

## Concepts:

1. Learn that goods and services can be traded for currency.
2. Learn about prioritizing wants, how they differ between people and how they affect spending decisions.
3. Determine the needs and wants of a range of characters and assess whether they have enough money to satisfy their wants.

## Learning For Justice Social Justice Standards:

- **Identity:** I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. (ID.K-2.5)
- **Diversity:** I find it interesting that groups of people believe different things and live their daily lives in different ways. (DI.K-2.10)
- **Justice:** I know that life is easier for some people and harder for others and the reasons for that are not always fair. (JU.K-2.14)

## Considerations

- Relationships play an important role when making informed and culturally responsive instructional decisions. Be aware of the impact conversations around money can have on your students based on their families' access to opportunities and resources.
- Teachers should be sensitive to the differences of students' access to resources. Think about how questions about possessions will impact students such as discussing specific brands of clothes and shoes. It is helpful to use characters from books to have conversations around these topics to provide a level playing field of experience as well as being sensitive to the differences in economic circumstances of your students.
- Assumptions about groups of people can perpetuate stereotypes. Be curious about the stories of your students and create space for them to share their voice so that they can socially construct ideas with their classmates.

## Discussion Questions

As you have conversations with students about prioritizing wants, how they differ between people and how they affect spending decisions, make the connections between the ways families do things that are both the same as and different from how other people do things, and how they can be interested in both.

- How does your family plan to make a purchase?
- How is that the same and different from other students in our class?

### Discussion Questions cont.

As you have conversations with students about the needs and wants of a range of characters and whether they have enough money to satisfy their wants, it is a great opportunity to have a conversation around how life is easier for some people and harder for others. The reasons for that are not always fair.

- What did you notice about the way the characters in the lessons decided on wants vs. needs?
- When someone does not have enough money to satisfy their needs, it makes life harder for them. The reasons are not always fair. Think about a time when you noticed something unfair that happened to you or someone else. How did you respond?

### Extension Activity

Wake Up: Talk to students about how they live their lives in different ways. We can be interested in the ways others live their lives too. Our lifestyle can impact our wants and needs. Have students take turns and share what they do when they first wake up. They can elaborate on a want and/or need they have to be able to do this task. For instance, if they get dressed-the need is clothes, if they brush their teeth the need is a toothbrush and toothpaste.

### Journal Prompt

People prioritize their wants in different ways and that is okay. Write about a time someone thought differently than you did about a want.

### Suggested Read Alouds

- [Those Shoes](#) by: Maribeth Boelts [click here for read aloud](#)
  - Discuss what Grandma means when she says “There’s no room for want around here-just need.”
  - People live their lives in different ways, and sometimes life is harder for others for reasons that are not always fair.
- [Calling the Doves](#) by: Juan Felipe Herrera (author) and Elly Simmons (illustrator) [click here for read aloud](#)
  - Discuss how the father was paid in sacks of sweet potatoes and buckets of fresh water fish instead of money. How might using a barter system change the access of goods and services from currency?
  - Why were some migrant farmers paid this way?

