

Everybody Serves Soup by Norah Dooley, illustrations by Peter J. Thornton.
Minneapolis: Carolrhoda Books, Inc., 2000. ISBN 1-57505-791-3

Literature Annotation: This is another delightful book in the series about a multicultural neighborhood and the differences and similarities of the cultures. The series of books about Carrie and her neighbors includes *Everybody Cooks Rice*, *Everybody Bakes Bread*, and *Everybody Brings Noodles*.

Grade Level: Grade 3

Duration: 50 - 60 minutes

Economic Concepts: Scarcity and Decision-Making, Production

Maryland State Curriculum

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.1 Explain that people must make choices because resources are limited relative to wants for goods and services
- 4.A.1.a Explain why people must make economic choices
- 4.A.1.c Identify the opportunity cost of a choice or decision.
- 4.A.2 Examine the production process
- 4.A.2.c Describe steps in the production process to produce a simple product
- 4.B.2. Describe how consumers acquire goods and services
- 4.B.2.b. Develop a plan that shows how money is obtained, such as selling things, getting a gift, and getting allowance

Peoples of the Nation and World Standard: Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

- 2.A.1 Analyze and describe elements of a multicultural setting
- 2.A.1.a Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language (Grade 3)

College and Career Ready Standards for Reading Informational Text

- RI.3.2 Determine the main idea of a text, recount the key details
- RI.3.3 Describe the relationship between a series of steps in technical procedures in a text
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to Grade 3
- RI.3.5 Use text features to locate information relevant to a given topic efficiently

Objectives: Students will be able to...

- explain why people must make choices when economic resources are limited.
- identify the economic resources used to produce a soup and describe the steps in producing that soup.
- describe how consumers obtain money to get goods and services by developing a personal plan for getting money to buy a gift.
- compare soups from different cultures and discuss how each family is meeting a want for food.

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. It is a medium of exchange.)

product: a good or service

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 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; 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

Materials

- Soup pot, ladle, and soup bowl
- A variety of vegetables and dried beans used in soups, such as beets, cabbage, corn, potatoes, carrots, peas, onions, rice, and lentils
- Copies of recipe books and recipe cards
- World wall map, desk maps or atlases
- Copy of Resource 1: *Decision-Making Chart*
- Copy of Resource 2: *Soups from Around the World*
- Resource 2A: *Soups from Around the World – Answer Key*
- Copy of Resource 3: *Economic Resources for Making Soup*
- Copy of Resource 4: *Economic Resources Chart*

Motivation

Place the soup pot, ladle and soup bowl on a table. Ask the students what might be made using these items. Students may suggest spaghetti or soup. Have students share their favorite kinds of soup. List some of the most common names of soup on the board.

Development

1. Show students a copy of the book *Everybody Serves Soup* by Norah Dooley. Ask students to name the time of year. Ask students what kinds of food people like to eat when it is snowy and cold outside. Some students may suggest hot chocolate, soup, hot tea, etc.
2. Have students read the first page of the story. Have students turn to a nearby classmate and take turns explaining Carrie's problem to each other. Ask students to suggest some solutions to Carrie's problem. Some of the suggestions may be listed on a chart or the board.
3. Have students read the next page. Have students re-tell what happened. Ask students if Carrie's problem is solved. Also have students suggest what Carrie might do with the money.
4. Have students finish reading the book *Everybody Serves Soup*. Have students recall Carrie's problem, and ask students how Carrie is going to solve her problem. Discuss some of the choices Carrie had. Possible answers may include: using the money to buy bath oil and lotion like Tito bought for his mom, buying a recipe book, a scarf, etc.
5. Project a copy of Resource 1 on the Document Camera. Distribute student copies of the same resource sheet. Have students select two of the choices Carrie had and write them on their chart. Have students identify one or two positives and negatives about each choice. Have students explain why one choice may be better than other choice.
6. Have students identify the choice Carrie made. Identify the second best choice that Carrie did not select as the **opportunity cost**. Then have students complete the sentence to explain why Carrie made that choice.
7. Show students some recipe books and recipe cards. Discuss what type of recipe book Carrie is going to make and why Carrie chose to make this kind of recipe book for her mother.
8. Display a copy of Resource 2 on a Document Camera. Have students recall each of the families that Carrie visited. Then list each soup from her neighborhood that Carrie is putting in her recipe book and the country or culture from which it came. Students can refer to the recipes in the back of the book.

