

Creating

Objectives:

Students explain that not all wants of goods and services can be satisfied because peoples' wants exceed the quantity of goods and services that can be produced using all available resources.

Students prioritize consumption of resources when there is a scarcity of goods and services.

Exploration:

Remind students that not all wants and needs of goods and services can be satisfied. Every person's wants and needs exceed the goods and services available or able to be produced. This is a scarcity problem.

Explain to the students that the city council is meeting to discuss the upcoming budget. The top three projects that have been brought to the table are as follows:

*Purchasing New Police Cars

*Providing Funds to Hire New Nurses at City Hospitals

*Funding Schools to Buy New Computers for Classrooms

While these three projects are needed, there is only enough money to fund one project. There is scarcity of money. Students will conduct research for each project. Because schools are in need of more computers to enhance learning, explain to students that they will try to convince the city council to fund schools to buy new computers for classrooms.

Before trying to convince the city council for the money resource, students need to research the needs of all three projects in order to convince the council that the computers for schools are the GREATEST NEED.

Students will conduct research in groups for one of the three projects in the following way:

Police Cars

Students can research online or through recent archived newspapers. They need to find at least 3 news articles showing lack of police presence in neighborhood or police cars unable to catch criminals in high speed chases. Students need to summarize each article. Students can visit the local police station and let personnel know that they are doing research about the need for new police cars. Some things they can find out is if the police have received new police cars in the past 5 years and how has this helped them enforcing the law? Would they benefit from more new police cars? How will they benefit?

Nurses

Students can find out if local hospitals and nursing homes are having a nurse shortage, This can be done by visiting at least 1 local hospital and 1 local nursing home. Try to call ahead when visiting and ask for the administrator or human resources. Have students explain that they are conducting research and want to find out about the need for nurses in these facilities and if more

funding is needed for this. Some things they can find out is the patient to nurse ratio and what hours do the nurses work.

Computers

Students can survey teachers in the school about how many computer are in the classrooms, how many computers work, and how often they use them or would use them. Students can include in their surveys questions about how teachers would utilize computers each day to enhance student learning if they were to receive more funding for computer. Students may also survey another school to include in their survey to convince the city council for more computer funding.

****If students do not have access to research (articles, visiting facilities, etc.) teacher will provide resources****

Have students brainstorm questions to ask the police officers (if they choose to do articles AND interviewing), nursing administrator/human resources, and teachers. The questions have to be specific to the scarcity of funding and why the police would need new cars, the hospitals would need more nurses, and schools needing more computers.

After conducting research for each project students will write about their understanding about scarcity and why peoples' wants and needs of goods and services cannot be satisfied. They can connect this with the research they have done and in other aspects in their lives.

Students must compile and present the information in an organized manner.

Assessments:

Students will complete the assessment after compiling their research on all three projects. They will write a letter to the city council to persuade them to fund one of the three projects. They will need to refer to their research (interviews, articles, and surveys) to show evidence of knowledge of scarcity and why goods and services are needed. They will need to show that because all wants and needs cannot be satisfied, a choice needs to be made. How will their choice improve the community? How will more police, more nurses, or more computers effect the community in the short term and long term?

Possible response, students state that computers are scarce in school classrooms. Possible justifications include: 1) computers will help students to develop a strong background in technology, which could lead to better jobs and less crime (negating the use of more police vehicles), 2) computers in the schools help students develop an interest in science and student volunteers could work in hospitals as assistants to current nurses and doctors.

Technology Extensions

1. <http://library.thinkquest.org/3901/amanda/gsfarm.htm>
<http://www.mcwdn.org/ECONOMICS/GoodService.html>

These quizzes can reinforce the vocabulary and concepts of goods and services.

	<p>2. Read the story Aladdin’s Magic Lamp aloud to the students. Ask the students how this rags to riches story relates to goods and services. Aladdin wants the lamp and the magic it contains so that he can have all the goods and services he desires. Students give examples from the story of the goods and services that Aladdin received explain why they chose the designation. Students write the goods and services on the T Chart. Teacher supplies- Book - Aladdin’s Lamp or Interactive white board or computers, http://storynory.com/2006/11/19/aladdins-lamp/ Rabbit Ears CD story read by John Hurt, CD player Students-pencil, t-chart</p>
<p>Home/School Connections</p>	<p>1. Brainstorm with your family. Devise a list of goods and services used to run the household.</p> <p>This activity can support or be an extension of language arts character study. The students may determine the goods and services that they use and assign a value (monetary or aesthetic). To explore the idea of greed and the value of goods and services, students can identify the role of magic and the traits involved with the story’s characters. Example - What traits were exemplified by the magician? What are the examples of things he did or said that show that trait (actions and words)?</p> <p>3. Essential Question: What natural, human, and capital resources are needed to make a cupcake? Natural: Human: Capital:</p> <ol style="list-style-type: none"> 1. Where does flour and sugar come from? (wheat, milled at the granary: sugar cane, refinery) 2. Who harvests the wheat and sugar? (farmer) 3. What tools will they use? (thresher, wheelbarrow, tractor) 4. How does the farmer deliver the goods to the store? (truck) 5. Who is going to make the cupcakes? (baker) <p>Read the examples from the book <u>Transformed: How everyday things are made</u> , by Bill Slavin. (i.e. baseball, crayons, ketchup, blue jeans, glass)</p>
<p>Diversification (Accommodations)</p>	<p>Use pictures to illustrate the good or service examples for visual learners. Use a visual when introducing the terms goods and services with the hand motions.</p>