

***Apple Picking Time*** by Michele Benoit Slawson. New York: Crown Publishers, 1994. ISBN: 0-517-88575-1

### **Literature Annotation**

*Apple Picking Time* is the story of a young girl who spends a whole day picking apples with her family and other workers in Washington State. It is both a tradition and a necessity for the community to help bring in the autumn harvest.

*Optional Book: The Life and Times of the Apple* by Charles Micucci. (Orchard Books, New York, 1995).

This book describes the apple's cycle and its culture in detail. It also discusses uses of the apple, its place in world economy, and its history.

**Grade Level:** 3<sup>rd</sup> Grade

**Duration:** 1 class period

### **Maryland State Curriculum**

***Economics Standard:*** Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

4A.2.a Explain how producers make choices because of limited natural, human, and capital resources.

4.A.2.c Describe steps in the production process to produce a simple product

4.A.2.d Explain how specialized work results in increased production.

### ***College and Career Ready Standards for Reading Literary Text***

RL1 Read closely to determine what the text says explicitly and to make logical inferences from it;

RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

RL4 Determine the meaning of words and phrases as they are used in a text

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

- identify the economic resources (natural, human, and capital) associated with picking apples.
- explain the pros and cons of economic specialization.

### **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.)

**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.

### Teacher Materials

- United States
- *Apple Picking Time* by Michele Benoit Slawson
- *The Life and Times of the Apple* by Charles Micucci
- Chart paper and crayons or markers
- Resource 1: *Productive Resources*
- Resource 2 a-c: *Productive Resources – Tongue Depressors*
- Resource 3: *Pros and Cons of Specialization*

### Student Materials

Resource 4: *Assessment: Apple Picking Time*

*Note to Teacher: Cut out productive resources from Resource 2a-c and glue to tongue depressors. You should have one set of resources for each student.*

### Motivation

Have a nice, juicy apple hidden from the students. Ask them to close their eyes and listen as you make a sound. When they think they can identify the sound, they should raise their hands. Take a bite or two of the crisp apple. Most students will guess the sound fairly quickly. Ask: “How many of you eat apples? How do apples grow? Would you like to help pick apples? What tools would help you?”

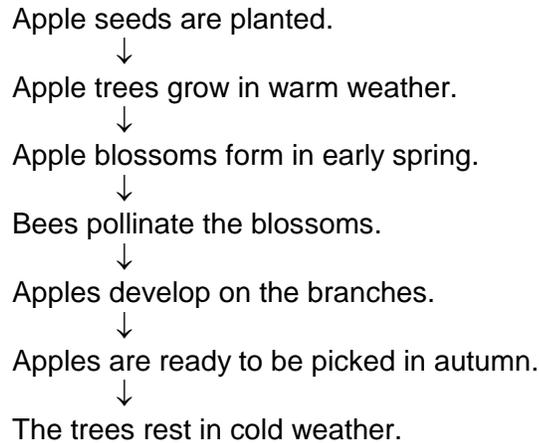
### Development

1. Explain that the book you are going to read to them is about a family that picks apples in Washington State. Locate Washington State on the United States map.
2. Display Resource 1: *Productive Resources*. Review the definitions of natural, human, and capital resources with students. Distribute one set of productive resources tongue depressors to each student (Resource 2a-c). Tell students that as they listen to you read the story, when they hear you mention a type of productive resource, they should hold the appropriate tongue depressor up. (For example: If you read “...sets up the ladders...” students will hold up the capital resource “tongue depressor.”)
3. As you read the story and the students hold up their tongue depressors, check for understanding.
4. Divide the class into groups of 3 or 4. Direct each group to make a mural of the resources needed for apple picking, based on the story. Tell the students they are

to label each resource in the mural. Set up a color code for the labels:  
Green lettering = Natural Resource (label apple tree in green)  
Brown lettering = Human Resources (label foreman in brown)  
Red lettering = Capital Resources (label ladder in red)

Display murals. If time, allow groups to share their murals with the class.

5. **Optional activity:** Read pages 1-17 of *The Life and Times of the Apple* by Charles Micucci. Discuss. Copy this apple growing flow chart onto the chalkboard:



Discuss: What hazards could interfere with the growth cycle of the apples?  
(*Insect pests could harm the trees; humans could cut the trees; trees could die in a bad storm; there could be a very dry year; winter could be too harsh; and so on*)

6. Introduce the idea that certain farmers **specialize** in growing apples because the natural resources in the community are well suited to the apple crop. Explain that specializing in growing apples means that apples are the only crop the farmer grows. Ask the students why a farmer might specialize in one crop. Display Resource 3: *Pros & Cons of Specialization*. Help students brainstorm a list of advantages and disadvantages of growing only one crop on a farm.
7. **Optional Activity for Analyzing Multiple Texts:** Read pages 22-23 of *The Life and Times of the Apple*. Ask: What states produce the most apples? Why do you think they specialize in apples? Discuss. (*Geography of the area, its rainfall, and seasonal temperatures*)

Discuss the differences between the two texts *Apple Picking Time* and *The Life and Times of Apples*.

8. **Assessment:** Distribute Resource 4: *Assessment: Apple Picking Time*. Have students complete the assessment independently.

**Extension:**

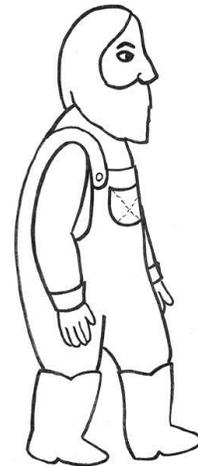
- Take a class field trip to visit an apple orchard to view production and technology.
- Discuss the concept of migrant workers since many crops are only harvested at one time of the year.

