

PORRIDGE FROM AN AX

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LESSON DESCRIPTION

In this lesson, students learn about natural, human, and capital resources, as well as ingredients (intermediate goods). They classify various resources and ingredients. Students listen to a Kyrgyz folk tale, learn about the resources used in the folk tale, and classify those resources.

AGE LEVEL

7-10 years old

CONCEPTS

Productive resources
Human resources
Natural resources
Capital goods (capital resources)
Intermediate goods (ingredients)

CONTENT STANDARD

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.

BENCHMARKS

Productive resources are the natural resources, human resources, and capital goods available to make goods and services.

Natural resources, such as land, are “gifts of nature;” they are present without human intervention.

Human resources are the quantity and quality of human effort directed toward producing goods and services.

Capital goods are goods produced and used to make other goods and services.

OBJECTIVES

- ◆ Explain that productive resources are needed to produce goods and services.
- ◆ Students will define natural resources, human resources, capital goods (capital resources), and ingredients.
- ◆ Students will classify items as natural resources, human resources, capital goods (capital resources), and ingredients.

TIME REQUIRED

One class period

MATERIALS

- Copy of Activities 1-3 for each student
- Transparency of Visual 1
- Transparency of Activity 3 with written answers
- Two sheets of 8 ½” x 11” paper
- One pair of scissors, markers
- Sample greeting card prepared as follows.
 - Fold a sheet of paper in half width wise.
 - Cut the paper along the fold line.
 - Fold one of the half pieces of paper in half to create the card.
 - Draw a picture on the front of the card.
 - Under the picture, write “Happy Birthday” or other appropriate greeting.
- Green, black, blue, and red crayons

PROCEDURE

1. Show students the sample greeting card and explain that you have been hired to produce 25 (or the same number as the number of students in the class) greeting cards like it.
2. Act upset and explain that this is a big problem because there isn’t enough time to produce that many cards by tomorrow.
3. Explain that it would be very helpful if the students would make cards. Demonstrate how to make the greeting card.
 - Fold a piece of 8 ½” x 11” paper in half widthwise.

LESSON THREE

- Cut the paper along the crease.
- Fold one of the half pieces in half.
- On the front of the folded page, draw a picture like the one on the sample.
- Under the picture, write a greeting like the one on the sample.

4. Explain that each student will make one card. Tell students to begin production.

5. Students are likely to protest that they cannot make the cards because they do not have the necessary supplies. Point out that people use many different supplies to produce goods and services.

6. Ask students to name supplies they need to produce cards. Write student responses on the board. (*scissors, paper, markers, workers, tables, school building, land on which the school is located*) Explain that many things on this list are resources. There are three types of resources: natural resources, human resources, and capital goods (capital resources).

7. Define **natural resources** as things found naturally in or on the earth. Point out that natural resources are “gifts of nature” that exist without human intervention. Explain that water, land, trees, and animals are natural resources.

8. Define **human resources** as people doing work to produce goods and services. Point out that doctors, bus drivers, teachers, engineers, singers, dancers, and mechanics are all human resources.

9. Define **capital resources** as goods made by people and used again and again to produce other goods and services. Machines, tools, and factories are examples of capital resources.

10. Display a transparency of Visual 1. As a class, categorize the things on the list (generated in step 6) that are natural and human resources and those that are capital goods (capital resources). List these items in the correct

column on the transparency. (*capital—scissors, markers, and tables; natural—land on which the school is located; human—students working to produce cards*) Discuss the following.

- A. Is there something on our list that doesn't fit into one of the three categories? (*Yes.*) What is it? (*paper*)
- B. Why isn't paper a human resource? (*Paper isn't a person doing work.*)
- C. Why isn't paper a natural resource? [*It doesn't occur naturally in or on the earth. It must be made from wood pulp (trees).*]
- D. Why isn't paper a capital good (capital resource)? (*People make paper. But when paper is used to produce something, it stays with the good. It isn't used again and again.*)

11. Explain that paper is an example of an ingredient (intermediate good). People make it, but it is used up in production or goes with the item that has been produced. For example, if we make cookies, flour is an ingredient. People make flour from wheat (natural resource). When we put the flour in cookies, it stays with the cookies. We can't use the flour over again.

12. Write paper next to “Ingredients” on the transparency. Discuss the following.

- A. If you were going to bake a cake, what natural resources would you need? (*wheat to make flour, eggs, water, sugar*)
- B. Give some examples of natural resources in our community. (*land, trees, water, sunlight, coal*)
- C. If you were going to bake a cake, what human resources would you need? (*people to mix the ingredients, place the cookies in the oven, take the cookies from the oven*)
- D. Give some examples of human resources in our community. (*teacher, doctor, factory worker, sales clerk, truck driver, nurse, librarian*)

- E. If you were going to bake a cake, what capital goods (capital resources) would you need? (*mixer, bowl, cookie sheets, oven, spoon*)
- F. Give some examples of capital goods (capital resources) found in our community. (*delivery truck, computers, tools, machines*)

13. Distribute a copy of Activity 1 to each student. Read the story aloud.

14. Distribute a copy of Activity 2 and a pencil to each student. Read the directions aloud and have students complete the resource table.

