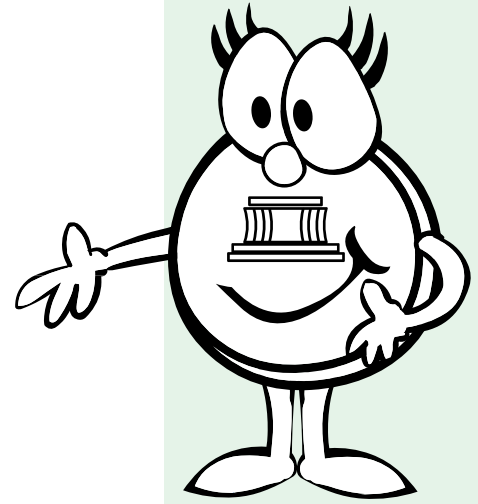


Grade One

Work



Overview

Students share the book *Charlie Needs a Cloak*, by Tomie dePaola, to learn about productive resources, labor, and income.

Prerequisite Skills

None

Lesson Objectives

Students will be able to:

- Identify productive resources, including human resources, capital goods, and natural resources
- Define labor as work done for payment
- Recognize that many workers in many different locations may work on parts of one product

Materials List

1. Book: *Charlie Needs a Cloak*, by Tomie dePaola (Simon & Schuster Books for Young Readers, 1973)
2. Chart paper or chalkboard
3. Crayons
4. Glue
5. Handouts:
 - **PB&J Worksheet**
 - **Charlie's Production Steps** sentence strips, one copy, cut apart
 - **Sheep Art** production sentence strips, one copy, cut apart
 - **Sheep Art** coloring page, one for each group
 - **Job Cards**, one copy, cut apart

Content Standards

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

Vocabulary

goods
growth
human resources
labor
natural resources
productive resources

Large-Group Activity

Materials

- Book: *Charlie Needs a Cloak*
- Chart paper or chalkboard
- Crayons
- Handout: **PB&J** worksheet

1. Gather students to share the book *Charlie Needs a Cloak*.

- Say:

Today we're going to be talking about how things are made. Have you ever wondered how your clothes are made? Can somebody tell me where our shirts and pants and coats come from? Allow students to speculate freely. First graders are creative thinkers and some of their ideas may surprise and amuse you. Don't correct any misconceptions at this time.

I'm going to read a book to you about a man who needs some new clothes. He decides to make his own instead of buying something at a store. It's called *Charlie Needs a Cloak*. Who can tell me what a "cloak" is? A cloak is a coat without sleeves. Students might also call it a cape.

The book was written by Tomie dePaola (pronounced *Tommy de-POW-la*). He is a famous children's book writer, so you may have seen his stories before. Mr. DePaola also drew the pictures for this book. Let's see how Charlie makes his new cloak.

- Read the book aloud to the class. Pause often to allow the entire class time to see each picture.

2. Briefly discuss the book with the class.

- **Why did Charlie need a new cloak?**

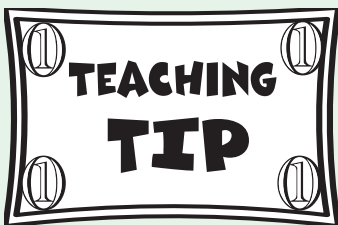
His was torn and tattered.

- **What did Charlie get from his sheep that helped him make the cloak?** Students may not have a clear idea about the process of turning fleece into wool yarn. It will be covered more thoroughly later. Right now, students only need to understand that the sheep's "coats" were used to make the cloak.

- **About how long did it take Charlie to make his new cloak?**

Charlie began in the spring and finished sewing the cloak by the following winter, so it took him about a year.

- **Do you think it's easy to make a cloak all by yourself?** Accept any answers.



Be careful! The story actually begins before the copyright and title pages, with the title as part of the text.

3. Discuss today's economic concepts: productive resources.

○ *Productive Resources: Natural Resources*

We know that Charlie needed his sheep to help him make his cloak. Whenever something that is found in nature is used to make something else, it is called a **natural resource**. Write "Natural Resources" on the chart paper or chalkboard. Write "sheep" below this heading.

