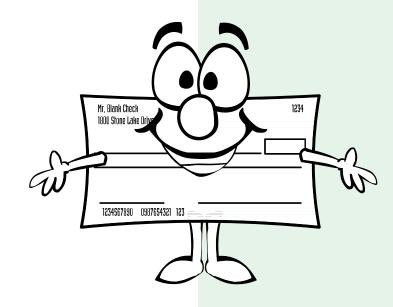
Grade Four

Earning an Income



Overview

Students share several chapters from the book *Shoeshine Girl*, by Clyde Robert Bulla, to learn about the role of money, labor, earning income, positive and negative incentives, and improving human capital and productivity. Students complete a worksheet on earning money, discuss possible careers, and complete an activity that shows the importance of learning and practicing new skills.

Lesson Objectives

Students will be able to:

- Discuss the role of money
- Define the term labor
- Explain how people earn income
- Identify examples of positive and negative incentives
- Discuss why workers learn and practice new skills
- Explain how workers can improve their productivity

Materials List

- 1. Book: Shoeshine Girl, by Clyde Robert Bulla (Harper Trophy, 1975)
- 2. Chalkboard or chart paper
- 3. $8\frac{1}{1}$ -inch x 11-inch printer paper (enough for each student to have 10 to 15 sheets)
- 4. Play money (You will need one-dollar bills.)
- 5. Handouts:
 - Earning Money worksheet
 - How to Make a Paper Basket worksheet

Content Standards

The activities in this lesson correlate to national standards in economics and language arts. See the end of this lesson for content standards information.

Vocabulary

human capital

incentive

income

labor

productivity

Large-Group Activity

Materials

- Book: *Shoeshine Girl*, by Clyde Robert Bulla (Harper Trophy, 1975)
- Handout: **Earning Money** worksheet
- 1. Gather students in the reading corner to share the book *Shoeshine Girl*.
 - O Say:

I'm going to read several chapters from the book *Shoeshine Girl*, by Clyde Robert Bulla. In this book, Sarah Ida gets a job. Have you ever worked for money? What did you do?

Allow students to share their experiences.

Let's read about Sarah Ida's first job.

- O Read the following chapters aloud to the class: "A Game," "On the Avenue," and "The Shoeshine Man."
- 2. Discuss the book with the class.
 - O Why did Sarah Ida "borrow" money from Rossi?

According to Sarah Ida, she borrowed money because she likes to have money in her pocket.

Why did Sarah Ida get a job?

Sarah Ida's Aunt Claudia would not give her money.

Where did Sarah Ida get a job?

Sarah Ida got a job at a shoeshine stand.

O Why did Sarah Ida get a job at the shoeshine stand?

It was the only place that would hire a girl her age.

O How did Sarah Ida learn to shine shoes?

Al showed her how to shine shoes and gave her tips when she shined her first shoe.

O Why did Mr. Naylor give Claudia a dollar?

According to Mr. Naylor, she did a good job. But Al said Claudia did not earn the tip. Mr. Naylor gave her the dollar because she was just getting started.

- 3. Discuss today's economic concepts: the role of money, labor, earning income, positive and negative incentives, and improving human capital and productivity.
 - The Role of Money

Why does Sarah Ida need money?

Sarah Ida said she likes to have money in her pocket.

Why do most people want money?

Have students respond. Students may say that people want money so they can buy things.

People want money because they can use it to buy goods and services that they need and want.

Calcing Labor and Earning Income

Sarah Ida wanted her Aunt Claudia to give her money, but she wouldn't. Most people aren't given money. What do most people do to earn money?

Students may answer that they work to earn money.

Most people earn money by exchanging their physical or mental work for money. What did Sarah Ida do to earn money?

Sarah Ida shined shoes.

O Positive and Negative Incentives

Sometimes teachers offer *incentives* to encourage you or influence you to make a choice. Some of these incentives are *positive*. They make you better off. For example, if you do a good job on your homework, you will get a good grade. Can you think of some other positive incentives at school?

Have students share their ideas. They may answer that they get stickers for turning in their homework on time, or they get to play games if they finish their work early.

In *Shoeshine Girl*, Sarah Ida received a tip for shining Mr. Naylor's shoes. A tip is an example of a positive incentive that encourages workers to do a good job.

Some incentives are *negative*. Negative incentives leave you worse off if you do not choose the correct behavior. For example, if you misbehave in school, the teacher may send a note to your parents. Can you think of some other negative incentives at school?

Have students respond to the question. Students may say that if they don't do a good job on their homework, they get a bad grade or they have to miss recess if they don't finish their work.

When Sarah Ida put black shoe polish on a customer's brown shoes, the customer did not give her a tip. He also told Al that he did not want Sarah Ida to shine his shoes in the future. Losing customers and not getting a tip are examples of negative incentives.

Improving Human Capital and Productivity

Everyday at work, Sarah Ida practiced new skills. She eventually became a good shoe shiner. When workers learn and practice new skills, they get better at their jobs. What else do you think happens when workers learn and practice new skills?

