

Scarcity

Social Studies Standards Covered: SS2E1

Vocabulary

problem - something that has to be worked out (noun)

pay - to give money for goods and services (verb)

demand - the amount of something people actually want or need (noun)

supply - the amount of something that is available (noun)

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

benefits - helpful results or effects (noun)

choice - the one thing you pick out of two or many things (noun)

choose - pick one out of many (verb)

Literature Links

Do I Need It? Or Do I Want It? by Jennifer S. Larson

Born and Bred in the Great Depression by Jonah Winter

What Do We Buy? by Robin Nelson

Lily Learns about Wants and Needs by Lisa Bullard

Day 1 (20 minutes)

Scarcity

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Vocabulary: problem

Lesson Tasks

Scarcity

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

Teacher begins to pass out fruit snack packages (or other healthy snack), but asks students not to eat them yet. Teacher runs out of snacks before everyone has a package of snacks. Teacher facilitates a student-led activity where the students ask questions and find the solutions to what they should do to when the snacks are scarce. Teacher leads students to compare their situation to real-life scarcity examples.

Below Level/Developing: Student draws a picture of how he or she felt when the snacks were scarce.

Gifted and Talented Learner: Student looks for cause and effect relationships within the text and writes them on a graphic organizer. Food and water is scarce, so people work hard to survive. Money is scarce, so people have to make choices about what they buy.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Scarcity

Q: What can families do if money is scarce?

A: Answers will vary.

high/5

Day 2 (20 minutes)

Supply and Demand

Social Studies Standards Covered: SS2E1

Vocabulary: pay, demand, supply

Lesson Tasks

Supply and Demand

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.

Given a cause and effect graphic organizer, students find two things from the text that can make the price of an item go up. In the effect box, students write, "Price Goes Up." In the cause box, students find what can drive the price of items up (high demand, low supply).

Below Level/Developing: Student considers a toy that costs a lot of money. Draw the toy and tell why the price might be high for this item.

Gifted and Talented Learner: Student creates a grocery list. Student "shops" on an online grocery app. Which items would you buy? Why did you choose one product over another?

English Language Learner: Student practices using the words price, cost and plenty in sentences.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Supply and Demand

Q: Why do some things cost more than others? Give an example.

A: Things that are very popular cost more and things that people do not really want can be cheaper.

For example, during Halloween time, candy is very expensive because everyone wants to buy some.

However, after Halloween the price drops because it is not as popular.

high/5

Day 3 (30 minutes)

Oranges and Orange Juice

Apples and Apple Juice

Social Studies Standards Covered: SS2E1

Vocabulary: scarcity, supply

Lesson Tasks

Oranges and Orange Juice

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.

Given a sequencing graphic organizer, students put the events in order: orange tree is cold for too long, oranges die, orange juice supply is low, price for orange juice goes up.

Below Level/Developing: Teacher fills in the first and last boxes on the sequencing graphic organizer, and student puts the last two items in order.

Gifted and Talented Learner: Student makes a commercial for orange juice. Why should people buy your orange juice?

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Oranges and Orange Juice

Q: Based on the article, how can weather affect supply and demand?

A: Weather can affect supply and demand because if a crop can only grow in certain weather and the weather is not cooperating, then there will be a shortage of the crop. This will create a small supply but the demand will still be there so the price of the crop will go up.

high/5

Lesson Tasks

Apples and Apple Juice

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.

Given a sequencing graphic organizer, students put the following events from the text in order: the weather is good, there are a lot of apples, the price of apple juice is low.

Below Level/Developing: Teacher fills in the middle box on the sequencing graphic organizer. Student fills out the other two boxes.

English Language Learner: Student draws different types of fruit and labels them with the correct words.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Apples and Apple Juice

Q: Why don't we make the supply for everything very high so that the prices will always be low?

A: The supply cannot always be high because there might not be enough money to create a product or crop, the weather might not be right, the demand may be too high to keep up with. There are many factors that can affect supply.

high/5

Day 4 (30 minutes)

Benefits

Opportunity Cost

Social Studies Standards Covered: SS2E1

Vocabulary: benefits, choice

Lesson Tasks

Benefits

Each student takes a small piece of paper and writes a choice that he or she makes on the paper. Students trade for another person's paper. Students tell the benefit that comes from the choice they read on the new paper.

Below Level/Developing: Student draws the choice on the small paper and explains verbally.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Benefits

Q: Think of something you benefit from. Draw a picture and create a caption explaining your picture.

A: Answers will vary.

high/5

Lesson Tasks

Opportunity Cost

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 work in groups to create a table of choices, benefits and opportunity costs.

Below Level/Developing: Student draws a choice that he or she makes at a favorite restaurant. Turn the paper over and draw the opportunity cost.

English Language Learner: Student draws favorite foods from restaurants and labels the items.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Opportunity Cost

Q: Think of a situation in which you had an opportunity cost. Describe the situation.

A: Answers will vary.

high/5

Day 5 (30 minutes)

Draw a Picture

Social Studies Standards Covered: SS2E1

Vocabulary: choose

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.

Lesson Tasks

Draw a Picture

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 create sentences with the words “cost, benefit, supply and opportunity cost.” Sentences are shared and discussed before and after reading.

Below Level/Developing: Student draws a picture for two of the words.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Draw a Picture

Q: What can you do if your favorite snack is scarce?

A: Answers will vary but may include: You can find a new snack. You can search different stores. You can buy a lot of it when you find it so you have a stash.

high/5

Answer Keys

Activities

Draw a Picture

Answers will vary. Snack not chosen would be the opportunity cost.

