Scarcity is Not a Scary City
Grade 1
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Lesson Title: Scarcity is Not a Scary City
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Lesson Overview: Students learn what scarcity is through class discussion, an interactive Smartboard activity, and a scarcity simulation involving Jolly Rancher candy. Students also listen to the story “A Chair for My Mother” and identify scarcity from the story.

Innovation: This is an original lesson. I came up with all of the activities on my own. I believe that it is innovative because it involves many different teaching strategies including discussion, technology, a simulation, and listening to a story. There is an extension activity included that was found in *A Chair for My Mother: Literature Notes* published by Frank Schaffer Publications.

Introduction: I teach in a small school district approximately 50 miles from Minneapolis/St. Paul. Class sizes in my school district range from 60-80 students per grade. My school district serves a predominately Caucasian, middle to lower class population. Approximately 30% of the students in my school district qualify for free-reduced lunch. There is a strong emphasis on reading and math in my school district, so in the primary grades the amount of time spent on social studies in quite minimal, approximately 30 minutes three times per week.

Essential Question: What is scarcity and what does a person do when faced with scarcity?

Grade Level: First Grade

Economic Concepts: Scarcity

Content Standard: 1.2.3.3.1 Because of scarcity, individuals, organizations and governments must evaluate trade-off, make choices and incur opportunity costs.

Benchmark: Define scarcity as not having enough of something to satisfy everyone’s wants.

Learning Objectives: Students will be able to:
1. Define scarcity
2. Identify scarcity in different situations
3. Explain that when faced with scarcity a person must make a choice

Time Required: 2 days (approximately 45 minutes for the first session and 30 minutes for the second session)

Materials Needed: Blank chart paper, markers to write on the chart paper, use of a Smartboard and access to the Smartexchange in order to access the Smartboard file “Scarcity is Not a Scary City” (if access to a Smartboard is not available, visuals of the Smartboard slides can be made for use on an overhead projector), 3 inch Post-it notes (1 per child), one pencil per child, Jolly Ranchers candy (enough for every student in the class), Colors of Jolly Ranchers graph (handout 1) with questions related to the graph (handout 2) printed on the back (one per child), crayons or markers (one set per child), chart paper
made into a large blank "Colors of Jolly Ranchers Graph" (see handout 1), final assessment, (handout 3) one copy of A Chair for My Mother by Vera B. Williams, optional extension sheet (handout 4).

**Evaluation:** The assessment used is a short answer and multiple choice test to be given to each child. The test should be read aloud to the students and the children should be allowed to write their responses independently before moving on to the next item.

**Procedure:**

**Day 1:**

Review the following concepts as necessary:

- A **want** is a desired condition or state of being to be happy. Example: A desire to not be hungry.
- A **need** is a condition necessary to survive. Any “need” is also a “want” because it is desired.

1. Post the blank chart paper. Write the word “scarcity” on the top of the chart paper. Do not say the word scarcity for the students yet. Call on several students to try to say the word. Call on 3-4 students or until a student is able to correctly say the word. After 4 students have been called on the word has still not been pronounced correctly then tell the students how to correctly say the word. Have the students say the word with you.

2. Tell the students to turn to an "elbow partner" (a person sitting next to them), and tell them what they think the word scarcity means. Give the students approximately one minute to tell their elbow partner what they think the word means.

3. Call on each student to share what they think scarcity means. Accept all of the students ideas and write down all of the students ideas on the chart paper. After all of the students have given their responses circle the response(s) that is correct or very close to the correct definition. * This step is used as the pre-assessment.

4. Turn on the Smartboard and use the Smartboard scarcity lesson. Show the students the first slide that has definition of scarcity on it. Have one student read the first slide.

