

Made in Mexico by Peter Laufer and illustrated by Susan Roth.
Washington, D.C.: National Geographic Society, 2000. ISBN 0-7922-7118-1

Literature Annotation: This book tells about the town of Paracho, Mexico and the importance of guitar making to the community. The townspeople have learned to make fine guitars and specialize in making them for musicians around the world. The book describes the production of these guitars as well as the life of the people who make these instruments. The beautiful collage illustrations are wonderful additions to the text.

Grade Level: Grade 2

Duration: 30-45 min class period

Economic Concepts: Specialized work, Production, Scarcity and Decision-making

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)
- 4.A.2.b Identify specialized workers in the school and community (Grade 2)
- 4.B.1.a. Describe different market situations where buyers and sellers meet to exchange goods and services (Grade 2)
- 4.B.2.a Identify goods and services provided by businesses (Grade 2)
- 4.B.2.c. Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders (Grade 2)

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

- 1.E.4 Use strategies to demonstrate understanding of the text (after reading) (Grade 2)

Lesson Objectives:

- Students will identify the economic resources (natural, capital, and human) used in the production of guitars.
- Students will explain how specialized workers in Paracho are interdependent.

Vocabulary:

A glossary is included on the inside of the book's back cover for the Spanish words.

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.)

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

interdependence-The condition in which events in one part of the community, state, nation, or world or one sector of the economy affects events in another part or sector; occurs as a result of the loss of self-sufficiency which accompanies specialization and, hence, the need to exchange resources, goods and services with other producing and consuming units.

specialization-the production of a narrower range of goods and services than is consumed by an individual or group.

specialized work- the narrower range of defined skills or labor used to produce a part of a product; involves the division of tasks and dependence on other workers to complete the production of the good or service.

Materials:

- Classical guitar music and/or mariachi bands and jazz guitar music
- World wall map, desk maps or atlases
- T-chart with the columns labeled **natural resources** and **capital resources**
- 1 copy of “Resources for Making Guitars,” Resource Sheet 2 for each student
- “Interdependence of Specialized Workers in Paracho,” Resource Sheet 1, cut apart and glued on index cards. Make several sets so that there are enough cards for each group of eight students
- 1 copy of “Steps in Making Guitars,” Resource Sheet 3 per student
- Optional materials: balsa wood or cardboard, fabric scraps, construction paper, cardboard, etc. to make a collage showing three steps in the production of a guitar

Teacher Background:

The author’s note at the back of the book provides information about the location of the town and its history. The author also explains the importance of guitars and guitar making to the people living in this isolated mountain valley.

Lesson Development

Motivation:

Have students listen to some classical guitar music and identify the instrument that is playing the music. Perhaps the music teacher would have a folk or classical guitar to show the students. Students could also listen to music of the mariachi bands and jazz guitar.

Activities:

1. Have students look at the cover on the book and identify the title. Ask students to make a prediction about the information they will learn from the book.
2. Ask students if they think this text will be fiction or non-fiction. Explain that this book is a non-fiction book that will give information about a product made in Mexico, guitars.

3. Show students the inside cover. Discuss the kind of illustration that is used (collage with torn paper, fabric, tissue paper, lace, etc.). Ask students what the illustrator is showing about Mexico (bright colors, flowers, guitars, dancing, people watching).
4. Tell students that this book is about a small village in Mexico called Paracho. Have students locate Mexico on a world wall map or desk maps. Have students locate Mexico City and Guadalajara. Find the midpoint between the two and place a little tag or pin to mark the location. Next show the students the collage map of Mexico in the back of the book. Identify Paracho as the area marked on the wall map.
5. Read the book ***Made In Mexico*** by Peter Laufer. After the reading, have students recall why guitars are so important to people in Paracho. Ask students if the guitars are produced by a business or the government. If needed explain that making guitars is a local business in Paracho.
6. Tell students that many people who buy one of these guitars do not go to Paracho to buy the guitar. Ask students to describe some of other ways that people (consumers) around the world may use to buy one of the guitars made in Paracho. For example, consumers may order through the internet, call the producer, send an order through the mail, etc. Tell students that these are other types of market situations where buyers and sellers can exchange goods and services.
7. Ask students to explain different several ways that people could pay for the guitar if they don't go to Paracho. Also discuss how the guitar would be shipped to the buyer in another part of the world. Tell students that Paracho is part of the global market when it buys and sells goods around the world.
8. Have students recall several different jobs that people in village have. Explain to students that everyone in the village seems to have some kind of work related to guitars. Introduce the vocabulary terms **specialized work** and **interdependence**. Explain to students that when workers specialize and do only specific jobs, they are doing **specialized work**. These workers become dependent on other workers to do jobs that they are not doing. This is called **interdependence**. Also explain that guitar players around the world are dependent on these skilled guitar makers for the fine instruments they want to play.
9. Have students list the different jobs that workers in the community have. (Some people work in shops making guitars, some watch and learn in big factories, others sell guitars, and others play guitars.) Ask students to explain how the workers are interdependent and rely on each other. (For example, the people who watch and learn in the big factories teach others that are making guitars in the little workshops and those who make guitars rely on these "teachers" to show them new and better ways to make guitars; people who make guitars depend on the people who sell the guitars to make money and the sellers need the makers to have guitars to sell, etc.).
10. Divide the class into small groups. Distribute the set of index cards with roles to each group. Assign students to select one of the cards and become a specialized worker in Paracho. Have each member of the group explain how that worker is dependent on other workers in the group.
11. Tell students that they are going to focus on one of these specialized workers, the guitar maker. Ask students to name the product that is produced (guitars). Display the two pages in the book that explain the production of guitars and have students retell how guitars are handmade in the little workshops in the town of Paracho.

