

# Wants and Needs

## Fast Facts

Curriculum Area: Social Studies  
Grade Level: Grade 1  
Suggested Duration:

## Stage 1 Desired Results

### Established Goals

**Social Studies Standard 2, Benchmarks 4.4, 6, 7** identify differences between wants and needs and how those are obtained through trade.

**IEFA Essential Understanding 1** There is a great diversity among the twelve tribes of Montana in their languages, cultures, histories, and government. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.

**IEFA Essential Understanding 3** . . . each tribe has its own oral histories, which are as valid as written histories. These histories predate the “discovery” of North America.

### Understandings

- A tribe is a group of people who share the same language, family history, and special celebrations and beliefs (culture).
- There are twelve tribes of Montana Indian people who have differences of language, family history, and special celebrations and beliefs from one another.
- Each tribe has a special history which was passed on to them through stories by tribal members for thousands of years.

### Essential Questions

- What is the difference between what you really need to live and what you just want?
- How do you (student) get food, clothing, shelter (who, what, when, where, how)?
- How does a tribe of Montana Indian people get what they need to live (food, clothing, shelter)?
- How did the tribe of people you are learning about get their food, clothing, and shelter long ago?
- How do you know about the ways a tribe lived long ago?
- What is a fair trade between two people?

### Students will be able to . . .

- name three things during a classroom discussion they need to live and three things they want.
- tell how individual student needs are different than wants.
- name at least one tribe of Montana Indians.

- name the reservations where many members of the tribe live and identify it on their individual student map.
- explain how trading for an object is different than buying an object; this will be through a classroom trade of an item the student needs (apple, water, pencil, etc.) and a second trade of an item a student may want (book, game, popsicle, etc.)
- demonstrate how to receive a fair trade of equal value with a classroom partner.

Students will know . . .

- needs and wants are different.
- necessary things (needs) are more important than wants. You have to plan where and how to get food, clothing, and shelter.
- there are twelve different Montana Indian tribes.
- a tribe is a group of people who share the same language, family history, and special celebrations and beliefs (culture).
- they can learn differences in how one tribe got food, clothing, and shelter in the past and how they get them in the present.
- trading for something you need (food, clothing, shelter) is more important than trading for something you want.
- oral histories give a tribe important information that is passed down to them through thousands of years.

## Stage 2 Assessment Evidence

### Performance Tasks

1. locate and name (student will point to or attach a sticker) where a teacher directed specific tribe is located which lives closest to the classroom community.
  - a. Students will retell what they have learned about one specific tribe's past way of obtaining food, clothing, and shelter.
  - b. Students will tell what they have learned about the same specific tribe's current way of obtaining food, clothing, and shelter.
  - c. Students will have two trade sessions, identifying one thing the student needs and one thing the student wants and be able to explain the different between them.

### Other Evidence

Ongoing oral language presentations and discussions may include a comparison from the past with the present for a specific tribes' means for obtaining food, clothing, and shelter, and/or a comparison and contrast with the classroom students' means for obtaining food, clothing, and shelter.

Retell a traditional story relevant to a specific Montana Indian story in sequential order, and/or create a drawing with the sequences in order. Students learn a story to pass it on to someone with several discussions with an emphasis about why it is important to retell and pass on important stories.

## Stage 3 Learning Plan

What learning experiences and instruction will enable students to achieve the desired results: Through ongoing class discussions and activities, students will acquire a foundation of knowledge of their own needs and wants and how it may relate to past and present ways one Montana tribe obtained food, clothing, and shelter. Students will determine how oral histories passed down thousands of years provide information about how people lived.

### How will the design ...

*W = Help students know where the unit is going and what is expected*

Teacher and student discussion about Essential Questions of Needs and Wants using a graphic organizer (**KWLH**: What We Know, What We Want to Find Out, What We Learned, How Can We Learn More), or a Venn diagram).

Teacher will share the name of a specific tribe (this must be selected with all necessary materials gathered prior to the unit being taught) which students will help gather information about in regard to former ways of obtaining food, clothing, and shelter and contemporary ways of obtaining food, clothing, and shelter. Assessments of (1) student locating the tribe using the student map (2) student's retelling of past ways the tribe may have obtained food, clothing, and shelter, and (3) students telling how food, clothing, and shelter is obtained currently will follow after several classroom reviews and discussions.

Teacher and student discussion and creation of pictograms about what kinds of things (1. food/food pyramid, 2. clothing, 3. shelter) each student **needs** to survive and what kinds of things each student may want, but does **not**, need to survive (1. food (cake), 2. clothing (swimsuit), 3. shelter (play tent, etc.)).