5. Read the next slide to the students. “Sophie brings treats to school for her birthday. She brings 10 chocolate and 10 vanilla cupcakes. 12 students want chocolate cupcakes and 8 want vanilla.” After reading the slide explain to the students that there is a scarcity of chocolate cupcakes because there are not enough chocolate cupcakes for everyone that wants one. Ask students what the children should do that did not get the cupcake flavor they wanted. After the students have given their ideas explain how their answers all involved making a choice. Clarify for students the choices the children in Sophie’s class have. They
can pick the other flavor, not have a cupcake, or trade with another student. Tell the
students that when faced with scarcity a person needs to make a choice.
6. Go on to the next page of the Smarboard scarcity document. Read through each of
the scenarios and ask the students to pick the picture that show scarcity. After identifying
the correct picture ask the students why that picture shows scarcity. Also have students
discuss what choices that person that is facing scarcity has.
7. After working through the Smartboard lesson ask the students to turn to their elbow
partner and give their own example of scarcity. Call on 3-4 students to give their own
example of scarcity.
8. Tell the students that they have been working so hard that you have a Jolly Rancher
for each of them. Call on the students to identify the color choices for Jolly Ranchers
(purple, blue, green, red, pink). Write the colors on the board as the students say them.
9. Give one Post-it note to each student. Tell the students to write their name on the
Post-it note along with which color of Jolly Rancher candy he/she would like. As the
children are writing their names walk around the classroom and look to see which color the
most children would like without telling the students what you are doing. Check to see if
there will be a scarcity of that color. If there will be a scarcity of that color then proceed to
the next step. If there is not a scarcity of that color set some of that color aside without
telling the students so that there will be a scarcity of that color.
10. Pass out one Jolly Ranchers Colors graph (handout 1) to each student. Post the
large blank Jolly Ranchers Colors graph. Explain to students how you will call up one
student at a time to put their Post-it note on the column that shows the color they chose.
11. As the students come up have them bring up their Post-it notes and put them on the
graph and tell the class what color they chose. Students at their seats should color in the
appropriate color on their graph for each student that announces their color. As the
students are coming up and putting their Post-it note on the graph the teacher should give
the child the color of Jolly Rancher candy that the child chose.
12. As students are coming up with their Post-it notes and receiving Jolly Ranchers tell
the students when one of the colors runs out “We have a problem. There is a scarcity of the
color __________.” Then ask the students, “What can we do to solve this problem?” Call
on students until you get the desired answer of “make another choice.” Give the children
that don’t get the color of his/her first pick the choices of picking a different color or waiting
until the next day when more Jolly Ranchers will be brought in.
13. Once all students have brought up their Post-it notes and received a Jolly Ranchers
have the students count to see how many chose each color of Jolly Rancher. Then have the
students turn their graphs over to answer the questions on the back (handout 2). Work
together as a class to answer the questions. 1. Which color did the most children choose?
2. How many children chose that color? 3. Was there enough of that color for everyone
that wanted to have that color? 4. Children that did not get the first color they chose had
to ____________ ? (Desired answer: Make another choice) 5. We had a problem of ____________ ? (Answer: Scarcity)

14. Tell the children to turn to their elbow partner and tell them what scarcity is. Give the children approximately 30 seconds to discuss what scarcity is. After the students have had approximately 30 seconds call on a student to tell the class what scarcity is. (Desired answer: Scarcity is when there is not enough of something.) Continue to call on students until you get the desired answer or an answer that is close. Next ask students to talk to their elbow partner about what a person should do when there is a scarcity problem. After the students have had approximately 30 seconds to discuss with their elbow partners call on a student to tell the class what happens when there is a scarcity problem. (Desired answer: Make a choice.) Continue to call on the students until you get the desired answer.

*This is the end of the Day 1

**Day 2**

Procedure:

