History, geography and society, grade 3

All units for this subject and grade (unreviewed AI drafts)

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)

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.

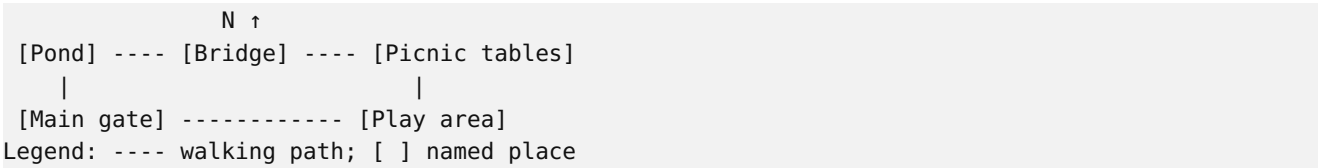
2. Place and model — 8 minutes

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.