Allow students to share their ideas. Students may say that workers get faster at doing their jobs.

Workers can increase their productivity when they learn and practice new skills. Sarah Ida was able to shine more shoes after she

practiced new skills. Eventually she was able to earn more tips and make more money.

Hold up a copy of the **Earning Money** worksheet.

This worksheet shows pictures of four people working. Next to each picture, write one sentence that explains what the person is doing to earn money and one sentence that explains what the person can do to become a better worker who is more productive.

Allow students to work on this worksheet while you work with individual groups in the following small-group activities. After small-group work, you might want to discuss the choices students made on this worksheet.

Small-Group Activity One: Earning an Income

Concepts Taught

Labor, Income

Materials

- Book: Shoeshine Girl
- Chalkboard or chart paper
- 1. Begin Activity One: Earning an Income.
 - O Say:

Most people get the money they need to live by earning it. They get paid for making goods or providing a service. Can you name some things people do to earn money?

Allow students to respond.

Sarah Ida got a job at the shoeshine stand because it was the only place willing to hire a girl her age. If you wanted to earn some money, what jobs could you do?

Have students share their ideas. Students may say they can deliver newspapers, walk people's dogs, or baby-sit.

- 2. Create a career exploration chart.
 - O Draw a table on the chalkboard or chart paper. This table should have one column for each student in the group. Write each student's name at the top of each column.

Now let's think about what kind of jobs you can have when you are older. I want each of you to name some things that you like to do.

Have each student identify his or her interests. Write these things in the column with the student's name.

Look at your interests. What kind of jobs do you think would match these interests?

Allow students to share their ideas. Write student ideas in the corresponding columns.

Look at the careers you listed. Which of these careers do you think you would like to pursue?

Have each student identify which career he or she would like to pursue and why.

Small-Group Activity Two: Increasing Productivity

Concepts Taught

Improving Human Capital and Improving Productivity

Materials

- Book: Shoeshine Girl
- 8½-inch x 11-inch sheet of printer paper (enough for each student to have 10 to 15 sheets)
- Play money (You will need one-dollar bills.)
- Handout: **How to Make a Paper Basket** worksheet
- 1. Begin Activity Two: Increasing Productivity.
 - O Say:

Sarah Ida needed to learn new skills and practice before she could become good at shining shoes. Have you ever needed to practice? Did someone have to teach you the skills before you could practice them? What did you practice for? How did practicing help you?

Allow students to respond.

Many adults learn and practice new skills while working. How do you think learning and practicing new skills helps them with their job?

Allow students to share their ideas. Students may say that learning and practicing new skills makes them better workers.

When people learn and practice new skills, they can improve their job performance. As a result, they are sometimes promoted to better positions or they receive an increase in wages. When Sarah Ida learned and practiced new skills, she was able to shine more shoes and get more tips.

- 2. Have students make paper baskets.
 - O Say:

I have just hired you to work for The Paper Basket Company. You will be paid one dollar for every paper basket you make. I will inspect all the baskets. If they are not of good quality, they will be rejected. You will not receive money for rejected baskets.

Show students the dollar bills.

I will now demonstrate how to make paper baskets.

Quickly show students how to make a paper basket without giving students any verbal instructions.



You may want to practice making paper baskets before this activity.

Place a stack of printer paper on the table.

You will now have five minutes to make baskets. Remember, you will get paid one dollar for each basket you make.

Have students make paper baskets for five minutes. Then inspect the baskets and pay students accordingly.

Were you satisfied with the amount of money you earned? What do you need to do to earn more money?

Students will probably say that they need to make more baskets.

What can you do to increase your productivity?

Students may say that they can practice.

You can increase the number of baskets you produce by learning new skills and practicing.

O Give each student a copy of the **How to Make a Paper Basket** worksheet and two sheets of paper. Then show students how to make a paper basket. Make sure you make one fold at a time and give students time to make the same fold with their sheet of paper. Once students have learned how to make a paper basket, allow them to practice making one on their own.

You will again have five minutes to make baskets. I will pay you one dollar for every basket you make.

Place a stack of printer paper on the table and give students five minutes to make baskets. At the end of five minutes, inspect the baskets and pay each student accordingly.

Were you able to make more baskets this time?

Most students should answer yes.

Why were you able to produce more baskets and earn more money?

Students should answer that they were given time to practice making paper baskets.

Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and on the **Earning Money** worksheet. Give each student a piece of notebook paper. Tell students to imagine that they just got a job as a secretary. Have students write a paragraph that explains what they can do to become more productive.

Suggested Online Activity

NOTE: Teachers should preview all sites to ensure they are age-appropriate for their students. At the time of publication, all URLs listed here were valid. In addition, some Web sites provide lessons via pop-up screens, so you may have to disable your computer's pop-up blocker software to access them.

Career Voyages

Have students visit the U.S. Department of Labor's Career Voyages Web site at www.careervoyages.gov/students-elementary.cfm. At this site students can get information on what jobs are growing, what jobs are paying, and what jobs are just emerging. Students can also read about different careers.