1. Write the word “scarcity” on the board and ask a student to read it for the class. Call on a student to explain what scarcity is. (Desired answer: When there is not enough of something).
2. Tell the students to turn to an elbow partner and give an example of scarcity. If students seem to have trouble getting started give them the following example. “You have $20. You want to buy both a video game and a set of Legos but you don’t have enough money to buy both.”
3. Give the students approximately one minute to share with their elbow partner. Then call on students to give their examples of scarcity. After 3-4 students have successfully given examples of scarcity ask “What does a person do if there is a scarcity problem?” (Desired answer: Make a choice).
4. Show the students the book A Chair for My Mother. Tell the students that in the book there are two scarcity problems. Tell the children that as you read you want them to listen for what the scarcity problems are.
5. Read the book to the students. After finishing the story ask the students to identify the characters in the book. (The mother, daughter, and Grandmother). Then ask the students what the scarcity problems were for the family. (The family had a scarcity of furniture after losing it in the fire. The family also had a scarcity of money so had to save their money to buy a new chair).
6. Hand out one final-assessment (handout 3) to each child. Read each question out loud to the students and have them answer the questions individually.
7. If time allows have the students complete the extension black line master of the chair
(handout 4). Each child should design a chair that he/she would pick out for a parent if their parent was getting a new chair.

Reflection

My class did a very nice job with my scarcity lesson. I was very pleased with the engagement of my students and how well they did with understanding the concept of scarcity. I had never taught about scarcity before and it was brand new for my students as well, as was evident in the chart that was made at the beginning of the lesson, in which students gave their ideas on what they thought scarcity was. Based on the assessments that I gave to my students after the lesson it seems that my lesson was very effective. I had the following results on the post-assessment: 11 out of 16 had 100%
  3 out of 16 had 88%
  1 out of 16 had 76%
  1 out of 16 had 64% (this was a special needs student)

I taught the lessons as described in the above procedures and found the procedures to work very well with my class. I feel that there is a nice variety of activities in the lesson so this kept all students engaged and gave opportunities for students of all learning styles to learn the concept of scarcity. Beyond the post-assessment I also knew that the lesson was successful when I a couple weeks after the lesson I heard students talking while doing an art project that there was a scarcity of blue oil pastels.

The only changes that have been made to the lesson since I taught it is to the final assessment (handout 3). I added a place for students to write their names. I also did some minor changes to the graphics.
Handouts and Smartboard Lesson Slides
Which color did the most children choose?

How many children chose that color? ________

Was there enough of that color for everyone to have that color? ________

Children that did not get the first color they chose had to ________________________________.

We had a problem of ________________________________.

Handout 2
1. Circle the picture that shows scarcity.

2. Explain why the picture you chose shows scarcity?

3. Robert has $25 of his birthday party money to spend at the store. He wants to buy a lego set and a basketball. Circle the picture that shows scarcity.
4. Explain why the picture you chose shows scarcity?


5. What is scarcity?


6. When faced with scarcity people need to ________________


7. Your mom has enough money to buy groceries for the week or a new video game. Which one will she choose to buy? ________________


8. Why do you think that? ________________


Handout 3 Final-Assessment
My Favorite Armchair

Draw the armchair with your favorite colors and designs.

Handout 4
Scarcity is Not a Scary City
What is scarcity?

Scarcity is not having enough of something to satisfy everyone's wants.
Sophie brings treats to school for her birthday. She brings 8 chocolate cupcakes and 8 vanilla cupcakes. 10 children want chocolate cupcakes and 6 want vanilla.
Harmony is having a birthday and wants to give out balloons to all of her guests. Use the magic pen to circle the picture that shows scarcity at her party.
Dakoda wants to buy an Ipod. He gets $50 for his birthday. Use the magic pen to circle the picture that shows a scarcity problem.
Faith earned $15. She wants to buy a Monster High Doll and a game. Use the magic pen to circle the pictures that show a scarcity problem?
Green and red apples are being served for lunch. 4 kids want red apples and 2 kids want green apples. Circle the picture that shows a scarcity problem?
Samples of Pre-Assessment, Colors of Jolly Ranchers Graph, Student Work, and Final Assessments
Scarcity
- a city
- a type of rock
- a big rock
- a cut out bone
- a war where you are scared
- medium sized rock
- a bone
- a type of animal
- a small rock
- a Chinese word
- a scary place
- clay
- different colors
- magic
Colors of Jolly Rancher
Which color did the most children choose? 

red

How many children chose that color? 8

Was there enough of that color for everyone to have that color? no

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
Colors of Jolly Ranchers

Red
Pink
Green
Blue
Purple

X X

-
Which color did the most children choose?  

red

How many children chose that color?  

