

Providing Goods by Margit E. McGuire and James A. Shymansky (National Geographic School Publishing, 2004)

Literature Annotation: *Providing Goods* explains how four different types of goods—blue jeans, paper, bread, and ice cream—are made. While each of the four books focuses on a different type of good and the specific process for getting that good to consumers, the same key concepts are developed across books to help students focus on the big ideas. Each book is written at a different readability level- difficulty level can be found on the back of each book, 1 dot signifies the least difficult, 4 dots signify the most difficult.

Grade Level: 3

Duration: 1-2 class periods

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
- 4.A.2.c Describe steps in the production process to produce a product

College and Career Ready Standards for Reading Informational Texts

- RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI4 Determine the meaning of general academic and domain-specific words and phrases in a text
- RI5 Use text features to locate information relevant to a given topic efficiently.

Objectives: Students will...

- identify the steps in the production process to change natural resources into finished goods.
- describe the process in which goods are distributed to consumers

Vocabulary

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. Also known as raw materials.

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

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

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.

Materials

Resource 1a-b: *Providing Goods Cards*

Resource 2: *Discussion Questions*

Resource 3: *Discussion Cards*

World Map

Motivation

Conduct a Read-Aloud of the text *Providing Goods* to the class. Use text features to aid in discussion of the text as it is read. Distribute a set of Resource 1 a-b: *Providing Goods Cards* to student pairs. Tell students that the cards can be sorted into two categories. Give them time to identify the categories and sort the cards. After pairs have finished, ask volunteers to share the categories that they identified and the cards that belonged in each of those categories. Accept reasonable answers.

Tell students that while there may be several categories that the cards belong to, they are going to be learning about the categories of natural resources and goods. Display the definition of natural resources. Ask students to identify the cards that can be placed in the natural resources category. Display the definition of good. Ask students to identify the cards that can be placed in the goods category. Discuss.

Development

1. Break students into 4 groups: Cotton, Ice Cream, Paper, and Bread. (You may wish to group according to reading ability. See the “dots” on the back covers of the book.)
2. Have the class preview and read aloud pages 4-5 of their books. (These pages are the same in all four books.) Tell students that each group is going to find out about the process of turning a different natural resource into a good.
3. Distribute one “Discussion Card” from Resource 3 to each group. Have the groups read pages 6-14 and use questions 1 & 2 to guide their discussion. Monitor.
4. Distribute one copy of a World Map to each group. Have each group mark its map to show the areas associated with their particular natural resource.
5. Display Resource 2: *Discussion Questions*. Have groups share what they learned and show their group map to the class.

Assessment

Have students brainstorm additional goods that can be produced from their natural resource. Have them select one of those goods and research the production and distribution of that good. Direct them to page 27 of their book. Have them follow the directions for Key Concept 1 & 2. Groups should share their work with the class.

Closure

Distribute a set of “Providing Goods Cards” from Resource 1a-b to student pairs. Have them place the cards face down on their desk. Tell them to play the concentration game with the cards- matching the natural resource to the good it produces.

Providing Goods Cards





Discussion Questions

- How are natural resources (raw materials) changed into finished goods? Name the different steps in the process.
- How do goods make their way to buyers?
- What are some specific things that suppliers must think about as they produce goods for sale?

Discussion Cards

<p>Natural Resource_____</p> <p>Good_____</p> <ul style="list-style-type: none"> • How are natural resources (raw materials) changed into finished goods? Name the different steps in the process. • How do goods make their way to buyers? • What are some specific things that suppliers must think about as they produce goods for sale? 	<p>Natural Resource_____</p> <p>Good_____</p> <ul style="list-style-type: none"> • How are natural resources (raw materials) changed into finished goods? Name the different steps in the process. • How do goods make their way to buyers? • What are some specific things that suppliers must think about as they produce goods for sale?
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