



**National Park Service**

**GEORGE WASHINGTON BIRTHPLACE  
NATIONAL MONUMENT**

*PRESENTS*  
**Washingtons in Chesapeake History**  
**3rd Grade**



**CURRICULUM MATERIALS**

**Dear Teacher,**

Thank you for participating in the educational program, “Washingtons In Chesapeake History” for 3<sup>rd</sup> grade. The George Washington Birthplace National Monument developed this special program for 3<sup>rd</sup> grade students to meet the Virginia Standards Of Learning and the Maryland Voluntary State Curriculum content standards.

The unique factor of this educational program is that students actually participate in activities that are site specific to the Birthplace of George Washington. This program focuses on the Chesapeake tobacco economy, its role in leading to the American Revolution and the Washingtons as tobacco planters. The students discover how economic specialization and interdependence work through the real life example of the colonial Chesapeake that George Washington knew.

These curriculum materials provide a variety of exercises. The pre-visit exercises feature an economic terms word game and word find, photo analysis, opportunity cost choices worksheet and opportunity cost writing activity.

The park visit provides an advantage for the students to participate in activities as they learn in a National Park setting. The follow-up exercises focus on the students’ critical thinking skills, understanding Colonial Chesapeake economics and reflection on what they’ve learned, including resource sorting, diversification and specialization T-chart and written role-taking.

On the park visit, students will learn about the colonial Chesapeake tobacco economy, economic specialization, and their role in leading to the American Revolution. At the park, students experience the roles of planters and slaves on the Washingtons’ plantation through hands-on activities in the tobacco field and writing with quills in merchant ledgers.

We are proud to offer “The Washingtons in Chesapeake History” to assist teachers in conveying the importance of the Chesapeake experience in our American Heritage.

George Washington Birthplace National Monument



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## Using This Guide and Student Workbook

- The teacher guide is intended to support the Washingtons in Chesapeake History 3<sup>rd</sup> grade program at the park. It is structured with a sequence of learning activities including pre-visit exercises and follow-up activities.
- The pre-visit activities should be completed in order for the students to better comprehend the Washingtons in Chesapeake History program presented at the park.
- Follow-up activities allow students to complete the objectives for the Standards of Learning and to demonstrate their learning.

## Grade 3 Curriculum Standards Addressed

### Virginia

History and Social Science

- 3.4, 3.5, 3.6, 3.8, 3.9, 3.12

Economics

- 3.7, 3.9

### Maryland

History

- 5.0A, 6.0

Economics

- 4.0 A, B

## Making Reservations to Visit the Park for the Foundations of Slavery program

- Please call George Washington Birthplace National Monument, **804-224-1732, x.227**, as early as possible and at least a month in advance to make reservations for your class to visit the park for the Foundations of Slavery program.
- The Washingtons in Chesapeake History 3<sup>rd</sup> grade program at the park is 1 ½ hours long. The program accommodates up to 60 students.
- The program is normally available in fall (Sept – Nov) and spring (March – June).
- Please plan to prepare your students for their park visit by using the pre-visit activities.
- Picnic grounds, orientation video, visitor center, bookstore, beach and burial ground areas are also available.

## Park Background

Is your mother or father keeping something valuable for you until you are older? Maybe it is your grandfather's pocket watch that he wanted you to have. It could be your grandmother's necklace or photograph. Your family "safekeeps" this item until you can understand its importance for you and your family. These items tell a story about your family. You will want to keep these "special" family items to pass down to your children.

The National Park Service has the same role your parents do in safekeeping your "special" family items. The National Park Service protects places that have a story to tell about the land, wildlife, or history. These sites are protected because they are "special places" for the people of the United States. The role of the National Park Service has been to protect and preserve (safekeep) these places for the future.

Where George Washington was born is a "special place" for the people of the United States. The birthplace is important because George Washington was the "Father of Our Country." Visitors have traveled to the birthplace of George Washington since 1815. George Washington Birthplace National Monument became a part of the National Park Service in 1930. Across the United States, almost 400 places that tell a story are in safekeeping by the National Park Service. This means that your children and your children's children will be able to visit these sites just as you can.



# Pre-Visit Preparatory Lessons to be completed before the park visit

## Pre-Visit Lesson “A”

**Subject:** Economic Specialization and Interdependence

**Time:** 1 class period

**Objectives:** Students will be able to

- Recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services on a colonial plantation.
- Complete a ‘Cloze’ activity using economic terms as they relate to the past and present.