8

Was there enough of that color for everyone to have that color?  

no

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
Colors of Jolly Ranchers

Purple | Blue | Green | Pink | Red
--- | --- | --- | --- | ---
0 | 1 | 2 | 3 | 4
1 | 2 | 3 | 4 | 5
2 | 3 | 4 | 5 | 6
3 | 4 | 5 | 6 | 7
4 | 5 | 6 | 7 | 8
5 | 6 | 7 | 8 | 9
6 | 7 | 8 | 9 | 10
Which color did the most children choose?  
Red

How many children chose that color? 8

Was there enough of that color for everyone to have that color? No

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
Colors of Jolly Ranchers

Red
Pink
Green
Blue
Purple
Which color did the most children choose?

Red

How many children chose that color? 8

Was there enough of that color for everyone to have that color? No

Children that did not get the first color they chose had to make another choice.

We had a problem of Scarcity.
Colors of Jolly Ranchers
Which color did the most children choose?  
red

How many children chose that color?  
8

Was there enough of that color for everyone to have that color?  
No

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
Colors of Jolly Ranchers

- Red
- Pink
- Green
- Blue
- Purple
Which color did the most children choose?  
red 

How many children chose that color?  
8 

Was there enough of that color for everyone to have that color?  
no 

Children that did not get the first color they chose had to make another choice. 

We had a problem of scarcity.
Which color did the most children choose?  

red

How many children chose that color?  

8

Was there enough of that color for everyone to have that color?  

No

Children that did not get the first color they chose had to wait or make a choice.

We had a problem of Scarcity.
Colors of Jolly Ranchers
Which color did the most children choose?  
red

How many children chose that color? 8

Was there enough of that color for everyone to have that color? no

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
Colors of Jolly Ranchers

Red
Pink
Green
Blue
Purple
Which color did the most children choose?

How many children chose that color? 8

Was there enough of that color for everyone to have that color? No

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
Colors of Jolly Ranchers

Red

Pink

Green

Blue

Purple
red 8

no

make another choice

scarcity
Colors of Jolly Ranchers

Red
Pink
Green
Blue
Purple
Which color did the most children choose?
red

How many children chose that color? 8

Was there enough of that color for everyone to have that color? no

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
Colors of Jolly Ranchers
Which color did the most children choose?  
red

How many children chose that color?  8

Was there enough of that color for everyone to have that color?  NO

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
Colors of Jolly Ranchers
Which color did the most children choose?  
red

How many children chose that color? 8

Was there enough of that color for everyone to have that color? no

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
Colors of Jolly Ranchers

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</table>
Which color did the most children choose? 
Red

How many children chose that color? 8

Was there enough of that color for everyone to have that color? No

Children that did not get the first color they chose had to make another choice.

We had a problem of Scarcity.
Colors of Jolly Ranchers
Which color did the most children choose?
Red

How many children chose that color? 8

Was there enough of that color for everyone to have that color? No

Children that did not get the first color they chose had to make another choice.

We had a problem of Scarcity.
Which color did the most children choose?
[RED]

How many children chose that color? 8

Was there enough of that color for everyone to have that color? No

Children that did not get the first color they chose had to [MAKE ANOTHER CHOICE]

We had a problem of [SCARCITY].
Which color did the most children choose?  
red

How many children chose that color? 9

Was there enough of that color for everyone to have that color? NO

Children that did not get the first color they chose had to make another choice.

We had a problem of scarcity.
1. Circle the picture that shows scarcity.

2. Explain why the picture you chose shows scarcity?

   be cos one of them are ever

3. Robert has $25 of his birthday money to spend at the store. He wants to buy a lego set and a basketball. Circle the picture that shows scarcity.

4. Explain why the picture you chose shows scarcity?

   be cos he has not a lot of money

5. What is scarcity?
6. When faced with scarcity people have to make a __________.

7. Your mom has enough money to buy groceries for the week or a new video game. Which one will she choose to buy? __________

8. Why do you think that? __________

- Xbox 360