



Kindergarten Social Studies Unit 10 Exemplar Lesson 01: How Families Meet Their Basic Needs

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Synopsis

In this lesson students learn how families meet the basic human needs of food, shelter and clothing. Students will also learn where basic needs can be met in their community. Basic needs were taught previously in Unit 5, Lesson 2.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

K.6 Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:

K.6A Identify basic human needs of food, clothing, and shelter.

K.6B Explain the difference between needs and wants.

K.6C Explain how basic human needs can be met such as through self-producing, purchasing, and trading.

Social Studies Skills TEKS

K.15 Social studies skills. The student communicates in oral and visual forms. The student is expected to:

K.15A Express ideas orally based on knowledge and experiences.

GETTING READY FOR INSTRUCTION

Performance Indicators

Kindergarten Social Studies Unit 10 PI 01

Illustrate and describe, orally or in writing, basic needs that are met in families. Orally Identify the places in the local community that provide those items.

Standard(s): **K.6A** , **K.15A**

ELPS **ELPS.c.3A**

Key Understandings

- People have basic human needs of food, clothing, and shelter.
 - What are basic human needs?
 - How do people meet their needs for food, clothing, and shelter?
 - How does the local community help families meet their needs?
 - What happens if basic needs are not met?

Vocabulary of Instruction

- needs
- wants
- food
- clothing
- shelter
- trade
- job
- community

Materials

- Refer to the Notes for Teacher section for materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

Resources

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Take pictures of places in the local community where needs can be met. Prepare pictures to display in a PowerPoint presentation or print pictures to display.
5. Prepare materials and handouts as needed.

Background Information

This lesson helps students understand the difference between needs and wants as well as the relationship between needs and work.

All humans require three things to survive: food, clothing, and shelter, which are called needs. People need food to eat, clothes to wear, and a house to live in so that they can be safe and healthy. In order for these needs to be met, many people work so that they can earn money to purchase the things that meet these basic needs.

Other people are self-producers, which mean they grow, make, or build things that help them meet their basic needs. In some cultures people make their own clothes from wool they get from the sheep they raise. Others grow cotton and spin it into cloth for themselves or sell the cloth to businesses, which they make into clothing and sell in stores. Some people even build their own homes.

Other people produce items and then trade them for things that meet their needs. Farmers grow food and sometimes trade them for things that they do not have.

People have choices in how they meet their basic needs. They can rent a home, buy a home, or build their own home. For example, farmers can grow grain, meat, and vegetables and eat them (self-producers). They can trade their grain, meat, and vegetables for other basic needs (traders). They could also sell their products to factories which process it into food for distribution through grocery stores, which allows them to have money to buy things to meet their basic needs.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

INSTRUCTIONAL PROCEDURES

Instructional Procedures ENGAGE – Classifying needs or wants	Suggested Day 1 - 10 minutes
<ol style="list-style-type: none"> 1. Display a variety of pictures that represent wants and basic human needs. 2. As each picture is displayed, students name the item. 3. Without any explanation, begin placing the items in to two separate categories. 4. After placing the first 3-4 items, ask students to decide in which category the next picture belongs. Allow for some discussion. 5. Ask students to give reasons to support their decision to place the picture into one category or another. 6. Continue until students can identify the two categories as "needs" and "wants." 	<p>Materials:</p> <ul style="list-style-type: none"> • pictures of basic human needs and wants • pocket chart <p>Attachments:</p> <ul style="list-style-type: none"> • Teacher Resource: Needs and Wants <p>Purpose:</p> <ul style="list-style-type: none"> • The purpose for this section of the lesson is for students to view pictures and categorize them as "needs" and "wants." <p>TEKS: K.6A; K.6B; K.15A</p> <p>Instructional Note:</p> <ul style="list-style-type: none"> • This is a modified "concept attainment" activity that encourages students to "guess" what the categories might be rather than the teacher directly telling them the categories. This type of activity promotes higher order thinking. Since students were introduced to the ideas of "needs" and "wants" in Unit 5, they may link this activity to that prior knowledge. • The Teacher Resource: Needs and Wants can be used for this activity, but other pictures could also

	be used, such as a set of vocabulary word cards.
EXPLORE – Classifying needs as food, clothing, or shelter	Suggested Day 1 (continued) – 10 minutes
<ol style="list-style-type: none"> Point to the pictures that represent needs and explain to students that these are all things we need. A need is something we must have to live. We have to have food & water, a place to live, and clothes. Point to the group of pictures that represent wants. Explain to students that these are all things we want. A want is something we would like to have, but we don't need to survive. Remove the pictures of the wants from the chart and set them aside. Remove the pictures of the needs to be used for the next part of the lesson. Place labels at the top of the pocket chart: food & water, clothing, shelter. Show students the pictures from the needs category again. This time ask students to determine which human need is being met by each picture: food/water, clothing, or shelter. Allow students to explore options and discuss why each picture might belong in one particular category. Continue until all pictures are placed under one of the headings. 	<p>Materials:</p> <ul style="list-style-type: none"> pocket chart <p>Attachments:</p> <ul style="list-style-type: none"> Teacher Resource: Needs and Wants <p>Purpose:</p> <ul style="list-style-type: none"> Students classify needs as food and water, clothing, and shelter. <p>TEKS: K.6A; K.6B, K.15A</p>
EXPLAIN – Drawing and classifying a basic need	Suggested Day 1 - 10 minutes
<ol style="list-style-type: none"> Students draw a picture of a basic human need on an index card and write or dictate the label that describes the picture. When finished, students share their picture with the class and place the picture under the proper heading on the pocket chart. Leave pocket chart posted for the lesson on the following day. 	<p>Materials:</p> <ul style="list-style-type: none"> index cards, one per student <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section is for students to draw a picture of one of the basic human needs and classify it as food & water, clothing, or shelter. <p>TEKS: K.6A; K.6B; K.15A</p>
ENGAGE – Who helps us meet our needs?	Suggested Day 2 - 5 minutes
<ol style="list-style-type: none"> Focus again on the pocket chart with the pictures classified as food and water, clothing and shelter. Point to the pictures added by students in the previous lesson. Ask: <ul style="list-style-type: none"> Who helps us meet our needs? Students will likely respond that their parents or guardians provide food and water, clothing, and shelter for them to meet their needs. 	<p>Materials:</p> <ul style="list-style-type: none"> pocket chart and pictures from previous day <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section is for students to focus on needs and think about how needs are met. <p>TEKS: K.6A; K.6B; K.15A</p>
EXPLORE – How do we meet basic needs?	Suggested Day 2 - 10 minutes
<ol style="list-style-type: none"> Ask: <ul style="list-style-type: none"> How do families provide food and water, clothing and shelter for us? Display an ear of corn. Ask: <ul style="list-style-type: none"> What need would this corn help us meet? (<i>Food</i>). Explain that a person could grow the corn for themselves and if they do, then they are self-producing. What are some other things I might self-produce? (<i>Answers will vary, but may include other produce grown in a garden, making articles of clothing, building a house, etc.</i>) Display a shirt and explain that while a person may not be able to grow corn, they might be able to sew. Then they could <i>trade</i> their shirt for some corn. <ul style="list-style-type: none"> If you have something I need, I may trade something that I have that I don't need for something you have that I do need. For example: If I grow corn in my garden, I may have extra corn. If I need milk, I might trade my corn for your extra milk from your cow. 	<p>Materials:</p> <ul style="list-style-type: none"> An ear of corn, a shirt, and a can of corn (or any example of something that can be self-produced, traded or bought) <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section is for students to explore that needs are met through self-producing, buying or trading in the community. <p>TEKS: K.6C; K.15A</p> <p>Instructional Note:</p> <ul style="list-style-type: none"> Teachers may substitute the items listed in this section with others as they deem appropriate.
EXPLAIN – Identifying places where needs can be met	Suggested Day 2 (continued) – 15 minutes
<ol style="list-style-type: none"> Display pictures, one at a time, of places in the local community where families may 	Tuesday

Suggested Duration: 3 days

trade for things to meet their basic needs. These may include businesses, but also may include other places such as private homes. These are some places where we can meet our basic needs. Students name the place and tell what basic human need can be met there.

2. Organize students into pairs.
3. Distribute a set of pictures that represent basic human needs (food, clothing items, houses/apartments,) to each student pair.
4. Students match pictures of needs to the place in the community where those needs could be met.

Materials:

- Digital or printed pictures of places in the in the local community where needs can be met:
- Grocery store
- Farmer’s market
- Garden or farm
- restaurant
- Clothing store
- Fabric store
- Building supply store
- Printed set of pictures that represent basic needs (1 set per pair of students)

Purpose:

- The purpose of this section is for students to identify places in the community where needs can be met.

TEKS: K.6C; K.15A

ELABORATE – Key Understandings and Guiding Questions

Suggested Day 2 (continued) – 5 minutes

1. Facilitate a discussion using Key Understandings and Guiding Questions through a “Toss a Question” activity
2. Arrange students in a large circle
3. Explain that basic human needs such as food, clothing and shelter are met in many ways:
4. Toss a small bean bag or ball to a student and ask one of the following questions. The student answers and gently tosses the bean bag or ball back to the teacher.
5. The teacher may ask the same question more than once so that all students have the opportunity to answer a question.

- **What are basic human needs?**
- **How is a “need” different from a want?**
- **What is an example of a need?**
- **What is an example of a want?**
- **How do people meet their needs for food, clothing and shelter?**
- **What is a self-producer?**
- **What does “trade” mean?**
- **Where can I buy things to meet my needs?**

Materials:

- Bean bag or small ball

Purpose:

- The purpose of this section is for students to use Key Understandings and Guiding Questions to summarize learning.

TEKS: K.6A; K.6B; K.6C; K.15A

Instructional Note:

- Model for students how to gently toss and catch the ball or bean bag. Also make sure students know that the student who has the ball is the only one who can answer. If a student has trouble answering the question, the teacher should prompt the student as appropriate.

ENGAGE – Key Understandings

Suggested Day 3 – 5 minutes

1. Point to display of examples representing basic needs. Remove them one at a time as you Ask:

- **What might happen if our basic need for food & water was not met?**
- **What might happen if our basic need for clothing was not met?**
- **What might happen if our basic need for shelter was not met?**

Materials:

- Examples representing basic needs, i.e. a lunch, a coat, a doll house or picture of a house.

Purpose:

- The purpose of this section is to help synthesize students’ learning by bringing in hypothetical questions that lead to the Key Understanding.

TEKS: K.6A; K.6B; K.6C; K.15A

EVALUATE – Demonstrate Learning

Suggested Day 3 - 25 minutes

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Illustrate and describe, orally or in writing, basic needs that are met in families. Orally Identify the places in the local community that provide those items.

Standard(s): [K.6A](#) , [K.15A](#)

ELPS [ELPS.c.3A](#)

1. Distribute paper. Students draw a picture that illustrates the basic needs the family provides.
2. Students write sentences or orally describe places in the local community where those needs can be met.
3. Teacher circulates as students work.

Materials:

- paper, 8 ½ X 11

Purpose:

- The purpose of this section is for students to demonstrate learning by completing the Performance Indicator.

TEKS: K.6A; K.6B; K.6C; K.15A

4. When finished, students share drawings with the group.

Needs and Wants





