

# DACIAN MASKS

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## LESSON DESCRIPTION

After learning about the Dacians who lived about 2000 years ago in the area now known as Romania, students make ancient Dacian masks. Students classify the different productive resources used to produce masks as natural resources, human resources, and capital goods, and identify the intermediate goods they used in the production process. Although this lesson focuses on Dacian masks, other ancient masks may be substituted to fit with cultures students may be studying.

## AGE LEVEL

8-10 years old

## CONCEPTS

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

## 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.

People who make goods and services are called producers.

## OBJECTIVES

- ◆ Identify producers as people who make goods and provide services.
- ◆ Define producer, productive resources, natural resources, human resources, capital goods, and intermediate goods.
- ◆ Give examples of natural resources, human resources, capital goods, and intermediate goods.
- ◆ Classify productive resources as natural resources, human resources, and capital goods.

## TIME REQUIRED

One class period

## MATERIALS

- Transparencies of Visuals 1 and 2
- Copy of Activity 1 for each student
- Paper bag, one per student, filled with one sheet of construction paper, cotton balls, tissue paper, pieces of yarn, one pair of scissors, glue, and markers plus a collection of sticks, seeds, nuts, leaves

## PROCEDURE

1. Explain that the Dacians were people who lived 2000 years ago in about the same place as present day Romania. Dacians and the Romans are considered to be the ancestors of the Romanian people. At some religious celebrations, the Dacians made and wore masks. They believed the masks would protect them from harmful spirits. This ancient custom, called *Bløj*, is practiced today in some villages near Deva, Romania.

2. Tell students that they will be producers of a Dacian mask. Explain that **producers** are people who make goods and services. A tailor is

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a producer when he makes a suit, and a carpenter is a producer when she builds a house

3. Ask students for examples of producers. (*taxi driver, teacher, mechanic, farmer*)

4. Tell students that Dacian masks were made from wood, animal skins, natural wool, feathers, leaves, nutshells, seeds, and sticks.

5. Distribute a bag of items to each student. Tell students to use the items in their bags to make a mask. Remind them that the Dacian masks were used to scare off harmful spirits.

6. Allow time for students to complete making masks. Display the completed masks. Discuss the following.

- A. What things in the bags were used to produce the masks? (*construction paper, cotton balls, tissue paper, sticks, nuts, leaves, pieces of yarn, seeds, glue, scissors, markers*) Write the responses on the board.
- B. Who produced the masks? (*students*) Add to the list on the board.
- C. Where were the masks produced? (*classroom or school on the students' desks*) Add to the list on the board.

7. Explain that **natural resources** are gifts of nature that exist without human intervention. Natural resources are found on or in the earth. Examples of natural resources are trees, coal, plants, animals, and water.

8. Display Visual 1. Ask for examples of natural resources used to produce the masks. (*sticks, leaves, nuts, berries, seeds*) Write these under the heading, "Natural Resources."

9. Explain that **human resources** are the people who produce goods and services. Point out that teachers, fire fighters, dentists, farmers, and truck drivers are human resources.

10. Ask who the human resources were who produced masks. (*students*) Write "students" under the heading, "Human Resources." Erase students from the list on the board.

11. Explain that **capital goods** (capital resources) are resources made by man and used over and over again in the production of a good or service. Hammers, factories, delivery trucks, and equipment are examples of capital goods.

12. Ask for examples of capital goods (capital resources) used in the production of masks. (*scissors, markers, classroom, desks*) Write these under the heading, "Capital Goods." Erase these from the list on the board.

13. Tell students that the natural resources, human resources, and capital goods they used to make masks are called **productive resources**.

14. Point out that there are some items listed on the board that have not been categorized. Ask students why the glue, cotton balls, construction paper, pieces of yarn, and tissue paper have not been listed as one of the productive resources used to make masks. (*They are not a natural resource, a human resource, or a capital good.*)

15. Explain that glue, construction paper, cotton balls, pieces of yarn, and tissue paper are called intermediate goods. **Intermediate goods** are things made by people and used up in the production of a good or service. In this case, the glue, construction paper, cotton balls, pieces of yarn, and tissue paper were made by people and used up when the masks were made. In order to make more masks, the producers, the students, would need more of these materials.

16. Display Visual 2. Explain that this song, "The Weavers," comes from a Romanian children's folktale. Ask students to identify the underlined words as a natural resource (water from the river), capital good (loom), or an intermediate good (threads).

17. Ask students who made the cloth? (*weavers*) What type of resource is a weaver? (*human resource*) Who were the producers in the song? (*weavers*)

18. Ask students for additional examples of natural resources, human resources, capital goods, and intermediate goods. (*natural resources—soil, chickens, trees, and gold; human resources—principal, lawyer, police officer, mail carrier, and cook; capital goods—oven in a bakery, delivery truck, dishwasher in a restaurant, and school bus; intermediate goods—paper when producing a book, tires when producing a car, lumber when building a birdhouse*)

**CLOSURE**

Review the main points of the lesson with the following.

1. What is a producer? (*a person who makes a good or provides a service*)
2. Give an example of a producer. (*hair dresser, butcher, engineer, doctor*)
3. What are productive resources? (*things used to produce a good or service*)
4. What are the types of productive resources? (*human resources, natural resources, and capital goods*)
5. What is a natural resource? (*things that are “gifts of nature,” things on or in the earth*)
6. Give an example of a natural resource. (*animals, oil, water, trees*)
7. What is a human resource? (*people who do the work to produce a good or service*)
8. Give an example of a human resource. (*teacher, contractor, pilot, carpenter*)

9. What is a capital good? (*a human made good used over and over in the production of a good or service*)

10. Give an example of a capital good. (*factory, equipment, tools*)

11. What is an intermediate good? (*something made by people and used up in the production of a good or service*)

12. Give an example of an intermediate good. (*wood when making a pencil, wool when making yarn, plastic when making pens*)

**ASSESSMENT**

Distribute a copy of Activity 1. Read the directions with the students. When students have completed the activity, review the answers. (*natural resources – cherries and eggs; human resources – baker; capital goods – pie pan and oven; intermediate goods – flour and sugar*)

**EXTENSION**

1. Have students search the Internet to find examples of ceremonial masks used by other cultures.
2. Have students share the masks they produced with another class, explain the history of the masks, and describe the productive resources used to produce the mask.

Visual 1

**Types of Productive Resources**

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Natural Resources

Human Resources

Capital Goods

Visual 2

## **The Weavers**

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We are working on a loom;

Weave, weave beautiful  
threads.

And to the river we must go

To clean the cloth in the  
water.

# Activity 1

## Producing Cherry Pies

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Select examples from the *Word Box* of natural resources, human resources, capital goods, and intermediate goods used when producing cherry pies at a bakery. Write each example in the correct space on the chart.

*Word Box*

<i>baker</i>	<i>egg</i>	<i>flour</i>	<i>cherries</i>
<i>pie pan</i>	<i>sugar</i>	<i>oven</i>	

Natural Resources	Examples:
Human Resources	Examples:
Capital Goods	Examples:
Intermediate Goods	Examples: