also a kind of government). Rules 1, 2, 3, 4 and 10 are rules but not laws.

Steps

✎ Opening (5 min)

Ask: "What is a rule?" Take a few ideas. Say: "A rule tells people what to do or what not to do. Someone made every rule, for a reason. Today we are rule detectives: what is each rule for, and who made it?" Read rule card 1 aloud and ask: "Why do you think someone made this rule?" (So that nobody bumps into anyone or falls over.)

✎ Main activity (25 min)

1. **What is it for? (9 min).** Put the four "what it is for" cards in a row on the board. Read each rule card aloud and show the picture. Pairs put their small card under the purpose they think fits, then hold up their choice. Put the large card on the board, and ask a pair to give their "so that..." reason. If pairs disagree, say: "Many rules do more than one job. Which job is the biggest one?" Check with the answer key.
2. **Who made it? (8 min).** Put the four "who made it" cards in a second row. Ask: "Who do you think made this rule?" Pairs move their cards into the new row. Talk through clues: "Who could make a rule for every road in the country? Could our class make that rule?" (No: our class can only make rules for our class.)
3. **Rules and laws (3 min).** Point to the town council and country lawmakers cards. Say: "These groups are part of a government: they make decisions for everyone in a town or a whole country. A rule made by a government is called a law. Everyone in that place has to follow it, not only the people in one class or school." Ask: "Which of our cards are laws?" (5, 6, 7, 8, 9.) "Which are rules but not laws?" (1, 2, 3, 4, 10.)

4. **Where did this rule come from? (5 min).** Read this short story aloud:

   > Long ago there was no rule about dogs by the Little Hill pond. Every spring, Duck's ducklings hatched by the water. One spring, some dogs ran off their leads and chased the ducklings into the reeds. The ducklings were scared, and Duck was upset. People wrote to the town council. The council talked about it and made a new rule: "Dogs on leads by the pond." A sign went up by the water.

   Ask: "What problem came first?" (Dogs chased the ducklings.) "Who made the rule?" (The town council.) "What is it for?" (Keeping the ducklings safe; looking after the pond.) Say: "Most rules start with a problem that someone noticed."

✓ Discussion questions (5 min, with answers)

1. "Could our class make a rule that everyone in Little Hill must wear a hat?" (No: a class can only make rules for the class; a rule for the whole town would be made by the town council.)

2. "Why do you think the market has to be packed away by six o'clock?" (So that the street can be swept and cars and people can use it again; it looks after the town.)
3. "What might happen if there was no rule about red traffic lights?" (Cars might crash into each other or into people crossing; it would not be safe.)

✓ Closing check (5 min, with answers)

Read rule card 7 ("Put litter in the bins in Little Hill park"). Each child draws or writes two things on their paper: what it is for, and who made it. (Looks after places and things; Little Hill town council.) Then ask: "Is it a law?" Children show thumbs up for yes, thumbs down for no. (Yes: a government, the town council, made it for everyone in the park.)

Vocabulary

rule, law, government, town council, lawmakers, purpose ("what it is for")

Differentiation

- **Support:** give a pair only four rule cards (1, 3, 5, 6) and only the "what it is for" row. Say the "so that..." sentence starter for them to finish.
- **Stretch:** ask children to make up one new rule for the reading corner, say what it is for, and say who could make it (our class).
- **Tactile and non-speaking:** children place large or braille cards on a mat with raised lines between the columns, or point to the purpose card while a partner moves the rule card.

⚠ Safety

- Every rule is about the class, the school or made-up Little Hill. Do not ask what rules children have at home.
- The duckling story is gentle: the ducklings were scared but safe.

Teacher notes and misconceptions

- Children often think a law is "a big rule" or "a rule the police check". The unit's simple meaning is "a rule made by a government for everyone in a place". In this unit the town council counts as a government (a local government); that matches the Wikipedia "Legislature" article, which says law-making groups "may exist at different levels of governance".
- Some children think every rule was always there. The duckling story shows that a rule starts with a problem; lesson 3 shows a rule being changed.
- Whether the country or the town makes a rule (for example speed limits or school rules) differs between countries. The answer key follows the made-up Little Hill, not any real country.

Lesson 2: Who decides? Class, school, town and country

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children match decisions to the group that makes them (class, school, town, country), learn who is on Little Hill's town council and what it does, hear the three jobs of a country's government, and compare different ways of deciding.

Materials

- The large sheet with four circles one inside the other, labelled from the inside: Class, School, Town (Little Hill), Country.
- Eight decision cards (below), one large set for the class and one small set per pair.
- The Little Hill town council picture card (described below).
- The ten rule cards and four "who made it" cards from lesson 1 (large set), for the opening.
- A small picture card of Mrs Hart, the mayor in 1926, from the term 2 society unit (or a drawing of a woman in 1920s clothes with the words "Mrs Hart, mayor in 1926").
- Blu-tack or masking tape.
- Paper and pencils for the closing check.
- For blind or low-vision children: a raised-line version of the four circles (string or puffy-paint rings) and large-print or braille decision cards.

The eight decision cards

1. Which game we play at class choosing time on Friday. (Class.)
2. What time school starts in the morning. (School.)
3. Where the new bench goes in Little Hill park. (Town.)
4. Which day the bins are emptied on Pond Lane. (Town.)
5. Which story is read at story time today. (Class.)
6. Which days each class uses the school hall. (School.)
7. The rules for driving on every road in the country. (Country.)
8. What the country's coins and notes look like. (Country.)

The Little Hill town council picture card

A drawing of a long table in the Little Hill town hall. Mayor Hen sits in the middle with a small bell for starting the meeting. Around the table sit the five councillors: Bear (who drives the Little Hill bus), Crab (who runs the hardware shop), Mrs Okafor (a retired teacher), Ted and Meg. A few chairs at the side say "Anyone may come and listen".

What the class is told (all made up for Little Hill): every four years the grown-ups of Little Hill choose the five councillors in an election. The council chooses Mayor Hen to lead its meetings. The council meets once a month; anyone may come, and at the start anyone may ask to speak. The council decides things for the whole town, such as parks, benches, crossings, bins, the library

and fixing roads, and it decides how to spend the town's money. When it cannot agree, the councillors vote, and the idea with the most votes wins.

Steps

✎ Opening (5 min)

Hold up the lesson 1 "who made it" cards. Ask: "Which group made the rule about dogs by the pond?" (The town council.) "Which group made the rule about red traffic lights?" (The country's lawmakers.) Say: "Today: who decides what? And how do they decide?" Show the four circles and ask: "Why is the class circle inside the school circle?" (Our class is part of the school; the school is part of the town; the town is part of the country.)

✎ Main activity (25 min)

1. **Which circle? (8 min).** Read each decision card aloud. Pairs agree which circle it belongs in and hold up their small card, pointing to that circle on the large sheet. Ask one pair for a reason, then have one child stick the large card in that circle. Check with the brackets above. Point out: "The bigger the circle, the more people the decision is for."

2. **Little Hill's town council (7 min).** Show the council picture card and read the description. Ask:

    - "Who chose the councillors?" (The grown-ups of Little Hill, in an election.)
    - "What does Mayor Hen do at the meeting?" (She leads it: she starts it, makes sure people take turns and keeps it moving.)
    - "Name one thing the council decides." (For example the bench, the bins, crossings, the library, mending roads, spending the town's money.)

    Show the Mrs Hart card. Say: "In 1926, in our then-and-now unit, the mayor of Little Hill was Mrs Hart. Now it is Mayor Hen. Mayors and councillors change over time, because new people are chosen." 3. **The country's three jobs (5 min).** Say: "A country has a much bigger government. It has three big jobs." Hold up three fingers, one at a time: - "**Making laws.** A big group of lawmakers, chosen by the grown-ups of the whole country in many countries, talks about new laws and votes on them." (Many countries call this group a parliament or a congress; tell the class what yours is called if your school wants to.) - "**Carrying out the laws.** A leader and their team make the laws happen, for example by building roads or running services." - "**Judging.** When people disagree about what a law means, or whether someone followed it, judges listen to both sides and decide."

    Ask: "Which job does the town council do when it makes the dog rule?" (Making a law, for the town.) 4. **How do they decide? (5 min).** Say: "Groups decide in different ways." Read these four ways and ask for each: "Is it quick? Does everyone get a say?" - The teacher decides alone which story to read (quick; the children do not get a say this time). - The class votes on Friday's game: hands up for each choice, and the one with the most hands wins (quite quick; everyone gets one vote, but some people may not get their choice). - The class takes turns: a different child chooses the game each Friday

(quick each time; fair over many weeks). - The town council listens to people at its meeting, talks, then votes (slow; many people get a say).

Say: "No way is best for every decision. Quick ways are good for small things; slower ways that listen to many people are used for bigger things that affect lots of people."

✓ Discussion questions (5 min, with answers)

1. "Could the town council decide what our class plays on Friday?" (No: that is a class decision. The council decides things for the whole town.)
2. "Why does the council let anyone come and speak at the start?" (So the people of the town can tell the council about problems and ideas before it decides; the decisions are for everyone in the town.)
3. "Why do you think the grown-ups of Little Hill choose new councillors every four years?" (So that if they want different people or different ideas, they can choose again; nobody stays in charge for ever without being chosen.)

✓ Closing check (5 min, with answers)

Read decision cards 4 and 8. Each child writes or draws the circle for each (4: town; 8: country) and one thing the town council decides (for example benches, bins, crossings). Children who are not writing point to the circles on the sheet and tell an adult.

Vocabulary

decide, decision, town council, councillor, mayor, election, vote, lawmakers, judge

Differentiation

- **Support:** use only the class, town and country circles and four cards (1, 3, 7, 8). Ask "Is it for our class, our town or our whole country?"
- **Stretch:** ask children to make up a ninth decision card and say which circle it belongs in and why.
- **Tactile and non-speaking:** children place braille or large cards inside the raised rings, or point to a ring while a partner places the card.

⚠ Safety

- Do not name or discuss real political parties, current leaders or real elections, and do not ask who children's families voted for.
- Keep the judging job short and general. If a child mentions someone they know and the police or a court, thank them kindly and move on; follow your school's guidance if you are worried.

Teacher notes and misconceptions

- Children often think the mayor, or a single leader, decides everything. In Little Hill Mayor Hen leads the meetings, but the council decides together. Real mayors differ a great deal: the Wikipedia "Mayor" article says a mayor "may simply chair a multi-member governing body" in some places and leads the town's government in others.
- Who decides school start times, bin days or driving rules differs between countries and places. The answers follow made-up Little Hill and are a simple model, not a description of any real country.
- The circles are a simplification: many countries also have regions, states or provinces between the town and the country. Mention this if children know about it; the unit does not teach it.
- The three jobs are given in plain words. The unit does not name the branches of government; see Known gaps in the unit overview.

Lesson 3: A problem on Pond Lane: how a rule changes

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children follow a made-up story of a town problem, put the six steps of changing a rule in order, and say what changed for the people of Little Hill afterwards, including who gained and who gave something up.

Materials

- Five Pond Lane story cards (below), one large set for the class and one small set per pair.
- Six step cards (below), one large set and one small set per pair.
- One long arrow drawn on a strip of paper for the board, and one arrow strip per pair, for laying the step cards along.
- A large tally chart: "Cars on Pond Lane in 10 minutes", with two rows, "Before" and "After", and two columns, "All cars" and "Going too fast".
- The Little Hill town council picture card and the four circles sheet from lesson 2.
- Blu-tack or masking tape.
- Paper and pencils for the closing check.
- For blind or low-vision children: large-print or braille story and step cards, a raised arrow (a ridge of tape or string) to lay the step cards along, and a tally chart with raised tally marks (pipe-cleaner or puffy paint).

The five Pond Lane story cards

Read each card aloud. Each has a simple picture.

1. **The problem.** Pond Lane runs between Little Hill park and Little Hill School. Cars and vans often drive fast along it. In the morning, children walking to school and people going to the park have to wait a long time to cross, and Duck has to hurry her ducklings across to the pond. Nobody has been hurt, but many people feel worried.
2. **Finding out more.** Goat and Mouse want to know if the problem is real. With their teacher, they stand behind the park fence on a school morning for 10 minutes. They count 23 cars. The town's speed sign, which flashes when a car is too fast, flashes for 15 of them.
3. **Telling the people who decide.** Goat and Mouse write a letter to Mayor Hen with their tally chart. At the next town council meeting, Mouse asks to speak at the start. She shows the chart and says, "Please can Pond Lane be safer to cross?"
4. **Listening to everyone.** Mayor Hen asks other people to speak. Duck says, "I want a safe place for my ducklings to cross." Bear, a councillor who drives the bus, says, "If cars must go slower all day, my bus will be late." Crab, who runs the hardware shop, says, "Vans must still be able to bring things to my shop." Mrs Okafor says, "Children and older people should be able to cross without hurrying." The council lists four ideas: A, a crossing with stripes and a crossing helper at school times; B, a slow speed on Pond Lane at school times only; C, close Pond Lane to cars; D, change nothing.

