

# BLC Social Studies Lesson Plan

**Discipline(s):** N/A- In Class Demonstration

**Grade level:** 2<sup>nd</sup> grade

**Topic:** Economics- Scarcity

**Date:** February 22<sup>nd</sup>, 2016

**Time needed:** 15 minutes

## A. Objectives / Learner Outcomes (knowledge, attitudes, skills) “At the completion of this lesson, learners will ...” (Remember to use observable / measurable terms + strong verbs.)

Cognitive: At the completion of this lesson, learners will be able to **define** economic wants and goods.

Affective: At the completion of this lesson, learners will be able to accurately **explain** that wants are satisfied by consuming a good.

Affective: At the completion of this lesson, learners will be able to **explain** why they can't have everything they want in terms of scarcity.

Psychomotor: During the lesson, learners will be able to **verify** specific examples of goods that satisfy wants.

## B. Assessment Plan: (How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.)

- Observation
- Final Assessment (Birthday Gift)
- Goods/Wants cards
- Participation
- Discussions

Goal: 80% of the class will meet the objectives

## C. Multiple Intelligences: Select one primary and include any others that apply.

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> verbal linguistic  | <input checked="" type="checkbox"/> musical/rhythmic | <input checked="" type="checkbox"/> visual/spatial |
| <input type="checkbox"/> logical/mathematical          | <input type="checkbox"/> interpersonal               | <input type="checkbox"/> intrapersonal             |
| <input checked="" type="checkbox"/> bodily/kinesthetic | <input type="checkbox"/> naturalistic                | <input type="checkbox"/> existential               |

## D. Materials/Equipment needed:

- *Monster Musical Chairs* by Stuart J. Murphy (ISBN: 0-06-028020-4)
- Chairs
- “Want” Cards (Each Student + Teacher)
- “Good” Cards (Each Chair)
- “Birthday Gift” Activity (Each Student)
- Music
- Art Supplies
- Extra paper

## E. Essential Vocabulary:

- Economic want
- Good
- Scarcity
- Choices

- Masking Tape

**F. Accommodations for Diverse Learners:** (ELL/ESL/LEP, LD, gifted, etc.)

- Student A in a wheelchair may be the “judge” of the musical chairs game.
- Student B who is blind may be in charge of the music and audio for the game.
- Student C who is an exchange student may need explanation for his/her want (i.e. peace, etc.)

**G. Standards in Historical Thinking:**

(Check those that apply.)

- X Not applicable to this lesson  
 \_\_\_ Chronological thinking  
 \_\_\_ Historical comprehension  
 \_\_\_ Historical analysis and interpretation  
 \_\_\_ Historical research capabilities  
 \_\_\_ Historical issues-analysis and decision making

**H. NCSS Curriculum Themes:** (highlight those that apply)

- I.** Culture  
**II.** Time, Continuity, and Change  
**III.** People, Places, and Environments  
**IV.** Individual Development and Identity  
**V.** Individuals, Groups, and Institutions  
**VI.** Power, Authority, and Governance  
**VII.** Production, Distribution, and Consumption  
**VIII.** Science, Technology, and Society  
**IX.** Global Connections  
**X.** Civic Ideals and Practices

**I. MN Standard code:** N/A

**Standard:** In Class Demonstration

**(Note: Lesson plan outline on next page)**

## J. Lesson Planning of Teaching/Learning Activities:

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### 1. Anticipatory Set/Introduction/Focusing Event

Has anyone ever played musical chairs? Who can tell me how you play?

(If none of the students are familiar with the game, tell them that musical chairs is a game in which students move around a group of chairs as music is being played. When the music stops, each student tries to sit in a chair.)

**Transition:** Please join me on the carpet for a story!

### 2. Input: Outline of Presentation – steps/strategies/modeling (means of instruction)

1. Today we are going to be reading the book called *Monster Musical Chairs* by Stuart J. Murphy.
2. Show the cover.
3. As you listen to the story, think of the problem that the monsters had each time the music stops.
4. Read the book. (<https://www.youtube.com/watch?v=2iP-yY58lwY>)
5. What problem did the monsters have while they played the game of musical chairs? (When the music stopped, there wasn't enough chairs for everyone who was playing to have a chair.)
6. The monsters had a **scarcity** problem. Scarcity means not being able to have all the things that you want.
7. Now, you are going to play a version of musical chairs. Place chairs (1 less than the number of students in the class) in front of the room and tape a "Good" card on each chair.
8. Before we begin, an **economic want** is a desire that can be satisfied by consuming a good. For example, I am feeling very thirsty right now. What good might satisfy my want? (Answers will vary but may include: pop, water, juice, etc.) Show students a blank "Want" card and draw a glass of water on the card. Tape the card to your shirt.
9. Give each student a blank "Want" card with art supplies and a piece of tape. Ask students to draw a picture of something they want on their cards. Have students share their wants and then tape their cards on the front of their shirts.
10. A **good** is an object that can satisfy people's wants. It is something they can touch, such as a desk, car, pencil, shoes, or house. What are some examples of goods? (*Answers will vary but might include games, books, food, athletic equipment, clothing, or school supplies.*)
11. At the end of each round, one student won't be able to satisfy their want to have a chair. When the music begins, walk around the chairs. When the music stops, sit in a chair. **ENSURE SAFETY**. When the students have walked around the chairs several times, stop the music. One student won't have a chair. Ask that student to sit down in his or her regular seat. Remove the chair and play again. Continue to play successive rounds until only one student is left.
12. Discuss the following: Which students were able to satisfy their wants? (Those who got to sit in a chair labeled "good.") Why were some students not able to satisfy their wants? (There wasn't enough chairs/goods.) Have you ever wanted something that you weren't able to have? Why can't you have everything you want? (Answers will vary but may include that you don't have enough money and there aren't enough goods for everyone) What is the problem called when you can't have everything you want? (Scarcity) How does scarcity affect you and your family? Because you can't have everything that you want, what do you have to do? (Make choices)

### **3. Learning Activity**

See above- Embedded in Outline

### **4. Evidence of Learning: How will you know when the learners have reached the objectives?**

- Observation
- “Birthday Gift” Assessment (Does it make sense?)
- Participation/Discussion (Are the students actively engaged and giving thoughtful responses?)

### **5. Closure and Independent Practice for transfer of learning (Assignment)**

Tell students that they want to buy a birthday gift for a friend. Ask students for examples of goods they might want to buy for a friend. Write the suggestions on the board. Distribute a copy of “Birthday Gift” to each student. Tell them they can select only one good from the list on the board to buy for their friend’s birthday gift. Ask students to draw a picture of the good they would want for their friend and complete the sentence at the bottom of the handout with a word that means you can’t have everything you want.

### **K. Reflection of Teaching/Learning:** (How did I teach? What changes could I make?)