

SCoPE Site Lesson Plan

- Title:** Lesson 5–What Do People Need? (SS020105)
- Abstract:** In this lesson the children discuss the difference between needs and wants, and develop a list of basic needs that include food, water, shelter, and clothing. The children brainstorm ways people meet their basic needs and are guided toward the concept that a community is a place that enables people to meet either their basic needs or to satisfy their wants.
- Subject Area:** Social Studies
- Grade Level and Course Title:** Second Grade/The Local Community
- Unit of Study:** Defining the Local Community
- Benchmark:** Identify basic human needs (II.2.EE.1).
- Key Concepts:** basic needs, community
- Instructional Resources:**
- Equipment/Manipulative:
- Chart paper/Markers
 - Transparency/Overhead Projector
 - White/Chalk Board
- Student Resource:
- Thinking/Writing Journals

Sequence of Activities

1. Discuss with the children the differences between needs and wants. Emphasize to the children that a need is connected to survival and a want is usually something extra that one really does not need, but would enjoy having or find that it makes work, play, and other activities easier or more enjoyable. Create a model T-Chart with needs in one column and wants in another column on the chalkboard or on an overhead projector. Use the children's examples of wants and needs from the discussion and indicate on the chart if they are wants or needs.

2. Have the children work in pairs to make one T- chart per pair, listing additional needs and wants.
3. Have the pairs of children share their lists with the class. As the children share, add the additional wants and needs to the model T- chart on the board or the projector, making sure that the basic needs of food, water, shelter, and clothing are included. Check for understanding as the children explain the reasoning for their categorization of needs and wants.
4. As a class, have the children brainstorm as many ways as possible that people are able to meet their basic needs. A large web, or category chart may be used to organize their responses. One major category could be food. In this category, a variety of ways that people get food to satisfy their need is included, such as growing it, buying it at the grocery store, or eating at a restaurant. An example of a category chart is shown below:

FOOD	WATER	CLOTHING	SHELTER
Grow it in gardens	Turn on the faucet	Garage sales	Apartment
Grocery store	Grocery store	Kmart	House
Etc.	Etc.	Etc.	Etc.

Guide the children to understand that a community is a place that enables people to meet either their basic needs or to satisfy their wants. Point out that many of the things on the category chart are found in their local community.

5. Have the children write in their Thinking/Writing Journals to internalize the concept of needs and wants. Write these prompts on the board for those children who may need them.
 - Draw a picture and write one sentence about something you need.
 - Draw a picture and write one sentence about something you want.

6. For a homework assignment, have the children draw, with assistance from family members, pictures or make a list of how the community helps their family meet the four basic needs. Have them share the information with the rest of the class the following day.

Assessment: Use the responses during the class discussions in Step 3 and Step 4 as an informal way of assessing understanding. The T- charts made in pairs and the Thinking/Writing Journals provide a more formal assessment of understanding.

Application

Beyond School: “Important places to visit in our community” could be a family discussion topic. That information may be used to make a page for a community book.

Connections: English Language Arts:

- The Thinking/Writing Journals are used as another opportunity to write.
- The children use their speaking and listening skills as they share their needs and wants T- chart lists.