



Producing a Newspaper

The Last Newspaper Boy in America

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Lesson Description

Inspired by the book *The Last Newspaper Boy in America*, this lesson focuses on the productive resources required to produce a newspaper. Through this activity, students will learn how to categorize productive resources as human resources, natural resources, capital resources and intermediate goods. (Knowledge of the book is not a requirement of this lesson, but it will compliment students' appreciation of the impact of newspapers.)

Grades 3-4

Concepts

- **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, capital resources and entrepreneurship used to make goods and services. Also known as factors of production.
- **Intermediate Goods** — Goods that are used in the production of final goods and services

Standards

Arkansas Economic Standards

- E.5.3.2: Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas D2.Eco.4, 7.3-5
- E.5.4.2: Articulate ways entrepreneurs and businesses in Arkansas and the United States organize human, natural, and capital resources to produce goods and services D2.Eco.4, 7.3-5

Common Core Standards

Grade 3

- CCSS.ELA-LITERACY.W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Grade 4

- CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Objectives

Students will be able to

- Define human, natural and capital resources and intermediate goods
- Describe the differences between human, natural and capital resources and intermediate goods

Time required

1 class period, plus 30 minutes preparation time

Materials required

- Optional: *The Last Newspaper Boy in America*, by Sue Corbett, 1 copy per student for home reading
- Resource Signs
- Resource Cards

Teacher Preparation

- Print, laminate and cut out Resource Cards.
- Print and laminate Resource Signs and post around the room.

Procedure

1. In class, instruct the students to brainstorm a list of natural resources that are used at school. If they have trouble, remind them what a natural resource is. Do the same for capital resources and human resources.
2. Ask the students if they ever wondered about the goods that are used up when producing other goods and services. These goods are called intermediate goods.
3. Ask the students if they have ever baked cookies. The flour they used in the cookie recipe is an intermediate good. Remind the students that in order to use the flour in the cookies, someone had to plant the wheat, harvest the wheat and then grind it into the flour used for cookies.
4. Ask, "Can you use the same cup of flour for two different batches of cookies?" (No) Because you can't use the flour over and over again, it is considered an intermediate good.

5. Instruct the students that they going to classify the productive resources needed to produce a newspaper.
6. Point out the Resources Signs around the room. Check to make sure that the students remember what goes in each category.
7. Distribute the Resource Cards to the students. Instruct the students to think about what productive resource their card represents.
8. Ask the students to stand next to the Resource Sign that best defines their card.
9. After everyone has arrived at a Resource Sign, instruct them to share within their group the resource card they have. Advise the students to move to another group if think they no longer are in the correct group.
10. Instruct each group to share their cards. Make any necessary corrections as you go through each group.

Closure/Assessment

Instruct the students to choose a business and prepare in their journals a list of a list of productive resources used in that business. Instruct the students to label them as natural resources (NR), capital resources (CR), human resources (HR) or intermediate goods (IG).