### **Essential Understanding:**

Economic specialization and interdependence existed in production of goods and services in the past and exist in our present-day communities.

### **Essential Questions:**

What is economic specialization?

What is economic interdependence?

**Purpose:** Students will understand specialization and interdependence, and be able to explain economic choices.

### **Materials:**

Economic Terms for use with overhead projector  
Index cards  
Pencils  
Colored pencils  
George Washington Economic Terms Word Find

### **Procedure:**

#### **Discuss Economic Terms**

1. Explain concepts of specialization and interdependence.
  - ***Economic Specialization:*** being an expert in one job. Could also mean a plantation that grows only one cash crop, such as tobacco
  - ***Interdependence:*** when countries depend on each other for particular resources. Example: In colonial times, England depended on the colonies for raw materials, and the colonies depended on England for manufactured goods.
2. Explain that life is full of choices. People make many choices everyday. ***Choices***, often called Decisions, vary in their difficulty. Regardless of the level of difficulty, all choices carry costs and benefits. Young children make many choices/decisions. Research reveals that they should begin to

learn decision-making skills at an early age. Learning basic economics concepts and principles fosters the development of good decision-making skills.

3. Explain that economics is the study of choice under scarcity. Our resources are limited, and our wants are unlimited. **Scarcity** is the inability to satisfy all of our wants at the same time. We must make choices about how to use our limited resources. People possess different skills and abilities. They use their skills and abilities to produce certain goods and services.
4. Explain specialization: Concentrating on the production of certain goods/services is called **specialization**. Specialization increases the quantity and quality of the goods and services produced. Because people specialize at producing only certain goods/services, they must depend upon other people to produce other things they need and want. For instance, corn farmers specialize in growing corn. They must depend on wheat farmers for the wheat for their flour, vegetable farmers for their fresh vegetables and orchards for their fruit, as well as many other people who produce the non-food items they use. Likewise wheat and vegetable farmers and orchard growers, as well as all the other people, must depend on corn farmers for their corn.

When farmers grow primarily one crop like this it is called specialization. In George Washington's time, most Chesapeake colony planters specialized in tobacco, but eventually George Washington decided to diversity (grow more than one type of cash crop).

5. Explain interdependence: This dependence on each other is call **interdependence**. Interdependence leads to barter and trade. People exchange their surplus goods/services for other needs and wants, either directly through barter or indirectly through the money economy.

### **Economic Terms Activity**

6. Use the Economic Terms sheet as an overhead: Ask students to write terms on one side of an index card and on the other side write the definition and draw a picture that relates to the term or a visual that will help students recall the word and meaning.
7. Word Find: Distribute the George Washington Economic Terms Word Find and allow the students enough time to complete it.

### **Closure**

8. Cloze statements: Break students into small groups. Assign each group one vocabulary word. Ask students create a Cloze statement to share with the class. (Fill in the blank sentence that leaves out the important term.)

*For example: A \_\_\_\_\_ is an object you can buy or sell. (Answer: Good)*

Write each group's sentence on the board and allow other groups to guess the missing vocabulary term.



## Economic Terms

**Economics:** the way resources are used

**Goods:** something that is made or grown

**Services:** something one person does for another

**Resources:** are things used to produce goods and services.

**Natural resources:** gifts of nature

**Human resources:** labor or work

**Producers:** People who sell goods and services.

**Consumers:** people who buy goods or services.

**Economic specialization:** focusing on one product or service.

Because people specialize, interdependence occurs.

**Economic interdependence:** two or more people depending on each other for goods and services they need and want. Interdependence results in trade/exchange.



