



Economic Resources: Capital, Human, and Natural

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Social Studies
Grades 3–5



Introduction

Students will learn about the role that capital, human, and natural economic resources have on our society. They will do this through whole-group classroom discussion, watching a video, small-group work where students are assigned a specific well-known location and have to list the resources needed and used, as well as independent work where students will give examples for each type of resource.

Learning Objectives

Students will be able to differentiate between capital, human, and natural economic resources, as well as describe the role that each has in society.

Materials Needed

- [Three Kinds of Resources Video](#)

Procedure

To begin the lesson ask students to name a few things that their parents have bought for their household. Then, ask students where these things came from and what services their parents paid for. Next, explain to students they will be learning about economic resources. Ask students if they have ever heard of this and if so, to name the three resources (this is to activate any prior knowledge students may have on the topic). If students have not heard of it, tell them they will be learning about capital, human, and natural resources – things that their community relies on.

Activity 1: Resources video

1. Show students the video 'Three Kinds of Resources'.
2. After the video, ask students to name a few examples of each type of resource that they learned about in the video.

Activity 2: Whole-group Instruction

1. Now that students have a better understanding of what economic resources is all about, you can dig a little deeper into the topic.

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2. On chart paper, the smartboard, or the front board, make a graphic organizer and list the name of each type of resource at the top. Then begin your class discussion starting with **capital resources**. Explain to students that these are things such as tools and machines that are made to be used to make other things. Then, ask students if they can name a few more capital resources.
3. Next, discuss that **human resources** are people such as doctors, farmers, and teachers. These are people who provide a service to their community. Ask students to list a few more examples and write these on the graphic organizer under human resources.
4. Finally, discuss **natural resources** and give examples such as trees, water, and sunlight. Discuss how these are materials provided by nature that are used to create goods. Next, have students give you a few more examples and write these ideas on the board.

Activity 3: Small-group work

1. Break students into small groups and assign each group a well-known location, such as the zoo, bank, or school. Instruct students to make a list of each type of resource used at their location. Challenge students to come up at least one example for each resource but to aim for three.
2. Before students begin, use a hospital for an example. The human resource would be the doctors and nurses, while the natural resource would be water, and the capital resource would be the machines used.
3. Once students have completed their assignment, go around to each group and have them share with their classmates.

Activity 4: Independent practice

1. Have students take out a piece of paper and draw two lines down the center and one line across the top. Have students label each column: Capital, Human, and Natural.
2. Next, ask students to work independently to write down as many examples as they can think of for each type of resource.

Evaluation

Assess students' knowledge on their independent graphic organizer and small-group activity.