



TEXAS PERFORMANCE STANDARDS PROJECT

Grade 5 Social Studies Unit

Collectibles: Fad or Fortune

This guide links the *Collectibles: Fad or Fortune* unit to the Texas Essential Knowledge and Skills (TEKS) for fifth graders. *Collectibles: Fad or Fortune* is a social studies unit that allows students to explore and gain knowledge of history and science and the relationships between the three subjects. *Collectibles: Fad or Fortune* also has interdisciplinary connections to English language arts and mathematics. For example, students will describe relationships mathematically, which the Mathematics TEKS address. They will also listen and speak to gain and share knowledge of their own culture, the culture of others, and the common elements of cultures, as covered in the English Language Arts TEKS. The following document includes the applicable TEKS and the details of the *Collectibles: Fad or Fortune* unit. The asterisks indicate the TEKS that are testable on the Texas Assessment of Knowledge and Skills (TAKS). The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

Texas Essential Knowledge and Skills

This unit may address the following TEKS:

English Language Arts:

- 5.1 Reads grade-level text with fluency and comprehension
- 5.2 Understands new vocabulary and uses it when reading and writing* (Testable on the Grade 5 Reading STAAR, Reporting Category 1)
- 5.3 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding* (Testable on the Grade 5 Reading STAAR, Reporting Category 1, Reporting Category 2)
- 5.10 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding* (Testable on the Grade 5 Reading STAAR, Reporting Category 3)
- 5.11 Analyzes, makes inferences, and draws conclusions about expository text and provides evidence from text to support their understanding* (Testable on the Grade 5 Reading STAAR, Reporting Category 3)
- 5.15 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 5.18 Writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes
- 5.20 Understands the function of and use the conventions of academic language when speaking and writing
- 5.21 Writes legibly and use appropriate capitalization and punctuation conventions in their compositions

- 5.23 Asks open-ended research questions and develops a plan for answering them
- 5.24 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically record the information they gather
- 5.27 Uses comprehension skills to listen attentively to others in formal and informal settings
- 5.28 Speaks clearly and to the point, using the conventions of language

Mathematics:

- 5.4 Estimates to determine reasonable results* (Testable on the Grade 5 Mathematics STAAR, Reporting Category 1)
- 5.5 Makes generalizations based on observed patterns and relationships* (Testable on the Grade 5 Mathematics STAAR, Reporting Category 2)
- 5.6 Describes relationships mathematically* (Testable on the Grade 5 Mathematics STAAR, Reporting Category 2)
- 5.11 Applies measurement concepts* (Testable on the Grade 5 Mathematics STAAR, Reporting Category 4)
- 5.12 Describes and predicts the results of a probability experiment* (Testable on the Grade 5 Mathematics STAAR, Reporting Category 5)
- 5.13 Solves problems by collecting, organizing, displaying, and interpreting sets of data* (Testable on the Grade 5 Mathematics STAAR, Reporting Category 5)
- 5.14 Applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school* (Testable on the Grade 5 Mathematics STAAR)
- 5.15 Communicates about Grade 5 mathematics using informal language* (Testable on the Grade 5 Mathematics STAAR)
- 5.16 Uses logical reasoning* (Testable on the Grade 5 Mathematics STAAR)

Science:

- 5.3 Uses critical thinking and scientific problem solving to make informed decisions* (Testable on the Grade 5 Science STAAR)
- 5.4 Knows how to use a variety of tools and methods to conduct science inquiry* (Testable on the Grade 5 Science STAAR)
- 5.5 Knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used* (Testable on the Grade 5 Science STAAR, Reporting Category 1)
- 5.6 Knows that energy occurs in many forms and can be observed in cycles, patterns, and systems* (Testable on the Grade 5 Science STAAR, Reporting Category 2)
- 5.9 Knows that there are relationships, systems, and cycles within environments* (Testable on the Grade 5 Science STAAR, Reporting Category 4)

Social Studies:

- 5.5 Understands important issues, events, and individuals in the United States during the 20th and 21st centuries
- 5.7 Understands the concept of regions in the United States
- 5.8 Understands the location and patterns of settlement and the geographic factors that influence where people live
- 5.10 Understands the basic economic patterns of early societies in the United States
- 5.11 Understands the development, characteristics, and benefits of the free enterprise system in the United States
- 5.12 Understands the impact of supply and demand on consumers and producers in a free enterprise system
- 5.13 Understands patterns of work and economic activities in the United States
- 5.17 Understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity

- 5.21 Understands the relationship between the arts and the times during which they were created
- 5.22 Understands the contributions of people of various racial, ethnic, and religious groups to the United States
- 5.23 Understands the impact of science and technology on society in the United States
- 5.24 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
- 5.25 Communicates in written, oral, and visual forms
- 5.26 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

Art:

- 5.1 Develops and organizes ideas from the environment
- 5.2 Expresses ideas through original artworks, using a variety of media with appropriate skill
- 5.3 Demonstrates an understanding of art history and culture as records of human achievement
- 5.4 Makes informed judgments about personal artworks and the artworks of others

Music:

- 5.1 Describes and analyzes musical sound and demonstrates musical artistry
- 5.5 Relates music to history, to society, and to culture
- 5.6 Responds to and evaluates music and musical performance

Description of Unit

This unit focuses on collectibles and how they retain, lose, or gain value. (Are they a fad, or a fortune?) In each round of a trading simulation, students will learn more about the value of their collectibles and discuss why items gain or lose value. For each round, they will record and reflect on their strategies for assessing value of the collectibles, as well as their strategies for trading the collectibles. Students will discuss trading strategies and predict which collectibles will become a fad, and which will become a fortune. Students will discuss the factors that make a collectible a fad or fortune.

Goals

Students will meet these goals in their explorations:

- Ask questions and explore theories
- Have opportunities to generate new ideas
- Develop the essential skills of logical thinking, creative problem solving, intellectual risk taking, and communicating
- Become familiar with various kinds of collectibles
- Understand the changes in value that occur over time and the reasons value of an object can increase or decrease
- Gain awareness of the factors which are important when considering trading collectibles

Phase I. Learning Experiences

1. Introduce the concept of a collectible item. Discuss reasons something becomes collectible, and the processes of appreciation and depreciation over time. Explain some ways that collectors can determine the age of an item.
2. As a class, examine trading collectibles. Look at the comparable value of different collectibles, and predict what will happen to their value in the future. Make a graph showing how collectibles gain or lose value over time. Come up with some examples of collectibles of similar current value that could be fairly traded.

3. Examine fads. Describe the characteristics of a fad, and include examples, for instance:
 - Hula hoop
 - Silly Putty
 - Koosh balls
 - Cabbage Patch dolls
 - Flappers in the Roaring '20's

What would the graph of a fad's value over time look like? How would it be different than a collectible whose value keeps increasing as the years pass?

4. Discuss the differences between fads and collectibles. What happens to fads once their popularity fades? What are some ways in which collectibles get preserved for future generations to see?

Phase II. Independent Research

A. Research process

1. Selecting a topic. Each student should identify a collectible that they would like to study.
2. Asking guiding questions. Once students have selected their collectible, each student should think of three to five guiding questions, such as:
 - Why did this item become collectible?
 - Is its value increasing as time goes on?
 - What was its approximate value in the past - 5, 10, and 20 years ago?
 - What is its current value?
 - How can you tell how old it is?
 - What is likely to be its value in 5 years? in 10?
 - What is an example of another collectible that could be considered of equal value to the one you have chosen?

While these examples are general, the student's questions should be specific to the chosen topic. The questions should lead him/her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.

3. Designing a research proposal. The student should include numerous components in the research proposal:
 - A detailed description of the collectible, including its approximate value today
 - Three to five guiding questions he/she will investigate
 - Resources he/she will need to find answers to the questions, such as primary and secondary sources, correspondence with experts on the subject, etc.
4. Conducting the research. After the teacher has approved student proposals, each student begins using the resources he/she has identified and others he/she may encounter. During this stage, the student will need to keep a log, note cards, and/or resource process sheets for all the sources he/she uses and what he/she learns from each one.
5. Drawing conclusions. Based on the research, each student should develop a theory about what will happen to the value of his/her collectible over time. Is it a fad or a fortune?

B. The product

Hold a class trading fair in which students bring their collectible to show and possibly trade. Each student will create a graph showing the approximate value of their collectible in the past, its value today, and the expected changes in the value of their collectible in the future. The student can either bring in their collectible, or show a picture of it, along with the graph.

C. Communication

Each student will present their collectible to the class, along with their graph showing the changes in its value over time. Time should be given for other classmates to offer to trade with each student. The student's talk should include unscripted questions from the audience.