15. When students have completed the work, discuss the following.

- A. What human resources were used to produce porridge? (*soldier and old woman*)
- B. What capital goods (capital resources) were used to produce porridge? (*cooking pot*)
- C. What natural resources were used to produce porridge? (*water, oats, and salt*)
- D. What ingredients were used to produce porridge? (*butter*)
- E. Why wasn't the ax a productive resource? (*It wasn't really used to make the porridge. The soldier used the ax to trick the old woman into providing the things he needed to produce porridge.*)

CLOSURE

Review the main points of the lesson with the following.

- 1. What are natural resources? (*things that are found in or on the earth; gifts of nature*)
- 2. Give some examples of natural resources. (*land, trees, water*)

3. What are capital goods (capital resources)? (*Things made by people and used again and again to produce other goods and services.*)

4. Give some examples of capital goods (capital resources). (*trucks, factories, office buildings, desks, computers, tools*)

5. What are human resources? (*people doing work to produce goods and services*)

6. Give some examples of human resources. (*teachers, doctors, farmers, engineers, mechanics*)

7. What are ingredients? (*Things made by people and used up in the production of another good or service.*)

ASSESSMENT

1. Distribute a copy of Activity 3. Review the instructions and have students complete the work.

2. Display a transparency of Activity 3 with the correct answers marked. Allow students to check their work. (*natural resources – eggs, water, nuts; human resources – baker; capital resources – oven, bowl, spoon, mixer, table, kitchen; ingredients – sugar, flour, ground cinnamon, instant oatmeal*)

EXTENSION

1. Have students interview an adult. They should ask what things are necessary to produce a common food (cookies, pie, cake, salad). Then in class discuss the things needed to produce various items and practice categorizing.

2. Have students choose a product in the classroom, such as crayons or pencils. Have them look on the internet to find the things that are used to make the product.

Visual 1
Resources

Natural Resources	Capital Goods	Human Resources

Ingredients: _____

Activity 1

Porridge from an Ax

A Russian Folk Tale

Once upon a time there was a tired and hungry soldier coming home from war. On his way, he stopped to rest at the lovely cottage of an old woman. "Hello, kind, old woman! Would you give me something to eat? I have walked many miles, and I am so hungry," said the soldier.

The old woman looked cautiously at the tired and hungry soldier and replied, "Dear soldier, I would be happy to give you something, but I have nothing in my house."

The soldier announced proudly, "Then give me an ax! I will cook porridge from an ax!"

The old woman exclaimed, "That would be a miracle! I shall go and find an ax, so that you can cook porridge."

The old woman went to her storage hut, found an ax, and brought it to the soldier. The soldier put the ax and some water into a pot. He put the pot over a fire and began to cook. He cooked, and cooked, and cooked. Nothing happened! Finally, the soldier looked at the old woman and said, "The porridge would be better if I added some oats."

The old woman went into her cottage and came back with some oats. The soldier added the oats to the pot and cooked some more. After a while he said, "This porridge will finally be finished if I had some butter to add."

The old woman agreed with the soldier and went into her cottage to get some butter. The soldier added the butter to the pot and cooked and cooked.

At last the soldier announced that the porridge was finished. "Go and get some bread and salt. Bring some spoons, and we shall eat our porridge made from an ax!"

Activity 2

What Does It Take to Make Porridge?

1. Reread the story, “Porridge from an Ax” and underline the things the soldier used to make porridge.
2. Write the resources used to make porridge in the correct column below.
3. Write the name of any ingredients used to make the porridge below the table.

Natural Resources	Capital Goods	Human Resources

Ingredients: _____

4. Was the ax really a productive resource used for making porridge?

Activity 3

Resource Hunt

The following things can be used to make cookies. In the word search, circle natural resources with green, human resources with black, capital goods with blue, and ingredients with red.

sugar, eggs, baker, oven, flour, water, bowl, spoon, nuts,
mixer, table, ground cinnamon, instant oatmeal, kitchen

W	A	T	U	R	G	R	O	U	X	B	O	W	L
R	U	O	L	F	R	E	W	I	R	S	D	A	Y
E	Q	U	I	S	O	N	A	S	P	I	E	L	E
K	O	R	A	G	U	S	S	O	L	M	N	I	Q
I	S	E	T	G	N	C	O	A	T	A	B	L	E
T	B	X	A	E	D	N	R	A	R	R	G	N	S
C	D	I	R	T	C	O	O	P	I	O	W	T	Y
V	A	M	M	L	I	T	T	E	B	N	I	H	S
E	T	O	V	E	N	E	C	X	R	A	F	O	B
W	O	R	F	A	N	E	H	C	T	I	K	T	I
B	E	N	T	O	A	D	T	E	M	P	F	E	X
O	W	S	E	X	M	Y	E	D	W	A	T	E	R
X	N	E	S	P	O	O	L	E	R	N	N	O	B
I	N	S	T	N	N	U	T	S	G	G	I	V	W

Resource Hunt – Answer Key

					G					B	O	W	L
R	U	O	L	F	R					S		A	
				S	O				P		E		
		R	A	G	U	S		O		M			
		E		G	N		O		T	A	B	L	E
		X		E	D	N		A					
		I			C		O						
		M			I	T			B				
		O	V	E	N					A			
				A	N	E	H	C	T	I	K		
			T		A							E	
		S			M				W	A	T	E	R
	N				O								
I					N	U	T	S					