

The Giving Tree

by

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Lesson Description: Students sing the “Wanting Song,” identify wants and learn how natural resources are used to satisfy wants. They draw a tree and pictures of goods a tree could satisfy. After reading, *The Giving Tree*, by Shel Silverstein, students identify the wants the tree satisfied in the story and learn that because of limited resources everyone’s wants can’t be satisfied.

Grade Level: First

Essential Question: How do natural resources satisfy wants?

End of Cluster Expectations (Benchmarks): Students will understand that individuals with limited resources undertake a wide variety of activities to satisfy their wants.

Link to Additional Standards, if any: English Language Arts 1, 2, and 4

Assessment - Constructed Response:

Draw and label a natural resource an individual might use to satisfy a want. Explain how the resource satisfies the want.

Picture of water. Water is a natural resource that people drink when they are thirsty.

Scoring Rubric:

2 = This response gives a valid natural resource with an accurate and relevant explanation.

1=This response gives a valid natural resource with an inaccurate, irrelevant or no explanation.

0= Inaccurate response.

Assessment - Multiple Choice:

Which of the following is a natural resource?

- a. hammer
- b. oven
- c. teacher
- d. coal

Objectives:

Students will:

- List examples of natural resources.
- Explain how a natural resource can be used to satisfy a want.
- Explain why it is impossible to satisfy everyone's wants.

Prior Knowledge and Skills: Students will know a good or service.

Time to complete: 40 minutes

Materials:

- Visual 1
- Drawing paper, two sheets per student
- Chart paper
- Copy of *The Giving Tree* by Shel Silverstein

Procedures:

1. Ask students for examples of things they would like to have. (Answers will vary.)
2. Tell students that the things they mentioned are called wants. **Wants** are desires that are satisfied by good or service.
3. Display Visual 1. Teach students "The Wanting Song." Each time the verse is sung, a different child's name is used and that child states a want.
4. Point out that the class has many wants. Review some of the goods and services from the song that students wanted. Tell students that goods and services are made with resources. **Resources** are the things used to produce or make a good or service.
5. Tell students that you want a dish of vanilla ice cream. Ask students what would be some of the things that are needed to produce the ice cream. (milk, vanilla, eggs, machines to mix the ice cream, freezer) Write these on the board. Tell students these things are called resources.
6. Explain that one type of resource is a natural resource. **Natural resources** are things found in nature such as water. Ask students for additional examples of natural resources. (Answers will vary but might include fruits, vegetables, oil, soil, cow, tree, coal.) Write these on chart paper and save for use in step 12.
7. Take students outside to observe a tree. Tell students that the tree is a natural resource. Distribute drawing paper and have them draw a tree. Ask students to draw pictures around the tree of goods that could be made out of a tree. Save pictures or display pictures on a bulletin board for use with step 10d.

8. Tell students that you are going to read them a story about a boy and how he uses a natural resource, a tree.
9. Read the book, *The Giving Tree*, by Shel Silverstein.
10. Discuss.
 - a. What were some of the boy's wants in the story? (money, house, boat, place to sit. List answers on the board. Label the answers WANTS)
 - b. What type of resource was the tree? (natural resource)
 - c. How did the use of a natural resource satisfy each of the boy's wants? (The tree gave apples to sell for money, limbs for lumber to build a house, trunk to build a boat and stump for a seat for the boy to rest. Write answers next to the appropriate place on the list from 10a.
 - d. What other wants could the tree satisfy? (Refer students to their pictures for ideas. Answers will vary but might include shade, swing, furniture.)
 - e. Why couldn't the tree satisfy all of these wants? (There was only one tree. It wasn't large enough to satisfy all the wants.)
11. Explain that the tree was a limited resource. There was only one tree and many possible uses for the tree. Explain that this problem is called **scarcity**. Scarcity means there are not enough resources to satisfy everything we want. Ask students for examples of things that are scarce in the classroom and at home. (Answers will vary.)
12. Refer students to the list of natural resources developed in procedure step 6. Ask students what wants each resource could satisfy. Be sure to have several wants for each resource. (fruits—eat, make pie or fruit drinks; vegetables—put in soup, cook for dinner; oil—gasoline for car, oil for heating; soil—grow flowers, grow crops; cow—milk, meat; tree—lumber, paper; coal—heat for homes, for generating electricity)
13. Point out that each resource could be used to satisfy several wants. Discuss.
 - a. Why can't each resource satisfy all the wants listed? (Resources are limited; not enough of the resource)
 - b. What is this problem called when there are not enough resources to satisfy all of our wants? (scarcity)

Closure:

Discuss the following.

1. What is a want? (A desire satisfied by a good or service.)
2. What is a natural resource? (Something that comes from nature.) Give an example. (tree, animal, soil, water)
3. How do resources help to satisfy wants? (Resources are used to produce goods and services that satisfy wants.)
4. Why can't all wants be satisfied? (Resources are limited; not enough resources)
5. What is scarcity? (There are not enough resources to satisfy everything we want.)

Assessment - Constructed response:

Distribute a sheet of drawing paper to each student. Instruct students to complete the following. Draw and label a natural resource an individual might use to satisfy a want. Explain how the resource satisfies the want.

Scoring Rubric:

- 2 = This response gives a valid resource with an accurate and relevant explanation.
- 1 = This response gives a valid resource with an inaccurate, irrelevant, or no explanation.
- 0 = Inaccurate response.

Assessment - Multiple Choice:

Read the following to students. Ask them to write or draw a picture of the correct answer. Which of the following is a natural resource?

- a. hammer
- b. oven
- c. teacher
- d. coal

Correct answer: d

Citations:

The Giving Tree by Shel Silverstein, HarperCollins: 1964

“Wanting Song,” from *The Econ Song Book: Old Tunes with an Economics Twist* by Martha Hopkins, 1997. Printed with permission.

Visual 1

Wanting Song (Tune: London Bridge)

Wants are things we'd like to have,

Like to have,

Like to have,

Wants are things we'd like to have

_____ wants a _____.
(Child's name)