Sheep are natural resources because we can find them in nature. Underline the word part "natur_" in "natural" as you say: **Can you think of another natural resource Charlie used in his cloak?** Charlie used pokeweed berries to dye the yarn red. Write "berries" below "sheep" in the list.

Let's see if we can think of some other natural resources. What is something we make furniture and buildings out of? Wood. Who can tell me what natural resource gives us wood? Trees are natural resources. Add "trees" to the list of natural resources.

Continue listing natural resources by prompting students to think about materials used to make things. Some suggestions and prompt questions follow. You may need to provide more prompts to elicit the desired resource.

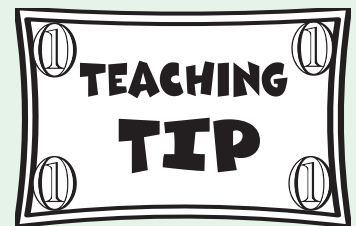
Prompt	Natural Resource
What are some things clothes are made from?	Cotton (plants)
Where do we get paper?	Trees
What do we need to make our cars move?	Gas, oil
Where do we get the milk we drink?	Cows

Another big thing we call a natural resource is land. Land is found in nature, and people use land to make or build things. What do we need land for? Encourage discussion. Students may suggest we build on land or that we use it for farming.

○ *Productive Resources: Capital Goods and Human Resources*

We know that Charlie used the wool from his sheep as a **natural resource** to make his cloak. He also used lots of tools. Can you name some of Charlie's tools? Allow students to suggest ideas, and create another list adjacent to the list of natural resources on the chart paper or chalkboard (the list heading is added after the list). Students may remember any of the following tools used in the story:

- wash tub
- "cards" (students may not know this term but might describe the process of carding wool from the story)
- spinning wheel (again, this tool isn't named in the story)
- kettle for dyeing the yarn
- loom
- scissors, pins, and needle

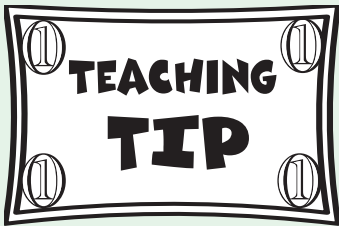


You might want to include some of your local natural resources, such as coal, building stones, or waterfalls.

All of these items are tools Charlie needed to make his cloak. We can call tools **goods**. Write “Goods” above the list of tools the students generated.

Charlie needed one last thing to make his cloak—himself! You can’t make anything without people—human beings—to do the work. We use a special name for the people who do work to make things. We call them **human resources**. Write “Human Resources” in a separate section beside the other two list headings.

So now we know there are three kinds of things necessary to making something: **natural resources**, **goods**, and **human resources**.



Peanut allergies are a common problem. Do not actually bring peanut butter into the classroom.

4. Introduce the Large-Group Activity: **PB&J** worksheet.

- Let’s see what you’ve learned about the three things you need to make something. This worksheet is called “P. B. and J.” Can anybody tell me what those letters stand for? Students should recognize the common abbreviation for peanut butter and jelly. If not, explain it to them.

Just like Charlie’s cloak, you need three kinds of things to make a peanut butter and jelly sandwich. Point to and repeat the three headings on the chalkboard or chart paper: natural resources, goods, and human resources.

This paper is divided into four boxes. In the first box is the heading “Natural Resources.” Think of something that grows in nature that you need to make a peanut butter and jelly sandwich and then draw and color it in this box.

In the second box is the heading “Goods.” Think of one good—like a tool—which you need to make a peanut butter and jelly sandwich and then draw and color it in this box.

In the third box is the heading “Human Resources.” Think of a person—a worker—who is needed to make a peanut butter and jelly sandwich and draw and color the person in this box.

The last box doesn’t have a heading. In this box you need to draw a picture of yourself enjoying a peanut butter and jelly sandwich. And don’t forget the milk! You might wish to have students work on this activity individually or in pairs while you work with small groups.

Small-Group Activity One: Production

Concepts Taught

Production and Labor

Materials

■ Book: *Charlie Needs a Cloak*

■ Handout:

- **Charlie’s Production Steps** sentence strips, one copy, cut apart

1. Examine production in *Charlie Needs a Cloak*.

- **Charlie followed a lot of different steps when he made his cloak. These steps are called **production**. Let's look at the production steps Charlie followed.**

Lay the sentence strips you cut apart from **Charlie's Production Steps** on the table—scattered, not in sequence. Open the book to the page with the text “So, in the spring, Charlie sheared his sheep.”

