

Title: *The Goat in the Rug* by Geradine, as told to Charles L. Blood and Martin Link ISBN 0-689-71418-1. Aladdin Paperbacks, Simon and Schuster, 1990.

Literature Annotation: Geraldine, a goat owned by a Navajo woman named Glenmae, tells the story of her hair being sheared and the process of weaving this hair into a rug. The easy text with simple drawings makes this book appealing to young students.

Grade Level: Grade 2

Duration: One 40 - 50 minute period

Economic Concepts: Production, Economic Resources

Maryland Voluntary State Curriculum (VSC):

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.2.a. Identify the natural, capital, and human resources used in the production of a good or service (Grade 2)

Reading Standard: Students will use a variety of strategies to understand what they read (construct meaning).

1.D.1 Develop and apply vocabulary through exposure to a variety of texts

1.E.4 Use strategies to demonstrate understanding of the text (after reading)

3.A.1.a Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities and time periods

Lesson Objectives:

- Students will identify the natural, capital, and human resources used to make a rug by classifying the various economic resources Glenmae used.
- Students will describe the production process for making of a Navajo rug weaver by explaining how Glenmae made her rug.

Economic Vocabulary:

economic resources -the natural, human, and capital resources that are used to produce goods and services: also call factors of production.

natural resources- The renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

human resources-The health, strength, talents, education and skills that humans can use to produce goods and services.

capital resources-the goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools. (money is not a capital resource.)

producer-An individual or group who combine economic resources to make goods

product-a good or service and/or services.

goods-physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture.

Additional vocabulary:

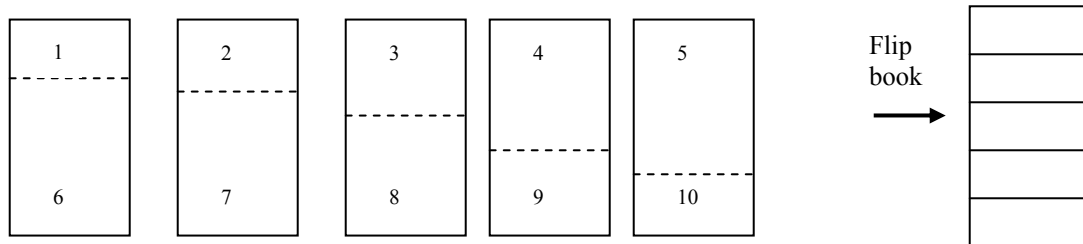
mohair	loom	reservation
yucca plant	carding combs	spindle

Teacher Materials

- Walnut shells, berries, and store-bought dye packet
- Wool or goat hair, or mohair yarn from a craft store
- Picture of a loom or an actual small loom
- Pictures of Navajo rugs
- Transparency of “Economic Resources to Make a Woven Rug,” Resource Sheet 1
- Transparency of the pictures of the first two pages of the book that have the natural, human, and capital resources, with labels. Note: The last page and inside back cover are the same illustrations as the first two pages.

Materials for each student

- 1 copy of “Economic Resources to Make a Woven Rug,” Resource Sheet 1
- 1 copy of the illustrations on the first two pages of the book, with labels
- 1 copy of “Steps to Produce a Woven Rug,” Resource Sheet 2
- Optional: 1 copy of the booklet “Glenmae Weaves a Rug,” Resource Sheet 3
- 5 sheets of paper folded as shown below to make a flip book.



Teacher Background:

Many Native American groups used materials that were available in the environment. Glenmae used the yucca plant, juniper branches, dock, cliff roses, pinyon pine, walnuts, wild onion, rabbit bush, and sumac to dye different colors. Other tribal groups lived in a different environment and used different materials that were readily available in their area. Colonial settlers in Williamsburg also used natural materials to dye cloth.

Lesson Development:

Display the walnut shells, berries, store-bought dye packet, and mohair yarn. If wool or goat hair is available, display that also. Ask students to name some of the items. Then ask students how these things could be used to make a product. Explain to students

that wool and yarn used to be dyed different colors by using parts of plants, such as nuts, berries, branches, and flowers.

Activities:

1. Have students examine the front cover of the book *The Goat in the Rug*. Discuss what the title tells the reader about the story. Tell students that this book is told by Geraldine, the goat in the picture. Ask students to explain how someone could put a goat in the rug.
2. Have students look at the drawings on the first two pages of the book. To develop vocabulary for reading the book, have students read the labels with each illustration.
3. Have students read the book. Ask students to name the product that Glenmae produced. Have students recall some of the things that Geraldine and Glenmae did to produce the rug. Ask students to recall some of the resources that they used.
4. Display the economic vocabulary terms **economic resources**, **natural resources**, **capital resources**, and **human resources**. Have students look at the illustrations on the last page and inside back cover. Ask students to identify some natural resources (walnuts, juniper branches, yucca, dock, wild onion, rabbit brush, cliff rose, pinyon pine, sumac), some capital resources (sacking needle, battens, shears, spindle, carding combs, dye bucket, pin), and the human resource (the weaver).
5. Display a transparency of “Economic Resources to Make a Rug,” Resource Sheet 1. Have students read the headings on each column and review the three kinds of economic resources.
6. Distribute student copies of “Economic Resources to Make a Rug,” Resource Sheet 1. Give each student 1 copy of the front two pages of the book with vocabulary illustrations and labels. Have students cut out the pictures and sort them into the appropriate resource column.
7. Have students recall the problem Glenmae had after Geraldine ate the plants. Ask students to identify what some of her choices might have been. (Possible responses include collecting more plants, going to the store to buy dye, or not dyeing the yarn.)
8. Ask students explain why Glenmae didn’t go collect more plants. (There might not have been any more because she had picked them and then Geraldine ate all of them, or it would take too long to go collect them again.)
9. Have students cut apart the cards on “Steps to Produce a Woven Rug,” Resource Sheet 2. Then have students organize the cards in sequence to show the steps Glenmae followed to make a rug.

10. Optional: Have students glue the cards in the flip book to make a booklet about Glenmae weaving the rug, or have students illustrate the pages of “Glenmae Weaves a Rug,” Resource Sheet 3, to make a booklet about Glenmae making a rug.

Assessment: (Choose one or more of the following as appropriate.)

- Have students retell the steps that Glenmae followed to create her woven rug by acting out the steps, completing a sequence chain, or writing a brief summary.
- Have students describe the steps for producing a simple product, such as making a jelly sandwich, making a simple paper airplane, or making a bowl of cereal.
- Have students choose a product and identify one natural, one human, and one capital resource needed to produce the product. Products may be simple ones, such as orange juice, peanut butter, a chair or a book.






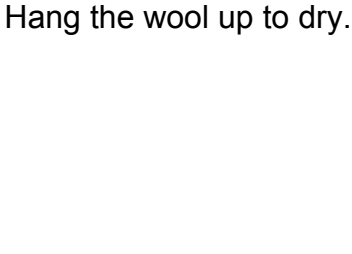


Resource Sheet #1
Economic Resources to Make a Woven Rug

Natural Resources	Capital Resources	Human Resources	Product

Resource Sheet #1-Answer Key
Economic Resources to Make a Woven Rug

Natural Resources	Capital Resources	Human Resources	Product
walnuts juniper dock wild onion rabbit brush cliff rose pinyon pine sumac yucca the author's goat hair	shears spindle carding combs comb battens store-bought dyes dye bucket pin sacking needle	the weaver	a woven rug

Steps to Produce a Woven Rug

<p>Sharpen a large pair of shears.</p>  <p>1</p>	<p>Clip the wool off the goat.</p>  <p>2</p>
<p>Chop up roots from a yucca plant.</p>  <p>3</p>	<p>Make soapy water with the yucca roots.</p>  <p>4</p>
<p>Wash the wool in the soapy water.</p>  <p>5</p>	<p>Hang the wool up to dry.</p>  <p>6</p>
<p>Comb the wool with carding combs.</p>  <p>7</p>	<p>Spin the wool into yarn.</p>  <p>8</p>

Collect special plants to make dye.



9

Walk to the store to buy dye because Geraldine ate the plants.



10

Prepare three pots of dye in kettles over a fire.



11

Color the wool in the dye and dry it.



12

Prepare frame by wrapping yarn around two poles 300 hundred times.



13

Hang the two poles with the wrapped yarn on the loom.



14

Weave the pattern of the rug.



15

Take the finished rug off the loom.



16

<p>Glenmae Weaves a Rug</p> <p>by</p> <hr/>	<p>One day <i>Glenmae</i> decided to make a rug with <i>Geraldine's</i> hair. She sharpened the large pair of scissors. Then she cut off <i>Geraldine's</i> hair.</p>
<p><i>Glenmae</i> chopped up yucca plant roots. She mixed them with water. She washed the wool in the soapy water.</p>	<p><i>Glenmae</i> hung the wool in the sun to dry. When it was dry, she combed the wool. She combed it with square carding combs.</p>

1

2

3

4

Glenmae spun the wool into yarn. First she twisted and pulled the wool into a long strand. Then she spun the strand around a spindle.

5

Glenmae collected some special plants to dye the wool. Geraldine ate all the plants. There were no plants left to use for dye.

6

Glenmae had to walk to the store to buy packs of dye. This dye was not as good as the plant dye.

7

The next day Glenmae used the dye to make three big pots of colored water. She divided the wool into parts. She dipped part of the white wool into each pot.

8

Soon she had dark red, brown, and black wool. The wool was hung out in the sun to dry.

9

Glenmae laid out two poles and wrapped the yarn around them. She wrapped over three hundred times.

10

She hung the poles on a wooden frame called a loom. She slowly wove one strand of yarn at a time to make a pattern on the rug.

11

When the rug was finished, she took it off the loom. Glenmae and Geraldine looked at the rug. They were proud of the rug they made.

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