

A New Coat For Anna by Harriet Zeifert and illustrated by Anita Lobel. Alfred A. Knopf, NY, 1986, ISBN: 0-394-89861-3

Literature Annotation: In this World War II story, a mother overcomes the lack of money and finds a way to get her daughter Anna a new coat.

Grade Level: Grade 2

Duration: 1 -2 class periods

Economic Concepts: Decision-making and Scarcity; Bartering and Trading, Production

Economic Outcome:

Students will identify the economic principles and processes that are helpful to producers and consumers when making good decision. (PreK-3 Standard)

4.A.1.a. Identify and explain economic choices people make (Grade 2)

4.A.1.c. Explain that choices have consequences, some of which are more important than others (Grade 2)

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

4.B.1.a. Describe different market situations where buyers and sellers meet to exchange goods and services (Grade 2)

Objectives:

- Students will be able to explain an economic choice that people make by identifying the choice that Anna's mother had and explaining why she had to make a choice.
- Students will explain that choices have consequences by choosing between two choices and explaining the consequence of that choice.
- Students will be able to identify the economic resources (natural, capital, and human) used in production of a good by naming the resources used to produce Anna's coat.

Economic Vocabulary:

trade-to engage in the exchange, purchase or sales of resources, goods, or services

barter-to trade goods for other goods without using money

scarcity- the condition that results from the imbalance between relatively unlimited economic wants and the relatively limited resources, goods and services available to satisfy those wants.

decision-making process-a process used to solve a problem in social studies including; identify a problem, explain the pros and cons of alternate choices, make a decision based on the choices available, and identify the opportunity cost of the choice made

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.)

Additional Vocabulary

carding the wool, spinning wheel, lignonberries, dye the wool, garnet necklace, weaver, porcelain teapot, tailor

Materials:

Teacher

- Five objects for the initial bartering demonstration, such as a stuffed animal, a ball, a candy bar, a pencil, and an onion.
- *A New Coat for Anna* by Harriet Zeifert
- Bartering Cards, 1 set for each group of five students

For each student

- 1 copy of "Trades Made by Anna's Mother," Resource Sheet 1,
- 1 copy of "Trade Boxes," Resource Sheet 2
- 1 copy of "Economic Resources Used to Produce Anna's Coat," Resource Sheet 3
- 1 copy of "Economic Resource Cards," Resource Sheet 4, pp. 1-2
- 1 copy of "Bartering and Trading to Meet Economic Wants," Resource Sheet 5

Teacher Background:

People trade with one another because they can benefit. The direct trade of goods, services, and resources is called *barter*. Your students will be familiar with the concept of barter because they often engage in barter activities to get the baseball cards and lunch snacks they want. *Barter* can be an inefficient way to get our wants met. A successful trade requires a *coincidence of wants*, where both traders can meet the wants of one another. This exact match of desires does not always happen. Another obstacle to barter is the problem of divisibility of goods and services. Establishing the value of measure is a difficult part of the barter system. So barter works relatively well only at a very simplistic level.

As economic systems developed throughout history, the need for an efficient way to trade became necessary. One medium of exchange, that was acceptable to all, became important. One of the three functions of money is that it serves as a medium of exchange. (Adapted from *Economics for the Elementary Classroom* by Elaine Coulson and Sarapage McCorkle.)

Lesson Development:

Motivation: Bartering Activity

1. Ask five students to come to the front of the class. Explain that they are at the marketplace where people go to get the goods they want. Hand each of the five students an object and an index card with the name of a different object to use in the bartering demonstration. Be sure that the students have an opportunity to look at each other's index card.
2. Display the vocabulary words **barter** and **trade**. Explain to the students that when consumers exchange goods or services to get something they want without using money it is called bartering.

3. Have each student identify the object they *HAVE* and the object they *WANT* to obtain in the trade as given on their index card. (Several people may want the same object.)
4. Ask the five students to begin the trading demonstration. (It may be necessary to facilitate the bartering by reminding the students that they can make more than one trade to get what they really want.) Continue until the barter for a minute or so.
5. Ask the students in the barter activity to describe some of the problems with this method. List these problems on the chalkboard. (*Nobody wanted what I had to trade; the person who has what I wanted didn't want what I had to offer; he wanted to trade with me, but I didn't want to trade with him; too many of us wanted the same objects.*)

Activities:

6. Show students the book *A New Coat for Anna* by Harriet Ziefert. Tell the students that it is a story about a mother who bartered to get some of the things that she wanted in order to get a new coat for her daughter Anna.
7. After reading the book, have students identify some of the goods and services that were bartered.
8. Introduce the vocabulary words **scarcity** and **decision-making**. Tell students that sometimes there are not enough goods or services for everybody. Explain that when that happens consumers and producers have to make choices. Making choices is part of decision-making process.
9. Discuss some of the choices that Anna's mother made by asking students the following questions about the story.
 - a) What was the problem that Anna's mother faced at the beginning of the story? (*There was a scarcity or shortage of coats in the stores.*)
 - b) What does it mean to say that there was a scarcity of coats? (*There were not enough coats available for all the people who wanted coats.*)
 - c) Why did Anna need a new coat? (*Anna had grown too large for the coat; the coat itself was worn out; the winters were cold where Anna lived and she wanted a coat to keep warm.*)
 - d) What choices did her mother have in order to solve Anna's problem? (Possible answers include: *Make Anna wear the coat anyway, keep Anna inside all winter, give Anna her own coat, find a way to make her a new coat*)
 - e) How did her mother decide which choice was the best solution? (*She had to think about the consequences of each choice, she decided which one was the best by thinking about the good and bad of each choice*)
 - f) How did Anna's mother solve the economic problem of a scarcity of coats? (*Anna's mother traded the goods she had for the resources she needed to get a coat produced for Anna.*)
 - g) What were some of the consequences of that choice? (*She gave up her Grandfather's gold watch, the lamp, the garnet necklace, or the porcelain teapot. Anna also had to wait until next year for her new coat.*)
5. Distribute student copies of "Trades Made by Anna's Mother," Resource Sheet 1, and "Trade Boxes," Resource Sheet 2, for this activity. Have the students read and follow the directions for cutting, matching, and pasting the trade boxes onto the chart. If the student correctly matches the trades in sequential order, the word "COAT" should appear on the final chart.
6. Review the trades that Anna's mother made. Discuss the choices that she made in order to acquire the resource. Review the consequences of these choices.

7. Hold up a coat or jacket of your own. Tell the students that you bought your coat or jacket at a clothing store, where there were probably many more jackets exactly like it, but in different sizes and colors, on the rack. Explain how you tried on the different jackets until you found the size and color that best suited you, and then paid for the jacket. Ask the following questions.
 - a) Were the same resources used to produce my jacket as were used to produce Anna's coat? (Possible responses include: machines in a factory made it not a tailor, it is not made of wool, it was woven in a factory not on a loom, etc.)
 - b) How was the production of Anna's coat different from the production of my coat?(Possible answers: *made in a factory, uses synthetic material, made in another country*)
8. Display an overhead transparency of "Economic Resources Used to Produce Anna's Coat," Resource Sheet 3. Review the definitions of the three kinds of economic resources. If needed, reread the story to find the various economic resources used in the production of Anna's coat. For an active activity, assign a particular kind of resource (capital, human, or natural) to a small group of students. As you reread the story, have the students stand up if you mention the kind of resource that was assigned to their table. Stop after each pair of pages to discuss the resources.
9. Distribute individual student copies of "Economic Resources Used to Produce Anna's Coat," Resource Sheet 3, and "Economic Resources Cards," Resource Sheet 4, pp. 1-2. Have the students cut out the resource cards and paste them onto the correct column on the chart.

Assessment:

Have students complete "Bartering and Trading to Meet Economic Wants," Resource Sheet 5.

Optional class bartering activity: Have the students work in groups of five for this bartering activity. (If you have students left over, have them be observers for this activity or pair them with a student in one of the groups.) Distribute a set of "Barter Cards" to each group of five students in the following manner. Person one gets "HAVE" card A and "WANT" card A; person 2 gets "HAVE" card B and "WANT" card B, etc. Explain that they are going to barter with each other for the things they want. Allow a few minutes for this bartering to take place. At the end of five minutes, have the groups stop bartering. Return the bartering and want cards to the original students.

- b) Did you get what you wanted in the bartering activity? Why or why not?
- c) How many people in your group got what they wanted in this bartering activity?
- d) Did you have to make more than one trade? Why or why not?

Bartering Cards

<p>HAVE</p> <p>I have a chicken.</p>	<p>WANT</p> <p>I want a cord of wood or a bag of oranges.</p>
<p>HAVE</p> <p>I have a dozen eggs.</p>	<p>WANT</p> <p>I want a chicken or oranges.</p>
<p>HAVE</p> <p>I have wool from a sheep.</p>	<p>WANT</p> <p>I want a bag of oranges or a bushel of corn.</p>
<p>HAVE</p> <p>I have a cord of wood.</p>	<p>WANT</p> <p>I want a dozen eggs or wool from a sheep.</p>
<p>HAVE</p> <p>I have a bushel of corn.</p>	<p>WANT</p> <p>I want a cord of wood or a dozen eggs.</p>

Trades Made by Anna's Mother

Directions: Think about the trades that Anna's mother made to get the coat made for Anna. Cut out the boxes on the next page. Paste the boxes onto the spaces below to show the correct sequence of trades.

	Anna's mother traded.....	To.....
First Trade		
Second Trade		
Third Trade		
Last Trade		

Resource Sheet 2

Trade Boxes for “Trades Made by Anna’s Mother”

Economic Resources Used to Produce Anna's Coat

Directions: The Economic Resource Cards on the next page show some of the economic resources used to produce Anna's coat. Cut out the cards and paste them under the correct heading.

Natural Resources	Human Resources	Capital Resources

*Extra credit: Another human resource was used to produce Anna's coat. Add that human resource to the chart.

Economic Resource Cards

Economic Resource Cards

Bartering and Trading to Meet Economic Wants

1. Draw and label a picture to show what object was traded and what it was traded for in the story.

What Was Brought to Trade	What it Was Traded For

2. The consequence of this trade was _____

Circle the letter of the best ending to each sentence.

3. In bartering you...
- A. spend money for the things you want to have
 - B. always get the object you want.
 - C. Make trades for the things you want.
4. One problem with bartering is...
- A. spending your money.
 - B. People don't always want to trade for what you have.
 - C. You always get a bad deal.
5. In the story Anna and her mother had to make some choices. On the lines below, explain why people have to make choices.