5. **Deciding and checking.** The council talks about every idea. Closing the lane (C) would stop the bus and the vans, and changing nothing (D) would not help. The five councillors vote on A and B together. Four vote yes and Bear votes no, because he still worries about the bus. The new rule is: "A crossing with a helper, and slow speed on Pond Lane at school times." A month later Goat and Mouse count again: 22 cars, and the sign flashes for 3 of them. The bus is a little slower at school times. The council says it will look at the rule again next year.

The six step cards

Notice a problem. Find out more. Tell the people who decide. Listen to everyone. Decide. Check it worked.

Answer key: the order is as listed. Story card 1 is "Notice a problem", 2 "Find out more", 3 "Tell the people who decide", 4 "Listen to everyone", and 5 shows both "Decide" and "Check it worked".

Steps

✎ Opening (5 min)

Show the four circles. Ask: "Who would decide about a busy road in Little Hill: the class, the school, the town or the country?" (The town council.) Say: "Today we find out how the people of Little Hill changed a rule about a road. Listen for what happens first, next and last."

✎ Main activity (25 min)

1. **Hear the story (7 min).** Read the five story cards aloud, showing each picture. Fill in the "Before" row of the tally chart together after card 2 (23 cars, 15 too fast), and the "After" row after card 5 (22 cars, 3 too fast). Ask after card 4: "Why do Bear and Duck want different things?" (Bear cares about the bus being on time; Duck cares about her ducklings crossing safely.)
2. **Put the story in order (5 min).** Pairs mix up their small story cards, then put them back in order without looking at the numbers (cover the numbers with tape or cut them off before the lesson).
3. **The six steps (8 min).** Put the long arrow on the board and give each pair an arrow strip. Read the six step cards. Pairs lay their step cards along their arrow in order, then put each story card under the step it shows. Check with the answer key and build the large version on the board.
4. **What changed? (5 min).** Ask:
    - "What changed on Pond Lane?" (There is a crossing with a helper; cars go slower at school times; far fewer cars went too fast: 3 instead of 15.)
    - "Who is better off?" (Children, older people, Duck and her ducklings, people going to the park.)
    - "Who gave something up?" (The bus is a little slower at school times; drivers must slow down.)

Say: "When a rule changes, life in the town changes too. Usually some people gain more than others, so the council listened to everyone and will check again next year."

✓ Discussion questions (5 min, with answers)

1. "Why did Goat and Mouse count the cars before writing to Mayor Hen?" (To find out if the problem was real, and to show the council facts, not only a feeling.)
2. "Bear voted no. Does he have to follow the new rule?" (Yes: the council decided by voting, and the new rule is for everyone, even people who voted no. Bear can ask the council to look again next year.)
3. "Why didn't the council close Pond Lane?" (It would stop the bus and the vans: the cost was too big for some people.)

✓ Closing check (5 min, with answers)

Say: "Our class has a problem: the reading corner is messy every afternoon, even though we have a rule to tidy it." Each child draws or writes the first two steps the class could take, using the step cards on the board. (Notice a problem: the corner is messy. Find out more: for example look at the corner each afternoon for a week, or ask who uses it and when.) Children who are not writing point to the two step cards and tell an adult their idea.

Vocabulary

problem, change, council meeting, vote, new rule, check

Differentiation

- **Support:** use only four step cards (Notice a problem, Tell the people who decide, Decide, Check it worked) and story cards 1, 3 and 5.
- **Stretch:** ask children which other idea (A, B, C or D) they would have chosen as a councillor, and one cost of that idea. Say it is a made-up town: any reasoned answer is fine.
- **Tactile and non-speaking:** children lay braille or large step cards along a raised arrow (a ridge of tape or string), and point to the tally marks to compare before and after.

⚠ Safety

- The story is gentle on purpose: nobody is hurt. Do not add stories of real road accidents.
- Goat and Mouse count cars with their teacher, behind a fence. If the class wants to do a real traffic count, follow your school's rules for trips; children never stand at the roadside. The unit does not need a real count.

Teacher notes and misconceptions

- Children often think rules are made once and never change. The story shows a rule being proposed, discussed, voted on, tried and planned for review. A proposal for a new

or changed law is called a bill in many places (the Wikipedia "Bill (law)" article: "a proposal for a new law, or a proposal to substantially alter an existing law"); the unit does not teach that word.
- Some children think the side that loses a vote does not have to follow the rule. Discussion question 2 addresses this.
- The numbers, the flashing sign, the vote and the new rule are made up. Real towns use many ways to make roads safer, and what a town council is allowed to decide about roads differs between countries.

Lesson 4: Benefits and costs: what do you give up?

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children list the benefits (what you get) and costs (what you give up) of each option in three made-up choices, say which option they would choose and why, and then weigh a choice the town council has to make.

Materials

- Three choice cards (below), one set per pair.
- A two-column chart per pair: "Benefits (what you get)" and "Costs (what you give up)", with a line across the middle so each option has its own half.
- A large copy of the same chart for the class.
- The town choice card and its three option cards (below), large, for the class.
- The Little Hill town council picture card from lesson 2.
- Blu-tack or masking tape.
- Paper, sticky notes and pencils.
- Ten counters per pair needing support, standing for Goat's coins.
- For blind or low-vision children: large-print or braille choice cards and a chart with a raised line between the columns and across the middle.

The three choice cards

1. **Mouse's Saturday morning.** The Pond Lane fair is on Saturday morning, with games and a toy duck race on the pond. It only happens once a year. Mouse also planned to finish her model boat with Goat that morning, so they can sail it on Sunday. She cannot do both.
2. **Goat's 10 coins.** Goat has 10 Little Hill coins (made-up money). A kite costs 10 coins. A book costs 6 coins and a ball costs 4 coins. Goat can buy the kite, or the book and the ball.
3. **Kit's Tuesday club.** Football club and choir both meet on Tuesday after school. Kit can only go to one. The choir is singing in a concert at the end of term.

Answer key (examples; accept any sensible answer):

- Mouse, fair: benefit, games and the duck race with friends, and it only happens once a year; cost, the boat is not finished, so no sailing on Sunday, and Goat finishes it alone or waits. Mouse, boat: benefit, the boat is finished and they can sail it on Sunday; cost, she misses the fair until next year.
- Goat, kite: benefit, a kite to fly; cost, no book and no ball (all 10 coins are used). Goat, book and ball: benefit, two things, a story to read and a ball to play with; cost, no kite. (6 + 4 = 10, so both use all the coins.)
- Kit, football: benefit, playing a game and running about with the team; cost, no choir and no singing in the concert. Kit, choir: benefit, singing and being in the concert; cost, missing football on Tuesdays.

The town choice card and options

Read aloud: "Little Hill town council has enough money for **one** new thing this year. The councillors must choose."

- **Option 1:** a second crossing, on Station Road.
- **Option 2:** new books for the Little Hill library.
- **Option 3:** new benches in Little Hill park.

Steps

✎ Opening (5 min)

Remind the class of lesson 3: "When the council made the Pond Lane crossing, who gained, and who gave something up?" (Children, older people and Duck gained; the bus is a little slower.) Say: "Every choice is like that. A **benefit** is what you get. A **cost** is what you give up. Sometimes a cost is money, and sometimes it is time, or another thing you could have had."

✎ Main activity (25 min)

1. **One together (4 min).** Read choice card 1 (Mouse). Fill in the class chart together: the fair in the top half, the boat in the bottom half, benefits on the left, costs on the right. Point out: "The cost of going to the fair is the boat; the cost of the boat is the fair. You give up the one you don't choose."
2. **Pairs (12 min).** Pairs take choice cards 2 and 3 and fill in their own chart for each, drawing or writing on sticky notes. Go round and ask: "What does Goat give up if he buys the kite?" (The book and the ball.) Children who finish early add one more benefit or cost to Mouse's card.
3. **What would you choose? (4 min).** Each child picks one card and tells their partner, using this sentence: "I would choose ___ because ___, even though I give up ___." Ask three children to share. Say: "Different people can make different choices, because they care about different things. Both can be good choices."
4. **The town's choice (5 min).** Read the town choice card and the three options. For each, ask: "Who would this help?" and "If the council chooses this, what does the town give up?" (Crossing: helps people crossing near the station; gives up the books and benches this year. Books: helps readers and the school; gives up the crossing and benches. Benches: helps people who need to rest in the park, for example older people; gives up the crossing and the books.) Pairs agree which they would choose and give one reason. Do not count a class vote: there is no right answer.

✓ Discussion questions (5 min, with answers)

1. "Goat buys the kite. Did it cost him anything apart from the coins?" (Yes: it cost him the book and the ball he could have bought instead.)
2. "Why might two children make different choices on Kit's card?" (They care about different things: one may love football, another may love singing.)

3. "Why can't the council buy all three things?" (There is only enough money for one; there is never enough of everything, so people have to choose.)

✓ Closing check (5 min, with answers)

Read: "Remy has one ticket at the Pond Lane fair. Remy can ride the little train or have a go at the hook-a-duck game." Each child draws or writes one benefit and one cost of riding the train. (Benefit, for example: a ride round the park. Cost: no go at the hook-a-duck game.) Children who are not writing tell an adult or point to pictures.

Vocabulary

choice, option, benefit, cost, give up

Differentiation

- **Support:** use only choice card 2 with real counters standing for the coins (10 counters; the kite takes all 10; the book takes 6 and the ball 4). Ask: "What is left after the kite?" (Nothing.)
- **Stretch:** ask children to add a fourth town option and say who it would help and what the town would give up.
- **Tactile and non-speaking:** counters for the coins; children place braille or picture cards in the raised chart, or point to "benefit" or "cost" while a partner places the card.

⚠ Safety

- The coins are made-up Little Hill coins. Never ask about children's own money, pocket money or what their families buy.
- The clubs and the fair belong to made-up characters. Do not ask which clubs children go to or what their families do at weekends.

Teacher notes and misconceptions

- Many children think a cost is only money. The unit's meaning, "what you give up", follows the idea of opportunity cost (the Wikipedia "Opportunity cost" article quotes "the loss of potential gain from other alternatives when one alternative is chosen"); the term itself is not taught.
- The town choice goes beyond the C3 indicator used here, which is about individual choices; see Known gaps in the unit overview.
- Some children decide a choice is "wrong" because it has a cost. Stress that every option has costs; a good choice is one where you have thought about them.

Lesson 5: A class meeting about the park path

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children hold a class meeting about a made-up Little Hill question, speaking for characters who see it differently, follow meeting rules they agree together, weigh the options, and send advice with reasons to Mayor Hen.

Materials

- Mayor Hen's letter (below), large.
- Six role cards (below), one large set for the class and one small set per group of six.
- A role name badge for each child (a sticky note with the character's name and picture, drawn by the teacher or a child).
- A large sheet for the "Meeting rules" poster, made with the class.
- A talking object (for example a soft toy or a beanbag) for the meeting.
- Four option cards, A to D (below), large.
- The two-column benefits and costs chart from lesson 4 (large copy, wiped or a new sheet).
- Small blank voting cards (one per child) and a box, in case the class votes.
- The class post box labelled "To Mayor Hen".
- Paper and pencils.
- The four circles sheet and the council picture card from lesson 2.
- For blind or low-vision children: large-print or braille copies of the letter, the role cards and the option cards, and a raised-line chart; four voting cards marked A, B, C and D in raised or braille letters, so the child can choose one by touch and put it in the box.

Mayor Hen's letter

> Dear class,
>
> Little Hill park has a new smooth path round the pond. Some people want bikes and scooters to be allowed on it. Some people do not. The town council will decide at next month's meeting. Please hold a class meeting, listen to everyone, and send us your advice, with your reasons.
>
> From Mayor Hen

The six role cards

1. **Mouse** rides her bike to school through the park. On the path she is away from cars and gets to school quickly. She cares about getting there quickly and safely.
2. **Goat** walks slowly with a walking stick. He worries that bikes will come up fast behind him and bump him. He cares about walking safely.

3. **Duck** takes her ducklings across the path to the pond every morning. She worries about fast wheels. She cares about the ducklings being safe.
4. **Ana** uses a wheelchair. She likes the smooth path, because the grass is bumpy. She does not mind bikes if they go slowly, but she needs room to get past. She cares about having space on a smooth path.
5. **Sana** scoots to the park to meet friends. There is nowhere else smooth to scoot. She cares about having somewhere to play.
6. **Remy** runs the café beside the path, with tables near the edge. Remy wants the path calm for people at the tables, but also likes more visitors coming by. Remy cares about the café being safe and busy.

The four option cards

- **A:** Bikes and scooters can go anywhere on the path, at any speed.
- **B:** No bikes or scooters on the path.
- **C:** Bikes and scooters are allowed, but they go slowly, ring a bell, and let walkers go first.
- **D:** A painted line down the middle: bikes and scooters on one side, walkers and wheelchairs on the other.

Steps

✎ Opening (5 min)

Read Mayor Hen's letter aloud. Ask: "Who decides about the park path?" (The town council.) "What is the council asking us to do?" (Hold a meeting, listen to everyone and send advice with reasons.) Say: "Today we are going to speak for six people of Little Hill. You do not have to agree with your character: you are helping them be heard."

✎ Main activity (25 min)

1. **Meeting rules (4 min).** Ask: "What makes a good meeting, where everyone is heard?" Write the class's ideas on the poster. Make sure it includes: only the person with the talking object speaks; listen while others speak; give a reason; disagree with the idea, not the person; everyone gets a say. Say: "These are the same ideas grown-up meetings and governments try to follow: fairness, respect, and everyone having a say."
2. **Get to know your character (6 min).** Put children in groups of six and give each child a role and a badge. An adult reads each role card aloud to the group. Each child practises one sentence with the group: "I am ___. I care about ___, so I think ___."
3. **The meeting (6 min).** Sit in a circle. The teacher chairs, like Mayor Hen. Ask one child for each of the six roles to speak, passing the talking object. Then ask: "Did anyone hear a reason that changed their mind?"
4. **Weighing the options (5 min).** Show option cards A to D. For each, ask: "Which characters would this help? Who would give something up?" Write short answers on the chart. (Examples: A helps Mouse and Sana but worries Goat, Duck and Ana. B helps Goat and Duck but Mouse is back on the road with cars and Sana has nowhere to scoot. C helps most people a little; riders give up some speed. D gives everyone a side, but the path may be too narrow for Ana to get past, and the ducklings must cross the bike side.)

5. **Try to agree (4 min).** Ask: "Is there an option most of us think is fair to most characters?" If the class agrees, that is the advice. If not, each child writes or draws A, B, C or D on a blank voting card and puts it in the box face down; two children count the cards with the teacher. Say: "This is a vote about a made-up town's path, to give Mayor Hen advice. The council still decides."

✓ Discussion questions (5 min, with answers)

1. "Why did Goat and Mouse want different things?" (Mouse cares about getting to school quickly and away from cars; Goat cares about walking safely without being bumped.)
2. "Which meeting rule helped most today, and why?" (Any rule with a reason; for example the talking object meant one person spoke at a time, so everyone could hear.)
3. "Is a vote the only way to decide?" (No: the class could also agree all together, or Mayor Hen could decide. Talking first helps people choose better, whichever way is used.)

✓ Closing check (5 min, with answers)

Each child writes or draws one sentence of advice for Mayor Hen: "We think ___ because ___." (Any option with a reason that refers to at least one character, for example "We think C because Ana and Goat can still use the path safely and Mouse can still ride.") Children who are not writing tell an adult, who writes their words, or choose an option card and point to a character. Read out a few, then put them all in the class post box. After the lesson the teacher writes a short class letter with the advice and the reasons, and posts it too.

Vocabulary

meeting, chair, point of view, advice, agree, disagree, option, vote

Differentiation

- **Support:** give a child a role with a sentence already started on the badge ("I am Duck. I care about my ducklings, so I think ___."). Pair them with a partner who has the same role.
- **Stretch:** after the meeting, ask children to write a second sentence from a character who would not like the class's advice, and suggest one change that might help that character.
- **Tactile and non-speaking:** children speak for their character by pointing to an option card, using AAC, signing, or through a partner; the talking object passes to them like everyone else.

⚠ Safety

- Children speak for made-up characters, not for themselves. Never ask what children's own families think about bikes, parks or rules, and never hold a class vote about a child's own life or views.
- Ana uses a wheelchair. The child playing Ana does not act out using a wheelchair: Ana's card is about what she wants from the path, like every other card. If a child in the class uses a wheelchair, do not ask them to speak for Ana unless they choose to.

- Any child can pass the talking object without speaking.

Teacher notes and misconceptions

- Deliberation means "thoughtfully exchanging and weighing options, for example prior to voting" (Wikipedia "Deliberation"). The meeting is designed so that children talk and weigh options before any vote, and so that agreeing all together is tried first.
- Children often think the side with the most votes is "right". Stress that a vote is a fair way to decide when people still disagree, not a way to find out who is right, and that the council still decides.
- Mayor Hen's reply is optional. If you write one, keep it made up and short (for example thanking the class and saying the council read their reasons), and do not promise that the council chose the class's option.

From claim to conclusion: checking information

Subject: History, geography and society Grade: 8 Lessons: 5 Time per lesson: about 55–60 minutes

Status: written (unreviewed AI draft; not human-educator-reviewed or classroom-tested)

Author: GPT-5.6 Sol

Big idea

A careful conclusion connects a precise claim to relevant evidence whose origin, date, context and independence have been checked. Good investigators also say what remains uncertain and what new evidence could change their conclusion.

What students should be able to do

- Distinguish a claim, a piece of evidence and an inference, and test whether evidence supports the precise claim made.
- Trace information toward its original source while separating source type, firsthand access, expertise and reliability.
- Check event, observation, publication and update dates and restore missing quotation or image context.
- Corroborate across genuinely independent sources and detect several reports that all repeat one source.
- Communicate a calibrated conclusion—supported, contradicted or not enough information—and name evidence that could change it.

What students should already know

Students should be able to summarize a short paragraph, compare two statements and explain a reason in a complete sentence. No live-web research skill is assumed.

Use this short diagnostic as a conversation, not an admission gate:

1. “The path is wet” is written in a note. Is that sentence a claim, evidence, or both?
2. Two posts repeat the same sentence. Must that mean two people checked it?
3. What is one question to ask before sharing an old photograph as current?

Diagnostic guide: (1) It is a claim in the note; the note itself can also be evidence that someone made that claim. It is not automatically proof that the path was wet. (2) No; both may copy one source. (3) Ask when the scene was observed or photographed, not only when a repost was published. Accept equivalent questions. Revisit these distinctions during the unit rather than excluding students.

Lesson list

1. Claim, evidence, inference: separate the three roles and test relevance to a precise claim.

2. Follow the information trail: trace provenance and ask what a source could directly know.
3. Date and context: distinguish four kinds of time and restore cropped context.
4. Independent corroboration: compare sources without double-counting copies.
5. A conclusion with room to change: synthesize an evidence packet and complete an eight-task assessment.

Materials (whole unit)

Printed or digital copies of the fictional source cards in each lesson, paper or note-taking device, highlighters or tactile markers, and a board. All cards are included as plain text. Offer large print, screen-reader-compatible text and oral response. No live internet, account, purchase, personal data or image file is required.

Assessment

Lesson 5 contains a compact fictional evidence packet, eight checkable tasks and a worked guide. Students may respond in writing, orally or with a structured table; do not score speed, handwriting or accent. Judge each claim-evidence connection separately. There is no validated pass threshold, and this short assessment does not measure all information-literacy skills.

Sources

Consulted November 4, 2026:

- Civic Online Reasoning, Digital Inquiry Group (formerly Stanford History Education Group) informed the emphasis on leaving an unfamiliar page to investigate its source and compare independent coverage. This is a pedagogical influence, not a claim of alignment or endorsement.
- Library of Congress primary-source analysis guides informed the observe–reflect–question pattern and attention to what a source shows versus what a reader infers.
- UNESCO Media and Information Literate Citizens curriculum informed the broader emphasis on evaluating, using and communicating information responsibly.

All fictional cards, cases, questions and explanations in this unit are original CC0 material. Linked works remain under their own terms.

Known gaps and cautions

Pacing and reading load are untested. A qualified local educator should check language, accessibility, cultural context and curriculum requirements before classroom use. Agent peer review is not human educator review.

The unit uses prepared text rather than a changing live web, does not cover advanced verification such as geolocation or forensic media analysis, and cannot make students immune to deception. It deliberately avoids classifying whole sources as simply “good” or “bad”: reliability depends on the particular claim, method and context. Credentials, source type, domain name, polish, popularity, search rank, screenshots and repetition are clues, not automatic proof. Safety examples avoid real-person accusations and political persuasion; teachers should not substitute sensitive local rumors without appropriate safeguards.

Lesson 1: Claim, evidence, inference

Time: about 55–60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Distinguish claims, evidence and inferences, then decide whether evidence supports the precise claim being evaluated.

Materials

Lesson cards below, paper or note-taking device, and optional three-column organizer labelled Claim / Evidence / Inference.

Steps

✎ 1. Opening — 7 minutes

Display: “The courtyard fountain was running at 08:10.” Ask students to underline what would need checking. Then add: “Amina wrote at 08:12, ‘I heard splashing through the library window.’” Ask: What does the message support directly, and what still requires an inference?

2. Build the distinctions — 10 minutes

Use these working definitions:

- A **claim** is a statement that could be accepted, rejected or left uncertain.
- **Evidence** is information used to evaluate a claim. Evidence can be strong for one claim and weak for another.
- An **inference** is a reasoned step from evidence toward a conclusion.

The message is direct evidence that Amina reported hearing splashing. Inferring that the fountain caused it is plausible, but a sprinkler, rain or another source could also explain the sound. A message can be evidence that a person made a claim without proving that the claim is true.

3. Card sort — 15 minutes

Read the fictional case:

Claim C: “The north greenhouse exceeded 30°C before noon on Tuesday.”

- **Card A:** A calibrated thermometer log says “North greenhouse, Tuesday, 11:40, 32°C.” The custodian signed the entry at 11:41.
- **Card B:** A student says on Wednesday, “The greenhouse always feels hot.”
- **Card C:** The south greenhouse log says “Tuesday, 11:40, 32°C.”
- **Card D:** A Tuesday photograph shows condensation on the north greenhouse windows; no clock or thermometer is visible.

- **Card E:** The north greenhouse door was open at 12:20 Tuesday.

For each card, students choose: relevant direct support, relevant but indirect, irrelevant to this precise claim, or potentially contradictory. They must complete: “This card shows ___; to reach the claim, I would also have to assume ___.”

4. Discussion — 8 minutes

Ask:

1. Which card most directly supports Claim C? **Example good answer:** A, because it names the correct place, date, time and measurement; calibration and record integrity could still be checked.
2. Why is Card C not support? **Example:** It measures the wrong greenhouse.
3. Does Card D prove the temperature exceeded 30°C? **Example:** No. Condensation has multiple possible causes and supplies no temperature or time.
4. Can one item play more than one role? **Example:** Yes. The log entry is evidence in our investigation and contains a claim about a measurement.

✎ 5. Independent practice — 12 minutes

Evaluate: **Claim D:** “The community garden received no visitors between 14:00 and 15:00.”

- Gate counter recorded zero badge entries in that hour.
- A sign says the garden also has an unmonitored side gate.
- A camera covering both gates operated continuously and shows nobody entering or leaving; it does not show the whole garden.
- A volunteer saw no one near the tool shed at 14:30.

Students label each item and write a calibrated conclusion. Emphasize that **absence of evidence** (no badge entries in an incomplete system) is not automatically **evidence of absence**. A continuous camera covering every entrance would be evidence of no entry, but still would not prove nobody was already inside.

✓ 6. Closing check — 5 minutes

1. “Three people reposted the same weather claim.” Is the number of reposts evidence that three checks occurred?
2. Name one missing fact that would make Card A stronger.

Answer guide

- Opening: The report directly supports “Amina reported hearing splashing around 08:10.” Fountain operation is an inference needing another check.
- Card sort: A = relevant direct support; B = weak/indirect and vague; C = irrelevant to the north greenhouse; D = indirect and insufficient; E = not evidence for the before-noon temperature.
- Claim D: badge data alone is incomplete; tool-shed observation covers one place and time; the camera strengthens “no one entered or left,” but none proves no visitor was already

inside. Best conclusion: not enough information for “no visitors.” A full-site continuous record or start/end sweep could change it.
- Closing 1: No; the posts may repeat one source. 2: Examples include thermometer calibration, whether “32°C” was read correctly, or whether the entry was made at the stated time.

