

***Beatrice's Goat*** by Page McBrier and illustrated by Lori Lohstoeter. New York: Atheneum Books for Young Readers, Simon & Schuster Children's Publishing Division, 2000. ISBN 0-689-82460-2

**Literature Annotation:** In a small African village lives a girl named Beatrice. She longs to be able to go to school, but her family can't afford it. The gift of a goat to the family helps her and her family make her wish come true. This book is a true story about a Ugandan girl and her family who received a goat from the Heifer Project International.

**Grade Level:** Grade 2

**Duration:** 45-50 minutes

**Economic Concepts:** Economic Wants, Economic Resources, and Production

### **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.1 Explain why people have to make economic choices about goods and services (Grade 2)
- 4.A.1.a Identify and explain economic choices people make (Grade 2)
- 4.A.1.b Identify and give examples of the positive and negative aspects of each choice (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 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.E.3 Use strategies to make meaning from text (during 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 Objective:**

- Students will explain how Beatrice and her family used their limited resources to satisfy an economic want by classifying the economic resources used to raise a goat and earn an income.
- Students will explain economic choices that people make by identifying the positive and negative aspects of the choices and the consequences of those choices.

### **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.)

## **Materials**

### **Teacher**

- Transparency or large chart of “Economic Resources Used to Raise a Goat,” Resource Sheet 1

### **For each student**

- 1 copy of “Economic Resources Used to Raise a Goat,” Resource Sheet 1
- 1 copy of “Beatrice’s Goat,” Resource Sheet 2
- Optional: Tri-fold display from construction paper. See Resource Sheet 3
- Optional: 1 copy of Tri-fold labels on Resource Sheet 4

### **Teacher Background:**

The Heifer Project International is a charitable organization that gives livestock to families in poor communities around the world. Additional information on their numerous projects and how groups help may be found at their web site <http://www.heifer.org>.

Uganda’s official language is English. Its chief products include bananas, cassavas, coffee, tea, cotton, fish and fish products, gold, flowers, and other horticultural products.

### **Lesson Development**

1. Ask students to name one thing that they want. Then ask them how they would get that one thing. Most students suggest buying it, saving money until you can buy it, asking someone to give to you as a present, etc.
2. Show students the cover of the book *Beatrice’s Goat*. Tell students that today they are going to find out about a girl named Beatrice, something that she wanted very much, and how a goat helped her get that one thing she wanted. Using clues from the cover, ask students to suggest where she might live.
3. Display a map of the world and have students locate the continent of Africa. Tell students that Beatrice lived in a small village in Uganda on the continent of Africa. Then have them locate Uganda in east central Africa. If needed, have students first locate Kenya and Tanzania, and then go westward to find Uganda.
4. Have students locate the equator, which runs through southern Uganda. Ask students what they think the climate is like. (Most will suggest hot, humid,

and maybe like a rain forest.) Then explain to students that most of Uganda is a high plateau and that because of the altitude, temperatures are mild and seldom go above 85 during the day or below 60 at night. Most of Uganda gets about 40 inches of rain a year.

