

Scarcity

Social Studies Standards Covered: SS1E2, SS1E4

Vocabulary

scarcity - not enough of something to meet our needs (noun)

trees - a tall plant made from wood and has many branches (noun)

choices - things we pick out of many (noun)

school - a place where people go to learn (noun)

Literature Links

Why Do We Need Water? by Kelley MacAulay

Natural Resources by Louise Spilsbury

When Bear Stole the Chinook by Harriet Peck Taylor

Pancakes for Breakfast by Tomie dePaola

Day 1 (25 minutes)

Scarcity

Social Studies Standards Covered: SS1E2

Vocabulary: scarcity

Lesson Tasks

Scarcity

Graphic Organizers - Visual displays of facts, concepts or ideas. Used to guide students' thinking as they fill it in and build upon it. Can be a chart, graph, diagram or web.

Students will create an "If, Then" graphic organizer. Have students fold a paper in half vertically and create two columns for an "If, Then" graphic. Use the examples in the article to model the graphic so that students understand, "If we run out of water, then we cannot grow tomatoes," etc. Students may then add to the chart.

English Language Learner: Provide students with a visual model of the "If, Then" chart, so that parched soil is reflected in wilted plants, etc.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Scarcity

Q: Besides water and plants, what are some resources that people need?

A: People need shelter, food, and other people like family.

moderate/4

Scarcity

Q: Why would ketchup cost more if there weren't enough tomatoes?

A: They wouldn't be able to make as many bottles, so they would have to charge more to cover costs, and more people would want it, so they could charge more.

high/5

Day 2 (25 minutes)

Plants and Water

Social Studies Standards Covered: SS1E2

Vocabulary: trees

Lesson Tasks

Plants and Water

Possible Sentences - Vocabulary development activity where students, given a number of words from a text, create sentences they think make sense using the words. Sentences are shared and discussed before and after reading.

Students will use vocabulary like scarce, plants, water, food, etc. to create sentences.

Below Level/Developing: Use two concentric circles to help students understand the importance of water in our lives. In the center, write or draw the main idea or item to be defined. In the outer circle, write, draw or cut and paste pictures from magazines to show as many ways as possible that we use water.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Plants and Water

Q: What effect would a drought have on plants and how does that impact humans?

A: The drought (lack of rainfall) would cause plants to die and it would mean less food and water for humans to eat and drink.

high/5

Day 3 (25 minutes)

Conservation

Social Studies Standards Covered: SS1E2

Vocabulary: choices

Lesson Tasks

Conservation

Students write an important fact from reading on a small piece of paper. They trade another student for an important fact and all facts are then located in the text.

Gifted and Talented Learner: Challenge students to come up with a plan to conserve a consumable classroom supply without impacting daily learning. After reading, students create a poster containing text, images, quotes, video, summaries, etc. from the text to advertise their conservation campaign. These can be collaborative posters.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Conservation

Q: Name a way that you can conserve a natural resource.

A: Answers will vary.

moderate low/4

Day 4 (25 minutes)

Yes or No?

Social Studies Standards Covered: SS1E2

Vocabulary: scarcity

Lesson Tasks

Yes or No?

Inquiry Model - Student-centered strategy centered on asking questions, probing situations, analyzing sources, describing, communicating findings and reflecting on obtained knowledge.

Students will answer questions using text evidence from the articles.

Below Level/Developing: Students may partner with another student and discuss what each question means and find the answers in the text together.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Yes or No?

Q: What does it mean to recycle something?

A: To recycle something means to use it again or to make it into something new and different.

moderate/3

Day 5 (25 minutes)

Write a Sentence

Social Studies Standards Covered: SS1E2, SS1E4

Vocabulary: school

Lesson Tasks

Write a Sentence

Inquiry Model - Student-centered strategy centered on asking questions, probing situations, analyzing sources, describing, communicating findings and reflecting on obtained knowledge.

Students will discuss different ways to help when materials are scarce, then they will write a sentence.

English Language Learner: Teacher can provide a sentence starter for students.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Write a Sentence

Q: Do we ever run out of materials here at school? Do we ever have too many of some supplies? Explain.

A: Answers will vary. Look for students to understand that some items might be more scarce than others.

moderate high/4

Assessment

To check for understanding, distribute the weekly assessment for students to complete independently. If time allows, you may choose to assign an extension activity to conclude the lesson.

