

The Goat in the Rug by Geraldine, as told to Charles L. Blood and Martin Link. New York: Aladdin Paperbacks, Simon and Schuster, 1990. ISBN 0-689-71418-1

Literature Annotation: Geraldine, a goat owned by a Navajo woman named Glenmae, tells the story of her hair being sheared and the process of weaving this hair into a rug. The easy text with simple drawings makes this book appealing to young students.

Grade Level: Grade 2

Duration: One 40 - 50 minute period

Economic Concepts: Production, Economic Resources

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. Identify the natural, capital, and human resources used in the production of a good or service (Grade 2)

College and Career Ready Standards for Reading Literature

RL.2.1 Answer such questions to demonstrate understanding of key details in a text.

RL.2.3 Describe how characters in a story respond to major events and challenges.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words

Objectives: Students will be able to...

- identify the natural, capital, and human resources used to make a rug by classifying the various economic resources Glenmae used.
- describe the production process for making of a Navajo rug weaver by explaining how Glenmae made her rug.

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.)

producer: an individual or group who combine economic resources to make goods

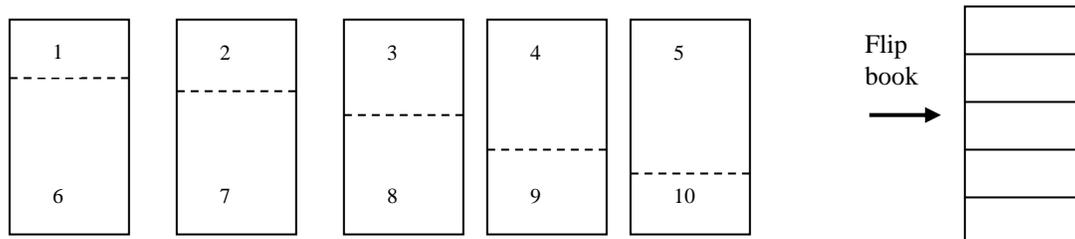
product: a good or service and/or services.

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

Additional vocabulary: mohair, loom, reservation, yucca plant, carding comb, spindle

Materials

- Walnut shells, berries, and store-bought dye packet
- Wool or goat hair, or mohair yarn from a craft store
- Picture of a loom or an actual small loom
- Pictures of Navajo rugs
- Transparency of Resource 1: *Economic Resources to Make a Woven Rug*
- Transparency of the pictures of the first two pages of the book that have the natural, human, and capital resources, with labels. **Note:** The last page and inside back cover are the same illustrations as the first two pages.
- Resource 1: *Economic Resources to Make a Woven Rug*
- Copy of the illustrations on the first two pages of the book, with labels
- Resource 2: *Steps to Produce a Woven Rug* (Cards 1-16)
- **Optional:** Resource 3: *Glenmae Weaves a Rug* (Box 1-12)
- 5 sheets of paper folded as shown below to make a flip book.



Teacher Background

Many Native American groups used materials that were available in the environment. Glenmae used the yucca plant, juniper branches, dock, cliff roses, pinyon pine, walnuts, wild onion, rabbit bush, and sumac to dye different colors. Other tribal groups lived in a different environment and used different materials that were readily available in their area. Colonial settlers in Williamsburg also used natural materials to dye cloth.

Motivation

Display the walnut shells, berries, store-bought dye packet, and mohair yarn. If wool or goat hair is available, display that also. Ask students to name some of the items. Then ask students how these things could be used to make a product. Explain to students that wool and yarn used to be dyed different colors by using parts of plants, such as nuts, berries, branches, and flowers.

Development

1. Have students examine the front cover of the book *The Goat in the Rug*. Discuss what the title tells the reader about the story. Tell students that this book is told by Geraldine, the goat in the picture. Ask students to explain how someone could put a goat in the rug.
2. Have students look at the drawings on the first two pages of the book. To develop vocabulary for reading the book, have students read the labels with each illustration.
3. Conduct a Read-Aloud of the book. Ask students to name the product that Glenmae produced. (rug) Have students recall some of the things that Geraldine and Glenmae did to produce the rug. Ask students to recall some of the resources that were used.
4. Display the economic vocabulary terms **economic resources**, **natural resources**, **capital resources**, and **human resources**. Have students look at the illustrations on the last page and inside back cover. Ask students to identify some natural resources (walnuts, juniper branches, yucca, dock, wild onion, rabbit brush, cliff rose, pinyon pine, sumac), some capital resources (sacking needle, battens, shears, spindle, carding combs, dye bucket, pin), and the human resource (the weaver).
5. Display a transparency of Resource 1: *Economic Resources to Make a Rug*. Have students read the headings above each column and review the three kinds of economic resources.
6. Distribute student copies of Resource 1: *Economic Resources to Make a Rug*. Give each student 1 copy of the front two pages of the book with vocabulary illustrations and labels. Have students cut out the pictures and sort them into the appropriate resource column.
7. Have students recall the problem Glenmae had after Geraldine ate the plants. Ask students to identify what some of her choices might have been. (Possible responses include collecting more plants, going to the store to buy dye, or not dyeing the yarn.)
8. Ask students explain why Glenmae didn't go collect more plants. (There might not have been any more because she had picked them and then Geraldine ate all of them, or it would take too long to go collect them again.)
9. Have students cut apart the cards on Resource 2: *Steps to Produce a Woven Rug*. Then have students organize the cards in sequence to show the steps Glenmae followed to make a rug.
10. Optional: Have students glue the cards in the flip book to make a booklet about Glenmae weaving the rug, or have students illustrate the pages of Resource 3: *Glenmae Weaves a Rug* to make a booklet about how Glenmae made a rug.