D. A completed project consists of:

1. A research proposal, including guiding questions and answers
2. A research log, notes, or resource process sheets
3. The product-a picture and description of the actual collectible, along with the graph of its past and projected future value
4. A Works Cited Page
5. A videotape or audiotape of the student's talk, including the unscripted Q&A session

THECB College Readiness Standards

This unit may address the following THECB College Readiness Standards:

English Language Arts:

- I.A.2 Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources
- I.A.3 Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulate thesis
- II.A.1 Uses effective reading strategies to determine a written work's purpose and intended audience
- II.A.2 Uses text features and graphics to form an overview of informational texts and to determine where to locate information
- II.A.3 Identifies explicit and implicit textual information including main ideas and author's purpose
- II.A.4 Draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions
- II.A.8 Compares and analyze how generic features are used across texts
- II.A.9 Identifies and analyzes the audience, purpose, and message of an informational or persuasive text
- II.B.1 Identifies new words and concepts acquired through study of their relationships to other words and concepts
- III.A.1 Understands how style and content of spoken language varies in different contexts and influences the listener's understanding
- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- III.B.3 Plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning
- IV.A.1 Analyzes and evaluates the effectiveness of a public presentation
- IV.A.2 Interprets a speaker's message; identify the position taken and the evidence in support of that position
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.1 Listens critically and responds appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listen actively and effectively in group discussions
- V.A.1 Formulates research questions
- V.A.2 Explores a research topic
- V.A.3 Refines research topic and devises a timeline for completing work
- V.B.1 Gathers relevant sources
- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organizes information effectively
- V.B.4 Uses source material ethically

V.C.1 Designs and presents an effective product

Mathematics:

- IV.D.2 Applies probabilistic measures to practical situations to make an informed decision
- VI.B.1 Determines types of data
- VI.B.2 Selects and applies appropriate visual representations of data
- VIII.A.1 Analyzes given information
- VIII.B.1 Develops and evaluates convincing arguments
- VIII.B.2 Uses various types of reasoning
- VIII.C.1 Formulates a solution to a real-world situation based on the solution to a mathematic problem
- VIII.C.2 Uses a function to model a real-world situation
- VIII.C.3 Evaluates the problem-solving process
- IX.A.3 Uses mathematics as a language for reasoning, problem-solving, making connections, and generalizing
- X.A.2 Connects mathematics to the study of other disciplines
- X.B.1 Uses multiple representations to demonstrate links between mathematical and real-world situations
- X.B.2 Understands and uses appropriate mathematical models in the natural, physical, and social sciences

Science:

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- I.A.4 Relies on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes
- I.B.1 Designs and conducts scientific investigations in which hypotheses are formulated and tested
- I.C.1 Collaborates on joint projects
- I.E.2 Uses essential vocabulary of the discipline being studied
- III.B.4 Lists, uses, and gives examples of specific strategies before, during, and after reading to improve comprehension
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences
- III.D.1 Uses search engines, databases, and other digital electronic tools effectively to locate information
- III.D.2 Evaluates quality, accuracy, completeness, reliability, and currency of information from any source
- IV.B.1 Understands how scientific research and technology have an impact on ethical and legal practices
- V.C.1 Recognizes patterns of change.

Social Studies:

- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.B.2 Identifies and evaluates sources and patterns of change and continuity across time and place
- I.B.3 Analyzes causes and effects of major political, economic, and social changes in U.S. and world history
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- II.B.4 Evaluates how major philosophical and intellectual concepts influence human behavior or identity

- II.B.5 Explains the concepts of socioeconomic status and stratification
- III.B.1 Applies social science methodologies to compare societies and cultures
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments
- IV.A.5 Reads narrative texts critically
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collects sources
- IV.C.1 Understands/interprets presentations critically
- IV.D.1 Constructs a thesis that is supported by evidence
- IV.D.2 Recognizes and evaluates counter-arguments
- V.A.1 Uses appropriate oral communication techniques, depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.A.2 Accepts constructive criticism and revise personal views when valid evidence warrants
- I.B.1 Considers arguments and conclusions of self and others
- I.B.2 Constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.B.4 Supports or modifies claims based on the results of an inquiry
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective prereading strategies
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outlines texts when appropriate
- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently, using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.3 Refines research topic based on preliminary research and devise a timeline for completing

- work
- II.C.4 Evaluates the validity and reliability of sources
 - II.C.5 Synthesizes and organizes information effectively
 - II.C.6 Designs and presents an effective product
 - II.C.7 Integrates source material
 - II.C.8 Presents final product
 - II.D.1 Identifies patterns or departures from patterns among data
 - II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data
 - II.D.3 Presents analyzed data and communicate findings in a variety of formats
 - II.E.1 Uses technology to gather information
 - II.E.2 Uses technology to organize, manage, and analyze information
 - II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
 - II.E.4 Uses technology appropriately