George Washington Economic Terms Word Find

SLHTXMWWEKIJMLU  
PMRGIYJISSGLNLR  
EOYCHSIEEY AISVJ  
CUBAYNRCBKVDZAB  
IULLIIIEXZHYQHE  
ADASUVCLCBZVREE  
LQFRREPIMUOJVWE  
INTERDEPENDENCE  
ZXSMASTXJBXOOCF  
ASZUHRMJARANRKK  
TONSKZEZDWOMPPQ  
ICZNUFCANMSXAPJ  
OJPOIGUEIIDNZDK  
NZBCOSECRUOSERI  
WGOODSSUQRMKRIP

CONSUMERS  
GOODS  
PRODUCERS  
SERVICES

ECONOMICS  
INTERDEPENDENCE  
RESOURCES  
SPECIALIZATION





## Lesson Plan “B”

**Subject:** Photo Analysis

**Time:** 1 class period

**Objectives:** Students will be able to

- Identify two inequalities between slaves and white people involved in colonial Chesapeake commerce and trading.
- Describe how slaves’ labor helped colonial Chesapeake commerce and trade, especially regarding tobacco trade.
- Examine, analyze and interpret primary source images.

**Essential Understanding:**

Slavery and its essential inequalities were an integral part of colonial Chesapeake history and its tobacco trade.

**Essential Questions:**

How did slavery’s role enable colonial Chesapeake commerce and trading, particularly involving tobacco?

What did planters gain by using enslaved Africans and African Americans as their labor source?

**Purpose:** Students will use the primary source photo to interpret what is happening in the photo relating to colonial commerce and trading.

**Materials:**

Primary Source colonial Chesapeake tobacco trading drawing

Photo Analysis Worksheet

Pencils

**Procedure:**

**Primary Source Discussion**

1. Explain that you are going to do a guided student analysis of a *primary source* image. Define primary source documents (documents and images that come from the original time period you are studying, from people to were actually there to experience the events rather than a recreation from someone later who did not experience the actual events). Discuss the reliability of primary source documents and images, versus *secondary documents* (created by someone later who was not there and did not experience the events).