Vocabulary

- **Claim:** a checkable statement.
- **Evidence:** information used to evaluate a claim.
- **Inference:** a reasoned step beyond what is directly observed.
- **Relevant:** bearing on the precise claim being tested.

Differentiation

- **Extra support:** color-code who/what, place and time in both claim and card; allow oral sorting with physical labels.
- **Extra challenge:** rewrite Claim C into a narrower claim supported directly by Card A, then list two ways the record could still be mistaken.

⚠ Safety

Cases are fictional. Do not replace them with accusations about classmates or ask students to disclose private messages, location histories or personal accounts.

Teacher notes

“Evidence” does not mean “proof,” and “inference” does not mean “bad guess.” Ask whether the reasoning is warranted and what alternatives remain. A polished document, confident tone or screenshot can still contain an unsupported claim.

Unit overview · Next lesson

Lesson 2: Follow the information trail

Time: about 55–60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Trace a statement toward its original source and separate source type, access, expertise and reliability for a particular claim.

Materials

Source-chain cards below and a four-column organizer: Source / Obtained from / Could directly know / Remaining question.

Steps

✎ 1. Opening — 6 minutes

Display: “A highly ranked result with a professional logo says the bridge opened in 1924.” Ask students for clues they notice, then ask which clue actually establishes the opening year. Explain that rank, design, URL ending, popularity and confident wording may guide questions but do not settle the claim.

2. Provenance model — 10 minutes

Define **provenance** as the path showing where information came from and how it changed. Model the difference between:

- source type: diary, database, news report, summary, repost;
- firsthand access: whether the source observed or created the relevant record;
- expertise: knowledge or method relevant to interpreting it;
- reliability for this claim: the final judgment after checking the above.

A firsthand witness may misremember. An expert may rely on incomplete data. A later summary may accurately quote an original. Do not label a whole source “good” or “bad.”

3. Trace the chain — 18 minutes

All cards are fictional:

- **Card 1 — QuickFacts page, updated 2026:** “Silver Span opened in 1924,” followed by “Source: City Heritage Bulletin.”
- **Card 2 — City Heritage Bulletin, 2008:** “The bridge opened in 1924, according to historian L. Chen’s booklet River Crossings.”
- **Card 3 — River Crossings, 1986:** “A ceremony took place in 1924,” citing Archive Folder B-17.

- **Card 4 — Folder B-17:** invitation dated 3 May 1924: “Join us for the ceremonial laying of the final stone.”
- **Card 5 — Transport ledger:** first toll collected 18 November 1925.

Students draw arrows showing who cites whom. Ask which card is closest to the 1924 event, and whether it supports “opened.”

Example good answer: Card 4 is contemporaneous but describes a construction ceremony, not opening to traffic. Card 5 directly records operational use in 1925. The chain appears to have changed “final stone ceremony” into “opened.”

4. Source capability questions — 8 minutes

For Cards 4 and 5 ask:

1. What could the creator directly know?
2. Why was it created?
3. What claim does it not settle?

Example answers: The invitation establishes an announced ceremony and date, not that it occurred or that traffic began. The ledger records a toll entry and operational context, but it may not identify the first untolled crossing.

✎ 5. Independent practice — 12 minutes

Trace this second chain:

- A class poster says a pond has 14 frog species.
- Its footnote links to a newsletter saying “up to 14 amphibian species were reported.”
- The newsletter summarizes a survey table listing 9 frog species, 3 salamanders and 2 newt species.

Students identify two transformations and rewrite the narrowest supported claim.

✓ 6. Closing check — 5 minutes

1. Is an original source automatically accurate?
2. Why might opening a cited source change a conclusion?

Answer guide

- Bridge: The 1924 opening claim is not supported by the cited chain. Card 4 supports an invitation to a final-stone ceremony; Card 5 supports at least one toll collection in 1925. Exact public-opening date remains uncertain.
- Pond: “Amphibian” became “frog,” and “reported/up to” became an exact count. Supported rewrite: “The summarized table lists 14 amphibian species: 9 frogs, 3 salamanders and 2 newts.” This assumes the summary transcribes the table accurately.
- Closing: (1) No; originals can be mistaken, incomplete, staged or misunderstood. (2) A summary may narrow, broaden or alter the original claim, and the original reveals method and context.

Vocabulary

- **Provenance:** the origin and transmission path of information.
- **Original source:** the earliest accessible source in a chain, not automatically the truth.
- **Primary source:** material created during or by participants in the period or event studied.
- **Secondary source:** later analysis or synthesis; it can be more accurate for some questions.

Differentiation

- **Extra support:** provide cards already ordered and ask students to match each quoted phrase to its source.
- **Extra challenge:** explain which combination of records could distinguish construction completion, ceremonial opening and opening to traffic.

⚠ Safety

Use the provided fictional chains. Do not ask students to log in, expose browsing histories or investigate a real individual.

Teacher notes

“Primary” and “secondary” describe relationship to an event, not quality grades. A domain suffix, institutional name, credential or professional design is not automatic proof. Students should follow citations and inspect methods rather than rely on one visual cue.

Previous lesson · Unit overview · Next lesson

Lesson 3: Date and context

Time: about 55–60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Distinguish event, observation, publication and update times, and identify context missing from cropped text or images.

Materials

Timeline and context cards below, paper, and optional four-time organizer.

Steps

✎ 1. Opening — 6 minutes

Display: “Updated today: Harbor path closed.” Ask whether “today” proves the closure began today or is still active. Collect possibilities before defining the four times.

2. Four times — 12 minutes

- **Event time:** when the thing happened.
- **Observation time:** when someone measured, saw or recorded it.
- **Publication time:** when a report became available.
- **Update time:** when a page or record was changed; the changed part may be unrelated.

A true old item can mislead when presented as current. A new post can contain an old observation. Missing or conflicting dates warrant uncertainty, not a guessed timeline.

3. Timeline case — 14 minutes

Fictional cards:

- **A:** Path inspection form: observed 2 March, 09:00; “erosion makes east section unsafe.”
- **B:** Closure notice published 2 March, 11:30; “closed until repair inspection.”
- **C:** Reopening notice published 6 March, 16:00; “east section reopens 7 March at 08:00.”
- **D:** Screenshot of B reposted 18 March with caption “Closed today.” The screenshot crop omits B’s publication date.
- **E:** Website footer says “page updated 18 March”; change log says only the contact number changed.

Students place events on a timeline and evaluate “The path was closed on 18 March.”

Example good answer: Contradicted by the reopening notice if no later closure exists; D is authentic as an old closure notice but misleading as current. E’s update date does not refresh every claim on the page.

4. Restore quotation context — 10 minutes

Full fictional report:

> “Sensor 2 showed a sharp rise at 10:05. Because maintenance staff were testing it with a heat pad, this reading should not be used as evidence of room temperature. Sensors 1 and 3 stayed between 19°C and 21°C.”

A card quotes only: “Sensor 2 showed a sharp rise at 10:05.” Students answer:

1. Is the quoted text authentic?
2. What meaning changes when the next sentence is removed?
3. What would a fair short quotation include?

Example: The words are authentic, but the crop hides the test condition and can imply real room heating. A fair summary names the heat-pad test and the other sensors.

5. Context without an image file — 10 minutes

Card F describes a crop: “A close crop shows six people beside a bus.” Full-frame description: “The uncropped frame shows a marked drill area, two instructors and a sign reading ‘evacuation practice.’” Ask what the crop establishes and what it does not.

✓ 6. Closing check — 5 minutes

Label each date type: “measured Monday; posted Tuesday; webpage footer changed Friday.” Then write one sentence about why “updated Friday” is insufficient.

Answer guide

- Opening: Updated today does not establish event time or current status; inspect the notice body and change history.
- Timeline: event/observation 2 March, closure publication 2 March, reopening publication 6 March, reopening event 7 March, repost/update 18 March. Claim of closure on 18 March is contradicted within this packet, subject to a possible unrecorded later event.
- Quote: authentic words can be misleading through omission; include the test condition.
- Crop: it supports that six people stood beside a bus at an unknown time. It does not support an emergency rather than a drill.
- Closing: Monday = observation (and possibly event), Tuesday = publication, Friday = update. Update time may concern unrelated page content.

Vocabulary

- **Context:** surrounding information needed to interpret an item fairly.
- **Crop:** a selected portion that may omit relevant surroundings.
- **Event/observation/publication/update time:** four dates that answer different questions.

Differentiation

- **Extra support:** use four differently shaped timeline markers and read each card aloud.
- **Extra challenge:** write two captions for Card D: one accurate historical caption and one current-status caption that honestly says what is unknown.

⚠ Safety

Do not use real disaster images, distressing footage or student photographs. Discuss deceptive framing without asking students to reproduce or share misinformation publicly.

Teacher notes

“Out of context” should name the missing context, not operate as a magic dismissal. Authenticity and relevance are separate. Metadata can help but may be copied or altered; treat it as evidence to corroborate, not infallible truth.

Previous lesson · Unit overview · Next lesson

Lesson 4: Independent corroboration

Time: about 55–60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Corroborate a claim across sources and avoid double-counting reports that share one origin.

Materials

Source-network cards below, paper, and optional string or arrows for a dependency map.

Steps

✎ 1. Opening — 6 minutes

Ask: “Five pages use the exact phrase ‘record-height river.’ How many independent observations might that represent?” Accept answers from one to five, then ask what would distinguish them.

2. Independence model — 10 minutes

Corroboration is stronger when sources use separate access, data or methods. Agreement among copies may reveal popularity, not independent confirmation. Students should inspect citations, identical wording, timing and shared data.

A source can be independent for one claim but dependent for another. Two analysts may independently interpret the same public dataset, yet they are not two independent measurements of the river.

3. Dependency map — 18 minutes

Claim: “The Lark River reached 8.4 metres on 12 April.”

- **A — Gauge office dataset:** automated reading 8.4 m at 06:00; maintenance log reports normal operation.
- **B — Town bulletin:** “8.4 m,” explicitly citing A.
- **C — Valley News:** repeats the bulletin and uses the phrase “record height.”
- **D — University field team:** manual staff reading 8.3 m at 06:10; method and uncertainty ±0.1 m stated.
- **E — Photo post:** water covers the third stair; no scale, time or location metadata.
- **F — Archive table:** previous documented maximum 8.7 m in 1998.

Students draw source arrows, then answer:

1. How many independent measurements directly bear on 8.4 m?
2. Is “record height” supported?

3. Why is 8.3 ±0.1 consistent with 8.4?

Example answers: A and D are two measurement paths. B and C do not add measurements. F contradicts “record” if records are comparable. D’s interval includes 8.4.

4. Corroboration plan — 8 minutes

Groups choose one next check and say how PASS and FAIL would alter the conclusion. Examples: inspect gauge calibration; obtain a third instrument reading; verify whether 1998 used the same datum. “Search for more pages” is insufficient unless the pages add independent evidence.

✎ 5. Independent practice — 10 minutes

Claim: “All four library rooms lost power at 15:00.”

- One central alarm logged loss of mains power for rooms 1–4.
- Four dashboards each display data copied from that alarm.
- A battery clock in room 3 continued running.
- A staff note says lights went out in room 2.

Students count evidence paths and identify what is and is not contradicted. The battery clock is not a contradiction: it may run without mains power.

✓ 6. Closing check — 5 minutes

Complete: “Three articles that cite the same report count as ___ independent origin(s) for the reported observation, because ___.”

Answer guide

- Opening: possibly one; identical wording and citation trails are clues of copying.
- River: two independent measurement paths (A and D); B/C are dependent. The exact 8.4 m claim is supported within stated measurement tolerance. “Record height” is contradicted by F unless datum or record scope differs. E is weak contextual evidence only.
- Library: the four dashboards are one dependent path from one alarm, not four. The staff note independently supports room 2 only. The battery clock does not test mains power. “All four” has some support from the alarm but lacks independent room-level confirmation.
- Closing: one; repetition does not create a new observation.

Vocabulary

- **Corroborate:** compare evidence from separate sources or methods.
- **Independent source:** one that does not merely derive the relevant observation from another source being counted.
- **Common-source problem:** apparent agreement produced by several reports copying one origin.
- **Uncertainty interval:** a stated range around a measurement.

Differentiation

- **Extra support:** provide arrows from B to A and C to B, then let students complete the map.
- **Extra challenge:** explain how A and D could share a hidden dependency, such as the same height reference marker, and propose a test.

⚠ Safety

Keep source mapping about fictional systems, not classmates' social networks. No live searching or public posting is required.