National Standards Correlations

Economics

The activities in this lesson correlate to the following Voluntary National Content Standards in Economics, as determined by the National Council on Economics Education, found at: www.ncee.net/ea/standards.

Standard 4: Role of Incentives

Students will understand that: People respond predictably to positive and negative incentives.

K-4 Grade Benchmarks:

- Rewards are positive incentives that make people better off.
- Penalties are negative incentives that make people worse off.
- Both positive and negative incentives affect people's choices and behavior.

Standard 11: Role of Money

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

K-4 Benchmark:

• People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.

Standard 13: Role of Resources in Determining Income

Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

K-4 Benchmarks:

- Labor is a human resource that is used to produce goods and services.
- People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.

Standard 15: Growth

Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.

K-4 Benchmarks:

- When workers learn and practice new skills they are improving their human capital.
- Workers can improve their productivity by improving their human capital.

Language Arts

This lesson, based on the children's book *Shoeshine Girl* by Clyde Robert Bulla, also correlates to the following *Standards for the English Language Arts*, from the National Council of Teachers of English, found at:

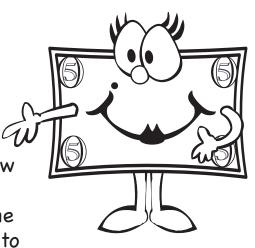
www.ncte.org/print.asp?id=110846&node=204.

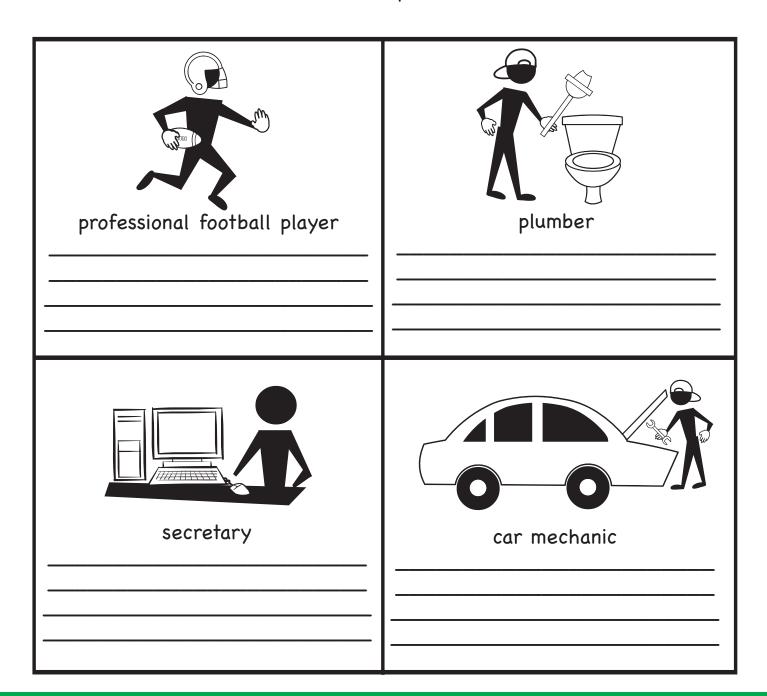
- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Earning Money

Name _____

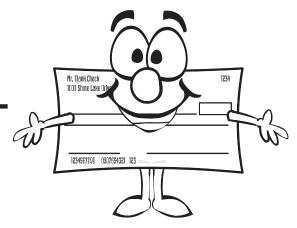
Below are four pictures of people working. Below each picture, write one sentence that explains what the person is doing to earn money, and one sentence that explains what the person can do to become a better worker who is more productive.



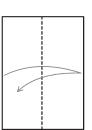


How to Make a Basket

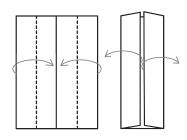
Name _



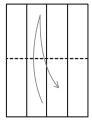
- 1. Lay an 8 1/2-inch x 11-inch piece of paper vertically on the table.
- 2. Fold the paper in half length-wise, bringing the long edges together. Crease and unfold.



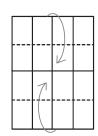
3. Bring the long edges to the center crease. Crease and unfold. The paper will now be divided into quarters.



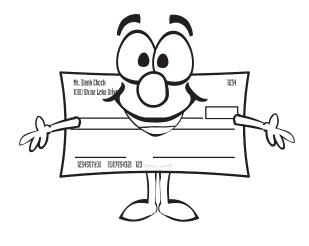
4. Fold the rectangle in half width-wise, bringing the short edges together. Crease and unfold.



5. Bring the short edges to the center crease you just made. Leave these folds in place.



How to Make a Basket



6. Notice the vertical creases on your paper. Fold an outside corner inward to lie along the nearest crease, forming a small triangular flap. Crease.



7. Repeat Step 6 on the other three corners.



8. Fold the center edges outward, away from the center, as far as possible. The bands formed will lie over a portion of the triangles formed in Steps 6 and 7. Crease sharply.



9. Gently pull the bands apart. Your paper will open up into the form of a box.



10. Shape your box by pinching the corners.



11. Attach a strip of paper with staples to make a handle.