*Productive Resources*

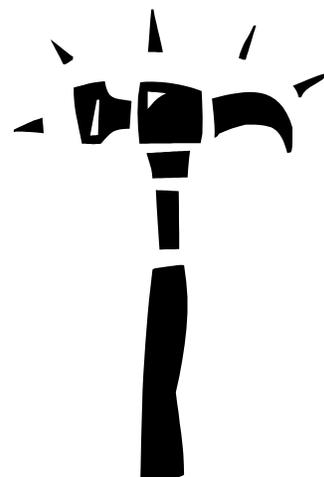
**Natural Resource:  
Gift of nature**



**Human Resource:  
Workers**

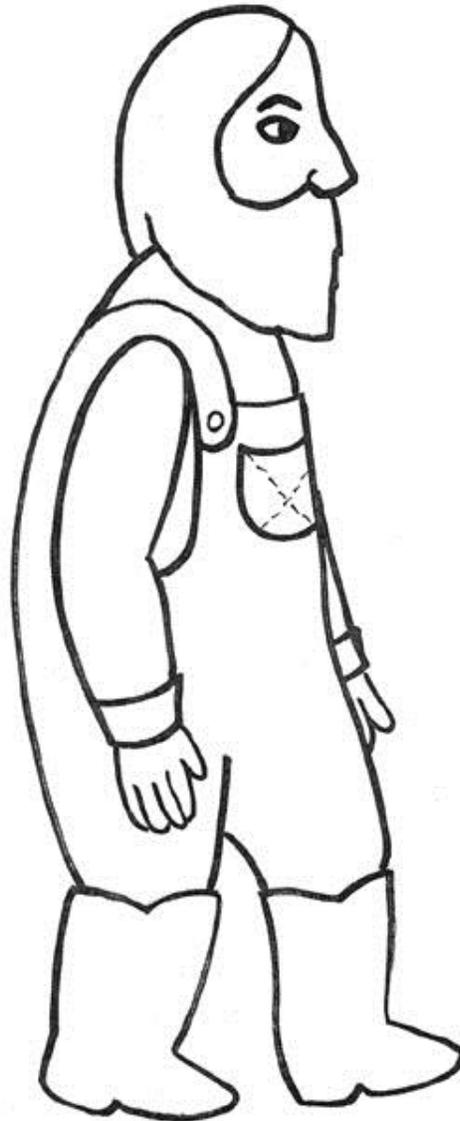


**Capital Resource:  
Tools**



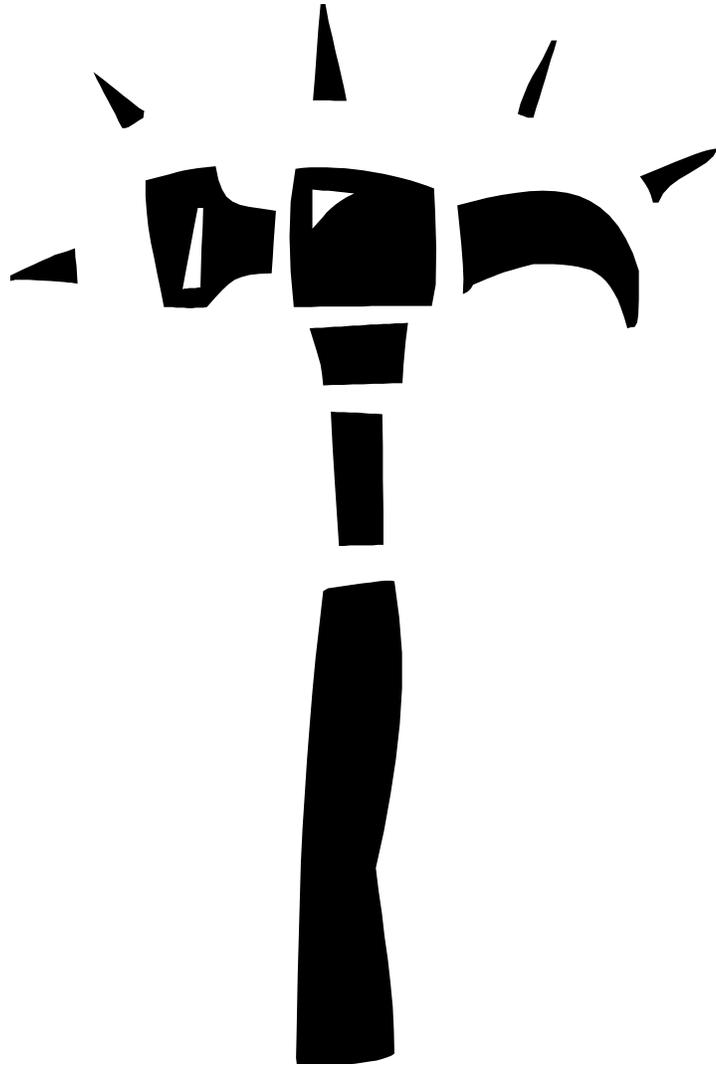
***Productive Resources Tongue Depressors***

Human  
Resource



***Productive Resources Tongue Depressors***

Capital  
Resource



*Productive Resources Tongue Depressors*

Natural  
Resource



*Pros & Cons of Specialization*

<b>Pros</b>	<b>Cons</b>

**Assessment: Apple Picking Time**

1. Identify 3 economic resources used when picking apples. Next to the resource circle **N** if it is a Natural Resource, **C** if it is a Capital Resource, and **H** if it is a Human Resource.

	N	C	H
	N	C	H
	N	C	H

2. What are some pros (advantages) and cons (disadvantages) of specializing in one type of crop (apples)?

<b>+ Pros</b>	<b>- Cons</b>