Teacher notes

Do not reward a raw source count. Ask what method or observation each source adds. Also avoid the opposite mistake: shared data can still support separate interpretations, but those interpretations should not be counted as separate measurements.

Previous lesson · Unit overview · Next lesson

Lesson 5: A conclusion with room to change

Time: about 60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

Goal

Synthesize provenance, date, context and corroboration checks into a calibrated conclusion and state what evidence could change it.

Materials

Assessment packet and response prompts below. Students may use notes from earlier lessons.

Steps

✎ 1. Opening — 6 minutes

Introduce three conclusion labels:

- **Supported:** the available evidence warrants the precise claim, with stated limits.
- **Contradicted:** reliable relevant evidence conflicts with the claim.
- **Not enough information:** the available evidence does not distinguish plausible alternatives.

These labels describe the evidence packet now, not permanent truth. A strong conclusion names its scope, uncertainty and a mind-changing condition.

2. Model — 8 minutes

Claim: “The west hall opened at 09:00.” A door log records an authorized unlock at 09:00, but does not record whether the door physically opened. Model: “Not enough information. The log supports authorization at 09:00, not physical opening. A door-position sensor or contemporaneous observation could change the conclusion.”

3. End assessment — 36 minutes

All material below is fictional.

Packet: Bellweather reservoir path

Claim under review: “The reservoir walking path was continuously closed from Monday 4 May through Friday 8 May because the water level exceeded 4.0 metres.”

- **Source A — gauge export:** readings at 08:00 daily: Mon 4.2 m; Tue 4.1 m; Wed 3.9 m; Thu 3.8 m; Fri 3.7 m. The export was generated 9 May. Maintenance log says the gauge passed its 1 May check.

- **Source B — park notice published Monday 10:00:** “Path closed while the gauge is above 4.0 m. Staff will inspect after levels fall.”
- **Source C — repost published Friday:** screenshot of Source B cropped so its Monday publication date is absent; caption: “Still closed.”
- **Source D — inspection record:** observed Wednesday 14:00; “level below threshold; debris remains on east segment; next inspection Thursday morning.” Published to the records portal Thursday.
- **Source E — reopening notice:** “West and central segments reopened Thursday 12:00. East segment remains closed for debris removal.” Published Thursday 11:45.
- **Source F — two local pages:** both say “the whole path stayed closed all week” and both cite Source C; one copies the other’s wording.
- **Source G — walking-club log:** “Thursday 16:00, west segment walk, 2 km.” The club coordinator created the entry Thursday 17:10. No photograph is attached.
- **Source H — map note:** the path has east, west and central segments; “whole path” means all three.

Complete eight tasks:

1. Break the claim into at least three checkable subclaims.
2. For Source A, distinguish observation times from export/publication time and state what it supports.
3. Trace the provenance of F and explain how many independent observations F adds.
4. Explain why C can be authentic yet misleading.
5. Decide whether “the water level exceeded 4.0 m throughout Monday–Friday” is supported, contradicted or uncertain. Cite evidence.
6. Decide whether “the whole path was closed Thursday afternoon” is supported, contradicted or uncertain. Cite evidence and one limitation.
7. Evaluate the full claim using one of the three labels. Write 3–5 sentences with scope and uncertainty.
8. Name one specific new record that could change or sharpen your conclusion, and state how different results would matter.

Students may answer in prose, a table or orally. Do not score speed, handwriting or accent.

4. Reflection — 5 minutes

Students underline one sentence in their answer that distinguishes evidence from inference and circle one uncertainty they communicated honestly.

✓ 5. Closing check — 5 minutes

Complete: “My conclusion is ___ given ___. I would revise it if ___.”

Answer guide

1. Possible subclaims: the whole path was closed Monday through Friday; closure was continuous; water exceeded 4.0 m throughout; high water was the reason for every segment’s closure. Accept equivalent precise decomposition.
2. Observations occurred at 08:00 each day; the export was generated 9 May. A supports above 4.0 m Monday and Tuesday morning, then below 4.0 m Wednesday–Friday morning. Export time does not turn all readings into 9 May observations.

3. Both F pages derive from C, and one copies the other. They add zero independent observations of path status; at most they show the claim was repeated.
4. C may reproduce B accurately, but it omits B's Monday date and pairs it with a Friday "Still closed" caption that B itself cannot support.
5. **Contradicted.** A gives 3.9, 3.8 and 3.7 m Wednesday–Friday mornings. Note that once-daily readings do not prove the level never briefly rose between readings, but they contradict the claim that it exceeded 4.0 throughout.
6. **Contradicted** within the packet. E says west and central reopened Thursday at noon, and G independently reports a west-segment walk at 16:00. Limitation: G is a self-recorded log without a photograph, and E is an announced status rather than direct observation; nevertheless they agree and no contrary independent Thursday observation appears.
7. Model: "The full claim is contradicted by the packet. Gauge readings fell below 4.0 m by Wednesday morning, so high water did not persist through Friday. The east segment remained closed for debris, while the west and central segments were announced reopened Thursday and a separate club log reports use of the west segment. Exact closure times before Thursday are not fully documented, but the whole path was not continuously closed for the stated reason across all five days."
8. Examples: access-control or ranger status log by segment; continuous gauge series; timestamped inspection records. A segment log showing all entrances blocked Thursday would challenge E/G; a log showing west/central open would strengthen the conclusion. A continuous gauge series could detect between-reading rises but would not alone establish path status.

There is no validated pass threshold. Review tasks separately: claim decomposition (1), time/provenance (2–4), evidence judgments (5–6), synthesis (7) and mind-changing evidence (8). Re-teach the specific skill shown by an error and offer a parallel new case.

Vocabulary

- **Calibrated conclusion:** a judgment whose confidence and scope match the evidence.
- **Supported / contradicted / not enough information:** provisional evidence labels, not declarations of certainty.
- **Mind-changing condition:** a specific possible result that would cause revision.

Differentiation

- **Extra support:** give sentence frames: "Source __ directly shows __, but it does not show __." "My label is __ because __." Read the packet aloud or provide one card per page.
- **Extra challenge:** write the strongest defensible version of the original claim after correction, then identify the narrowest remaining uncertainty.

⚠ Safety

Use only the fictional packet. Avoid grading students on confidence of delivery; uncertainty stated with reasons is a strength. Do not require public posting or investigation of real local disputes.

Teacher notes

Students may think “not enough information” avoids making a decision. Require them to name competing explanations and a discriminating next check. Conversely, “supported” does not mean certain forever, and one limitation does not erase all evidence. Search rank, polished formatting, credentials, institutional domain, popularity or repetition should never substitute for the claim-specific analysis.

Previous lesson · Unit overview

Institutions and economics

Subject: History, geography and society Grade: 11 Lessons: 5 Time per lesson: about 40–60 minutes (varies by lesson; see each lesson header)

Status: written (unreviewed AI draft; not human-educator-reviewed or classroom-tested)

Author: DeepSeek-V4-Pro

Big idea

Institutions — legislatures, courts, budgets, and markets — shape how societies make rules, resolve disputes, allocate resources, and measure progress. Understanding how these systems work, and what their indicators leave out, prepares citizens to evaluate policy claims and make informed economic decisions.

What students should be able to do

- Compare how a bill becomes law in a parliamentary system and a presidential system, identifying at least three structural differences.
- Trace a case through a three-tier court hierarchy and explain the role of precedent and constitutional review.
- Analyse a simplified public budget, distinguishing mandatory from discretionary spending and identifying fiscal trade-offs.
- Calculate compound interest, compare real versus nominal returns under inflation, and construct a basic personal budget.
- Evaluate a development indicator (GDP per capita, HDI, or Gini coefficient), explaining what it measures, what it omits, and why uncertainty matters.

What students should already know

Students should be able to read a short informational text, calculate percentages, interpret a bar or line graph, and write a paragraph that states a claim and supports it with evidence. No prior economics or detailed civics knowledge is assumed.

Use this oral diagnostic as a conversation, not an admission gate:

1. If a government spends more than it collects in taxes, what must it do?
2. A bank account offers 5% interest per year. If you deposit $100 and never withdraw, do you have exactly $105 after one year? What might change that?
3. Name one thing GDP (gross domestic product) might fail to capture about a country's well-being.

Diagnostic guide: (1) Borrow, cut spending elsewhere, or raise revenue. (2) Possibly not — taxes on interest, fees, or inflation could reduce real value. (3) Any of: unpaid work, environmental quality, health, inequality, happiness. Accept equivalent answers. Revisit any uncertain answer during the unit rather than excluding students.

Lesson list

1. How a law is made: compare legislative processes in parliamentary and presidential systems; trace a bill from proposal to enactment.
2. Courts and appeals: follow a case through trial, appeal, and supreme review; precedent and constitutional interpretation.
3. Public budgets: analyse revenue sources, mandatory versus discretionary spending, deficits, and fiscal trade-offs using a simplified budget.
4. Interest, inflation, and personal finance: calculate compound interest, distinguish nominal from real returns, and build a personal budget under inflation.
5. Development and indicators: evaluate GDP per capita, the Human Development Index, and the Gini coefficient; discuss what each measures and omits; complete an eight-task assessment.

Materials (whole unit)

Printed or digital copies of the case studies and data tables included in each lesson, paper or note-taking device, calculators (phone or simple), and a board. All fictional legislation, budgets, and data are original CC0 material. No live internet, account, purchase, or personal financial data is required.

Assessment

Lesson 5 contains a compact evidence packet with three development indicators for two fictional countries, eight checkable tasks, and a worked guide. Students may respond in writing, orally, or with a structured table. Do not score speed, handwriting, or accent. Judge each task separately. There is no validated pass threshold, and this short assessment does not measure all institutions-and-economics skills.

Sources

Consulted November 5, 2026:

- UK Government — Legislative process: taking a bill through Parliament informed the parliamentary process description.
- USA.gov — How laws are made informed the presidential-system comparison.
- UK Supreme Court informed the judicial hierarchy description.
- UNDP — Human Development Index informed the HDI description and limitations.
- World Bank — Gini index informed the inequality measurement discussion.
- IMF — Back to Basics: Inflation informed the real-versus-nominal returns explanation.

All fictional legislation, case studies, budgets, data tables, questions, and explanations in this unit are original CC0 material. Linked works remain under their own terms.

Known gaps and cautions

- Legislative processes vary widely across countries; the two models presented (UK parliamentary and US presidential) are illustrative, not exhaustive. Teachers should supplement with their own country's system.
- The judicial lesson uses a fictional common-law system; teachers in civil-law jurisdictions should adapt the precedent discussion.

- Budget numbers are fictional and simplified; real national budgets are far more complex, with off-budget items, multi-year commitments, and accounting conventions not addressed here.
- Personal finance content is general education, not individual financial advice. Students' family circumstances differ; avoid requiring disclosure of personal financial information.
- Development indicators are presented with their known limitations, but the unit does not cover alternative indicators such as the Genuine Progress Indicator, Happy Planet Index, or Multidimensional Poverty Index in depth.
- The unit does not address international institutions (UN, WTO, IMF) or treaty-making processes in detail; teachers may wish to supplement.

Lesson 1: How a law is made

Time: about 45–50 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: DeepSeek-V4-Pro.

Goal

Compare how a bill becomes law in a parliamentary system and a presidential system, identifying at least three structural differences.

Materials

Two flowcharts provided below (parliamentary and presidential), paper or note-taking device, and a board. Optional: a third real or fictional bill summary for extension.

Steps

✎ 1. Opening — 7 minutes

Display: "A proposed law requiring all new buildings over three storeys to include rooftop solar panels has been introduced. Who needs to agree before it becomes law? Does the answer depend on the country?"

Ask students to list every person or group they think must approve a new law. Collect answers on the board without correcting them yet. Typical responses: parliament, president, judges, voters, committees. Tell students: "Today we will trace this same proposal through two different systems and compare the journey."

2. Build the parliamentary model — 12 minutes

Distribute or display the parliamentary flowchart below.

Parliamentary system (UK model):

```
Bill introduced → First reading (title read, no debate)
    → Second reading (general debate, vote on principles)
    → Committee stage (clause-by-clause examination, amendments)
    → Report stage (committee reports back, further amendments)
    → Third reading (final debate, final vote in first chamber)
    → Same stages repeated in second chamber (Lords)
    → Royal Assent (ceremonial, never refused since 1708)
```

Ask students to work in pairs and answer:

1. At which stage can the content of the bill first be changed? (Committee stage)
2. If the second chamber amends the bill, what happens next? (It returns to the first chamber for consideration of amendments — this back-and-forth is called "ping-pong")
3. Who has the final substantive say — the executive, the legislature, or the monarch? (The legislature; Royal Assent is ceremonial)

Discuss: In a parliamentary system, the executive (prime minister and cabinet) sits in the legislature and typically commands a majority. What does this imply about how often government-proposed bills pass? (They pass frequently when the government has a majority, because the executive and legislative majority are the same people.)

