

How to Make an Apple Pie and See the World by Marjorie Priceman (Dragonfly Books, New York, 1994) ISBN 0-679-88083-6

Literature Annotation: This beautifully illustrated story is about a girl baker who gathers the ingredients for an apple pie from places around the world.

Grade Level: 3

Duration: 60 minutes

Economic Concepts: Production, Interdependence, Global Market

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.2.a Explain how producers make choices because of limited natural, human, and capital resources (Grade 3)
- 4.A.2.c Describe steps in the production process to produce a product (Grade 3)
- 4.B.1.b Describe how countries around the world trade in the global market (Grade 3)

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.c Identify the location of communities, major cities in Maryland, United States and the world using a globe, maps, and atlases (Grade 3)
- 3.C.1.a Explain how transportation and communication networks connect places, people, and ideas (Grade 3)

College and Career Ready Standards for Reading Informational Text

- RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 3 topic or subject area.

Objectives: Students will...

- explain the production process by identifying the natural, capital and human resources used to produce an apple pie.
- describe different market situations around the world by telling about the different ways that the baker got her goods.
- trace the route around the world that the baker travels looking for pie ingredients by using map elements to locate the places on a world map.
- explain how transportation connects people by identifying the types of transportation used by the baker to gather the resources for her pie.

Economic Vocabulary

production: the act of creating goods and services by combining economic resources.

producer: an individual or group who combine economic resources to make goods and/or services.

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.)

product: a good or service made with resources

market: an arrangement wherein buyers and sellers can exchange resources, goods, and services. A market is said to exist whenever or wherever a buyer and seller enter into an exchange.

interdependence: the condition in which events in one part of the community, state, nation, or world or one sector of the economy affects events in another part or sector; occurs as a result of the loss of self-sufficiency which accompanies specialization and, hence, the need to exchange resources, goods and services with other producing and consuming units.

Geographic Vocabulary

map elements: essential components of a map, such as the title, author, date, compass rose, scale, legend, border, grid, source information and index.

author: the person or company that made the map

border: the frame around the map

cardinal directions: north, south, east, and west

compass rose: the set of arrows that show where north, south, east, and west are on a map or globe

date: the year in which the map was made

legend/key: explains the meaning of the symbols on the map

title: the heading of the map that tells what the map shows

Materials

- Book: *How to Make an Apple Pie and See the World*
- apple
- Resource 1: *Natural Resource Cards* (1 set)
- Resource 2: *Country Cards* (1 set)
- Resource 3: *World Map* to create maps, or laminated world desk maps (1 per group of 4 students)
- Resource 4: *Producing an Apple Pie*
- One 4" x 6" index card

Motivation

1. Show students an apple and ask them to name products that the apple could be used to produce. List the products on the board. Identify the apple as a natural resource that can be used to produce many different products.

2. Review the definitions for natural, capital and human resources. Ask students to identify some of the other resources that would be needed to make the products they suggested.
3. Tell them that you are going to read a book about a female baker who makes an apple pie in a most interesting way.
4. Conduct a Read-Aloud using the book, *How to Make an Apple Pie and See the World*. Have students recall some of the ingredients that the girl needed and where she went to get that good.

Geography Sequence Activity

1. Place students in groups of four and give each group the two-page handout of the world map on Resource 3. Tell them to cut on the strip that has the dotted lines and paste it on the other part of the map to make a world map.
2. Tell them that you are going to re-read the story, and they are to find the countries on the map and trace the route of the baker with a red crayon.
3. Tell the students that the map is not complete. Ask them what is missing from it that would make it a good map. Have students identify map elements and tell them to add map elements to their map.

Economic Resources Used by the Baker Activity

1. Place tape balls every 24" apart on the chalkboard and distribute Resource 1: *Country Cards* and Resource 2: *Natural Resource Cards* to students. Ask students to name the first country that the girl in the story visited to find the natural resources she needed for her pie. Have the student holding that country card place it on the first tape ball. Next ask students to identify the natural resource that was found in that country. Place that resource on the board under the country. Look at the map and identify the next country and the natural resource, etc.
2. Ask students to identify the human resources and capital resources that were also identified in the story.

Answer Key:

<u>Location Where Found</u>	<u>Natural Resources</u>	<u>Human Resources</u>	<u>Capital Resource</u>
Italy	wheat	Farmer	Wagon
France	chicken		
Sri Lanka	cinnamon		
England	cow	Farmer	
Atlantic Ocean	salt		Jar
Jamaica	sugar cane	Farmer	Knife for cutting sugar cane
U.S.A./Vermont	apples	Farmer	Ladder

Transportation Activity

1. Divide students into groups of four and give each student an index card. Ask students to identify the forms of transportation used by the baker and write responses on the board. (*steamship, horse and cart, train, bicycle, elephant ride, car, banana boat, airplane, parachute/airplane, bus*)

2. Assign a form of transportation to each group and tell them to draw and color a picture of the form of transportation assigned to their group. Next, have one student from each group tape their picture in the correct sequence in the sequence chain of countries. If a type of transportation was used within a country, have the students place their picture below that country in the sequence chain. (*Examples of transportation mentioned include: steamship to Italy, horse and cart in Italy, train to France, bicycle in France, elephant ride in Sri Lanka, car in England, banana boat to Jamaica, airplane to Vermont, parachute in Vermont, bus to _____ (name of home town).* In the gaps between France and Sri Lanka, and Sri Lanka and England, have students decide what type of transportation might be used and add a picture to the sequence chain.

