

Topic: Economic resources

Overview

This lesson introduces the three types of economic resources: human, capital, and natural. First, the teacher will utilize video clips from United Streaming to help students understand the types of resources. Students will then draw examples of each type of resource to make a class sort. Next, students will complete an individual resources sort using Kidspiration. Students will then make chocolate chip cookies and discuss what types of resources are needed to make the cookies.

Grade 2

Time Allotment

Three 60-minute periods

Learning Objectives

On completion of this lesson, students will be able to:

- Explain what a resource is
- Identify natural, human, and capital resources
- Distinguish between the three types of resources
- Predict resources needed to make a product

This lesson addresses Va. SOLs: Social Studies 2.7, Mathematics 2.17, Computer Technology 5.2

Media Components

- *Economics: The Production, Distribution, and Consumption of Goods and Services: Resources.* United Learning 1996. wvpt.unitedstreaming.com

Segments Used:

Segment 2: Resources Used to Make a Chair (03:30)

Segment 3: Three Types of Resources (04:17)

- Kidspiration software – if available
- SmartBoard and projector
- School computer lab

Materials and Student Handouts

- Blank index cards for resources sort – 3 per student
- Ingredients (flour, sugar, eggs, brown sugar, baking soda, vanilla, chocolate chips, butter) and supplies (oven, mixer, cookie sheet, bowl, measuring cups, spoons) for chocolate chip cookies
- Economics of Chocolate Chip Cookies worksheet – 1 per student
- Bulletin board paper and glue

Teacher Preparations

- Download, preview, and cue all video clips from www.wvpt.unitedstreaming.com
- Cut out blank resources cards
- Copy Chocolate Chip Cookies worksheet – 1 per student, attached
- Set up SmartBoard
- Reserve computer lab, if necessary
- Pre-heat oven
- Draw a resources chart on bulletin board paper

Introductory Activity

1. **Focus:** Have one student stand in front of the room holding an orange and a pencil. Say to the students: All three things here have something in common. What do you think it could be? Let the students make several predictions, and make sure they explain their reasoning. Use questioning to lead them to the conclusion that these are all things that help us in some way. Introduce the term “resource.” Tell the students that all three things – the person, orange, and pencil – are resources. Have a student look up the term in the dictionary and read the definition to the class. Then have students come up with a class definition and write it at the top of the SmartBoard. Under the definition insert a table with two rows and three columns. Tell the students that they are going to watch a movie clip about resources. Their focus for this clip is to listen for the three different types of resources.

Play: From the beginning the segment *Economics: The Production, Distribution, and Consumption of Goods and Services: Resources*, “The Three Types of Resources.”

Pause: at 0:15.

Audio: “and capital resources.”

Visual: List of the types of resources.

Follow-Up: Ask students what the three types of resources are. Explain that “physical and mental labor” is the same as human resources. Label the three sections of the columns on the SmartBoard as natural resources, human resources, and capital resources.

Learning Activities

1. **Focus:** Tell students we are going to continue the video. For this segment they need to focus on what natural resources are and examples of them. They should be able to name at least two.

Resume: at 0:15.

Audio: “Let’s look at.”



Visual: List of the types of resources.

Pause: at 0:45.

Audio: “Natural resources are divided.”

Visual: A man’s hands sifting through chunks of coal.

Follow-Up: Ask students what natural resources are (things that come from the earth, gifts of nature). Have students add examples of natural resources (land, oil, coal, trees) to the chart.

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2. **Focus:** Continue watching the video. Students need to listen for a definition of human resources and examples of human resources.

Resume: at 1:48.

Audio: "Labor is the next resource."

Visual: "physical and mental labor"

Pause: at 3:29.

Audio: "In any large business."

Visual: Conveyor belt with boxes.

Follow-Up: Ask students what human resources are (any job done by a person). Have students add examples of human resources (truck loaders, computer workers, factory workers, forklift drivers, supervisors, financial people, etc.) to the chart.

3. **Focus:** Continue watching the video. Students need to listen for examples of capital resources.

Resume: at 3:29.

Audio: "Capital resources."

Visual: The words "capital resources" appear.

Stop: at 4:16.

Audio: "In any large business."

Visual: Conveyor belt with boxes.

Follow-Up: Ask students what capital resources are (tools that were made to help people). Have students add examples of human resources (forklift, conveyor belt, computer, trucks, buildings, machines, saws) to the chart.