3. Build the presidential model — 12 minutes

Distribute or display the presidential flowchart.

Presidential system (US model):

```
Bill introduced (by member of House or Senate)
    → Committee referral (specialised committee holds hearings, marks up the bill)
    → Committee vote (bill dies here if committee takes no action)
    → Floor debate and vote in originating chamber
    → Same process in other chamber
    → If versions differ → Conference committee (reconcile differences)
    → Both chambers vote on identical final version
    → President: sign → law; veto → returns to Congress
    → Congress: 2/3 of both chambers → override veto
```

Ask pairs to answer:

1. Where can a bill die without a floor vote? (In committee — if the committee chair never schedules it for a vote)
2. What happens if the House and Senate pass different versions? (A conference committee of members from both chambers negotiates a single version; both chambers must then approve that identical text)
3. How does the veto differ from Royal Assent? (The veto is a real, frequently used political power; override requires a supermajority. Royal Assent is a formality.)

4. Compare the systems — 10 minutes

Draw or project a comparison table and fill it in with student contributions:

Feature	Parliamentary (UK)	Presidential (US)
Who proposes most bills?	Government ministers (who are also MPs)	Individual members of Congress (though the president proposes a legislative agenda)
Where can a bill be killed?	At any reading vote; rarely in committee	In committee, by a single chair's inaction
Executive's formal role	Ceremonial (Royal Assent)	Substantive (sign or veto)
Can the executive be overruled?	Not applicable (executive leads the majority)	Yes, by 2/3 override
Second chamber's power	Can delay, rarely blocks permanently	Equal to first chamber; must agree on identical text
Party discipline	Strong; members usually vote with party	Weaker; members may cross party lines

Discuss: Why might a country choose one system over the other? What does each system assume about the relationship between the executive and the legislature?

Guide: The parliamentary model assumes the executive and legislative majority should work as a team; bills pass efficiently but minority views may be excluded. The presidential model separates powers intentionally, making law-making slower but requiring broader consensus for major changes.

✓ 5. Closing check — 5 minutes

Ask students to write or state:

1. Name one stage that exists in the presidential system but not in the parliamentary system. (Conference committee, or presidential veto)
2. Why does a parliamentary government's bill rarely fail? (The executive commands a legislative majority, so its bills reliably pass)
3. In which system would an opposition party have more power to block legislation, and why? (Presidential — because party discipline is weaker and the executive does not control the legislative timetable)

Vocabulary

- **bill**: a proposed law that has not yet been enacted
- **first/second/third reading**: formal stages of debate and voting in a legislature
- **committee stage**: detailed, clause-by-clause examination of a bill, where amendments are made
- **Royal Assent**: the monarch's formal approval of a bill, making it an Act of Parliament; in practice never refused
- **veto**: an executive's power to reject a bill passed by the legislature
- **conference committee**: a temporary committee of members from both chambers that resolves differences between House and Senate versions of a bill
- **supermajority**: a voting threshold higher than a simple majority, such as two-thirds

Differentiation

- **Extra support:** Provide a pre-filled comparison table with some cells blank; students fill in only the missing cells. Focus on two differences rather than five.
- **Extra challenge:** Research or reason about a third system (semi-presidential, such as France) and identify where executive and legislative powers overlap versus separate. Or: draft a one-page fictional bill and trace it through both systems, annotating each stage.

⚠ Safety

No safety concerns specific to this lesson. If students raise politically sensitive legislation as examples, steer discussion toward the process (how the bill would move through the system) rather than debating the merits of the policy itself.

Teacher notes

Common misconceptions:

- "The monarch/king signs all laws so they have real power." In the UK, Royal Assent is by convention automatic; the monarch does not refuse. This is an important distinction between ceremonial and substantive power.
- "The US president can make laws." The president can propose legislation and issue executive orders (which have the force of law within the executive branch), but only Congress enacts statutes. Executive orders can be overturned by legislation or court rulings.
- "A bill becomes law as soon as parliament votes." In both systems, there are multiple stages after the initial vote — other-chamber review, reconciliation, and executive action.
- "Committees just review things." In the US system, committees have gatekeeping power: a bill that a committee chair refuses to schedule dies there. This is a substantial, not merely advisory, power.

Lesson 2: Courts and appeals

Time: about 40–45 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: DeepSeek-V4-Pro.

Goal

Trace a case through a three-tier court hierarchy and explain the role of precedent and constitutional review.

Materials

Fictional case summary below, three-tier court diagram, paper or note-taking device, and a board.

Steps

✎ 1. Opening — 7 minutes

Display this case summary:

> **Rivera v National Transport Authority (fictional)**
>
> A law requires all ride-share drivers to hold a commercial licence with 200 hours of supervised driving. Maria Rivera, a ride-share driver with 120 supervised hours and a clean five-year record, argues the regulation violates her constitutional right to pursue a lawful occupation because the 200-hour requirement bears no reasonable relationship to road safety for experienced drivers. The Transport Authority responds that a uniform minimum protects passengers and that courts should defer to the legislature on safety standards.

Ask: "If you were the first judge to hear this case, what facts would you want to know? If you ruled against Ms Rivera, could she do anything about it?" Collect responses. Establish the core idea: losing at one court does not mean the case is over.

2. The court hierarchy — 10 minutes

Draw or project the three-tier structure:

```
Supreme Court / Constitutional Court
        ↑ appeal
  Court of Appeal / Appellate Court
        ↑ appeal
     Trial Court / Court of First Instance
```

Explain each tier:

Trial court (first instance): Hears witnesses, examines evidence, determines facts, applies law to facts, delivers a verdict. This is the only court that hears testimony and evaluates evidence directly.

Appellate court: Reviews the trial court's application of law for errors. Does NOT re-hear witnesses or re-evaluate factual findings unless they are clearly unreasonable. A panel of judges (typically three) decides by majority.

Supreme/Constitutional court: Hears select cases — typically those raising important constitutional questions or where lower appellate courts have disagreed. Decisions bind all lower courts.

Discuss: Why not let every case go to the Supreme Court? (Resources, finality, and the principle that most cases are correctly decided at lower levels. The Supreme Court typically hears fewer than 100 cases per year in systems like the US, out of thousands of petitions.)

3. Trace the case — 10 minutes

Walk through Rivera v National Transport Authority at each tier:

Trial Court: The judge hears testimony from Ms Rivera, driving-safety experts, and Transport Authority officials. The judge finds as fact that experienced drivers with 120 hours and clean records have accident rates statistically indistinguishable from those with 200 hours. The judge rules that the 200-hour requirement, as applied to experienced drivers, violates the constitutional right to pursue a lawful occupation because the means (uniform 200-hour minimum) are disproportionate to the end (road safety for already-safe drivers). The Transport Authority appeals.

Appellate Court: A three-judge panel reviews the legal reasoning, not the facts. They ask: did the trial judge apply the correct legal test for "reasonable relationship"? Two judges affirm: the trial judge correctly applied the proportionality test. One judge dissents, arguing courts should defer to the legislature on safety regulation thresholds. The Transport Authority appeals again.

Supreme Court: The court agrees to hear the case because it raises a recurring constitutional question: how much deference do courts owe legislatures on economic regulation? The court rules 5–4 that courts should apply "intermediate scrutiny" — the regulation must serve an important government objective, and the means must be substantially related to that objective. The court affirms the appellate decision: 200 hours for experienced drivers fails this test. The law is struck down as applied to drivers with clean records and substantial experience.

4. Precedent and constitutional review — 10 minutes

Introduce two concepts:

Precedent (stare decisis): Courts should follow earlier decisions in similar cases. A Supreme Court decision binds all lower courts. An appellate decision binds trial courts in its jurisdiction. This creates predictability: people and governments can arrange their affairs knowing what the law means.

Discuss: What happens if the Supreme Court changes its mind? (It can overrule its own precedent, but it does so rarely and usually explains why — for example, because the old rule proved unworkable or because society's understanding has evolved. Example: Brown v Board of Education (1954, US) overruled Plessy v Ferguson's (1896) "separate but equal" doctrine.)

Constitutional review: Courts can invalidate laws that conflict with the constitution. Not all countries give courts this power. In some (US, Canada, Germany, India), courts can strike down legislation. In others (UK, New Zealand), courts can interpret but not invalidate — parliament remains supreme. In the UK, the Human Rights Act 1998 lets courts issue a declaration of incompatibility, which flags a law as conflicting with rights but does not strike it down. A few countries (Netherlands) explicitly prohibit constitutional review of legislation.

Discuss: Should unelected judges be able to overrule elected legislators? (Guide: this is the "counter-majoritarian difficulty." Arguments for review: constitutional rights protect individuals against majority decisions; judges are insulated from electoral pressure. Arguments against: it transfers power from elected representatives to appointed judges; legislatures can better weigh competing policy considerations.)

✓ 5. Closing check — 5 minutes

Ask students to write or state:

1. What is the key difference between what a trial court does and what an appellate court does? (Trial courts find facts and hear evidence; appellate courts review legal reasoning only.)
2. Why does the Supreme Court not hear every appeal? (Resources, finality, and because it selects cases raising important or unsettled legal questions.)
3. What does stare decisis require, and why is it valuable? (Courts should follow precedent; it provides predictability and stability in law.)

Vocabulary

- **trial court / court of first instance**: the court that hears a case initially, receives evidence, and determines facts
- **appellate court**: a court that reviews the legal decisions of lower courts but does not re-hear evidence
- **precedent / stare decisis**: the principle that courts should follow earlier decisions in similar cases
- **constitutional review**: the power of courts to determine whether legislation complies with the constitution and to invalidate laws that do not
- **proportionality**: a legal test asking whether the means chosen are appropriate and not excessive in relation to the objective pursued
- **dissent**: a judge's written opinion disagreeing with the majority decision
- **jurisdiction**: the authority of a court to hear and decide a case; can be geographic or by subject matter

Differentiation

- **Extra support:** Provide a simplified flowchart of the case journey with blanks for students to fill in. Focus on the three-tier structure; precedent and constitutional review can be discussed rather than tested.
- **Extra challenge:** Research a real constitutional case from any country and compare its journey through the court hierarchy to the fictional Rivera case. Identify where the real case ended and why.

⚠ Safety

The fictional case involves a constitutional challenge to a safety regulation. If students raise real politically contentious cases, steer discussion toward the legal reasoning and procedure, not the merits of the policy. Avoid asking students to disclose personal experiences with courts or legal proceedings.

Teacher notes

Common misconceptions:

- "Appeals mean you get a new trial." An appeal is not a retrial. The appellate court reviews the record from the trial court; it does not hear witnesses again.
- "The Supreme Court must hear every case brought to it." In most systems with a supreme court, the court has discretion to select which cases to hear (certiorari/ discretionary review).
- "If a court strikes down a law, it means the judges are making policy." Courts can only strike down laws that conflict with the constitution, which was enacted by a higher democratic process (constitutional convention, referendum, etc.). But the line between interpretation and policy-making is genuinely contested.
- "All countries have constitutional review." Many do not, or they have weaker forms of it. The UK traditionally followed parliamentary sovereignty — parliament, not courts, had the final say on rights — though the Human Rights Act 1998 introduced a form of judicial review.

Lesson 3: Public budgets

Time: about 40–45 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: DeepSeek-V4-Pro.

Goal

Analyse a simplified public budget, distinguishing mandatory from discretionary spending and identifying fiscal trade-offs.

Materials

Fictional national budget provided below, calculators, paper or note-taking device, and a board.

Steps

✎ 1. Opening — 7 minutes

Display: "A government plans to spend $100 billion next year but expects to collect only $88 billion in taxes. Where could the extra $12 billion come from? And what happens if it doesn't find it?"

Collect student responses — typical answers: borrowing, cutting spending, raising taxes, printing money. Write them on the board without evaluating yet. Ask: "Which of these has long-term consequences beyond next year?" Establish that borrowing and printing money both have future costs (interest, inflation), while cutting spending or raising taxes have immediate political costs.