The book tells what Charlie did, step-by-step. Let's use these sentence strips to help us keep track of the steps in Charlie's production. Read the page aloud.

The word “shear” means to shave or cut off. Charlie used scissors and cut the wool off the sheep. This doesn't hurt the sheep, just like it doesn't hurt you to get a haircut.

Do you see a sentence strip that matches what I read? When someone selects the correct strip, place it facing the students, with enough room to place the rest of the strips below it. **NOTE: Some of the sentence strips do not follow the book text word-for-word.**

This was the first step in Charlie's production. Let's see what the second step was. Read the next page of the book, and ask students to find the sentence strip that matches it. Place that strip (“He washed the wool”) beneath the first one.

Why did Charlie do these two steps in this order? Why didn't he wash the wool first? Allow students to speculate. They should guess that it would be harder to wash the wool before it was shaved off the sheep, or that the sheep might get dirty again before Charlie could shear them. Point out the funny picture in the book that illustrates this.

Continue with this procedure, asking volunteers to find the matching sentence strips for each step of production. Periodically ask students to explain why Charlie followed those steps in that order.

2. Discuss labor.

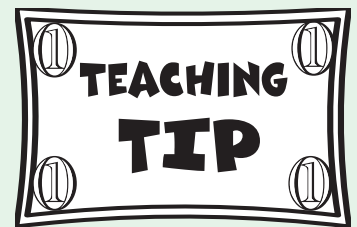
- **Charlie made his own cloak. What if he decided to buy a new cloak instead? Who would make the cloak for him to buy?** Accept any answers. Students may guess that clothes are made in a factory or a store.

The cloaks and other clothing we buy at stores aren't made by one person alone. Lots and lots of people in many different places are busy doing just one or two steps of the production. For example, there may be shepherds like Charlie raising sheep. Hold up the first sentence strip.

Somebody else then buys the wool from the shepherds and turns it into yarn. Hold up appropriate sentence strips as you go through the following steps (not all sentence strips will be used). And then someone else buys the yarn and weaves it into cloth. What do you think happens next? Accept any guesses.

Right—somebody buys that cloth and sews it into clothing. Who buys the clothing? Allow students to answer.

As you can see, there's a lot of buying going on! By the time a cloak is made and hanging in a store waiting for someone like Charlie or



If students have trouble understanding some of the steps, refer to the last page of the book for vocabulary definitions.

you or me to buy it, lots of people have worked on it. We call the work all of these people do **labor**.

Small-Group Activity Two: Working for Money

Concepts Taught

Income and the Circular Flow of Money

Materials

- Chalkboard or chart paper
- Play money: 24 one-dollar bills
- Cotton balls, about 25 for each group (or white drawing paper, torn into about 25 rough, cotton ball-sized circles)
- Crayons
- Glue, one bottle
- Handouts:
 - **Sheep Art Production** sentence strips, one copy, cut apart
 - **Sheep Art** coloring page, one for each group
 - **Job Cards**, one copy, cut apart

1. Discuss how money is earned through labor.

NOTE: This activity should be done only after Small-Group Activity One, and works best in groups of four students.

- We talked about the production steps it took to make Charlie's cloak, and we also talked about how clothes get to the stores where we buy them. Let's take a look at how all of the people involved in making things like cloaks get paid for their labor.

All of the people doing the labor, from the shepherd to the weavers to the people who sell the cloak in a store, have to be paid for their work. Where does all this money come from? Allow students to speculate. They may mention that the money comes from the people who buy the clothes.

2. Introduce the **Sheep Art Production** activity.

Let's pretend we are all laborers who work to make pictures that are sold in a store. I've got the production steps written on these strips. Lay out the **Sheep Art Production** sentence strips in order and read them aloud.

Step 1. Draw a tree on the right side, taller than the sheep.

Step 2. Color the tree trunk brown and the leaves green.

Step 3. Color the sheep's eyes blue and his legs and face black.

Step 4. Draw and color a smiling sun in the sky; color the grass green and the sky blue.

Step 5. Spread a thin layer of glue on the sheep's body and tail.