Conclusion

1. Give each student a copy of Resource 4: *Producing an Apple Pie* and tell them to cut out the pictures and paste them in the correct “pieces”.
2. Have students share their production chart and explain the production process.

Thoughtful Application of Knowledge

1. Use a monthly menu from the school cafeteria and cut out the different menu squares for the days of the month. Give each student one day’s menu. Tell students to identify the natural resources that were used to produce the meals on the menu.
2. Have them explain how the products needed to produce the meals might have been delivered from the places where they are grown or produced to the school.

Extension

Re-read the page that begins, “Remember that apple pie is delicious topped with vanilla ice cream.” Ask students to brainstorm with their group to list some questions they would need to answer before they could write a book titled “How to Make Vanilla Ice Cream and See the World.” Share some of the questions they write with the class.

Natural Resource Cards

wheat

chicken

cinnamon

COW

salt

sugar cane

apples

Country Cards

Italy

France

Sri Lanka

England

Atlantic Ocean

Jamaica

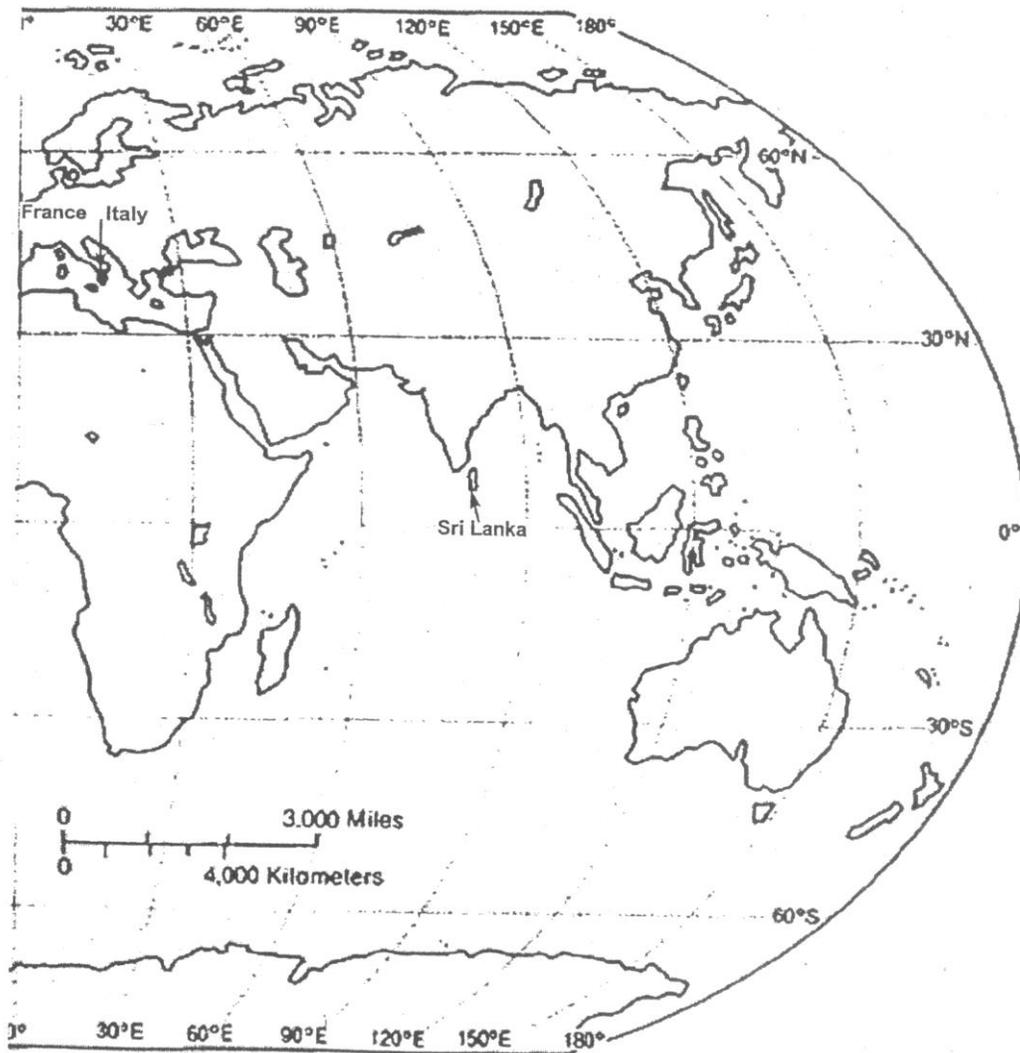
United States

Vermont

Your Town or City

World Map





Producing an Apple Pie

