



## **Types of Resources**

### **Lesson Description:**

Students learn about resources by watching a short video, and then expand their knowledge by learning about and finding examples of the three types of productive resources, specifically.

### **Suggested Grade Level:**

1<sup>st</sup> – 3<sup>rd</sup>

### **Economic Concepts:**

Productive resources

### **Voluntary National Content Standards in Economics:**

Content Standard 1: Scarcity

Students will understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

### **National Standards for Financial Literacy:**

Standard II: Buying Goods and Services

People cannot buy or make all the goods and services they want; as a result, people choose to buy some goods and services and not buy others. People can improve their economic well-being by making informed spending decisions, which entails collecting information, planning, and budgeting.

### **Time Suggested:**

30-45 minutes (if completed in a single teaching period)

### **Supplies:**

- *Blackbeard Learns a Lesson* video, and means to project it
- ‘Pirates Need Resources’ PowerPoint presentation, and means to project it
- One copy of Pirate Resources graphic organizer per student
- One copy of Resource Tiles handout per student
- Writing utensils
- Glue
- Scissors

**Classroom Procedures:**

1. In preparation for the lesson, have students watch the entire *Blackbeard Learns a Lesson* video. If time is limited, you may want to do this the day prior to completing the rest of these lesson activities.
2. Discuss the video using these questions, and follow up as appropriate:
  - a. Ask students, “what did Blackbeard and his crew need that they did not have?” **(Cannonballs)** “Why did they run out of cannonballs?” **(They fired them all very quickly, but the British Royal Navy’s ship did not sink. When they wanted to continue firing, there were no cannonballs left. They also did not have a way to pay for more.)**
  - b. Continue by asking, “what economics word did you hear the pirates use to describe cannonballs?” **(Resources)**
  - c. Have students give a basic definition of resources, either from their classwork or from what they heard in the video. Extend this definition by adding that: **resources are used to produce goods and services.**
3. Using the PowerPoint presentation attached to this lesson, help students explore the different types of productive resources and how they relate to Blackbeard and his pirates. If students have already had an introduction to the types of resources, then this can be a quick review. If this is their initial exposure to the concept, then spend more time using questions such as those that follow.
4. The resource slide (#2) provides a chance to reinforce the definition of a resource, using examples from everyday life. (The slide gives a basic definition, but students may add to this explanation using their own prior knowledge or previous instruction.) Ask, “what resources do you see on the slide that you use?” **(Water, sunlight, fruit, books, computer, tools, teacher, doctor, baseball player)**
5. Explain to students that we can divide resources into three categories. Each subsequent slide in the presentation gives a simple definition of a category and then shows students the resources they have already discussed that fit in that category.
6. Read slide #3 (natural resources) with students. The definition is simple, and most students understand the idea easily. When defining a “gift of nature,” it can help to add that natural resources “are present without human intervention.” In terms that primary students can understand, this means that they are not dependent on people in order to exist. Explaining this may get a little hazy with resources like agricultural crops, but remind students that plants – in their natural state – will go to seed and replant themselves without any human participation. The scale of modern agriculture requires human intervention, but, as a resource, plants can continue their life cycles without people.
7. Once students have grasped the definition of a natural resource, discuss the examples on the slide. Ask, “how do you know these are natural resources?” **(They exist without humans doing anything. They come from nature. No one has to build them or make them.)** Then, see if students can look around the classroom and think of additional examples. **(They may see water in water bottles, plants, fruit or vegetables for snack/lunch, the air they breathe, etc. Some students may think a bit more and**

**recognize that the wood in their pencils, the cotton in their clothing, or the metal in chair legs is a gift of nature, and thus, a natural resource.)**