2. Revenue: where the money comes from — 10 minutes

Distribute or display the revenue side of the fictional budget:

Fictional Republic of Meridia — Annual Revenue ($ billions)

Source	Amount
Personal income tax	34.0
Corporate profits tax	16.0
Value-added tax (VAT) / sales tax	22.0
Social security contributions	10.0
Customs duties and excise taxes	4.0
Other (fees, fines, state-owned enterprise dividends)	2.0
Total revenue	**88.0**

Ask pairs to discuss:

1. Which single tax raises the most revenue? (Personal income tax, 34.0 billion)

2. If the economy enters a recession and corporate profits fall by 20%, approximately how much would corporate tax revenue drop? (About 3.2 billion — from 16.0 to 12.8)
3. Which tax is likely to fall the most in a recession, and why? (Corporate profits tax — profits are highly cyclical. VAT/consumption taxes also fall as people spend less, but usually not as sharply.)

Discuss tax progressivity: Income taxes are often progressive (higher earners pay a higher rate); VAT is generally regressive (everyone pays the same rate on purchases, which consumes a larger share of lower incomes). Why might a government use both? (Income tax for fairness/progressivity; VAT for stable, broad-based revenue that is harder to evade.)

3. Expenditure: where the money goes — 10 minutes

Distribute the expenditure side:

Fictional Republic of Meridia — Annual Expenditure ($ billions)

Category	Amount	Type
Pensions and elderly benefits	24.0	Mandatory
Healthcare	20.0	Mandatory
Debt interest payments	8.0	Mandatory
Unemployment and welfare	6.0	Mandatory
Subtotal: Mandatory	**58.0**	
Defence	12.0	Discretionary
Education	10.0	Discretionary
Infrastructure and transport	6.0	Discretionary
Research and science	2.0	Discretionary
Arts and culture	1.0	Discretionary
Other discretionary	3.0	Discretionary
Subtotal: Discretionary	**34.0**	
Total expenditure	**92.0**	

Key distinction: Mandatory spending is set by existing law — the government cannot change it without passing new legislation and, often, confronting powerful political opposition. Discretionary spending is set annually through the budget process.

Ask pairs:

1. What is the deficit? (Revenue 88.0 minus expenditure 92.0 = deficit of 4.0 billion)
2. What percentage of total spending is mandatory? (58.0 / 92.0 ≈ 63%)
3. If the government must cut 4.0 billion to balance the budget, could it do so by cutting only discretionary spending? (In principle yes, but that would require cutting 4.0 from 34.0 in discretionary spending — about 12% across-the-board cuts to defence, education, infrastructure, etc.)

4. Trade-offs and fiscal policy — 10 minutes

Pose three scenarios and have pairs discuss each for two minutes, then share:

Scenario A: An ageing population means pension costs will rise 2 billion per year for the next five years. What options does the government have? (Raise taxes, cut discretionary spending, reform pension eligibility, increase the retirement age, borrow more — each with different political and economic consequences.)

Scenario B: A recession causes revenue to fall by 10 billion while unemployment benefits rise by 4 billion. Should the government borrow to cover the gap or cut spending elsewhere? (Guide: Most economists argue that during a recession, governments should borrow — cutting spending or raising taxes during a downturn can deepen the recession. This is called counter-cyclical fiscal policy. But borrowing adds to future debt-service costs.)

Scenario C: The government wants to invest 5 billion in green energy infrastructure, which independent analysts estimate will save 1 billion per year in fuel imports after five years and reduce long-term environmental costs. How should this be evaluated against an immediate 5 billion cost? (Guide: This is an investment, not pure consumption. Students should consider the payback period, the uncertainty of the savings estimate, and whether borrowing for investment that generates future returns is different from borrowing for current consumption. Governments often separate "current" and "capital" budgets for this reason.)

✓ 5. Closing check — 5 minutes

Ask students to write or state:

1. What is the difference between mandatory and discretionary spending? (Mandatory spending is set by existing law and cannot be changed without new legislation; discretionary spending is set annually in the budget process.)
2. If a government runs a deficit, what are two ways it can finance the gap? (Borrow by issuing bonds, draw down reserves, or — in some circumstances — print money. Also acceptable: raise taxes or cut spending to eliminate the deficit rather than finance it.)
3. Why might borrowing for infrastructure investment be treated differently from borrowing for current spending? (Infrastructure creates future economic returns that help repay the borrowing; current spending does not.)

Vocabulary

- **revenue**: money a government collects, primarily through taxes
- **expenditure**: money a government spends
- **deficit**: the amount by which expenditure exceeds revenue in a given year
- **national debt**: the accumulated total of past deficits minus any surpluses
- **mandatory spending**: spending required by existing law (entitlements, debt interest)
- **discretionary spending**: spending determined annually through the budget process
- **progressive tax**: a tax where the rate increases as the taxable amount increases
- **regressive tax**: a tax that takes a larger percentage from lower-income earners
- **counter-cyclical fiscal policy**: increasing spending or cutting taxes during a recession, and doing the reverse during a boom

Differentiation

- **Extra support:** Provide a pre-calculated budget with the deficit already identified; students focus only on the trade-off scenarios. Work through Scenario A as a whole class before pairs attempt B and C.
- **Extra challenge:** Research your own country's most recent budget. Identify the largest three revenue sources and the largest three expenditure categories. Compare the proportion of mandatory versus discretionary spending with the fictional Meridia budget.

⚠ Safety

The fictional budget numbers are not based on any real country. If students ask about their own country's budget, direct them to official sources and emphasise that this lesson uses a simplified model. Avoid asking students to disclose their family's experience with taxes or government benefits.

Teacher notes

Common misconceptions:

- "A deficit means the country is broke." A deficit is a one-year gap; it is not the same as insolvency. Most governments run deficits in most years. What matters for sustainability is whether the debt grows faster than the economy over the long term.
- "The government can just print money to pay its bills." In countries that control their own currency, this is technically possible but risks inflation (and hyperinflation in extreme cases). Many countries have independent central banks that are legally prohibited from directly financing government deficits.
- "Mandatory spending can never be changed." It can be changed, but only through new legislation, which is politically difficult. Calling it "mandatory" refers to the legal obligation, not an unchangeable fact.
- "Cutting spending always reduces the deficit by the same amount." If spending cuts reduce economic activity, they may also reduce tax revenue, partly offsetting the deficit reduction. This is the "fiscal multiplier" effect.

Lesson 4: Interest, inflation, and personal finance

Time: about 45–50 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: DeepSeek-V4-Pro.

Goal

Calculate compound interest, distinguish nominal from real returns under inflation, and construct a basic personal budget.

Materials

Calculators (phone or simple), paper or note-taking device, budget template below, and a board. No student financial data is collected.

Steps

✎ 1. Opening — 7 minutes

Display: "Your aunt offers you two options for a $1,000 graduation gift: (A) she gives you $1,200 in three years, or (B) she gives you $1,000 today. Which is worth more?"

Let students discuss in pairs for two minutes. Reveal: the answer depends on what you could earn with $1,000 today. If you can invest it at 5% per year with annual compounding, after three years you would have:

Year 1: $1,000 × 1.05 = $1,050 Year 2: $1,050 × 1.05 = $1,102.50 Year 3: $1,102.50 × 1.05 = $1,157.63

Taking $1,000 today and investing it yields $1,157.63 — less than the $1,200 your aunt offers. So Option A is better... unless prices rise and $1,200 buys less in three years than you think.

2. Compound interest — 12 minutes

Formula: A = P × (1 + r)^n

Where A = final amount, P = principal, r = annual interest rate (as a decimal), n = number of years.

Work through these examples together:

Example 1: $500 invested at 4% for 5 years. A = 500 × (1.04)^5 = 500 × 1.2167 = $608.33

Example 2: $2,000 invested at 3% for 10 years. A = 2,000 × (1.03)^10 = 2,000 × 1.3439 = $2,687.83

Example 3 (the power of time): $1,000 at 7% for 30 years. A = 1,000 × (1.07)^30 = 1,000 × 7.6123 = $7,612.26

Discuss: Why does Example 3 grow so much more? (The combination of a higher rate and a much longer period. This is exponential growth — the interest earns interest on interest. After 30 years, the original $1,000 has more than septupled.)

The Rule of 72: To estimate how many years it takes money to double, divide 72 by the annual interest rate. At 6%, money doubles in approximately 72 ÷ 6 = 12 years. At 9%, about 8 years.

Ask students to verify: at 7.2%, 72 ÷ 7.2 = 10 years. Using the formula: (1.072)^10 = 2.004 — very close to doubling. The Rule of 72 is an approximation that works well for rates between about 4% and 15%.

3. Inflation and real returns — 10 minutes

Nominal return: the stated percentage growth of your money. **Real return:** nominal return minus the inflation rate (approximately).

Example: If your savings account pays 4% interest and inflation is 3%, your real return is approximately 4% − 3% = 1%. You have more money, but it buys only slightly more.

More precisely: Real return = (1 + nominal rate) / (1 + inflation rate) − 1 = 1.04 / 1.03 − 1 = 0.0097 = 0.97% (close to the 1% approximation)

Worked example: Suppose inflation averages 4% per year for 10 years. You have $1,000 in a savings account paying 2% interest.

Nominal value after 10 years: $1,000 × (1.02)^10 = $1,218.99 Real purchasing power: $1,218.99 / (1.04)^10 = $1,218.99 / 1.4802 = $823.51

Your money grew in number but lost about $176 in purchasing power. You would have been better off spending it on something real 10 years ago — or investing in something that outpaced inflation.

Discuss: What kinds of savings or investments tend to beat inflation over long periods? (Stocks/equities historically return 6–8% real over long periods, but with substantial risk and volatility. Real estate, inflation-protected bonds, and some commodities can also preserve purchasing power. Simple bank savings accounts often do not keep up with inflation.)

4. Personal budget — 10 minutes

Distribute the template. Students construct a monthly budget for a fictional young adult earning $2,800 per month after taxes (no real financial disclosure required).

Fictional monthly budget template:

Category	Suggested range	Your allocation
Housing (rent, utilities)	$700–1,100	
Food (groceries, not restaurants)	$300–500	
Transport (transit pass or car costs)	$100–300	
Savings (emergency fund first)	$100–400	
Insurance (health, renters)	$50–150	

Category	Suggested range	Your allocation
Phone and internet	$50–100	
Discretionary (restaurants, entertainment, clothes)	Remainder	
Total	**Must equal $2,800**	

After students fill it in, ask:

1. Did anyone allocate more than $200 to savings? Why or why not? (Guide: building an emergency fund — typically 3–6 months of expenses — is a financial priority before significant discretionary spending. But students at this age may reasonably prioritise differently.)
2. What happens if rent increases by 10% next year but income stays the same? (The student must cut elsewhere, dip into savings, or increase income. This is the reality of fixed budgets under inflation.)
3. What expense category surprised you by being larger or smaller than expected? (Students often underestimate housing costs or overestimate how much is "left over" for discretionary spending.)

✓ 5. Closing check — 5 minutes

Ask students to write or state:

1. Using the Rule of 72, approximately how many years would it take $1,000 to double at 8% interest? (72 ÷ 8 = 9 years)
2. If inflation is 5% and your savings account pays 2%, what is your approximate real return? (2% − 5% = −3% — you are losing purchasing power)
3. Why should an emergency fund come before entertainment spending in a budget? (Emergencies — medical bills, job loss, car repairs — can create debt if uncovered; debt incurs interest that compounds against you, the reverse of saving.)

Vocabulary

- **compound interest**: interest calculated on the initial principal and also on accumulated interest from previous periods
- **principal**: the original sum of money invested or borrowed
- **nominal return**: the percentage growth of an investment before adjusting for inflation
- **real return**: the percentage growth of an investment after adjusting for inflation
- **inflation**: a general increase in prices and fall in the purchasing value of money
- **Rule of 72**: an approximation for doubling time: divide 72 by the annual interest rate
- **emergency fund**: savings set aside for unexpected expenses, typically 3–6 months of living costs
- **purchasing power**: the quantity of goods and services that a unit of currency can buy

Differentiation

- **Extra support:** Pre-calculate the compound interest examples and provide a completed budget with one category intentionally over-budget; students identify and fix the error rather than starting from scratch. Work the Rule of 72 examples as a whole class.

- **Extra challenge:** Research current interest rates on savings accounts and current inflation rates in your country. Calculate the real return on savings. Then research the historical average real return of a diversified stock portfolio (such as the S&P 500) over 30 years and compare.

⚠ Safety

Do not require or encourage students to disclose their own or their family's financial situation, income, debt, or savings. Use only fictional numbers and the provided template. If students ask personal financial questions ("is my family's rent too high?"), respond that this lesson uses general numbers and suggest they speak with a trusted adult for personal guidance. This unit provides general financial literacy education, not individual financial advice.

