



Lesson Title: The World of Wants and Needs

Grades: 5-8

Duration of Unit: 2 days

Materials:

Peter Menzel, (1994). *Material World, a Global Family Portrait* San Francisco, CA Sierra Club Books

Agriculture in Montana Schools aginmontanaschools.com

STAGE 1 – DESIRED RESULTS

Montana State Standards:

Social Studies: Content Standard 1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. 1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). **End of Grade 8.**

Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). 5. Use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems. **End of Grade 8.**

Content Standard 5: Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption. 4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment.)

Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. 1. Compare and illustrate the ways various groups meet needs and concerns and contribute to personal identity. 3. Identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices.

<p><u>Understanding(s) /Big Ideas:</u> Students become familiar with the economic terms wants and needs. Students will identify their misunderstandings of wants and needs when closely observing other cultures.</p>	<p><u>Essential Question(s):</u> Surviving in today's world: what do we need?</p>
<p><u>Students will know:</u> Students will develop an understanding of the life styles of other families across the world, and compare material goods to help recognize wants and needs.</p>	<p><u>Students will be able to:</u> Students will be able to make an informed decision of wants and needs through the eyes of other cultures.</p>

STAGE 2 – ASSESSMENT EVIDENCE

<p><u>Performance Task(s):</u> Students will find 4 items that they consider as needs, 4 items they consider as wants that are necessary to live, and 4 items that they consider as wants, but are not necessary to survive.</p> <p>Students will revise their answers after discussing the meaning of wants and needs and viewing the book <i>Material World</i>.</p>	<p><u>Other Evidence:</u> Students will receive a grade based on their participation and completion of worksheet 1, exercise 1 and 2. Student's grade will also reflect participation, and demonstration of understanding different cultures wants and needs based upon material goods.</p>
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STAGE 3 – LEARNING ACTIVITIES

Learning Activities:

(Make two copies of Activity sheet 1)

Spending \$100.00 on wants and needs

Bring in the ads from a Sunday paper and ask students to look over the ads. Tell the students they can allocate up to \$100 on items, just as though they actually had the money to spend.

Hand out one copy of activity sheet 1 to each student. Ask students to complete part 1A of the activity using the items they chose to purchase. Students should also answer part 1B of the activity sheet.

Notes:

Investigating wants and needs.

A *need* is something you *have* to have, something you can't do without. A good example is food. If you don't eat, you won't survive for long. Many people have gone days without eating, but they eventually ate a lot of food. You might not need a whole lot of food, but you do need to eat. You also need water and air to breath.

A *want* is something you *would like* to have. It is not absolutely necessary, but it would be a good thing to have. A good example is a bed. Now, some people might argue a bed is a *need* because they think they can't do without it. But you don't need a bed to survive. You do need to eat.

Some categories have both needs and wants. For instance, food could be a need or a want, depending on the type of food. You need food, but you do not need a chocolate milkshake.

Wants and needs seem to be a matter of interpretation for many of us, it is not until we compare the wants and needs of others that we understand some of our needs are actually wants! Ask students to look at the book *Material World*. This book is a photographic and economic rendering of cultures from across the world. This book focuses on an economically based depiction of middle class families from across the world, and only those who are a true depiction of the middle class from each country were chosen. Listen carefully to what the students discuss when they look at the book. You may hear terms like poor, underdeveloped, sad, etc. Keep a list of the words that you hear describing the families in the book.

Notes:

Discuss with the students the photos that they saw, and the objects in each photo as listed next to the photo (family's belongings). Ask the following questions.

1. Does each family have the same number of objects?
2. Do the objects seem to have a reference to cultural beliefs?
3. Does your family have more or less objects than the family from Albania (p 192)?
4. How many beds does the family from Albania have?
5. Does the family from Albania have a car?
6. How many pairs of shoes does the Albanian family own?
7. Does the family from Albania appear to be healthy and happy?

You may have heard students discuss other items in this photo, ask them about their initial feeling when they looked at the photo of the Albanian family, and how they feel after asking question #7.

Ask the same questions based upon other families in the book. (India (p 65), Kuwait (p 236), and nearby Israel (p. 242) are good examples.

Notes:

Rethinking wants and needs, and now you only have \$13.00 to spend!

Pass out the second copy of Activity Sheet #1. This time students have \$13.00 to spend on their **needs** for an entire week and they live in India where people spend 50% of their disposable income for food. For this instance, we will say the disposable income is \$13.00 per week. If they have money left over, they could buy something they want, or decide to share it with someone in their family for their needs.

Have students compare their activity sheets. How did they change their needs and wants after investigating wants and needs and after viewing *Material World*? Have the students compare their answers in part B from the first time they completed the worksheet and the second time they completed the worksheet. Ask the students to answer the following in a group discussion:

Describe what happened when you observed the material goods of middle class families from across the world. Did you see material goods specific to a certain culture? Some examples to look for are clothing items, cultural icons, foods, and transportation.

Notes:

Activity Sheet #1

Part A:
Look through the newspaper ads and fill in the following questions with items you have found in the newspaper advertisements. Write the cost behind each item. Be sure to keep your purchases for your wants and needs under the dollar amount your teacher indicated.

4 items I need	4 items I want & need to live	4 items I want
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>

Part B:
Answer the following questions based upon your life. You may discuss this with your classmates.

Do I need to have my own bedroom?

Does my family need a couch or chairs to sit on?

Does my family need a car?

For a family with a father, mother, and four children over the age of 6 living in the same house how many beds would the family need? _____

*For a family with a father, a mother, 2 grandmothers, 2 grandfathers, and four children over the age of 6 living in the same house how many beds would they need?
_____*

For a family with a father, mother, and four children over the age of 6 living in the same house how many bathrooms would the family need? _____