Step 6. Fill in the sheep's body and tail with cotton balls or paper circles.



The concepts of income and the circular flow of money are covered in this lesson, but the terms are not used.

Step 7. Write all group members' names on the back of the paper.

Step 8. Sell the artwork and collect the money.

There are four of you and eight steps to follow in the production. I'm going to give each of you two jobs to do. Select students to perform each of the following jobs.

The first laborer is our Tree Artist. You will do steps one and two. Place the job card and production strips for numbers one and two in front of the selected student. Read the production steps aloud to make sure the student understands what he or she is supposed to do.

The second laborer is our Background Artist. You will do steps three and four. Give this student the job card and production strips for numbers three and four.

The third laborer is the Sheep Artist. You will do steps five and six. And the last laborer is the Store Owner, who will do steps seven and eight. Pass out the rest of the job cards and production strips.

The **Sheep Art** coloring sheet and crayons are given to the Tree Artist, and production begins. You and the other group members watch each student complete his or her assigned tasks. Provide help if needed. Stop before Step 8.

3. Describe how money flows through the production process.

- When the seventh step is complete (the names of the students in the group written on the back of the artwork) say:

Now we'll pretend that I am a customer who comes into the store to buy the artwork. The Sheep Art costs 24 dollars. Count out 24 one-dollar bills to the store owner.

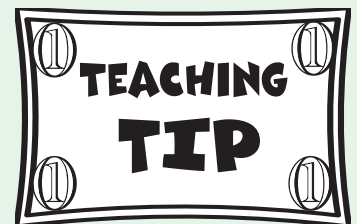
Do you think the store owner gets to keep all of the money he (or she) gets for selling things? Store owners have to pay for the things they sell. He might keep half the money for the artwork, but the rest of it has to go to the person who sold it to him. Help the store owner divide the 24 dollars in half and give 12 dollars to the Sheep Artist.

Now the Sheep Artist has 12 dollars. Does he (or she) get to keep all of it? No, the Sheep Artist might keep half, but the rest of the money must go to the person who worked on the artwork before him. Help the Sheep Artist divide the 12 dollars in half and give six dollars to the Background Artist.

What do you think happens next? The Background Artist keeps half the money and gives the rest to the Tree Artist.

All of the people who worked on the artwork got paid for their labors. The production of clothing like Charlie's cloak works the same way. The shepherd is paid for his wool by the company that turns it into yarn. That company is paid for the yarn by the company that weaves the yarn into cloth. That company is paid for the cloth by the company that sews the cloth into a cloak. Finally, the company that sewed the cloak is paid by the store that will sell it.

Everybody in the production process shares the money that the customer spends. What do you think they use the money for? Allow students to speculate freely.



Students at this age level don't know how to divide. Have them count the bills into two equal piles.

Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and activities. Ask individual students to explain their drawings from the **PB&J** worksheet, identifying the productive resources they selected for making a peanut butter and jelly sandwich. Make sure students understand the difference between natural resources, human resources, and goods.

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.

Ants in Its Pants

Visit Scholastic's Magic School Bus for an activity that examines the production steps in an ant colony. Using an ant colony as a teaching tool, students can learn the tasks each type of ant does to keep the nest going. Found at:

www.scholastic.com/magicschoolbus/games/teacher/ants/index.htm.

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: <http://www.ncee.net/ea/standards>.

Standard 1: Scarcity

Students will understand that: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

K– 4 Benchmarks:

- Productive resources are the natural resources, human resources, and capital goods available to make goods and services.
- Natural resources, such as land, are “gifts of nature”; they are present without human intervention.
- Human resources are the quantity and quality of human effort directed toward producing goods and services.
- Capital goods are goods that are produced and used to make other goods and services.

Standard 11: The Role of Money

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

K–4 Benchmarks:

- Money is anything widely accepted as final payment for goods and services.

- Producers use natural resources, human resources, and capital goods, (not money) to make 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 18: Macroeconomy–Income/Employment, Prices

A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.

NOTE: The following is listed under 5–8 Benchmarks:

When consumers make purchases, goods and services are transferred from businesses to households in exchange for money payments. That money is used in turn by businesses to pay for productive resources (natural, human, and capital), and to pay taxes.

