

**Title:** *Erandi's Braids* by Antonio Hernandez Madrigal with illustrations by Tomie dePaola. New York: Puffin Books, 1999. ISBN 0-698-11885-5.

**Literature Annotation:**

Erandi, a Mexican girl, looks forward to her birthday and a forthcoming village fiesta with great anticipation. After all, she hopes to have a new dress to wear. But Erandi's dreams of pretty things are soon interrupted. Mama's fishing net, with which she catches their food, is too torn to repair and there is not enough money to buy a new net as well as a dress. Erandi receives her new frock, but afterwards, she and Mama head for the barber shop. Erandi is terrified that Mama will sell Erandi's beautiful long braids to the hair buyers from the city, but it is Mama who steps into the chair. When the barber tells Mama that her hair is not long enough, Erandi summons her courage and offers her own tresses, earning enough money for a fishing net and another special birthday present.

**Grade Level:** Grade 2

**Duration:** 45 minutes

**Economic Concepts:** Economic decision-making

**Maryland Voluntary State Curriculum (VSC):**

**Economic 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.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)

**Objectives:** Students will be able to...

- explain why people make economic choices
- identify the positive and negative aspects of certain choices

**Vocabulary**

**Opportunity Cost:** the foregone benefit of the next best alternative when an economic decision is made. If the class chooses to go to the library to work on their computer skills instead of having recess, then the opportunity cost of the choice is having recess.

**Decision-making Process:** a process used to solve a problem in social studies including; identifying a problem, explaining the pros and cons of alternate choices, making a decision based on the choices available, and identifying the opportunity cost of the choice made

## Materials

For Teacher:

Teacher Resource Sheet #1, *Patzcuaro, Mexico*.

Teacher Resource Sheet #2, *Butterfly Nets*

Teacher Resource Sheet #3, *Positives & Negatives of Erandi's Decision*

For Student:

Student Resource Sheet #1, *Story Map*

Student Resource Sheet #2, *Assessment: Playground Decision Making*

**Motivation:** Tell students that they have just received \$25 for their birthday. Make a list of the possible things that they could buy/do with that \$25. Narrow the list down to two options. Draw and label two T-Charts. (See Teacher Resource Sheet #3 for an example.) Have students list the positive (benefits) points and the negative (costs) of both options. After discussion, have students vote on the item that they would choose.

## Development

1. Tell students that you are going to read a book about a little girl named Erandi and a choice that she had to make. Explain that the book is set in Patzcuaro, a town in the mountains of Mexico. Display Teacher Resource Sheet #1, *Patzcuaro, Mexico*.
2. One of the ways that the people of this town make money is by fishing. They are the only people that catch fish with a type of fishing net that is shaped like a butterfly. Display Teacher Resource Sheet #2. Sometimes, however, the people do not earn enough money by catching fish and need other ways of making money to support their families.
3. Display the cover of *Erandi's Braids*. Explain that in addition to being famous for their beautiful butterfly fishing nets, the town of Patzcuaro is well known for the long, thick braids worn by its women. The braids were a sign of pride for the women and many feared that if they cut off the braids their hair would never grow back.
4. In the nineteen forties and fifties, the use of women's hair for the production of wigs, eyelashes, and fine embroidery became increasingly popular in the country of Mexico. Representatives from cosmetic and textile factories drove vehicles with loudspeakers through the village of Patzcuaro inviting women to sell their hair.
5. Distribute Student Resource Sheet #1, *Story Map*. Tell students to complete the chart as you read *Erandi's Braids*.
6. After reading, allow students time to complete their chart and consult with a partner. Discuss.
7. Display Teacher Resource Sheet #3, *Positives & Negatives of Erandi's Decision*. Ask: What decision did Erandi make? (*to give up her braids*) Complete the chart as a class. Discuss.

**Assessment:** Distribute Student Resource Sheet #2 and have students work independently to complete *Playground Decision-Making*.

**Lesson Extensions:**

- Research “Locks of Love.” Discuss the positive and negative aspects of donating hair to this organization.
- Use student choices from the motivation or assessment and create a bar graph.

## Patzcuaro, Mexico



<http://www.novinger.com/patz-map.htm>

## Butterfly Nets



<http://songseek.com/picturenet/photos/Patzcuaro/image9.htm>

**Positives & Negatives of Erandi's Decision**

**Erandi's Decision** \_\_\_\_\_

Positives	Negatives

Student Resource Sheet #1

**Story Map**

<b>Title:</b>  <b>Author:</b>  <b>Characters:</b>  <b>Setting:</b>
<b>Somebody (The main character(s))</b>
<b>Wanted (What the main character is trying to do)</b>
<b>But (The problem the main character runs into)</b>
<b>So (How the main character solves the problem)</b>

**Assessment: Playground Decision-Making**

**Directions:** Identify 2 activities that you like to play while on the playground. List the positive and negative points for each activity.

**Activity #1:** \_\_\_\_\_

Positives	Negatives

**Activity #2:** \_\_\_\_\_

Positives	Negatives

**I choose** \_\_\_\_\_.

**I give up** \_\_\_\_\_.