

Tales of Oklahoma Project  
Oklahoma Council on Economic Education

## **We're Off to the Land Run! What Do We Need to Take Along?**

About this lesson

Grade Level: 3-5

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Time: One class period

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**Abstract** Oklahoma was the last parcel of land to be distributed by the federal government, and many people were interested in getting the land through the scheduled runs and lotteries. Participating in a land run, however, requires some planning to determine what tools and supplies are needed. In this lesson, students in grades 3-5 role play making plans to participate in the Oklahoma land run and apply the economic concepts of goods and services, productive resources, scarcity, and opportunity costs to their plans.

### **Objectives**

After completing this activity, students will be able to:

- Make decisions as to which resources they would need to pack to take along for the land run in Oklahoma.
- Identify resources as to natural, human, and capital (tools).
- Define and give examples of scarcity and opportunity cost.

### **Oklahoma PASS Standards**

Social Studies Grade 3: Standard 5.1, 2, and 3

Social Studies Grade 4: Standard 5.1, 2 and 3.

Social Studies Grade 5: Standard 7.4 and 5

### **Materials**

- Enough play dough for each student to produce a small sculpture
- Examples of goods
- Pictures of natural, human and capital resources
- 3x5 cards
- Shoe box (decorated to look like a travel trunk)
- Play money
- Play dough

### **Vocabulary/Concepts**

- Scarcity: the condition of not being able to have all of the goods, services, or productive resources that you want.
- Opportunity cost: the value of the best alternative given up when making a decision.
- Productive resources: natural, human, and capital

*Natural*: resources found in nature which are used in production, such as air, water, trees, or the land itself

*Human Resources*: the people who work to produce foods and services

*Capital Resources*: special goods, such as tools, equipment, and machinery which are used to produce other goods and services. Also human skills gained through education and training are referred to as human capital

- Goods: tangible items that satisfy peoples' wants, such as: shirts, wagons, food
- Services: activities that satisfy people's wants

### **Procedure**

1. Discuss with students the story of the Oklahoma land run. Emphasize that this was the last large parcel of land in the United States to be given away by the Federal government, and that lots of people wanted to get some of this scarce land.
2. Have students brain storm the resources that they think they would need to take along in order to be successful in claiming and settling the land. For example, hammer, stakes, food, pots, pans, water, tent, horse, etc. List them on the board. Classify the resources suggested as to whether they are natural, human, or capital resources.
3. For younger students (grade 3) skip to #10. For grades 4,5 proceed to #4.
4. Divide students into those who want to make the run, and those who would like to provide goods and services. Distribute play money to students who want to make the run. Students should have differing amounts of money – not everyone had the same resources.
5. Draw or cut out pictures of resources and put them on 3 x5 cards. Put a price on each card. Make enough cards so that more than one student can purchase an item.
6. Set up a desk as a place to get resources for the run - you may want to have train tickets available for sale, or have a livery stable selling horses. Make enough cards so that everyone can purchase something.
7. Give students time to make purchases. Some will not have as many resources as others. Discuss the concepts of scarcity and opportunity cost – their next best choice.
8. Hand out play dough. Have students make sculptures of items they wanted to take along, but couldn't get.
9. Have each student show his/her sculpture and tell the class about it. Review the economic concepts of scarcity, opportunity cost, and productive resources.
  - **For younger students:** Hand out play dough. Have students make a good that they would like to take on the run. Have each student show his/her sculpture and tell the class about it. Review the economic concepts of scarcity, opportunity cost, and productive resources.

### **Extension**

- For older students you may want to add the concepts of goods and services and have them identify the various goods and services needed to participate in a land run.
  - Goods: tangible items that satisfy peoples' wants, such as: shirts, wagons, food
  - Services: activities that satisfy people's wants
- Students may draw pictures of the items they would want to take on the land run.
- Students may write a story about someone who participated in the land run.
- Have students search the archives of *The Oklahoman* for additional information on the land run.