

**Manchester College**  
**Education Department**  
**Lesson By: Natalie Aschenbrenner**

Adapted from: Lisa Knight, Meadow Glade Elementary, Battle Ground, WA  
<http://www.col-ed.org/cur/sst/sst184.txt>

**Lesson Title:** Bidding Tokens: Supply and Demand

**Length:** 5 to 10 minutes

**Age or Grade Level:** 5<sup>th</sup> grade

**Subject:** Social Studies Mini Lesson

**Academic Standards:**

5.4.6 Predict the effects of changes in supply and demand on price.

**Objectives:**

Given a demonstration of supply and demand, the student will explain the effects supply and demand have on one another with 90% accuracy.

**Advanced Preparation by the Teacher:**

Obtain materials

**Materials:**

- Tokens of Two colors (Enough for every student to have a handful)
- A prize to be bided (Have at least 4 of this exact prize)

**Introduction:**

Ask the students if they have ever been to an auction. Ask the students to describe how an auction works. Tell the students they are going to participate in one.

**Step-By-Step:**

1. Students will be given a box of tokens of at least two different colors in it and asked to select any number of them from 1 to a handful.
2. Place a value on the tokens. (Make certain this is done AFTER students have already selected their tokens.)
3. Pull out an object students would desire to win and let the students know that they will only receive an "A" on this lesson if they own this selected item of which you happen to have EXACTLY one of. You will announce the bidding to be open at 10 and they may use their tokens to purchase the item.
4. Continue auction until a student has paid a high price for this item and received it. Then pull out a large supply of the very same item just sold while announcing that you do just happen to have a few more of these items and you're willing to open the bidding at 1.  
(Evaluation)
5. WAIT & WATCH REACTION!

6. Write supply and demand on board. Ask the individual who bought the overpriced item to define what these terms mean to him/her in light of the experience he/her just had. (*Comprehension*) Ask him/her to explain why he/she was motivated to pay such a high price for it, and if he/she would have paid so much had he/she known there were enough items to go around. (*Analysis and Synthesis*)
7. Guide students in a discussion about supply in demand.
8. Ask students for definitions of supply and demand. (*Comprehension*)
9. Ask the students what happens to demand when supply is high. (*Analysis*) Then ask why demand may be high on an object. (*Analysis*) Ask how demand may affect the amount of supplies produced. Relate these questions to the bidding demonstration. (*Synthesis, Evaluation*)

**Closure:**

Have students turn in their tokens. Tell them to write in their journals the definitions of supply and demand. (*Comprehension*) Have them represent the effects of high and low supply on demand with arrows. Have them represent the effects of demand on supplies with arrows. (*Application, Synthesis*)

**Assessment:** Observe students for understanding of supply and demand during demonstration and class discussion. Check student's journals for accurate comprehension of the effects of supply and demand on one another.

**Adaptations:**

Students who are academically advanced: Have them come up with their own demonstration to show the effects of supply and demand on one another. Have them give examples of supply and demand affecting one another in today's society. (*Synthesis, Comprehension, Analysis*)

Student who is mute: Have the whole class raise their hands to bid as the teacher lists off the bidding amounts. (Just like normal auction.) If the student is deaf have an assistant who is capable of using sign language to translate the teacher's instruction to the student and the student's sign language to the teacher.

**Gardner Intelligences:**

Visual: Demonstration bidding tokens

Verbal Linguistic: Writing in journals

Mathematical: Working with value of tokens

Kinesthetic: Using tokens

Intrapersonal: Bidding with their own tokens

Interpersonal: Class discussion

**Bloom's Taxonomy:** provided in italics and parentheses throughout the lesson.