12. Display the vocabulary terms **economic resources**, **natural resources**, **capital resources**, and **human resources**. Explain to students that **natural resources** are gifts from nature that are used to produce goods or services, **capital resources** are tools used to produce a good or service, and **human resources** are the workers that make the good or service. Tell students that people use these **economic resources** to produce a good or service.
13. Have students identify who the human resources are that produce the guitars (guitar makers). Display a T-chart with the two columns labeled natural resources and capital resources. Have students list the **natural resources** and **capital resources** the guitar makers use to produce a concert guitar.
14. Have students complete “Resources for Making Guitars,” Resource Sheet 2, by cutting apart the pictures on the bottom half of the worksheet and gluing them in the correct box of the production equation.
15. In small groups or individually, have students illustrate and label three steps in the making of guitars. Students may use “Steps in Making Guitars,” Resource Sheet 3 or plain paper. Try to provide students with a variety of materials to make their illustrations into a collage, similar to the illustrations in the book. If possible, have students use thin pieces of balsa wood that can be cut and shaped to look like a guitar. Small buttons could be glued on for the pegs and strings could be added.


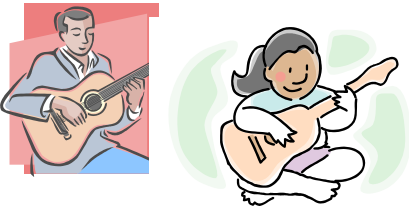




Assessment: (Choose one)

- As students work on their illustrations of three steps in the production of a guitar, ask students to identify one natural resource, one capital resource, and one human resource used to produce guitars in Paracho. (Possible answers include: **natural resources**-wood/trees, water, varnish; **capital resources**-hand saws, knives, chisels, sand paper; **human resource**-wood cutter, guitar maker.) Have students write a caption for each step of the production process.
- Divide students into groups of three. Have one student be the producer of the guitar, another one the market dealer or seller, and the third the consumer /guitar player. Have the students hold hands and tell each other one way that they are interdependent.

Additional Activities and Resources

- *All the Best Mariachi: 20 Best Favorites*, distributed by L.D.M.I., Canada, CLUC CD86. This CD has a variety of different songs.
- David Russell, *Reflections of Spain: Spanish Favorites for Guitar*, TELARC cd-80576. A taste of concert guitar music.
- Andre Segovia, *The Art of Segovia*, Deutsche Grammophon, a division of Universal Classics.

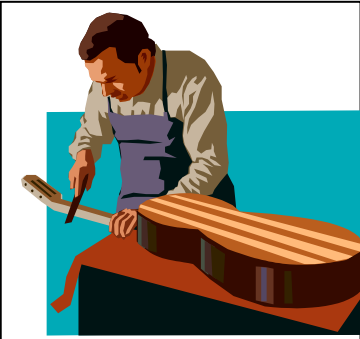
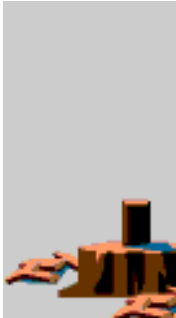


Interdependence of Specialized Workers in Paracho

<p>Guitar shop owner</p> 	<p>Guitar maker</p> 
<p>Guitar teacher and student</p> 	<p>Concert guitar player</p> 
<p>Mariachi band player</p> 	<p>Restaurant owner</p> 
<p>Mexican dancers</p> 	<p>Wood cutter</p> 

Resources for Making Guitars

Natural Resources	Capital Resources	Human Resources	Product

Directions: Cut the pictures apart and paste them in the correct box above.

			
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Steps to Make a Guitar