Answer Keys

Activities

Yes or No?

yes

no

yes

Worksheets

Week 18 Worksheet 1

Natural Resources

Answers will vary.

Week 18 Worksheet 2

What I Can Do

Answers may vary.

Assessment

1. D

2. A

3. C

Name: _____

Georgia Studies Weekly

Date: _____

Scarcity

Week 18 Assessment

1. What will cause water to become scarce? SS1E2
 - A. drinking water instead of milk
 - B. taking short showers
 - C. watering a plant
 - D. forgetting to turn off the water faucet

2. How can conserving our resources benefit us? SS1E2
 - A. When we conserve things, we use them wisely so they don't run out.
 - B. When we conserve, it's easy to run out of the things we need.
 - C. When we conserve things, others won't have what they need.
 - D. Conserving resources is a smart choice.

3. What would a scarcity of building materials do to a construction company? SS1E2
 - A. They could build more homes.
 - B. The cost of building homes would go down.
 - C. It would be hard to find materials to build new houses.
 - D. Builders would need to buy more materials.

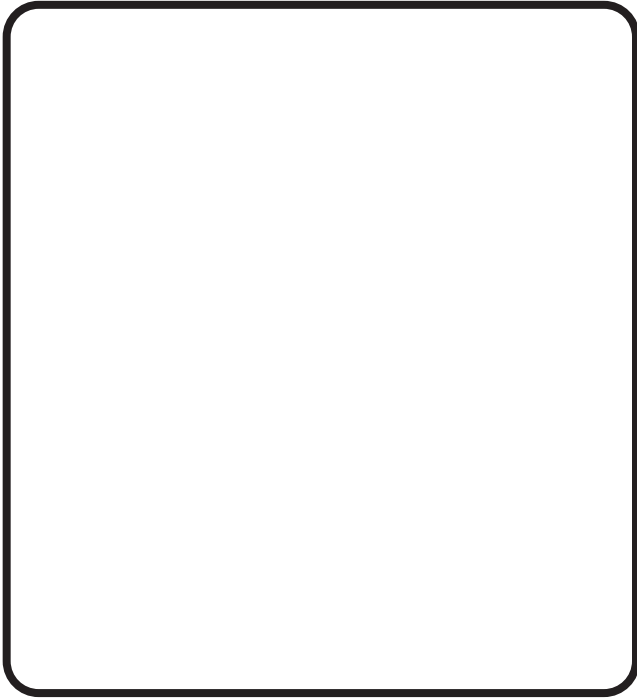
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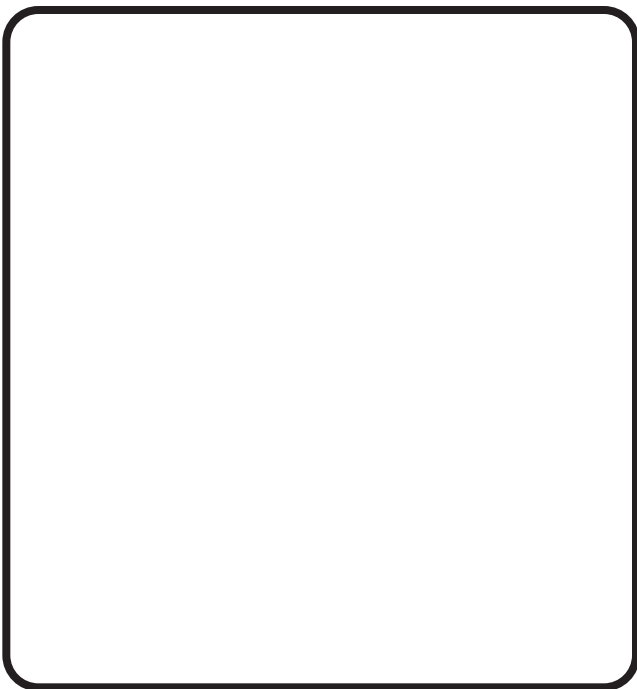
Georgia Studies Weekly

Worksheet 1 Week 18

Natural Resources

Draw two pictures of natural resources. Write a sentence describing something that can be made from each resource.





Name: _____ Date: _____

Georgia Studies Weekly

Worksheet 2 Week 18

What I Can Do

What are some things you can do to help the Earth? Write at least one way you can help the Earth in each section.

What I can Do....

Home

School

City/Town

Other Communities