

The Big Green Pocketbook by Candice Ransom (A Laura Geringer Book, an Imprint of Harper Collins Publisher, Mexico, 1993) ISBN: 0-06-443395-1

Literature Annotation

In this story, a young girl and her mother make a bus trip to town to do errands. They visit shops and businesses and stop for ice cream at the soda shop. Along the way, the little girl puts treasures into her big green pocketbook.

Grade Level: 2

Duration: 60 minutes.

Note: The optional field trip will need to be pre-planned. The time required for a business visit is 30-60 minutes.

Maryland State Curriculum

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 Explain why people have to make economic choices about goods and services
- 4.A.1.a Identify and explain economic choices that people make
- 4.A.2.b Identify examples of specialized workers in the school and community
- 4.B.1.a Describe different market situations where buyers and sellers meet to exchange goods and services
- 4.B.2.a Identify goods and services provided by businesses
- 4.B.2.b Identify goods and services provided by government.

Geography Standard: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- 3.A.1.b Identify and use map elements, such as title, compass rose, simple grid system, legend/key, date, and author to interpret a map
- 3.A.1.b Construct and interpret maps by using elements, such as title, order, compass rose, simple grid system, legend/key, date and author (Grade 3)

College and Career Ready Standards for Reading Literary Text

RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL3 Describe characters, settings, and major events in a story, using key details.

RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Objectives: Students will...

- explain why people make economic choices about goods and services by identifying and explaining the choices that the little girl and her mother made.
- identify the goods and services businesses provide by naming the goods and services consumed by the mother and daughter on the trip.
- identify examples of specialized workers in the school and community by identifying the specialized job of each worker visited by the mother and the girl.

- use map elements to create a community map of the businesses visited by the mother and the girl. (Optional)
- interpret the community map by using the map elements to locate businesses visited by the girl and her mother. (Optional)

Vocabulary

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

consumer: an individual or group who uses resources, goods and services to satisfy economic wants.

goods: physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture.

services: physically intangible actions that can be performed to satisfy economic wants, including but not limited to medical care, dental care, haircuts, education, police protection, fire protection and national defense

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

- One copy of *The Big Green Pocketbook* by Candace Ransom
- \$20 bill
- Large sheet of paper and crayons or markers to create a community map (Optional)
- Resource 2: *Shopping Cards*, copied and cut so that each student gets 3 cards (Optional)

Student Materials

- Resource 1: *Goods or Services Pinch Cards* (or a 2" x 4" index card, labeled "Goods" on one side and "Services" on the other side)
- Resource 3: *Specialized Worker in the Community* (one copy)
- Resource 4: *Interview Record* (One copy – Optional)

Teacher Background

As consumers, we choose goods and services to use to satisfy our economic wants. Private goods and services are acquired from businesses or individuals in the marketplace. Public goods and services are provided by the government and paid for with tax revenues. People use their limited income for consumption of goods and services or for saving.

Motivation

Hold up a \$20 bill. Say: "I received this \$20 bill as a gift. There are several things I've been wanting and I didn't have enough money. Now that I have this \$20, maybe I can satisfy some of those wants. I have numerous wants, but I only have \$20, so I will have to choose some things and give up other choices. I will have to decide what to do with the money."

Development

1. Introduce the vocabulary term **decision-making process**. Tell students that the first step in making a decision is to identify the possible choices. Ask students for some possible choices for the \$20. As the choices are listed on the board, group them by categories (do not write the heading yet):

Buy Goods

Buy Services

Save the Money

3. Have students explain what is similar about the choices that you wrote in each group. Introduce the vocabulary terms **consumer**, **goods**, and **services**. Explain that a consumer, a person who uses goods and services, has to make choices about goods and services that they will consume. Since resources are limited, consumers have to make choices about goods and services.
4. Tell the students that today's story is about a little girl and her mother who are going into town to do some errands. Tell students that the mother and daughter will be making decisions about buying goods and services as they shop.
5. Conduct a Read-Aloud of the story *The Big Green Pocketbook*. Discuss some of the choices that the mother and daughter made on their errands in town. (For example, the girl chooses to save the purple lollipop for later, the mother decided not to buy a ring at the jewelry store, they had to decide which material, sewing needles, and candy to buy at the five-and-ten store, and which box of crayons to buy.)
6. Have students discuss some of the choices that that the mother or the daughter gave up. For example, mother saved her money and gave up getting a ring, mother bought the flowery material and gave up all the other material she liked, mother bought the gumdrops shaped like orange slices and gave up all the other candy the store had.
7. Ask students to explain why people have to make economic choices. Have a few students tell about an economic choice they made. Have the class discuss what was given up when that choice was made.
8. Have students use the illustrations and the text to identify the goods and services provided by businesses in the community where mother and the girl visited. List the businesses on the chalkboard. Then list the workers at that business.

