

Instructional Recipe

How do People Meet Their Basic Needs?

Second Grade, Social Studies & Language Arts

Step 1 – Ask

Objectives:

Students will explain how their basic needs for food, clothing and shelter are met, and they will compare these methods to the way in which Pilgrim children’s needs were met in the *past*. Students will predict how basic needs might be met in the *future*.

Introduction: Ask students to visualize their favorite foods, their favorite clothes, and the place where they live.



Ask: Review the basic needs of food, clothing, and shelter.

- ★ What are basic needs?
- ★ Did people who lived long ago have basic needs similar to yours? Why/why not?
- ★ How do people today meet their needs for food, clothing and shelter?
- ★ In the past, how did Pilgrim children meet their basic needs?
- ★ How have science and technology changed the ways in which people meet basic needs?
- ★ How do you think people will meet their basic needs in the future?

Vocabulary:

- ★ basic needs (food, clothing, shelter)
- ★ natural resources
- ★ past, present, future

Social Studies TEKS:

(2.2) **History.** (B) use vocabulary related to chronology, including past, present, and future;
 (2.7) **Geography.** (B) explain how people depend on the physical environment and its natural resources to meet their basic needs.

(2.16) **Science, technology and society** (B) explain how science and technology have changed the ways in which people meet basic needs.

English/Language Arts TEKS:

(2.12) **Reading inquiry/research.** (A) identify relevant questions for inquiry such as “Why do birds build different kinds of nests?”; and (D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions.

(2.20) **Writing/inquiry/research** (B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas; (C) take simple notes from relevant sources such as classroom guests, information books, and media sources; and (D) compile notes into outlines, reports, summaries, or other written efforts using available technology.

Technology Application TEKS:

(4) **Information acquisition.** (A) apply keyword searches to acquire information; and (B) select appropriate strategies to navigate and access information for research and resource sharing.
 (8) uses research skills and electronic communication, with appropriate supervision, to create new knowledge. (B) use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.

Step 2 – Investigate

Search *Searchasaurus* for *Pilgrims*.

K-12 Databases Resources:

- ★ [Inside a Busy Pilgrim Home](#). Scholastic News -- Edition 1, Nov/Dec2006, Vol. 63 Issue 3, p2-3, 2p; Reading Level (Lexile): **350**; (AN 23005672)
- ★ [Pilgrim Children](#). Scholastic News -- Edition 2, Nov/Dec2003, Vol. 60 Issue 3, p1-4, 4p, 8c; Reading Level (Lexile): **370**; (AN 11161998)
- ★ [What Would You See in a Pilgrim Village?](#) Scholastic News -- Edition 2, Nov/Dec2005, Vol. 62 Issue 3, p2-3, 2p, 3c; Reading Level (Lexile): **400**; (AN 18598922)
- ★ [What Did Pilgrims Do?](#) Scholastic News -- Edition 2, Nov/Dec2006, Vol. 63 Issue 3, p1-4, 4p; Reading Level (Lexile): **470**; (AN 23006696)
- ★ "Thanksgiving." [Britannica Elementary Encyclopedia](#). 2008. Encyclopædia Britannica Online School Edition. 13 Oct. 2008
<<http://school.eb.com/elementary/article?articleId=353852>>.

Additional Websites:

You Be the Historian! -http://www.plimoth.org/education/olc/index_js2.html

Daily Life - http://www.scholastic.com/scholastic_thanksgiving/daily_life/index.htm

Books:

[Food and Recipes of the Pilgrims](#) by George Erdosh

[Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy](#) by Kate Waters

[Sarah Morton's Day: A Day in the Life of a Pilgrim Girl](#) by Kate Waters

Step 3 – Create

Students will take notes on how Pilgrims met their needs for food, clothing, and shelter. Use a large piece of white construction paper or newsprint folded into 16 rectangles.

	Food	Clothing	Shelter
Me			
Pilgrim Children			
Predictions for the Future			


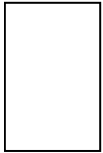

🔗 Technology Link - Students may take notes on a table (like the one above) that has been inserted into document created using a word processing program.



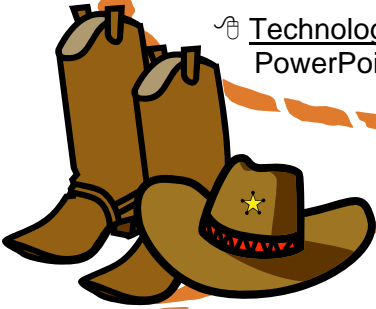
Step 4 – Discuss

- ★ Students will create three page flip book, with pictures and text, describing how they (and Pilgrims who lived long ago) meet their needs for food, clothing, and shelter. They will also predict how people will meet these needs in the future. Each student will share one page of the book with the class.

Sample page:

Pilgrims	Me	Kids in the Future
 Pilgrim kids' mothers made their clothes out of wool.	 I wear jeans and t-shirts that my mom buys at WalMart.	 In the future I think kids will wear space suits that they order online.

- 🔗 Technology Link – Instead of making a flip book, students could use PowerPoint or other multimedia program to create a slideshow.



Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

- 🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Rubric—Meeting Basic Needs Flip Book

CATEGORY	4	3	2	1
Required Elements	The flip book includes all required elements as well as additional information.	All required elements are included on the flip book.	All but 1 of the required elements are included on the flip book.	Several required elements are missing.
Content - Accuracy	All three of the facts about Pilgrims (food, clothing, and shelter) are accurate.	Two of the facts about Pilgrims are accurate.	One of the facts about Pilgrims is accurate.	None of the facts about Pilgrims are accurate.
Attractiveness	The flip book is exceptionally attractive in terms of design, layout, and neatness.	The flip book is attractive in terms of design, layout and neatness.	The flip book is acceptably attractive though it may be a bit messy.	The flip book is distractingly messy or very poorly designed. It is not attractive.

Oral Presentation of Book Page

CATEGORY	4	3	2	1
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.