Natural

Resources

Expenses

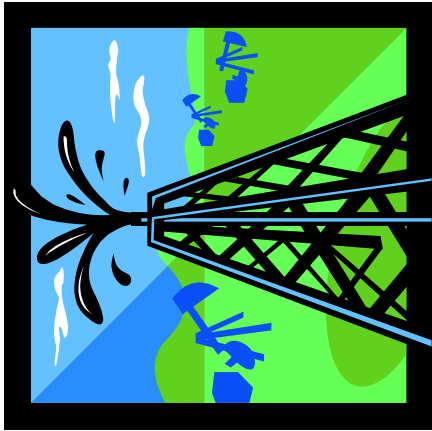
Resources

Human

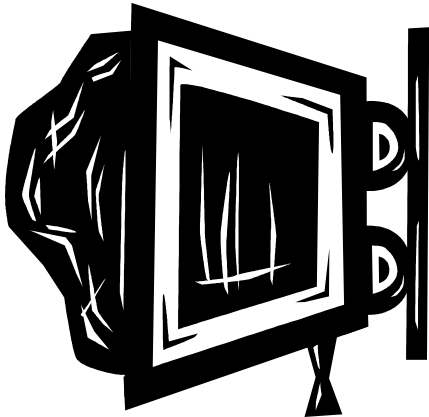
Resources

Intermediary

Goods



Oil



Coal



Soybean Plant



Tree



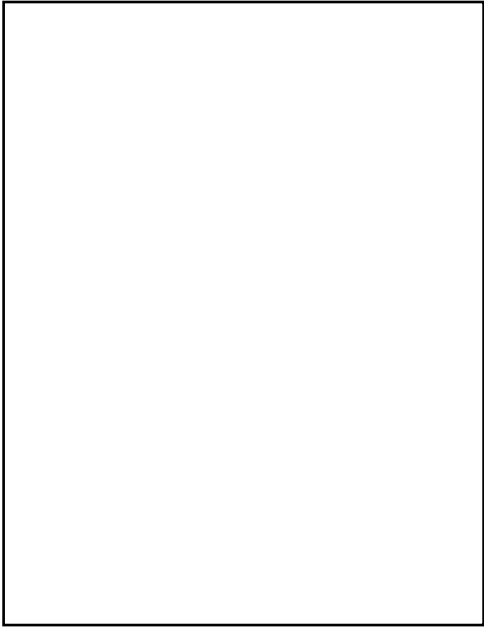
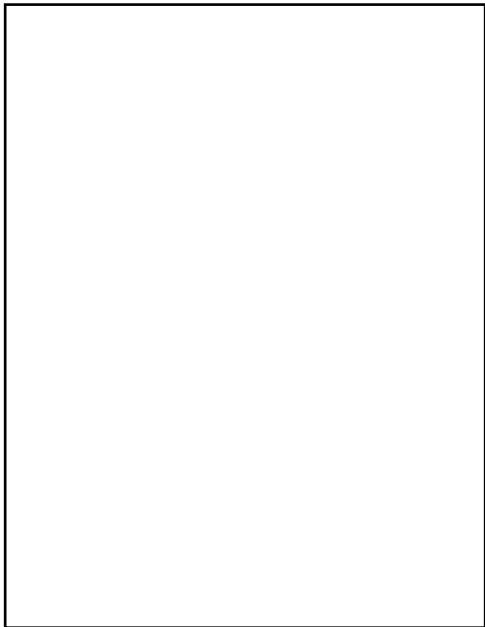
Water



Wind

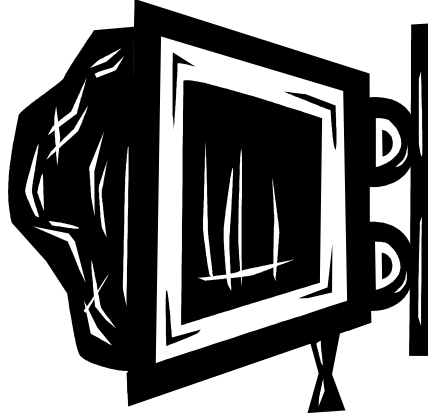


Land





Oil



Coal



Soybean Plant



Tree



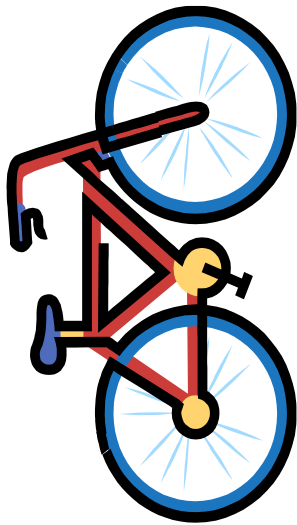
Water



Wind



Land



Bicycle



Desk



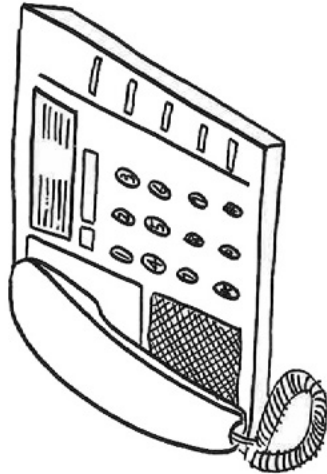
Tape Recorder



Delivery Truck



Delivery Bag



Telephone




Printing Press




Computer



Chair



Delivery Person



Photographer



Reporter




Editor



Salesperson



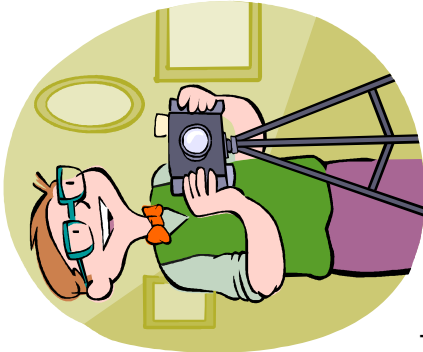
Editor



Reporter



Salesperson



Photographer



Pencils



Pen



Ink



Rubber Bands



Rainy Day Bags



Paper