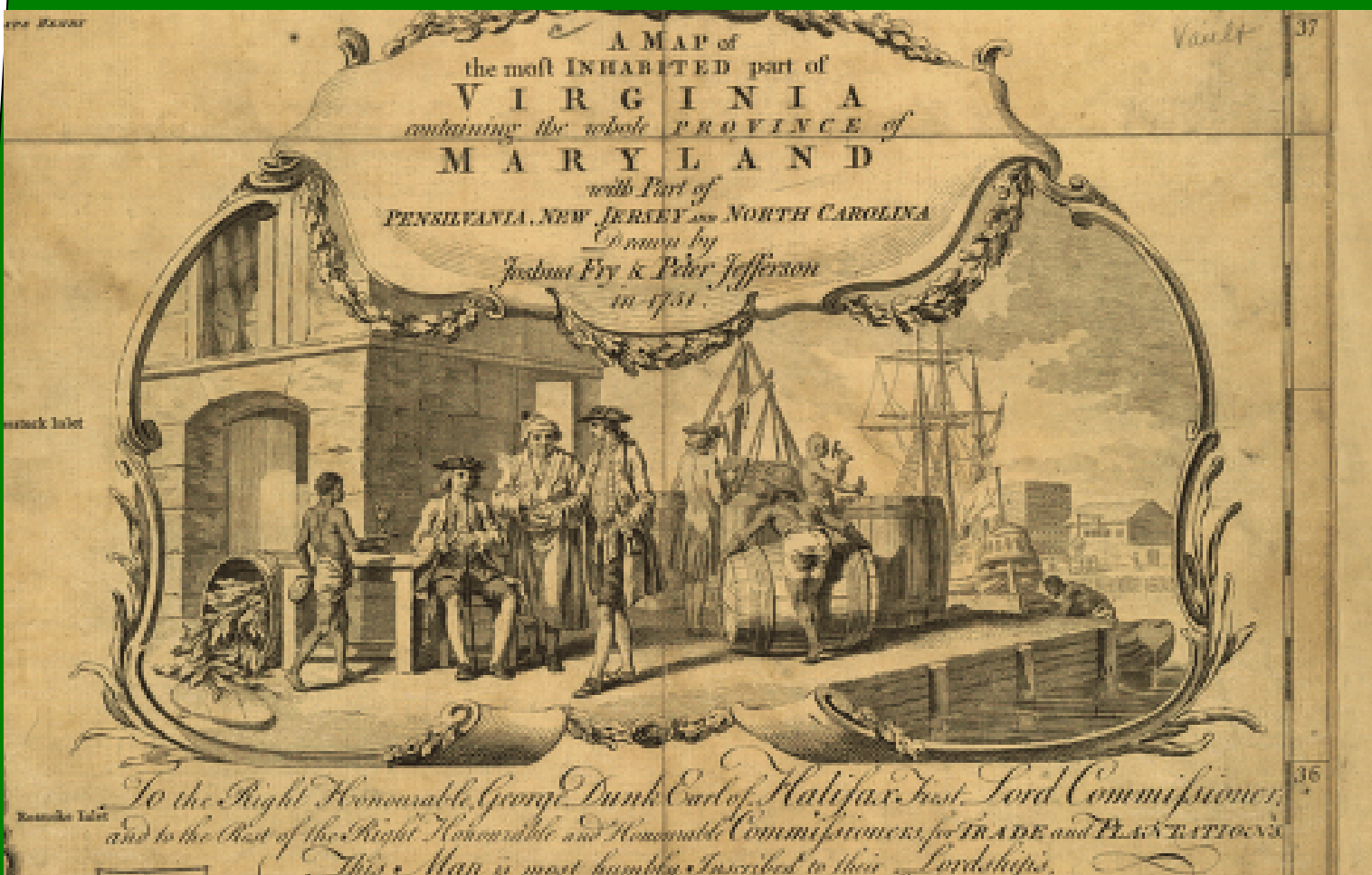
**Photo Analysis**

2. Display the drawing for students to see. (It can be xeroxed for each student, or projected on an overhead.) Tell students they will examine a primary source drawing of commerce and trade occurring at a tobacco dock in the colonial Chesapeake colonies. It was created by someone at the time of the events.

3. Ask students to
  - Share their first impressions
  - Look closely at who is in the image and what they are doing happening
  - Identify the types of objects and action they see
  - Think about what the drawing suggests about slavery, commerce and trading
4. Using the Photo Analysis Worksheet, ask students to work in pairs or individually to complete the questions.

### **Closure**

5. As a class, discuss students answers from the Photo Analysis Worksheet and discuss the Essential Questions listed above.



This image courtesy of the Library of Congress.

## Photo Analysis Worksheet

1. What do you see? \_\_\_\_\_

\_\_\_\_\_

2. Who do you see? \_\_\_\_\_

\_\_\_\_\_

3. What do the people's clothes show? \_\_\_\_\_

\_\_\_\_\_

4. What do you see in the background? \_\_\_\_\_

\_\_\_\_\_

5. Who is working? \_\_\_\_\_

\_\_\_\_\_

6. Who is not working? \_\_\_\_\_

\_\_\_\_\_

7. What is in the barrels? \_\_\_\_\_

\_\_\_\_\_

8. How is the product being shipped? \_\_\_\_\_

\_\_\_\_\_

9. What is being shipped? \_\_\_\_\_

\_\_\_\_\_

10. Why is the product being sold or traded? \_\_\_\_\_

## Lesson Plan “C”

**Subject: Opportunity Cost: Let’s Make a Choice**

**Time:** 1 class period

**Objectives:** Students will be able to

- Identify the item he/she chose and the opportunity cost (the item not chosen).
- Explain the term “opportunity cost” as it applies to a choice they have to make.
- Discuss the impact of our economic choices

**Essential Understanding:**

Opportunity cost is part of economic choices, regardless of which century you live in. Every choice has a cost.

**Essential Questions:**

What is economic choice?

What is opportunity cost?

**Purpose:** Students will become familiar with making choices and the vocabulary term: Opportunity Cost (the thing that is not chosen).

**Materials:**

Let’s Make a Choice Worksheet for each student

Pencils

**Procedure:**

**Making a Choice Discussion**

1. Ask students to write about a time they had to make a choice. Encourage them to include the choice they made and the things they had to give up when making their choice.

**Let’s Make a Choice worksheet**

2. Explain the Let’s Make a Choice worksheet. Remind students of the term opportunity cost. Ask students to complete the worksheet. Check for understanding.

**Closure**

3. Ask students about a choice colonial planters had to make. For example, if colonial planters chose to grow tobacco rather than wheat or corn, what was their opportunity cost? What was their economic choice? What about their choices between using slaves to increase their tobacco production or choosing to not produce as much?
4. As a class, discuss why the economic choices we make are important: to our economy, to our lifestyle, to our neighbors.