Possible answers include:

(Bus Company)	bus driver	(S)
Bank	bank teller	(S)
Insurance office	insurance agent	(S)
	secretary	(S)
Jewelry Store	jewelry salesman	(G)
Dry Cleaners	dry cleaner	(S)
Five and Dime Store	candy lady or clerk	(G)
Drugstore	drug store clerk	(G)
	waitress	(S)
	cook	(G)

9. Introduce the vocabulary term **specialized work**. Explain to students that when someone in the community does a certain job they are doing specialized work, and that the person is a specialized worker.
10. Discuss whether that worker and business provide a good or service to consumers. Review with students that these goods and services are provided by businesses and that consumers have to pay for these products.
11. Distribute one pinch card from Resource 1: *Goods or Services Pinch Cards* , or an index card labeled goods and services to each student. Randomly name a specialized worker from the list and have the students pinch their cards to show whether the worker provides a good or a service. Create an answer key on the board by labeling each worker as providing a **G** (good) or **S** (service).
12. Have students identify other specialized workers in a community. Add these workers to the list. Have students identify whether they provide a good or service. Be sure to include some workers from the list below.

(T) teacher	(service)
grocer	(good)
(T) police officer	(service)
bicycle builder	(good)
bicycle repair person	(service)
computer salesperson	(good)
car salesperson	(good)
(T) firefighter	(service)
(T) mayor	(service)
(T) soldier	(service)
11. Tell students that some of the specialized workers that have been added to the list provide services for the whole community. Ask students to identify which workers provide a service to the community, such as the teacher, police officer, firefighter, mayor, and soldier.
12. Write a "T" for taxes next to the workers who are public service workers paid with government funds. Tell students that these services are provided by the government and these workers are paid by the government of the community.
13. Ask students where the government gets its money to pay for these services. Explain that the government gets the money to pay these public service workers by collecting taxes from the people who live in the community.

Optional Map Activity

Make a class map of the marketplace in the story. Divide the students into groups of 3 or 4 and give each group a piece of chart or poster paper no larger than 8 ½" x 11". Ask one group to draw and color a picture of the bus station and the home. Have each of the remaining groups draw and color a picture of one of the businesses visited in the story. (See the list of businesses on the "Shopping Cards" worksheet.) Use the pictures to create a map of the marketplace of the classroom. Let the students make up road names for the streets. Be sure to include map elements (title, compass rose, author, date and legend/key).

Have the students use the map to practice locating the businesses by giving and receiving cardinal directions. Tell the students that they will be using the map to plan a route for a shopping trip of their own. Distribute 3 different "Shopping Cards" from Resource 2 and a piece of lined paper of each student. Tell students to start at the home and write the directions for getting to the bus stop and traveling to town to visit each of their 3 businesses and returning home. Remind them to use cardinal directions and street names in their written directions.

Assessment: (Choose one)

- Have students select one of the specialized workers from the list on the board to complete Resource 3: *Specialized Worker in the Community*.
- Working in small groups, students choose a business they would like to start to raise money for a class trip. Each group should identify its product as a good or service.

Extension

Interviewing a local business worker

1. This activity is best completed as a field trip to a nearby business area. (A mall would serve the purpose well.) Teacher aides or parent helpers will be needed so that an adult accompanies each group of students. Pre-plan the trip by asking merchants if a group of 3-4 students can visit at a set time to interview a worker about the type of goods or services offered there. (It is a nice reward to the businesses that cooperate to give them free advertising in your school newspaper.)
2. Distribute the Resource 4: *Interview Record* and practice interview techniques with the students. Instruct each group to make a map of the community showing the store they visit.
3. After the students conduct the interviews, have them report back to the class to share their new information. Have students use their map to describe the location of the business. (Their map should contain all the elements of a good map).
4. Have the students write thank you notes to the businesses they visited.

Goods or Services Pinch Cards

 <p>Goods</p>	 <p>Services</p>
 <p>Goods</p>	 <p>Services</p>
 <p>Goods</p>	 <p>Services</p>
 <p>Goods</p>	 <p>Services</p>
 <p>Goods</p>	 <p>Services</p>

Shopping Cards

 <p>Bank</p>	 <p>Insurance Office</p>	 <p>Jewelry Store</p>
 <p>Dry Cleaner</p>	 <p>Drug Store</p>	 <p>Five-and-Ten Store</p>
 <p>Bank</p>	 <p>Insurance Office</p>	 <p>Jewelry Store</p>
 <p>Dry Cleaner</p>	 <p>Drug Store</p>	 <p>Five-and-Ten Store</p>
 <p>ank</p>	 <p>Insurance Office</p>	 <p>Jewelry Store</p>
 <p>Dry Cleaner</p>	 <p>Drug Store</p>	 <p>Five-and-Ten Store</p>
 <p>ank</p>	 <p>Insurance Office</p>	 <p>Jewelry Store</p>
 <p>Dry Cleaner</p>	 <p>Drug Store</p>	 <p>Five-and-Ten Store</p>

Specialized Worker in the Community

1. My specialized worker is _____.

2. Does this worker provide a good or service? _____

3. Is this good or service provided by the government or a business?

4. Name one good or service provided by the government.

5. Name one good or service provided by a business.

Interview Record

Researcher's Name _____

Name of Business Visited _____

Date of Interview _____

Our class is studying how businesses in our community provide goods and services. We would like to ask you some questions so that we may learn more about your business. Would you please help us by letting us interview you?

Questions

1. What goods or services does your business provide? _____

2. What resources are used to produce your goods and services? _____

Natural Resources	Human Resources (workers)	Capital Resources (tools and machinery)

4. How long has your business been at this location? _____

5. What business or businesses were in this location before your business?