Teacher notes

Common misconceptions:

- "Interest is always good." Interest works against you on debt. If you carry a credit card balance at 20% interest, that compounds against you — a $1,000 balance becomes $1,200 in one year, $1,440 in two. Paying off high-interest debt is often the best "investment" available.
- "Inflation means everything gets more expensive equally." Inflation is an average; some prices rise faster (healthcare, education, housing in many countries) while others rise slower or fall (electronics, clothing). Personal inflation depends on what you actually buy.
- "Saving a small amount doesn't matter." Small, regular savings compound dramatically over long periods. Saving $50 per month from age 25 to 65 at 6% annual return yields about $99,600 using the future-value-of-annuity formula.
- "You need to be rich to invest." Many countries now offer fractional shares and low-cost index funds with no minimum investment. The key is consistency and time, not initial wealth.

Lesson 5: Development and indicators

Time: about 55–60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: DeepSeek-V4-Pro.

Goal

Evaluate a development indicator (GDP per capita, HDI, or Gini coefficient), explaining what it measures, what it omits, and why uncertainty matters. Complete an eight-task assessment synthesising the unit.

Materials

Fictional data cards for two countries below, calculators, paper or note-taking device, and assessment tasks (included at end of lesson).

Steps

✎ 1. Opening — 7 minutes

Display: "Country X has a GDP per capita of $42,000. Country Y has a GDP per capita of $8,000. Is the average person in Country X better off?"

Let students discuss for two minutes. Then introduce complications: What if Country X has extreme inequality — a small number of billionaires and widespread poverty? What if Country Y has universal healthcare, clean air, and low crime? What if Country X's GDP includes $5,000 per person in pollution-cleanup costs that Country Y never incurs?

Establish the key idea: a single number cannot capture human well-being. We need multiple indicators, and we need to know what each one hides.

2. Three development indicators — 15 minutes

Introduce each indicator with its definition, how it is calculated, and a limitation.

GDP per capita: Total market value of all goods and services produced in a country in a year, divided by population.

- What it captures: average economic output per person; correlates with access to goods, services, and infrastructure
- What it omits: unpaid work (caregiving, subsistence farming), environmental costs, leisure time, income distribution, health, happiness, the underground economy
- Example omission: If a country cuts down its forests and sells the timber, GDP rises. The lost ecosystem services (clean water, carbon storage, biodiversity) are not subtracted.

Human Development Index (HDI): A composite of life expectancy at birth, mean and expected years of schooling, and gross national income per capita (PPP-adjusted). Published by

the UN Development Programme. Ranges from 0 to 1; countries are classified as low, medium, high, or very high human development.

- What it captures: a broader picture than GDP alone, combining health, education, and income
- What it omits: inequality within each dimension (the IHDI — Inequality-adjusted HDI — addresses this), political freedom, environmental sustainability, subjective well-being, gender disparities beyond the aggregate numbers
- Example omission: A country could have high HDI while excluding an ethnic minority from schools and hospitals. The average hides the distribution.

Gini coefficient: A measure of income inequality ranging from 0 (perfect equality — everyone earns the same) to 1 (perfect inequality — one person earns everything). Most countries fall between 0.25 and 0.60.

- What it captures: how evenly or unevenly income is distributed
- What it omits: wealth inequality (which is typically much higher than income inequality), absolute poverty levels (a country can have low inequality because nearly everyone is equally poor), the causes of inequality, and whether the trend is improving or worsening

Discuss: Why might two countries with the same GDP per capita have very different HDIs and Gini coefficients? (One might invest in health and education while the other does not; one might distribute income broadly while the other concentrates it.)

3. Compare two fictional countries — 10 minutes

Distribute data cards:

Country A: Valdoria (fictional)

Indicator	Value	Year	Source note
GDP per capita (USD)	$41,200	2025	National accounts
Gini coefficient	0.48	2025	Household survey, ±0.03 margin
HDI	0.78	2025	UNDP methodology
Life expectancy	75 years	2025	Vital registration
Mean years of schooling	9.5 years	2025	Census
CO_2 emissions per capita	14.2 tonnes	2025	Territorial accounting
Population below national poverty line	18%	2025	±2 percentage points

Country B: Meridia (fictional)

Indicator	Value	Year	Source note
GDP per capita (USD)	$18,900	2025	National accounts
Gini coefficient	0.31	2025	Household survey, ±0.03 margin
HDI	0.82	2025	UNDP methodology
Life expectancy	79 years	2025	Vital registration
Mean years of schooling	11.0 years	2025	Census
CO_2 emissions per capita	4.8 tonnes	2025	Territorial accounting
Population below national poverty line	11%	2025	±2 percentage points

Ask pairs to discuss:

1. Which country has the higher GDP per capita, and by how much? (Valdoria: $41,200 vs Meridia's $18,900 — more than double)
2. Which country has the higher HDI? (Meridia: 0.82 vs Valdoria: 0.78 — the gap is much smaller than the GDP gap)
3. Which country has lower inequality? (Meridia: Gini 0.31 vs Valdoria 0.48)
4. Which country has longer life expectancy and more schooling? (Meridia: 79 years and 11.0 years vs Valdoria's 75 years and 9.5 years)
5. What might explain why Valdoria has higher GDP but lower life expectancy and schooling? (Higher inequality means the average is pulled up by high earners; spending on health and education may be lower relative to GDP; environmental costs may affect health.)

Discuss: If a journalist wrote "Valdoria is twice as rich as Meridia," would that be accurate? Complete? (GDP per capita is roughly double, so "twice the average economic output" is numerically accurate. But calling this "twice as rich" without noting Meridia's longer life expectancy, higher schooling, lower poverty, lower inequality, and lower emissions presents a misleading picture of which country's citizens are better off.)

4. Uncertainty — 5 minutes

Point out the margins of error in the data cards (±0.03 for Gini, ±2 percentage points for poverty rate). Ask:

- If Valdoria's poverty rate is 18% ± 2 points and Meridia's is 11% ± 2 points, is it possible the true gap is as small as 3 percentage points? (Yes: Valdoria's true rate could be as low as 16% and Meridia's as high as 13% — a gap of only 3 points instead of the measured 7.)
- Why does uncertainty matter for policy? (If you can't confidently rank two countries or detect a change over time, policy decisions based on small differences may be misplaced.)
- What can governments do to reduce uncertainty? (Larger surveys, better registration systems, more frequent data collection.)

✎ 5. Assessment — 8 tasks (about 20 minutes)

Distribute the assessment. Students may work individually or in pairs. Allow written, oral, or tabled responses.

Assessment tasks (Valdoria vs Meridia):

1. **Claim:** "Meridia's citizens are healthier than Valdoria's." What evidence supports this claim, and what does the available data NOT tell us? (Answer guide: Life expectancy supports the claim — 79 vs 75 years. But life expectancy is an average; it does not tell us about infant mortality, disease burden, mental health, or quality of life in old age. Individual health varies within both countries.)

2. **Evidence selection:** A politician says Valdoria's higher GDP means its economic policies are better. Identify two pieces of evidence from the data cards that challenge this conclusion and explain why each matters. (Answer guide: Meridia has lower inequality — a larger share of its population benefits from economic output. Meridia also has lower poverty — 11% vs 18%. Either suggests that while Valdoria produces more, Meridia distributes the benefits more broadly.)

3. **Inference:** Based on the data, what can you reasonably infer about the relationship between GDP per capita and environmental impact? What cannot you infer? (Answer guide: Valdoria's higher GDP correlates with much higher CO_2 emissions — this is consistent with the historical pattern that richer countries consume more energy. But you cannot infer that GDP growth always causes higher emissions; some countries have decoupled emissions from GDP growth through clean energy and efficiency.)

4. **Counter-evidence:** A student argues "higher GDP per capita means a better life." Using at least two specific data points, explain why this generalisation fails for Valdoria and Meridia. (Answer guide: Despite Valdoria's GDP being more than double Meridia's, Meridia has longer life expectancy (79 vs 75), more schooling (11.0 vs 9.5 years), lower poverty (11% vs 18%), and lower inequality (0.31 vs 0.48). Any two of these suffice.)

5. **Uncertainty:** The Gini coefficient for both countries has a margin of ±0.03. Could Meridia's true Gini be higher than Valdoria's true Gini? Explain using the ranges. (Answer guide: No. Valdoria's range is [0.45, 0.51]; Meridia's is [0.28, 0.34]. These ranges do not overlap, so even at the extreme of uncertainty, Valdoria's inequality is higher. The finding is robust to the stated measurement error.)

6. **Institutional connection:** Suppose Meridia's parliament is considering a law to raise the minimum wage. Which indicator(s) from the data cards would you track to evaluate whether the law had its intended effect, and what trend would count as success? (Answer guide: Track the Gini coefficient (should fall if the policy reduces inequality) and the poverty rate (should fall if low-wage workers are lifted above the poverty line). Also acceptable: track GDP per capita to check for any negative effect on output. Success = Gini falls and/or poverty falls, without a significant drop in GDP per capita. Acknowledge that other factors may also affect these indicators.)

7. **Personal finance connection:** A young person in Meridia earns the equivalent of $15,000 per year after taxes, and inflation is running at 4%. If they receive a 5% raise, what is their approximate real income increase? If they instead receive a 3% raise, what happens to their purchasing power? (Answer guide: 5% raise − 4% inflation ≈ 1% real increase, from $15,000 to about $15,150 in purchasing power. 3% raise − 4% inflation ≈ −1% real decrease — they have more dollars but can buy slightly less. Precise: real = 1.03/1.04 − 1 = −0.96%.)

8. **Synthesis:** In 3–5 sentences, evaluate this statement: "Development is best measured by GDP per capita." Use evidence from this unit as well as concepts from earlier lessons (budgets, institutions) in your response. (Answer guide: A strong response notes that GDP per capita measures average economic output but omits distribution (Gini), health and education (HDI components), environmental costs, and unpaid work. It should reference that Meridia has lower GDP but better outcomes on multiple indicators. It should connect to budget concepts — a country might have high GDP but allocate its budget to defence rather than health or education, producing worse social outcomes. A sophisticated response acknowledges GDP's value as one indicator among several, not its dismissal.)

Assessment scoring guidance: Score each task 0–2 (0 = no valid attempt, 1 = partially correct or incomplete, 2 = substantially correct with reasoning). Maximum 16 points. This is a classroom assessment, not a standardised test; there is no validated pass threshold. Use results to identify concepts that need re-teaching, not to assign grades.

Vocabulary

- **GDP (Gross Domestic Product)**: the total market value of all final goods and services produced within a country in a given period
- **GDP per capita**: GDP divided by population; an average, not a typical person's income
- **HDI (Human Development Index)**: a composite index of life expectancy, education, and income
- **Gini coefficient**: a measure of income inequality from 0 (perfect equality) to 1 (perfect inequality)
- **purchasing power parity (PPP)**: an adjustment that compares what currencies can actually buy in their home countries rather than using market exchange rates
- **margin of error**: a range expressing the uncertainty in a statistical estimate
- **indicator**: a measurable variable used to assess a condition or trend that cannot be observed directly

Differentiation

- **Extra support:** Provide the Valdoria-Meridia comparison table with the fourth column ("Meridia") blank; students fill in only the missing values before attempting assessment tasks 1–4. Tasks 6–8 can be discussed orally rather than written.
- **Extra challenge:** Research a real country pair with contrasting development profiles (e.g., Costa Rica vs Qatar, or Vietnam vs Equatorial Guinea). Compare GDP per capita, HDI, and Gini, and discuss what each pairing reveals about the limits of GDP as a development measure.

⚠ Safety

No safety concerns specific to this lesson. The fictional countries are not allegories for any real nation. If students draw parallels to real countries, steer discussion toward what the indicators reveal and away from judging any country's citizens or policies.

Teacher notes

Common misconceptions:

- "GDP measures well-being." GDP was designed to measure economic output, not welfare. Its creator, Simon Kuznets, warned in 1934: "The welfare of a nation can scarcely be inferred from a measurement of national income." Students should internalise that every indicator answers a specific question; none answers "is life good?"
- "Higher HDI means a country is better in every way." HDI combines only three dimensions. A country with high HDI might have significant political repression, environmental degradation, or gender inequality. The Inequality-adjusted HDI and Gender Development Index address some of these gaps.
- "The Gini coefficient tells you whether poverty is high or low." The Gini measures distribution, not level. A country where everyone earns $1 per day has a Gini of 0 — perfect equality, but everyone is poor. Use the Gini alongside poverty rates and absolute income levels.

- "Data with margins of error is unreliable." All real-world data has uncertainty. Knowing the margin of error is better than having no uncertainty estimate at all. A measurement with a stated ±2% error is more trustworthy than one that claims perfect precision.