

## 2008 POS USI.3c - Describe how American Indians used resources in their environment

### Teaching Tips:

- Copy the template, page 5, onto an 8 ½ “x 11” piece of paper. White paper is fine, but bright colored copy paper is nice if you have it.
- Make a 3-pocket book by folding the template along the longer side, like a hotdog fold, on the gray line, to create a 3” tab.
- Next fold the paper in thirds, as indicated on the dotted lines, to create 3 sections.
- Place glue on the inside edges of the tabs and under the dotted lines, in the valleys of the 2 creases created by the folds. This will form 3 pockets after the glue has dried when the “pocket booklet” is opened. Refer to the photo to see where to place the glue.
- Fold so that the title “Resources in Colonial Virginia” on the front of the tri-sectioned pocket book. See the photo on page 3 for reference.
- One label will appear on each of the three pockets inside the booklet – food, clothing, and housing.
- Cut out the sort cards from page 2, which are statement strips about natural, human, or capital resources.
- Students select the strips and place them in the pocket with the label that matches the description on the strip.
- Extension: students could create additional strips with words, sentences, or drawings to correspond with each section.
- **To use for VGLA evidence:** This activity has enough choices that the activity can be used to collect evidence without additional revisions. The student would need to sort the statement strips independently and this should be noted with a teacher note.

<b>things that come directly from nature</b>	<b>people working to produce goods and services</b>
<b>goods produced to use and make other goods and services</b>	<b>corn</b>
<b>wild animals</b>	<b>canoes</b>
<b>fishermen</b>	<b>people who make clothing</b>
<b>bows</b>	<b>fish</b>
<b>hunters</b>	<b>spears</b>
<b>stones used to build shelter</b>	<b>farmer who grows crops</b>
<b>animal skins from wild animals</b>	<b>beans</b>

**Key and photos:** Also refer to page 8 in the *2008 Curriculum Framework*.

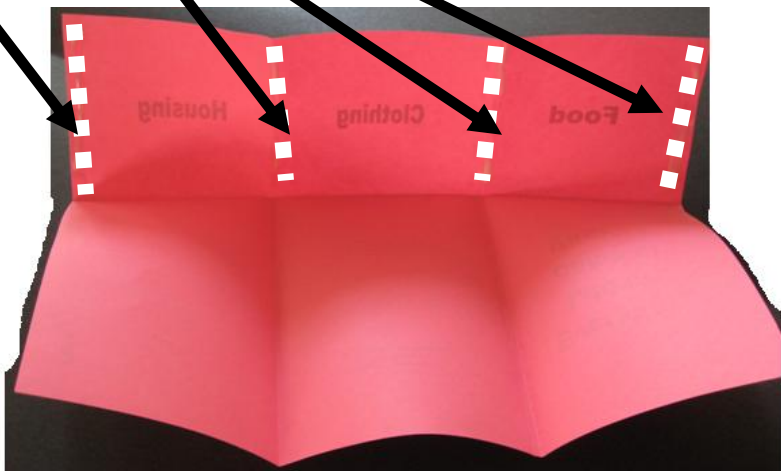
Natural	Capital	Human
<ul style="list-style-type: none"> <li>• things that come directly from nature</li> <li>• fish</li> <li>• wild animals</li> <li>• corn</li> <li>• beans</li> <li>• animal skins from wild animals</li> <li>• stones used to build shelter</li> </ul>	<ul style="list-style-type: none"> <li>• goods produced and used to make other goods and services</li> <li>• spears</li> <li>• bows</li> <li>• canoes</li> </ul>	<ul style="list-style-type: none"> <li>• people working to produce goods and services</li> <li>• fishermen</li> <li>• hunters</li> </ul>

\*see teacher background knowledge for additional information regarding stones and animal skins.



**3" tab**

The white dotted lines show where to place the glue.



**American Indians:  
How  
Resources  
Were Used from  
Their Environment**

## **Teacher background knowledge regarding resources:**

Students may argue that the stones and/or the animal skins could be capital resources. A discussion here is a good thing, and will help build understanding of the concepts. The conversation and defending one's opinion should be encouraged. Information is included here to assist with these discussions.

A **capital resource** must meet certain criteria:

- 1) It must be a tool or piece of equipment or building that is used to make consumer goods and services--of any kind
- 2) It might eventually wear out, but is NEVER used up--think sewing machine vs. thread.

Capital resources are made by people and are used to produce goods and services. They may wear out but are not used up. Capital resources include hammers, scissors, machines, buildings, books...

**Intermediary resources** (beyond the SOL essential knowledge) are made by people and are used up in the production of goods and services. Intermediary resources are sometimes called producer goods. For example, a baker uses flour and butter to make bread. A hairdresser uses shampoo and hairspray in the production of a service called hair styling.

Rocks are natural resources. One could argue that shaping a stone would then make the stone into an intermediary resource if the stone was used as a part of a building or a wall. If the stone is used without shaping---or with some minimal degree of shaping--as in--not trying to make it look like something other than a rock simply changing its size--it remains a natural resource. If a stone is significantly change--if it is crushed to powder (talc) or sculpted (marble) or squared off (granite) or faceted (diamond) then it is an intermediary resource; if it is combined with other resources before it is sold--a stone set into gold, powder put into a bottle, a granite block used as part of a building that is sold--it is an intermediary resource that becomes part of a consumer good.

Altered stones could--at a stretch--be considered capital resources if they were used as tools--such as a mill stone or stone axe (think cavemen).

Animal skins--like altered stones that are used as a part of a consumer good--are really intermediary resources.

Keep in mind the SOL does not include intermediary resources, but talking about them may be beneficial to understanding the capital resources.

Information source: Rachel Powell, George Mason Center for Economic Education.

*USI.3 Describe how  
American Indians used resources  
in their environment*

**American  
Indians:  
How  
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Were Used from  
Their Environment**

*Susie Orr, Fairfax County Public Schools,  
Instructional Services Dept. , 2011  
Foldable technique adapted from  
Dinah Zike*

**Capital**

**Human**

**Natural**