8. From there, move on to the next category, which is human resources (slide #4). Read through the definition with students, and be sure to stress that humans do both physical and mental work. Ask students to review the examples of human resources shown on the slide, and then share additional examples they can see in their own lives. Continue the conversation by asking, “what examples of human resources do you see in our classroom?” **(Students working, teachers teaching and helping students, maintenance and cleaning staff keeping the environment safe and healthy, etc.)**
9. The final category is often the trickiest for students, but a short and succinct explanation can help them understand it more clearly. Capital resources (slide #5) are existing goods used to create the goods and services people need. This includes things like supplies, tools, and equipment - even buildings. Ask students, “what capital resources can you think of in our school building?” **(The building itself, desks, art supplies, computers, lunchroom equipment, library books, textbooks, etc.)**
10. Now that the class has learned the three types of productive resources, have students think back to the video. Tell students, “Blackbeard’s problem was that he ran out of one specific resource, but it takes many different resources to keep a pirate ship running. We are going to work together to figure out what kinds of resources Blackbeard and the other pirates used on their ship.”
11. Give each student a copy of the ‘Pirate Resources’ graphic organizer. Ask the class to think about a pirate ship. They can even close their eyes and try to visualize Blackbeard’s ship from the video. Explain that you will be working together to identify and categorize the resources that pirates use aboard their ships. Each cannonball on the organizer is labeled with a type of resource. Students will add examples to the cannonballs, based on what they know and have watched about resources on Blackbeard’s pirate ship.
12. At this point, there are some options for differentiation. Regardless of which option you choose, slides #7-9 can help with the process.
  - a. You can distribute copies of the cut-and-paste resource tiles, and have each student cut out their own set. Then, the whole class can work together to correctly categorize the provided items. Talk through each slide to review the definition of the type of resource and the items that fit the category:
    - i. Ask, “what is a capital resource?” **(A capital resource is an item that helps to produce another good or service.)**
    - ii. Follow up by having students identify the capital resources on their tiles. “Which items would help the pirates produce a good or provide a service?” **(Cannonballs, cannon, rope)**
    - iii. Pick one item that is NOT this type of resource, and ask students why it does not fit. For example, “why is the pirate’s mate not a capital resource?” **(He is a person. His work helps keep the ship running, but he is not an object.)**

- iv. Once students have the capital resources grouped in the correct cannonball, have them glue those tiles in place. There is a slide for each type of resource that shows the correct tiles.
  - v. Continue this line of questioning with human and natural resources, using slides to allow students to self-correct their work before gluing their tiles.
  - b. Alternatively, after cutting the tiles, students can work in pairs or small groups to categorize the tiles. Once groups have their tiles in place, use similar questions and the slides to allow students to check their answers before gluing.
  - c. If the class is ready – especially if this is not students’ first exposure to productive resources – they can list their own resources without relying on the items shown on the tiles, or they can use the items on the tiles/slides as a starting point.
13. To finish the lesson, review the idea that resources are limited. Just as Blackbeard and his crew ran out of cannonballs and lacked the funds to buy more, people must also manage their resources to make sure they have the things they need.
14. Finally, using the ‘Three Things About Resources’ page at the end of this document, assess students’ understanding of the lesson by simply asking them to list three things they have learned about resources. Some students will give a definition of each type of resource, while others will synthesize their thoughts into three distinct facts. If students struggle to think of three things, allow that to inform instruction, and spend a bit more time talking about resources and their role in our world and economy.

### **Extension:**

-Many people now consider entrepreneurship – the act of taking a risk to produce goods or services – a fourth type of productive resource. With this in mind, have students consider ways in which Blackbeard the pirate and his crew were entrepreneurs. What risks did they take in piracy? **(They risked getting injured or killed by other pirates and the navy. They risked injury or death from sailing. They were not guaranteed to win in a battle, which would have left them without the money or other treasure they were seeking.)**

-Students can then evaluate Blackbeard’s effectiveness as an entrepreneur – was he successful as a pirate? **(In the video, he has buried his treasure and lacks the resources to keep fighting, so the obvious answer is ‘no.’ However, creative students might have a different take, and think that he was obviously successful if the British Royal Navy is trying to stop him.)**

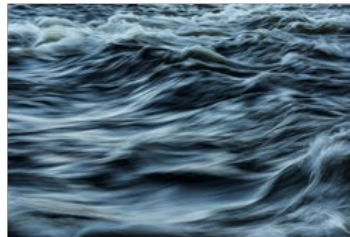
# **PIRATE RESOURCES**

**Natural**

**Human**

**Capital**

# Resource Tiles



## **Three Things About Resources:**

**What are three things you learned about resources during today's lesson?**

**1.**

**2.**

**3.**