5. Ask students to predict what they think may be the one thing that Beatrice really wants. Then read the first four pages of text in *Beatrice's Goat* (stop after the page with Beatrice looking at the school.) Ask students to recall what Beatrice wanted and what things she needed in order to go to school.
6. Read the next two pages about preparing for the arrival of the goat. Then have students recall the various preparations that the family had to make before the goat arrived.
7. Display a transparency or large chart of "Economic Resources Used to Raise a Goat," Resource Sheet 1. Have students name the natural resources that Beatrice and her mother used to make a shed for the goat. (banana fibers from the banana plants, wood for the posts of the shed wall, elephant grass, pigeon trees, and lab lab vines) Then have students name the human resources. (Beatrice and her mother) Lastly, have students look at the illustrations to name some capital resources they used. (knife, basket, rope)
8. Tell students to continue looking for other economic resources as you finish reading the book. After reading the book, ask students to recall how the goat helped Beatrice get what she wanted. Then ask students about the choices from which her mother had to choose when they had saved enough money. (new shirt for Moses and a warm blanket, or school for Beatrice)
9. Ask students to explain why Beatrice's mother had to make a choice (not enough coins for everything). Write these two choices on the board. Have students identify some of the positive and negative aspects of each of the two choices. Write them under each choice. Have students evaluate each choice.
10. Ask students to explain how Beatrice's mother decided which choice was best. (Beatrice's mother decided that school was what Beatrice wanted the most and it was the most important to both of them.)
11. Ask students why everyone in the village didn't get a goat. (limited number of goats available) Then ask the students what choices Beatrice had to make in order to get what she wanted. (She decided to help her mother build the shed and plant the grasses. She worked and took excellent care of the goat by getting extra elephant grass and water so Mugisa would produce lots of milk. She sold the goat's milk to earn money, and was very careful to take good care of the money she earned.) Ask students what might have happened if she had not made these choices. (If there had been no shed or grass, they might not have been given the goat. If she had not taken such good care of the goat, it might not have produced lots of milk for her to sell. If she had lost some of the coins, they wouldn't have had enough.)

**Assessment:**

Have students sort the pictures on “Beatrice’s Goat,” Resource Sheet 2 into 3 piles, one of natural resources, one of human resources, and one of capital resources.

**Optional activity:** Give each student a tri-fold (directions on Resource Sheet 3) to create a display of the three economic resources used to produce a product. Have students attach the tri-fold labels from Resource Sheet 4, one label per side. Then have them paste the pictures from Resource Sheet 2 in the correct economic resources category on the tri-fold.

**Additional Activities and Resources**

- Have students write about the two choices that Beatrice’s mother had. Have students explain why people have to make choices and how people decide which choice to make.
- Besides goats and cows, the Heifer project also donates sheep, rabbits, yaks, and ducks. Information on the Heifer Project can be found at <http://www.heiferfoundation.org/>.
- A variety of information about Uganda may be found at <http://geography.about.com/library/maps/bluganda.htm#maps>.
- The U.S. State Department has up-to-date information at the site
- <http://geography.about.com/gi/dynamic/offsite.htm?site=http://www.state.gov/r/pa/ei/bqn/2963.htm>.
- A quick chart of the resources, population, climate and elevation can be found at <http://www.countryfacts.com/uganda/geography/>.

