Cotton Plant to Cotton Shirt by Lola M. Schaefer Pelham, NY: Benchmark Education Company, 2001 ISBN: 978-1-61672-633-1

Literature Annotation: This story explains the production process by which cotton is made into clothing and the clothing is then sold in a store.

Grade Level: 2

Duration: 45 minutes

Maryland State Curriculum
Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
4.A.2.a   Identify the natural, capital, and human resources used in the
production of a good or service

College and Career Ready Standards for Informational Reading
RI.2.3 Describe the connection between a series of steps in technical procedures
in a text.
RI.2.4 Determine the meaning of words and phrases in a text .
RI.2.5 Know and use various text features (e.g., captions, bold print,
subheadings, glossaries, indexes, electronic menus, icons) to locate key
facts or information in a text efficiently.
RI.2.6 Identify the main purpose of a text

Objective: Students will use what they know and what they learn from the text to identify the economic resources used to produce a cotton shirt.

Vocabulary
natural resource: the "gifts of nature" that can be used to produce goods and services including but not limited to land, water, animals, minerals, trees, climate, and soil fertility
human resource: the health, strength, talents, education, and skills that humans can use to produce goods and services
capital resource: 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

Materials
Resource 1: *Man Working*
Resource 2: *Economic Resources Used to Make a Cotton Shirt*
Sticky notes (3 per student)

Motivation

Display Resource 1: *Man Working.* On the board, generate a chart such as the following to teach the difference between a literal observation and an inference:

I Can See….	I Already Know…	I Can Infer…
A man wearing a workshirt and hat	Farmers wear work clothes. Farmers live on farms.	The man in the picture is a farmer.
A barn	Barns are built on farmland.	This is a picture of a farm.
Cows	Cows can give milk.	Cows are milked on the farm.

Record student responses as they observe the picture.

Note to teacher: You may need to review the definitions of literal observation and inference with students.

- *Literal observation: What you can actually see and/or what is stated directly from the text.*
- *Inference: What you think you know based on what you have observed/read and linked to your prior knowledge. (what I observed/read + prior knowledge + inference)*

Development

1. Review the terms "natural", "capital" and "human" resources.

    Natural resource: The cows are a natural resource because they come from nature.
    Capital resource: The barn and silo are capital resources because they are made by people and used to help produce farm products.
    Human resource: The man is a human resource because he is doing work to produce farm products.

2. Distribute 3 sticky notes per student. Have them write "natural resource" on one note, "capital resource" on another, and "human resource" on the third sticky note. These will be used for note-taking purposes during reading.

3. Display the book, *Cotton Plant to Cotton Shirt* and discuss the fact that this book shows the steps for making a cotton shirt. Remind the students that productive resources are used when a shirt is made. Tell the students that the words "natural", "capital", and "human" resources are not used in this book. Remind the students that they can make inferences as they are reading to identify the natural, capital, and human resources used to make a shirt.

4. Tell the students that while they are reading they will place the 3 sticky notes in the text where they fine examples of natural, capital and human resources.

5. Have the students read the book (individually, in pairs, etc.)

6. After reading, generate a class discussion using the following stance questions:
   What was the author's purpose for writing this book? (Global)
   What were some of the major steps in producing a shirt? (Global)

7. If the students are not clear about the steps for the production process, you may want to have them trace the steps illustrated in the "From Plant to Shirt" diagram on the inside back cover. Have them stop at the sewing machine to end the shirt production. The rest of the diagram shows the <u>distribution</u> of the shirt and not the production process.

8. Have the students re-visit the text to identify a capital resource they marked with a sticky note. Have the students look for text references and text features that helped them infer that this was a capital resource.

9. Have the students orally explain their choice of a capital resource using the following inference frame.

I Can See or Read…	I Already Know…	I Can Infer…
I chose _____ as a capital resource.	I know… (Tell something you know about capital resources.)	I infer that _____ is a capital resource because…

Possible responses:
I chose a <u>cotton gin</u>.
I know that <u>capital resources are tools or machines used in producing a good or a service</u>.
I infer that <u>a cotton gin</u> is a capital resource because it is a machine used to clean the cotton for making the shirt.

Assessment

Distribute Resource 2 and use a document camera to display a copy of it. Model how to fill in the capital resources section using the capital resources identified by students. Help them fill in the "I can infer..." section of the chart. Have students complete the human and natural resource section of the resource sheet on their own.

Remind students to check their work by thinking about the following checklist:

1. Have I identified a natural resource and human resource used to produce a cotton shirt?
2. Have I explained my resource choices in the inference frames?

Man Working

I Can See or Read…	I Already Know…	I Can Infer…
A man is wearing a workshirt and hat.	Farmers wear work clothes. Farmers live on farms.	

Economic Resources Used to Make a Cotton Shirt

Capital Resource	Natural Resource	Human Resource

Complete the charts to explain your inferences.

I Can See or Read…	I Already Know…	I Can Infer…
I chose _____ as a capital resource.	I know that… (Tell something you know about capital resources.)	I infer that _____ is a capital resource because…

I Can See or Read…	I Already Know…	I Can Infer…
I chose _____ as a natural resource.	I know that… (Tell something you know about natural resources.)	I infer that _____ is a natural resource because…

I Can See or Read…	I Already Know…	I Can Infer…
I chose _____ as a human resource.	I know that… (Tell something you know about capital resources.)	I infer that _____ is a capital resource because…