



## You Can't Always Get What You Want

### Introduction

Objective:

Students will use examples from The Children's Theatre production, *Charlotte's Web*, as well as their own lives to understand that resources are scarce and wants are never ending.

### Academic Content Standards:

#### ✦ National Standard VII

##### □ Production, Distribution and Consumption

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)?

#### ✦ Ohio Standard

##### □ Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

**Benchmark A** Explain how scarcity of resources requires people to make choices to satisfy their wants

*Grade 1 Indicator* Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.

### Getting Started

#### Materials:

- Counters
- Handout A
- Play money

#### Vocabulary:

- Scarcity
- Resources

### Lesson

#### Orientation Activity:

Giving the students a three-minute limit, ask them to volunteer their ideas when listing what types of things kindergarten or first graders want. The sky is the limit with what they add and money is no object.

After brainstorming the list, explain to students that these are their **wants**. Ask the students:

- Are there other wants that they could have added to the list?
- Why did the teacher give the students a time limit?
- Why can't we have all of these things?

Wants are often limitless. The students could have continued adding things to the list that they want. Discuss the reasons we can't have everything and the idea that our resources, usually money, are scarce. We don't have enough to buy everything that we want.

### Learning Activity:

Pass out ten counters to each student. Each counter represents a pig at the Arable Farm. The normal price that farmers will sell their pigs for in the simulation is one dollar. The teacher will buy any pigs that the farmers (the sellers) are willing to sell. However, the teacher's money, the resource, is scarce and he/she only has \$150 to spend on the pigs.

In the play, Mr. Arable decides to keep one pig. How much money would that cost him now? (\$1). The students must decide how many pigs they are willing to sell and if they are willing to sell them for the price of one dollar a pig.

Make a list of the pros and cons of selling their pigs. Discuss with students the fact that they will make money on the pig, of course, but by selling the pig, they are virtually killing it. Discuss their feelings on having to make that kind of decision. Why did Mr. Arable decide to let Fern keep just one pig and not all of the rest of them?

Next, ask students to come up to the table and sell their pigs, taking a number when they are ready to sell. The teacher will buy the pigs on a first come, first serve basis. If the students take too long and the teacher has limited amounts of money left, the teacher can bargain with what little money she/he has with the remaining sellers. However, be sure to warn students.

## **Evaluation and Follow-Up**

### Assessment Tools and Methods:

Handout A - Discuss their decisions and what happened when the money ran out. Did everyone sell their pigs? Did everyone get the expected price for their pigs?

### Interdisciplinary Connections:

Math: Count the students' profits and graph them on a table. In another simulation, allow half of the students to be buyers and half to be sellers. Allow them to negotiate a price.

Reading: Read One Grain of Rice: A Mathematical Folktale by Demi or Sam and the Lucky Money by Karen Chinn. Discuss how scarcity and resources are connected to these stories.



## Handout A

Name \_\_\_\_\_

Draw a picture of how many pigs you own.

Draw a picture of how many pigs you are going to sell.

Draw a picture or write how many dollars (resources) you now have from the sale of your pigs.

At the end of the simulation, how many pigs do you have?

How many pigs do the students have at the end of the simulation? (Pigs are now scarce.)

How much money does the teacher have at the end of the simulation? (Lower resources)