Resource Sheet #1

**Economic Resources Used to Raise a Goat**

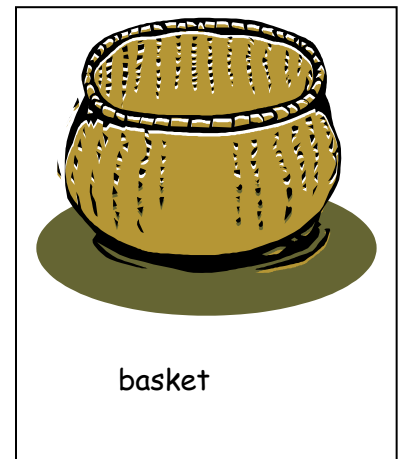
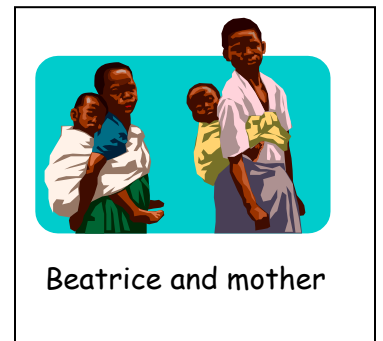
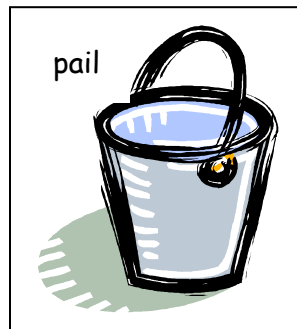
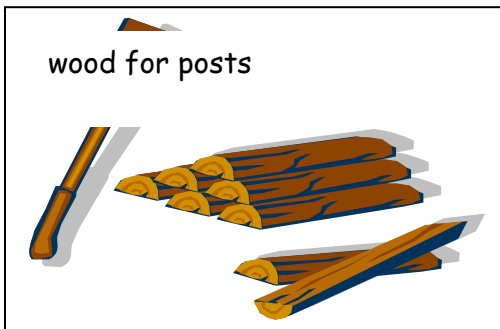
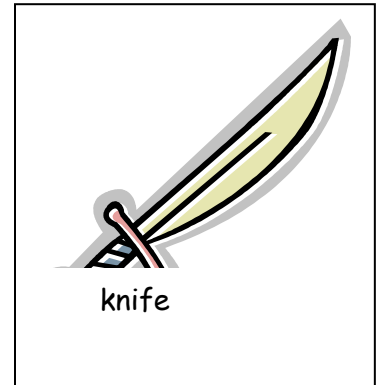
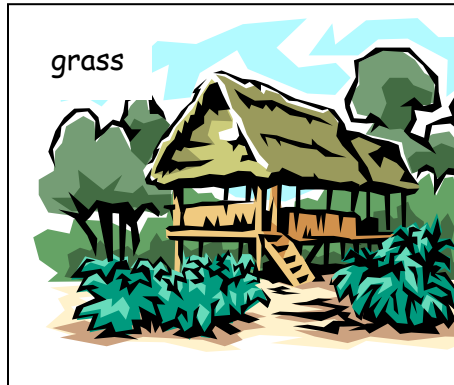
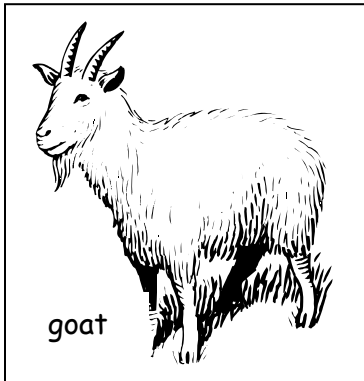
<b>Natural Resources</b>	<b>Capital Resources</b>	<b>Human Resources</b>

Resource Sheet #1: Answer Key

**Economic Resources Used to Raise a Goat**

<b>Natural Resources</b>	<b>Capital Resources</b>	<b>Human Resources</b>
wood for posts banana fibers elephant grass pigeon trees lab lab vines planted pastures milk water	shed shed walls feeding basket knife shovel rope for a leash buckets fence around the pasture	Beatrice her mother

# Beatrice's Goat



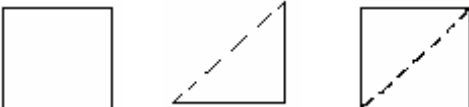
## Tri-fold of Economic Resources

Follow the directions below for making a tri-fold. Then label each section of the tri-fold. Label one section as natural resources, one as capital resources, and one as human resources. Use the pictures on the next page or cut out pictures from magazines to show the different resources used to produce bread.

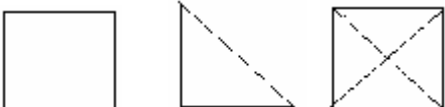
Tri-fold

1. Cut a sheet of construction paper into a square 10" x10".
2. Fold the upper left corner of the square down to the lower right corner, crease and unfold.
3. Now fold the upper right corner of the square down to the lower left corner, crease and unfold.
4. Cut on the fold line from the lower right corner to the center of the square.
5. Fold up along the horizontal midline fold and overlap the two bottom flaps. Draw or paste pictures onto the pyramid before gluing the flaps together.

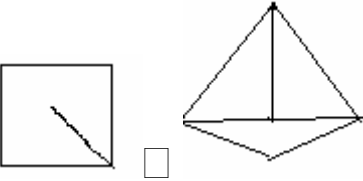
2



3



4



Tri-Fold Economic Resources Labels

Natural Resources

Human Resources

Capital Resources