A New Coat for Anna
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Lesson Description

In the children’s book *A New Coat for Anna*, Anna and her mother barter for the productive resources needed for Anna’s new coat. Students will identify the different productive resources needed in local businesses and create a mobile.

Grades K-1

Concepts

- **Barter**: Trading a good or service directly for another good or service, without using money or credit.
- **Capital Resources**: Goods that have been produced and are used to produce other goods and services. They are used over and over again in the production process. Also called capital goods. Examples: tools, machines, buildings.
- **Natural Resources**: Things that occur naturally in and on the earth that are used to produce goods and services. Examples: water, trees, coal.
- **Human Resources**: The quantity and quality of human effort directed toward producing goods and services. Also known as labor. Examples: people at work, teachers, bus drivers, doctors.
- **Productive Resources**: The natural resources, human resources and capital resources used to make goods and services. Also known as factors of production.

Standards

*Arkansas Economics Standards*

- E.5.1.2: Categorize human, natural, and capital resources used in the production of goods and services D2.Eco.3, 4.K-2
- E.6.1.1: Classify exchanges as monetary or barter D2.Eco.5.K-2
- E.6.2.1: Explain the role of money in making exchange easier D2.Eco.5.K-2
Arkansas English Language Arts Standards

Kindergarten

- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4: Ask and answer questions about unknown words in a text.
- RLRL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Grade 1

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major events in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Objectives

Students will be able to
- define human, natural and capital resources and give an example of each term.
- describe the differences between human, natural and capital resources.
- define and describe productive resources.

Time required

45 - 60 minutes
Materials required

- *A New Coat for Anna* by Harriet Ziefert
- Activity 1 (one per student)
- Activity 2 (one per student, copied on card stock)
- Yarn
- Index Cards
- Hole punches
- Scissors
- Markers or crayons
- 12 inch dowel rods (2 per student)

Procedure

1. With students, generate a list of local businesses. Be sure that the school is included in the list.
2. Ask the students to identify the people who work in the school. As they brainstorm, record the answer on the board, leaving room at the top for a heading. *(Answers will vary, but could include principal, teachers, secretary, nurse, cafeteria workers, janitors, etc.)*
3. Tell the students that the people who work have a special name, “Human Resources.” Write “Human Resources” at the top of the list.
4. Ask one of the students to choose a human resource from the list. *(Answers will vary.)* Ask: What tools does this person use? Record the answers on the board as the students generate them, leaving room at the top for a heading. *(Answers will vary, but be sure the building, playground equipment, etc. are included.)*
5. Tell the students that the special name for the tools people use to do their jobs are called “Capital Resources.” Write “Capital Resources” at the top of the tools list.
6. Ask the students if there are any “gifts of nature” that the human resource uses as part of his/her job? Record the answers as they are given on the board, leaving space at the top for a heading. *(Answers will vary but could include; water, soil, trees, grass, etc.)*
7. Tell the students that these “gifts of nature” also have a special economic name, “Natural Resources.” Write “Natural Resources” at the top of the list.
8. Display the book, *A New Coat for Anna* and distribute Activity 1. Ask a student to read the directions for Activity 1. Calling on different students, have them share the definitions and/or examples of natural, capital and human resources. Remind students of the directions.
9. Read the book. Every few pages, ask a student to identify a natural, capital or human resource found on that particular page. *(sheep are natural resources, loom is a capital resource, etc.)*
10. Once you have finished reading the book, check for understanding by having students share what they listed.
11. Remind students of all the different businesses that were featured in *A New Coat for Anna*. Have students generate a list of local businesses. Record their answers on the board. *(Answers will vary.)*
12. Allow each student to choose a business from the list. Give each student Activity 2, several index cards and markers or crayons. Have available for students to use: yarn, scissors, and hole punches.
13. Ask the students to create cards for HUMAN, CAPITAL, and NATURAL Resources. Cards should have titles and illustrations.

14. When students have completed their index cards, have them cut apart Activity 2 and sort their index cards by category.

15. Have the students punch one hole in the top of the resource cards found in Activity 2 and a hole at the bottom of the resource cards for each of the index cards belonging to that resource. Students should then punch one hole in the top of each index card. Using yarn have students attach the index cards they illustrated to the appropriate resource card from Activity 2.

16. Demonstrate how to tie two dowel rods together to form the hanger, attach a title card and the resource cards to the hanger.

**Closure**

Have each student share the business they chose and a natural, capital or human resource found there.

**Assessment**

Students will have correctly sorted the natural, capital and human resources on their mobiles.
Directions: As you listen to the story, write the NATURAL, CAPITAL & HUMAN RESOURCES mentioned in the story or featured in the pictures.

<table>
<thead>
<tr>
<th>Natural Resources</th>
<th>Capital Resources</th>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Natural Resources
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