Worksheets

Week 17 Worksheet 1

Scarcity Cause and Effect

Possible answers:

Causes: weather caused a scarcity, oranges are not in season

Effects: people will choose another fruit, people will buy fewer oranges, demand for oranges will go down

Week 17 Worksheet 2

Cost and Benefit Chart

Answers will vary.

Assessment

1. FALSE

2. C

3. C

4. C

5. high

6. People can choose not to buy the things they want, like toys and junk food, but they must buy the things they need, like paying the rent or buying food for the family.

Name: _____

Date: _____

Georgia Studies Weekly

Scarcity

Week 17 Assessment

1. You must buy something with money to have an opportunity cost. SS2E1

true false

2. Which of the following is NOT something you benefit from? SS2E1

- A. going to school
- B. a book
- C. a paper cut
- D. going to a museum

3. Which choice is NOT about scarcity? SS2E1

- A. A toy you want is very popular and everyone is buying it.
- B. No stores in your area have the toy you want.
- C. The shelves are full of your favorite toys.
- D. The toy you want just became very hard to find.

4. What do people have to do when money is scarce? SS2E1

- A. not buy anything until they get more money
- B. go hungry for a very long time
- C. make hard choices about what's most important to buy
- D. buy what they really want right away

5. When a supply is low, it could be because the demand is _____.

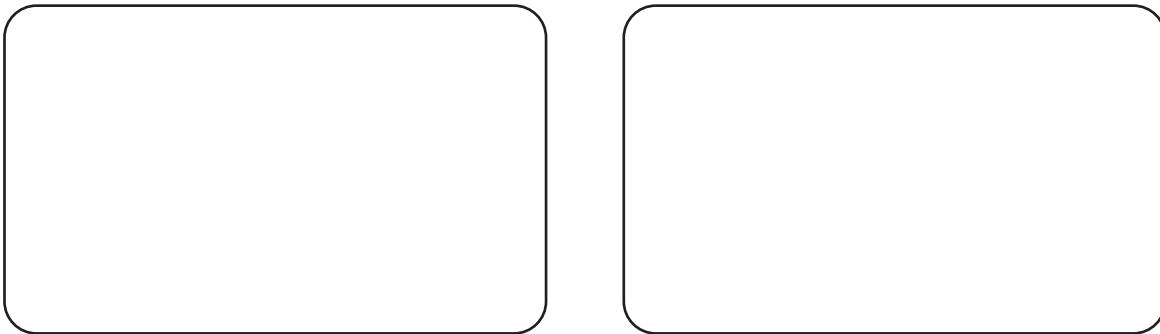
SS2E1

6. What are some things that people can choose not to buy? What are some things that people must buy? SS2E1

Scarcity Cause and Effect

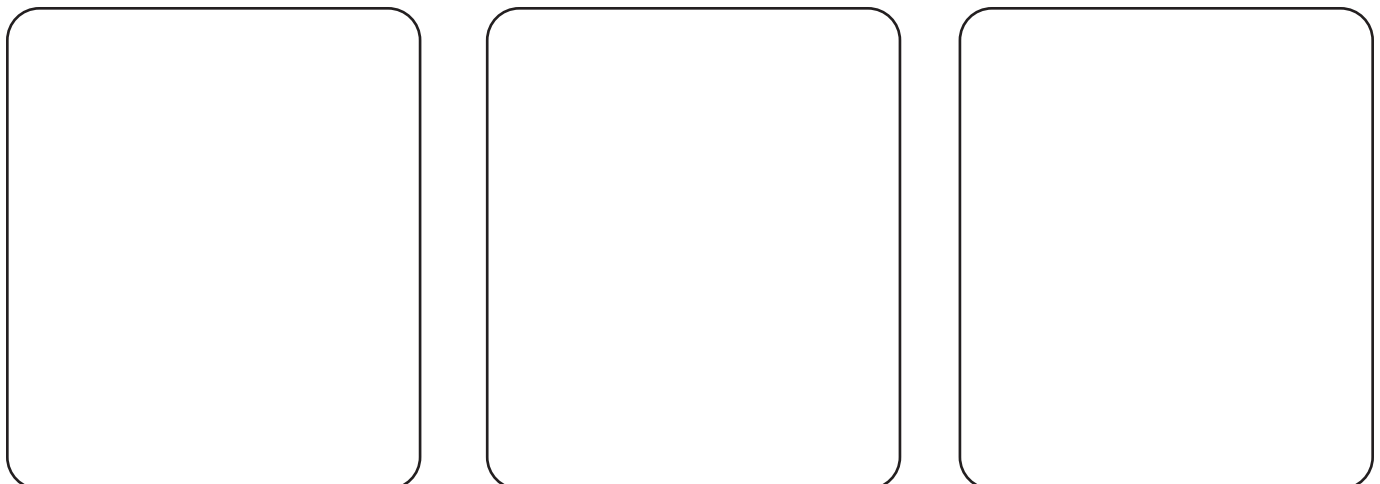
On the chart, add what might make the price of oranges rise. Think about what might happen if the price of oranges rises. Write those effects on the chart.

Causes



**Prices of oranges are
on the rise**

Effects



Name: _____ Date: _____

Georgia Studies Weekly

Worksheet 2 Week 17

Opportunity Cost Chart

List different resources and write some costs and benefits that come with each resource.

Resource	Cost	Benefit