9. Use a world wall map or world desk map to locate the southern part of the United States, Puerto Rico, Barbados, Italy, Greece, and Japan. Ask students how these families are the same (they all eat soup, soup warms them up, it gives them nourishment) and how they are different (they have different names for their soup, it came from different areas of the world, it has different ingredients).
10. Project a copy of Resource 4 or create an economic resources chart on the board. Be sure students understand the terms in each heading, natural resources, capital resources, human resources, and product.
11. Identify **soup** as the product that is being produced or made. Have students name some ingredients that are in soups. List these foods under natural resources on the economic resource chart. Then have students list some equipment and tools under capital resources, and the worker or person who makes soup under human resources.
12. Ask students to recall why Carrie was making the soup recipe book. Review Carrie's choices and some of the positive and negative aspects that influenced her final choice. Discuss how Carrie would make her recipe book, and what expenses she might have, such as construction paper, lined paper, and things to decorate the book. Students may also suggest wrapping paper and ribbon.
13. Optional: Have students identify something they want to acquire. Then have them develop a plan that shows the expense and income that they will have in order to acquire this desired goal.

Assessment

- Collect Resource 1 to assess student understanding about the decision-making process and why people have to make economic choices.
- Distribute copies of Resource 3. Have students cut apart the pictures on the bottom of the resource sheet and paste each one in the correct boxes to assess student understanding of economic resources used in the production of soup.

Additional Activities

- Have students develop a personal plan that shows how money will be obtained to buy a desired product or gift.
- Have students select one of the recipes from the book to take home to their family.
- Have students bring in a recipe of a favorite soup from their family. These recipes could be compiled into a classroom soup recipe book. If applicable, identify the state, country, or region associated with the recipe. Locate its origin on a world or U.S. map.
- Select one of the recipes from the book to share with the class. If it is possible, have the students help prepare the soup in the classroom.

Decision-Making Chart

Problem:			
Choice A:		Choice B:	
Positive points (+)	Negative points (-)	Positive points (+)	Negative points (-)

Carrie's choice was _____.

Carrie's opportunity cost was _____.

Carrie decided on this choice because _____

Soups from Around the World

Family in the Neighborhood	Name of Soup	Country or Culture

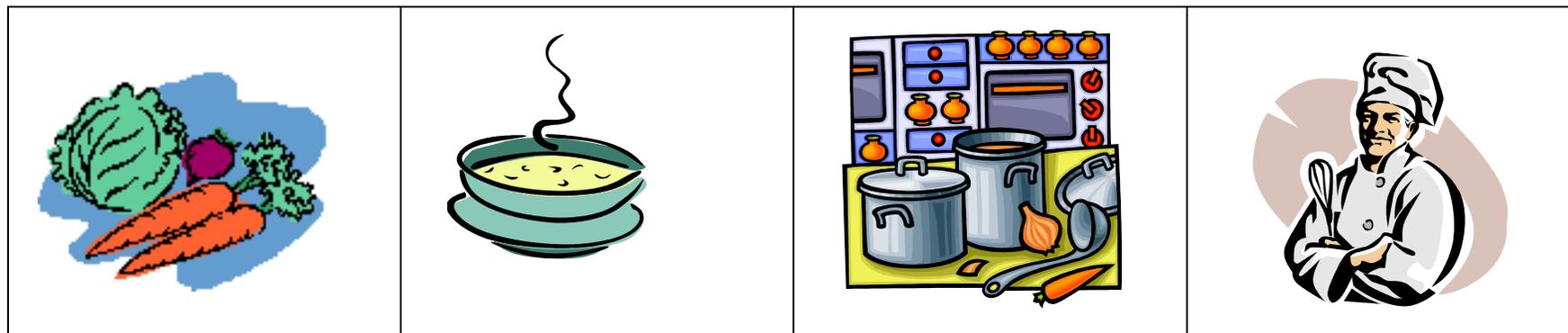
Soups from Around the World - Answer Key

Family in the Neighborhood	Name of Soup	Country or Culture
Tito and Fendra	Abuela's Puerto Rican Chuleton	Puerto Rico
John, Anna, and Mrs. Stephanopolis	Chicken Soup with Lemon (Avgolemono)	Greece
Mark, Anne-Marie, and Mrs. Deloach	Southern Corn Chowder	Southern United States
Anthony, Carrie, and her mom	Italian Lentil Soup	Italy
Crystal and Mrs. Ambrose	Barbados Oxtail Soup	Barbados
Wendy and Mrs. Shinzawa	Miso Shiru	Japan
Mrs. Max	Beet and Cabbage Soup	Jewish

Economic Resources for Making Soup

Natural Resources	Capital Resources	Human Resources	Product

Cut apart the pictures below and paste them in the correct boxes above.



Economic Resources Chart for Producing Soup

Natural Resources (Nature's Gifts)	Human Resources (Workers)	Capital Resources (Equipment and tools)