Mathematics

In addition to economics, the activities in this lesson also correlate to the following *Principles and Standards for School Mathematics*, from the National Council of Teachers of Mathematics, found at: standards.nctm.org/document/index.htm.

Numbers and Operations Standards

Understand numbers, ways of representing numbers, relationships among numbers, and number systems

PreK–2 Benchmarks:

- Count with understanding and recognize “how many” in sets of objects.
- Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers.
- Connect number words and numerals to the quantities they represent, using various physical models and representations.
- Compute fluently and make reasonable estimates.
- Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.

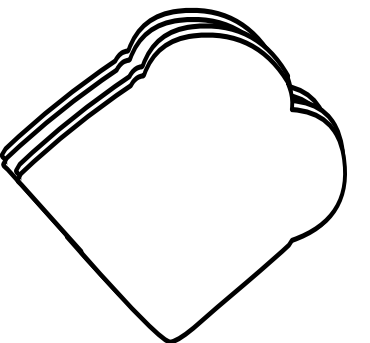
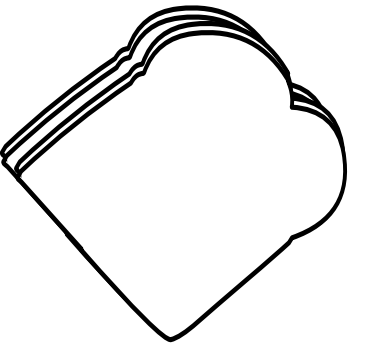
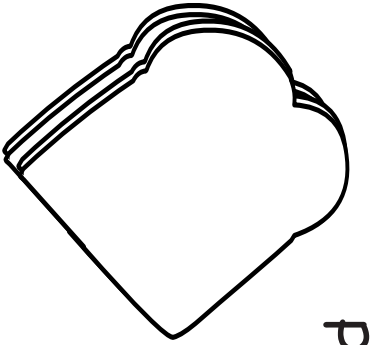
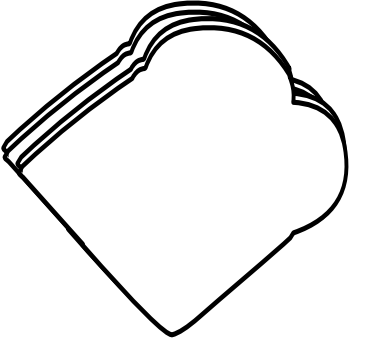
Language Arts

This lesson, based on the children’s book *Charlie Needs a Cloak*, by Tomie dePaola, 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).

PB and J



Natural Resources

Goods

Human Resources

Charlie's Production Steps

In the spring, Charlie sheered his sheep.

He washed the wool.

He carded the wool to straighten it out.

Charlie spun the wool into yarn.

Charlie picked and boiled pokeweed berries in the late summer.

He dyed the yarn red in the berry juice.

He put the dry yarn on the loom and wove it into cloth.

Charlie cut the cloth into pieces.

He pinned the pieces together and sewed them.

Sheep Art Production Steps

1. Draw a tree on the right side, taller than the sheep.

2. Color the tree trunk brown and the leaves green.

3. Color the sheep's eyes blue and its legs and face black.

4. Draw and color a smiling sun in the sky; color the grass green and the sky blue.

5. Spread a thin layer of glue on the sheep's body and tail.

6. Fill in the sheep's body and tail with cotton balls or paper circles.

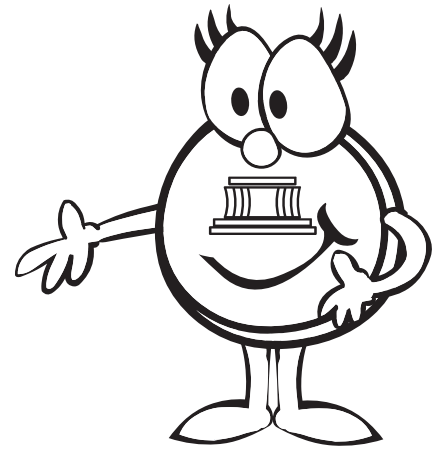
7. Write all group members' names on the back of the paper.

8. Sell the artwork and collect the money.

Sheep Art



Job Cards



Tree
Artist

Background
Artist

Sheep
Artist

Store
Owner