4. **Focus:** Discuss with students the three types of resources. Review the types again, explaining each one and giving examples. Tell students they are now going to draw pictures of each type of resource for a class sort. They will need to draw and label one natural resource, one human resource, and one capital resource. Remind students to look at the chart on the SmartBoard if they need help thinking of a resource.

Activity: Hand out three cards to each student. They will draw and label the resources.

On a large sheet of bulletin board, the teacher will make a chart with three columns, labeled with the types of resources (same as the SmartBoard chart). When the students finish drawing and labeling their resources, they should place their pictures in the correct columns on the resources chart.

Follow-Up: Have the student gather around the chart. Have the students read some of the different types of resources that people drew. Ask the students if they think all the pictures have been sorted correctly. If not, ask for suggestions about where the incorrect pictures should have been placed. If all pictures are sorted correctly, give more examples of resources and ask students where they should be placed. What type of resource is the pencil sharpener? How about your bus driver? What about your milk from lunch?

Day 2

5. Focus: Review with the students the three types of resources. This can be done using the previously made Smartboard chart, or the resources chart made from student pictures. Then ask the students what they are sitting on (chair). What type of resource is a chair? (capital). Tell the students that capital resources are made out of many other resources. We are going to watch a video segment that talks about all the resources that go into making a wooden chair. Ask the students to make predictions about resources used, reminding them that the chair in the video segment is a wooden chair. Using the Smartboard, make a chart with 3 columns, one for each type of resource, and have students write predictions under the correct resource. (Example: if a student predicted a saw would be used to make the chair, he/she should write “saw” under capital resource.) Tell the students that while they watch the video segment they should be listening for other resources that are used to make a chair.

Play: *Economics: The Production, Distribution, and Consumption of Goods and Services: Resources*, “Resources Used to Make a Chair,” from the beginning. (3:30)

Follow-Up: Ask students to name other resources used in making the chair. As they answer they may write the item under the correct resource. If they are not sure what type of resource it is, have the class help. When all the students have had the opportunity to answer, review the chart. Ask if the students thought that so many resources would go into making just one thing. Discuss.

Day 3

Culminating Activity



Focus: Review with the students all the different resources that went into making one chair. Ask the students what type of resources do they think would go into making chocolate chip cookies. Use questioning to lead them to the less obvious answers (oven, mixer, cookie sheet). Make a chart of the predictions (this can be done on the SmartBoard or on the blackboard). Then tell the students that we are going to check their predictions by making chocolate chip cookies.

Activity: Have the students sit in a circle. All the necessary ingredients and equipment should be within reach. Tell the students that they will each have a job in making the cookies. Then proceed to make the cookies. Have some students measure ingredients, some pour, some mix the dough, etc. Talk about the different resources being used as you use them, and whether they are natural, human, or capital. Then bake the cookies.

Follow-Up: After making the cookies, ask students to name other resources used in making the cookies. As they answer they may write the item under the correct resource. If they are not sure what type of resource it is, have the class help. When all the students have had the opportunity to answer, review the chart.

Assessment

Students will be assessed based on their correct sorting of resources on the Kidspiration template.

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Community Connections

- Take a field trip to a local bakery to see resources in the real world.
- Interview someone from the community about types of resources used in the workplace.
- Bring a guest to tell about their job and the resources used to do that job.

Cross-Curricular Extensions

- Students can read **If You Give a Mouse a Cookie** by Laura Numeroff and point out all the resources used by the mouse.
- Using a map, locate the origins of the resources used in the chocolate chip cookies.
- Students can read **The Doorbell Rang** by Pat Hutchins and relate the division problems to their own chocolate chip cookies.

About the Author

Mary Pancake is a second grade teacher at Paul H. Cale Elementary School in Albemarle County, Virginia.

This lesson was written as part of the Spring 2005 WVPT NTTI for the Virginia Enhancing Education Through Technology Ed Tech Grant awarded to the Shenandoah Valley Technology Consortium (SVTC).



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Name _____

The Economics of Chocolate Chip Cookies

Think about what we used to make the chocolate chip cookies and how we made them. Then answer the questions.

1. Are chocolate chip cookies a need or a want? _____
 Why? _____

2. Did we provide a good or a service when we made the cookies? Make sure to explain your answer! _____

3. How were we producers? _____

4. How were we consumers? _____

5. Name three human resources we used to make the cookies.

6. Name three natural resources we used to make the cookies.

7. Name three capital resources we used to make the cookies.

8. Pretend you have enough money to buy 2 chocolate chip cookies or a bag of your favorite candy. Which would you choose? Explain why you made that choice. I would choose _____
 because _____