## Let's Make a Choice

Pretend you are going shopping. You may buy one thing from each section of the store. Choose one item in each box below. Write what you chose and the opportunity cost (what you gave up when making your choice)

<p>What would you choose? _____</p> <p>What is your opportunity cost? _____</p>		
<p>What would you choose? _____</p> <p>What is your opportunity cost? _____</p>		
<p>What would you choose? _____</p> <p>What is your opportunity cost? _____</p>		
<p>What would you choose? _____</p> <p>What is your opportunity cost? _____</p>		
<p>What would you choose? _____</p> <p>What is your opportunity cost? _____</p>		
<p>What would you choose? _____</p> <p>What is your opportunity cost? _____</p>		

## Lesson Plan “D”

**Subject:** Where should you live?

**Time:** 1 class period

**Objectives:** Students will be able to

- Discuss the story The Country Mouse and the City Mouse and the choices made by the mice.
- Read The Allman Family’s Decision and list advantages and disadvantages of moving or staying on a farm.
- Make a choice based on the information given and will write a paragraph explaining the choice they have made.

**Essential Understanding:**

Opportunity cost affects far more than simply our economic choices: it’s impacts are felt in all areas of life.

**Essential Questions:**

What are the impacts of Opportunity Cost?

**Purpose:** Students will learn about Opportunity Cost and making decisions based on relevant information. Students will understand that making a choice means giving up something (opportunity cost).

**Materials:**

The Country Mouse and the City Mouse

The Allman Family’s Decision for each student

Notebook paper

Pencils

Writing Rubric for Allman Family’s Decision

Some resources and ideas for this lesson plan were borrowed from the VA Department of Education Website: [http://www.pen.k12.va.us/VDOE/Instruction/Elem\\_M/economyatwork.pdf](http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/economyatwork.pdf)

**Procedures:**

**Advantages and Disadvantages, Reading and Discussion**

1. Explain to students that opportunity cost affects far more than simply our economic choices: it’s impacts are felt in all areas of life.
2. Read The Country Mouse and the City Mouse aloud with the students.
3. Discuss the advantages and disadvantages of living in the city or country. Explain that during George Washington’s time, there were very few towns at all in the Chesapeake area. Would their choices have been any different in colonial times?

### **The Allman Family's Decision**

4. Explain that students are now going to look at a decision made by the Allman family from Pittsylvania County.
5. Divide students into groups and ask them to pretend they are the Allman family deciding whether to stay on the tobacco farm or move to Richmond.
6. Hand out the reading The Allman Family's Decision. (Students may do this individually or in small groups.) Ask students to read the story and list advantages and disadvantages at the bottom of the page.

### **Closure**

7. Ask students to write a paragraph explaining the choice they would make. You may want to give them the attached rubric of things to include in their writing.
8. As a class discuss and share what students have written. What were the opportunity costs of either decision?
9. Ask students what sorts of decisions colonial families like George Washington's might have had to make, and what their opportunity costs would have been.

### The Country Mouse and the City Mouse

Once there was a country mouse who lived quietly in an old farmhouse. He was happy until one day when his cousin, the city mouse, came to visit. The city mouse looked around at the country mouse's little den. He joined his cousin in a meal of bread crusts. Then he told his cousin, "I live in the city where we eat fine food every night and we hardly have to work at all. Come live with me and you will see!"

Now the country mouse was unhappy with his humble home. He packed his little mouse-bag and set off to the city with his cousin the city mouse. When they got to the city, the city mouse led his cousin into a large dining room where the leftovers of a great feast were still on the table. "Come on up for some cheese and sweets," called out the city mouse as he jumped up on the table. The country mouse jumped up too and began to feast on finer food than he had ever seen in the country.

Just then, there was a noise in the hall and through the door came a pair of snarling, vicious dogs. "Dogs! Run for your life!" called out the city mouse. Both mice jumped down and scampered across the floor, just ahead of the snapping teeth of the dogs. Finally they reached the safety of a hole in the wall. "I am going back to the country," said the country mouse. "A crust in peace is better than a feast in fear."

### The Allman Family's Decision

The year is 1947 and the Allman family has a decision to make. Richard Allman and his wife Elizabeth are tobacco farmers. They own their small farm in Pittsylvania County, Virginia. They have three children: Richard Jr., Alice and Louise. Richard, Jr. recently returned from serving in World War II and is willing to work on the family farm. During the war, however, Richard, Jr. learned about opportunities off the farm. He has friends in Richmond and he and his father can get jobs working in a factory there.