Assessment

Choose one or more of the following:

- Have students re-tell the steps that Glenmae followed to create her woven rug by acting out the steps, completing a sequence chain, or writing a brief summary.
- Have students describe the steps for producing a simple product, such as making a jelly sandwich, making a simple paper airplane, or making a bowl of cereal.
- Have students choose a product and identify one natural, one human, and one capital resource needed to produce the product. Products may be simple ones, such as orange juice, peanut butter, a chair or a book.

Economic Resources to Make a Woven Rug

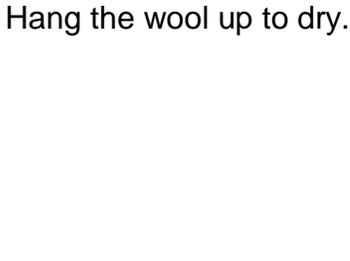
Natural Resources	Capital Resources	Human Resources	Product

Resource 1

Economic Resources to Make a Woven Rug

Natural Resources	Capital Resources	Human Resources	Product
<p>walnuts juniper dock wild onion rabbit brush cliff rose pinyon pine sumac yucca the author's goat hair</p>	<p>shears spindle carding combs comb battens store-bought dyes dye bucket pin sacking needle</p>	<p>the weaver</p>	<p>a woven rug</p>

Steps to Produce a Woven Rug

<p>Sharpen a large pair of shears.</p>  <p>1</p>	<p>Clip the wool off the goat.</p>  <p>2</p>
<p>Chop up roots from a yucca plant.</p>  <p>3</p>	<p>Make soapy water with the yucca roots.</p>  <p>4</p>
<p>Wash the wool in the soapy water.</p>  <p>5</p>	<p>Hang the wool up to dry.</p>  <p>6</p>
<p>Comb the wool with carding combs.</p>  <p>7</p>	<p>Spin the wool into yarn.</p>  <p>8</p>

Collect special plants to make dye.



9

Walk to the store to buy dye because Geraldine ate the plants.



10

Prepare three pots of dye in kettles over a fire.



11

Color the wool in the dye and dry it.



12

Prepare frame by wrapping yarn around two poles 300 hundred times.



13

Hang the two poles with the wrapped yarn on the loom.



14

Weave the pattern of the rug.



15

Take the finished rug off the loom.



16

Glenmae Weaves a Rug

by

1

One day *Glenmae* decided to make a rug with *Geraldine's* hair. She sharpened the large pair of scissors. Then she cut off *Geraldine's* hair.

2

Glenmae chopped up yucca plant roots. She mixed them with water. She washed the wool in the soapy water.

3

Glenmae hung the wool in the sun to dry. When it was dry, she combed the wool. She combed it with square carding combs.

4

Glenmae spun the wool into yarn. First she twisted and pulled the wool into a long strand. Then she spun the strand around a spindle.

5

Glenmae collected some special plants to dye the wool. Geraldine ate all the plants. There were no plants left to use for dye.

6

Glenmae had to walk to the store to buy packs of dye. This dye was not as good as the plant dye.

7

The next day Glenmae used the dye to make three big pots of colored water. She divided the wool into parts. She dipped part of the white wool into each pot.

8

Soon she had dark red, brown, and black wool. The wool was hung out in the sun to dry.

9

Glenmae laid out two poles and wrapped the yarn around them. She wrapped over three hundred times.

10

She hung the poles on a wooden frame called a loom. She slowly wove one strand of yarn at a time to make a pattern on the rug.

11

When the rug was finished, she took it off the loom. Glenmae and Geraldine looked at the rug. They were proud of the rug they made.

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