Teacher and student discussion and classroom trade session for things students need to live and things students may just want. The teacher will demonstrate examples of fair and unfair trade (is an apple a fair trade for a pencil – it depends on what you need versus what you want, etc.). Student assessment (4) of two types of trade will follow after teacher models the activity, teacher/student discussions, and prior student practices and discussions.

*H = Hook all students and hold their interest*

Gather around and listen to a storyteller in the classroom via the Internet.

Check out a footlocker for classroom exploration, *Lifeways of Montana's First People*, from the Montana Historical Society.

Visit an historical or archeological site.

Read aloud *Chips the Buffalo* by Cheri Lawson.

Watch the DVD *Long Ago in Montana* (copies were sent to all school libraries).

Review pictures in *Food, Farming, and Hunting*, by Emory Dean Keoke and Kay Marie Porterfield.

Develop an ongoing classroom pictogram or diorama, including examples of food (clothing, shelter) as the lesson develops from past to present.

Read aloud *Muskrat Will Be Swimming* by Cheryl Savageau.

*E = Equip students, help them experience the key ideas and explore the issues*

Use a Montana map outline manipulative to locate a specific tribe.

Practice trade sessions with simple classroom objects for fair trade, and unfair trade. Classroom trade activities for needs/wants to understand the value of trade using simple objects.

*R = Provide opportunities to rethink and revise their understandings and work*

Discuss what students know about needs and wants in the beginning of the lesson and how their understanding of needs and wants may have changed (KWLH chart, compare and contrast Venn diagram).

Discuss what they know about a specific Indian tribe at the beginning of this lesson, and what they learn and know throughout the lesson (journal entries, student lists, KWLH, Venn diagram).

Rethink what they believed about an early life for a specific Indian tribe for food (clothing, shelter) to now.

Compare student needs now for food, clothing, and shelter to a specific Montana Indian tribe's needs now from pictograms for discussion.

Review what an object is worth and how it could be traded for another object for needs/wants.

*E = Allow students to evaluate their work and its implications*

Students practice presenting an individual map with a specific Montana Indian tribe, then the student names the tribe and where the tribe is located in Montana.

*T = Be tailored (personalize) to the different needs, interests, and abilities of learners*

Preview audio storytellers and select portion which applies to lesson.

For field trips, plan ahead for physical needs of all students.

*O = Be organize to maximize initial and sustained engagement as well as effective learning*

Order footlockers ahead of time.

Review literature resources and DVDs with librarian ahead of time.

Invite parents and, if possible, elders of Indian communities to classroom or field trips.

## Resources

Caduto, Michael J. and Joseph Bruchac (Abenaki). "The Passing of the Buffalo." (Kiowa-Plains). *Keepers of the Animals: Native American Stories and Wildlife Activities for Children*. Golden, Colo.: Fulcrum, 1991. 265 pp. ISBN: 1-55591-088-2

Lawson, Cheri (Salish). *Chip the Buffalo*. Luminary Media Group, and imprint of [Pine Orchard, Inc.](#), 2006.

[Glossary of Terms for the Indian Education for All Social Studies Model Lesson Plan](#), Helena, MT: Montana Office of Public Instruction

[Indian Reading Series](#) (for reading aloud, retelling, sequencing Level 1). Portland, OR: Education Northwest.

Keoke, Emory Dean and Kay Marie Porterfield. *Food, Farming, and Hunting (American Indian Contributions to the World)*. New York, NY: Facts on File, 2005.

[Classroom Map of Montana](#) (shows Montana Indian Reservations)

[Map of Montana with reservations unlabeled](#)

Olson, Karen W. and Marie-Micheline Hamelin. *Eat, Run, and Live Healthy. Penticton, BC: Theytus Books, 2009.*

Savageau, Cheryl (Abaneki/Metis). *Muskrat Will Be Swimming*. Illustrated by Robert Hynes. Northland Publishing (1996) 2006.

## Additional possible resource

*JC Penney* catalog (for discussion activity of comparison of past/**present** clothing)

Seed catalogs (for pictograms of food needs)

Grocery store flyers for food pictures

[Tribes of Montana and How They Got Their Names; Talking Without Words](#) DVDs from the Office of Public Instruction, Indian Education Division

[Wisdom of the Elders, Turtle Island Storytellers Network](#)

[Montana Historical Society Footlockers](#)

Wahkpa Chu'gn Archeological Site, Havre, Montana

First Peoples Buffalo Jump, Ulm, Montana