In a good year, the tobacco farm provides enough money for paying taxes and for buying all the things they need that they do not make on the farm. They raise crops and animals, and Elizabeth does a lot of canning, preserving and sewing. In a bad year, the tobacco crop does not provide enough money and they have to count on getting loans or using savings to get through to the next year.

The family likes what it has heard of life in Richmond but it also likes the country. In Richmond, they would make more money but would have to spend more, too, because they would no longer grow their own food. In Richmond, they would not have to worry if the weather turned out to be bad for growing crops, but they would face the possibility of losing their jobs. The family gathers for a conference. Below list the advantages and disadvantages of the family's alternatives.

<b>1. Stay on the Farm</b>	<b>Advantages</b>
	<b>Disadvantages</b>
<b>2. Move to Richmond</b>	<b>Advantages</b>
	<b>Disadvantages</b>

Finally, check a box to indicate your decision:  Stay       Move to Richmond



**Writing Rubric for The Allman Family's Decision (100 points total)**

Include the following information in your paragraph:

- What choice would you make? (10pts)
- What are 2 reasons you made this choice? (20 pts)
- What is your opportunity cost? (What did you give up when you made this choice?) (10 pts)
- What are two reasons you did NOT chose the other option? (20 pts)

Make sure you:

- Write in complete sentences.(10 pts)
- Use correct capitalization and punctuation in each sentence. (10 pts)
- Include an introductory sentence. (10 pts)
- Include a summary sentence at the end of your paragraph. (10 pts)

## Post-Visit Activities

### Lesson Plan “E

**Subject:** Resources of the Ox-Cart Man

**Time:** 1 class period

**Objectives:** Students will be able to:

- Create a graphic organizer to list the different kinds of resources found throughout the book.
- Compare the way families meet their need for goods in the past and the present.
- Describe the role of barter, trade, and resources in George Washington’s time

### **Essential Understanding:**

Barter and trade of resources were essential parts of life in the past and still exist in some forms in our present-day economies.

### **Essential Questions:**

How has our need for basic goods changed since George Washington’s time?

How has our need for goods stayed the same?

**Purpose:** The students will become familiar with concepts of barter, trade, resources and life in the past by reading the book *Ox-Cart Man*, by Gale C. Lewis.

### **Materials:**

Pencils

Paper divided into 3 sections

*Ox-Cart Man*, by Gale C. Lewis

### **Procedure:**

#### **Goods Discussion**

1. Ask the students what human, capital and natural resources are, and to give examples.
2. Ask the students for any examples of goods they trade or barter for today. Explain that trade and barter were much more common in George Washington’s time, but it still occurs today.

#### **The Ox-Cart Man reading**

3. Read the book *Ox-Cart Man* to the class. While reading, ask students to look for examples of resources.
4. List these resources on the board or on chart paper.
5. After reading the story, ask students to quickly re-scan the pictures for any more ideas of resources.
6. Once the resources have been listed on the board, ask students to use their paper to sort the resources into 3 categories. (See Below)

Human Resources (People at work)	Capital Resources (Machines, tools, and buildings)	Natural Resources (Water, Soil, Wood and Coal)

7. If you notice the students have forgotten important resources from the book, prompt them with reminders. If students think of more resources from the book as they are filling out the chart, encourage them to share their ideas.

### Closure

8. Re-read the book *Ox-Cart Man*.
9. Ask students to make a Venn Diagram with “Ox-Cart Man” on the left and “My Family” on the right. Ask students to discuss ways the family in the story met their need for goods. Compare this with how families meet their need for goods today. Record similarities in the middle of the Venn Diagram. Record differences on the sides.
10. Discuss as a class the role of barter, trade, and resources in George Washington’s time

The idea for this lesson plan was borrowed from the following web-site and modified to suit the desired objectives: [www.eduplace.com/tview/pages/o/Ox-Cart\\_Man\\_Donald\\_Hall.html](http://www.eduplace.com/tview/pages/o/Ox-Cart_Man_Donald_Hall.html)

### Rubric for Grading: 100 pts total

#### **Resources Chart: 50 Pts**

Students should be able to list:

- At least 10 different resources (5 pts each)

#### **Venn Diagram: 50 pts**

Students should be able to list:

- At least 4 ways families meet their needs in each category (different ways of making things, buying things or trade/barter).
- 4 ways the Ox Cart Man met his need: 5 pts each (20 total)
- 4 ways our families meet their needs: 5 pts each (20 total)
- 2 ways they are the same: 5 pts each (10 total)

## Lesson Plan “F”

**Subject:** Diversification vs. Specialization

**Time:** 1 class period

**Objectives:** Students will be able to:

- Create 2 T-charts listing the pros and cons of specialization and diversification on a farm.
- Write a paragraph describing the economic choice they would make.
- Analyze opportunity costs of specialization versus diversification
- Determine impacts of George Washington’s choices

### **Essential Understanding:**

Economic specialization and diversification were part of the production of goods and services in the past and in our present-day communities.

### **Essential Questions:**

What is specialization?

What is diversification?

**Purpose:** Students will analyze and discuss both specialization and diversification. Students will make a choice of which form of farming seems best.

### **Materials:**

Two large sheets of chart paper

Two pieces of notebook paper per child

### **Procedure:**

#### **Specialization and Diversification T-Chart**

1. Ask students to title the first paper Specialization and the second Diversification. Ask them to draw a T-chart under each of the 2 titles. One side of the T-chart under each title should be labeled “Pros” and the other side “Cons.”
2. Explanation: Specialization: Ask students to choose one thing they would like to grow. This will be their crop for their specialization T-chart. Using the T-chart, have students brainstorm and record pros and cons for specialization. Why would it be good to raise only this crop? Why would it be bad to grow only one crop? Model this by writing their ideas on the chart paper. Have them write their ideas on their own paper.
3. Diversification. Do the same for the term diversification. This time have them list several different things they may be able to grow.

### **Discussion**

4. Ask students to discuss which type of farming may be best. Should they specialize on a farm? Is diversification better? Why or why not?
5. George Washington eventually decided to diversify. Brainstorm as a class about what impacts his decision may have had on his farming and profitability.

**Closure**

6. Ask students to write a paragraph describing whether they would choose to diversify or specialize using the following writing prompt:

*As a farmer I would choose to \_\_\_\_\_ . This is a good way to farm because.....*



## Lesson Plan “G”

**Subject: Written Role-Taking**

**Time:** 1 class period

**Objectives:** Students will be able to:

- Write a paragraph describing how it felt to be an indentured servant, slave, or a child of the plantation owner.
- Envision and discuss colonial life from a variety of perspectives.

**Essential Understanding:**

Inequalities that were part of colonial life and still exist today affect society and individuals.

**Essential Questions:**

How did the different social stratas affect colonial life?

How did your social group or status affect what your life was like?

**Purpose:** Students will write about, discuss and gain insight about life from a variety of social strata perspectives of colonial times.

**Materials:**

Writing rubric

Paper

Pencils

**Procedure:**

**Web of Knowledge**

1. Ask students to chose one of the following roles:

Indentured Servant

Slave

Child of a Plantation Owner

2. After the child has chosen a role, ask students to brainstorm a web of things he/she knows about that person. Review the child’s web for important information that may need to be added.

**Perspective Paragraph**

3. Ask students to write a paragraph or more from the perspective of their role. You may want to distribute the following writing rubric. Encourage them to include the following topics:

- Tasks they may have performed on a daily basis
- Where they would have slept and played
- Toys they may have played with
- What their parents may be have been doing
- How they would have acted towards other people on the plantation  
(including those of the same role and different roles)

**Get Creative:**

- If you want this to be more interactive, students could be divided into groups or 2-4 students and write a play with each of the different roles.
- You may wish students who are Indentured Servants to create a contract and sign it.
- You may have students dress up and orally present their paragraph for other students/classes

**Closure**

4. Ask students to share their paragraphs. Discuss the similarities and differences of the various perspectives.
5. As a class, discuss differences or inequalities in our society today.
6. As students how inequalities affect society, in the past and today.

**Writing Rubric:**

- Brainstorming Web (20 pts)
- Did you include at least 3 of the topics above? (10 pts each/30 pts total)

**Make sure you:**

- Write in complete sentences.(20 pts)
- Use correct capitalization and punctuation in each sentence. (10 pts)
- Include an introductory sentence. (10 pts)
- Include a summary sentence at the end of your paragraph. (10 pts)