

***Charlie Needs A Cloak*** by Tomie dePaola. New York: Simon & Schuster, 1973. ISBN 0-671-66467-0.

**Literature Annotation:** A shepherd named Charlie shears his sheep, cards and spins the wool, weaves and dyes the cloth, and sews the cloth into a beautiful new red cloak.

**Grade Level:** 2

**Duration:** One 45-minute class period

**Economic Concepts:** Human Resources, Natural Resources, Capital Resources, Production

### **Maryland State Curriculum**

**Economic Standard:** Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3 Standard)

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

**Reading Standard:** Students will use a variety of strategies to understand what they read (construct meaning).

1.E.2 Use strategies to prepare for reading (before reading) (Grade 2)

**Objectives:** Students will be able to...

- identify the economic resources used to produce the red cloak.
- sequence the steps in the production process.

### **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.)

### **Additional Vocabulary**

shear, card, spin, weave, sew, and cloak (Definitions are offered in the back of the book.)

### **Materials**

- 1 set of cards from Resource Sheet 1: *Production Verb Cards*, cut apart and laminated
- Transparency of Resource Sheet 2: *Economic Resource Chart*
- Economic Resource Posters, 1 copy of each kind to display

### **For each student**

- magnifying lens
- one 3" piece of wool yarn for each student
- 1 copy of Resource Sheet 3: *Production Book* (pp. 6-11 of lesson plan)
- 1 copy of Resource Sheet 4: *Sheep*

- 3 cotton balls
- crayons, glue, scissors
- 1 copy of Resource Sheet 5: *Production Checklist*

### Teacher Background

In this story, Charlie produces a cloak using the *artisan* method. An artisan is a person who produces a product from start to finish. Usually an artisan's product reflects the skills and creativity of the artisan. Contrast this production method with the *mass production* technique used in many modern factories and on assembly lines. In mass production of a product, more than one worker performs a *specialized job* as a part of the production process.

### Motivation

Distribute a piece of wool yarn to each student. Ask the students to describe the color, size, texture, and shape of the yarn. Ask the students what material was used to make the yarn. Distribute a magnifying lens to each student and have the students observe what the yarn looks like when magnified. Most of the students will notice that the magnified yarn looks very "hairy." Explain that wool is hair from a sheep.

### Development

1. Ask the students to think about how the sheep's hair became a piece of yarn or cloth. Tell them that they can learn about the production steps for making wool yarn and wool cloth in the book *Charlie Needs a Cloak*.
2. Read the book *Charlie Needs a Cloak*. Have students recall how the wool hair became wool yarn, and then wool cloth.
3. In random order on the board, display the prepared verb cards from Resource Sheet 1: *Production Verb Cards*. Ask the students to think about the steps that Charlie followed to produce his red cloak. Have a volunteer select the first thing Charlie did (*shear*) and act out the motions of shearing a sheep. Have student number 1 stay at the front while a second student selects the next action (*wash*) and acts out the motion of washing the wool. Each time you add a student, go back to number 1 student and begin the action sequence again, so that by the time you have arranged the verb cards into the correct sequence of production, there will be nine different actions being acted out for the class (*shear, wash, card, spin, dye, weave, cut, pin, sew*)
4. Display the economic vocabulary terms, **economic resources**, **natural resources**, **capital resources**, and **human resources**. Discuss the three kinds of resources, natural, capital, and human, used in production of Charlie's cloak. If needed, have the students reread the story to identify the kinds of resources Charlie used to make his cloak.
5. Display a transparency of Resource Sheet 2: *Economic Resource Chart*.
6. Have the students produce a "Production Book" for *Charlie Needs a Cloak*. Distribute the pages from Resource Sheet 3 (pages 6-11 of this lesson plan) to each student. Have the students use crayons, glue and scissors to produce the booklet. Use wool yarn to trim the front cover.

### **Thoughtful Application of Knowledge**

The students will produce a "sheep" to decorate the cover of the Production Booklet. After they produce the sheep, the students will respond to a "Production Checklist."

Distribute the following materials to each student:

- Resource Sheet 4: *Sheep*, 1 copy to each student
- cotton balls, 3 for each student
- scissors
- black crayon
- glue

Distribute the materials for the task. You may want to have the students examine the cotton fibers with the hand lenses to compare cotton fibers to wool fibers. Explain that cotton comes from a plant, not an animal, but that the students will use the cotton as a wooly-looking covering for a sheep.

Have the students read to perform a task of making the sheep for the booklet cover.

### **Assessment**

When the booklets are completed, distribute Resource Sheet 5: *Production Checklist* to each student to be completed as an assessment of learning.

#### **Scoring Key for Production Checklist**

1. This response demonstrates the ability to identify economic resource used in production.

Score 1-4 points for correctly identifying the resources

Answer Cues: cotton plant (natural resource), scissors (capital resource), artist (human resource), student (human resource)

2. This response demonstrates the ability to identify the production sequence for producing a product.

Score 0-3 points for correctly sequencing three steps in the production of the sheep cutout.

3. This response demonstrates the ability to identify the production sequence for producing a product.

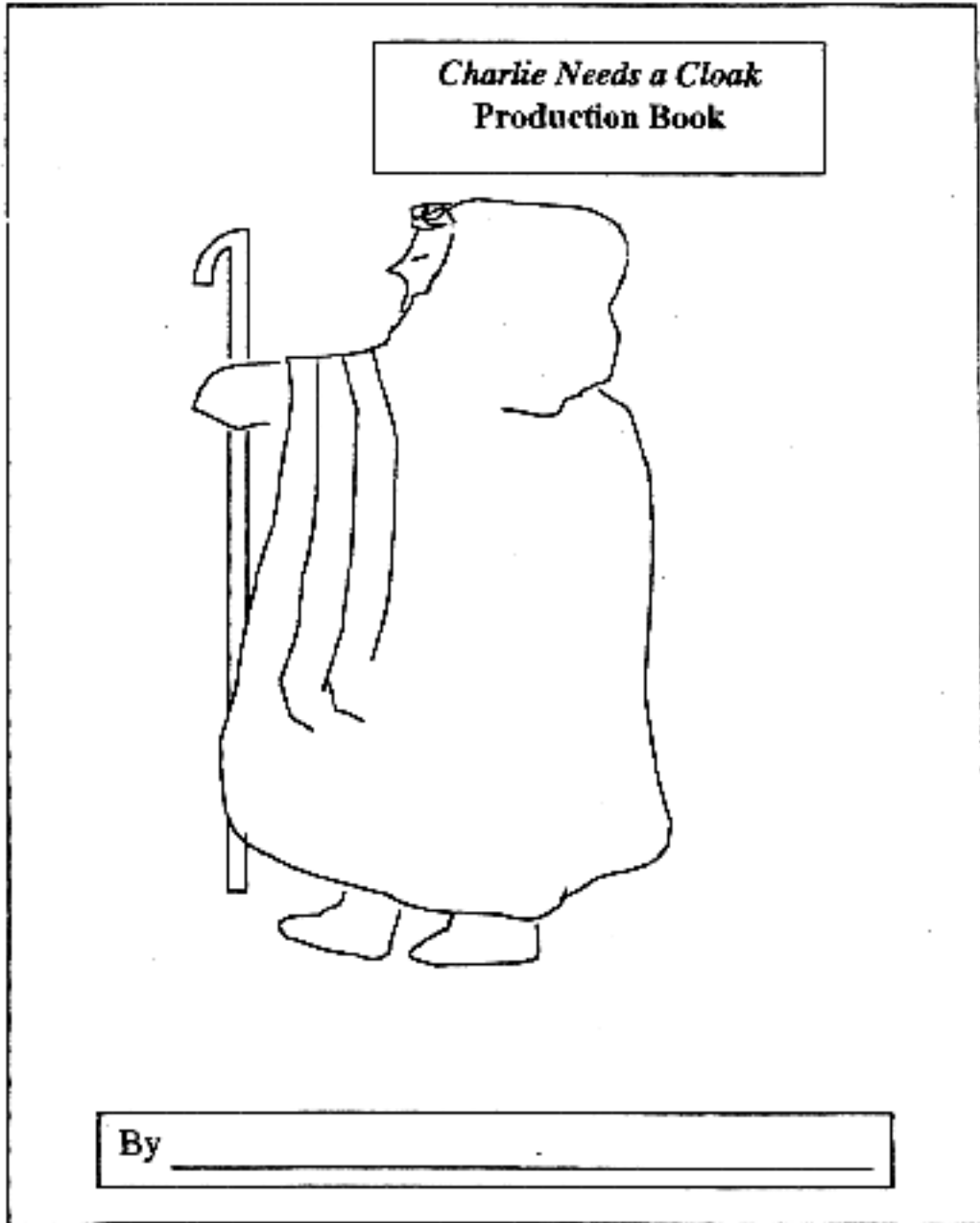
Score 0-3 points for correctly identifying a product and listing at least two steps in a production sequence of the product.

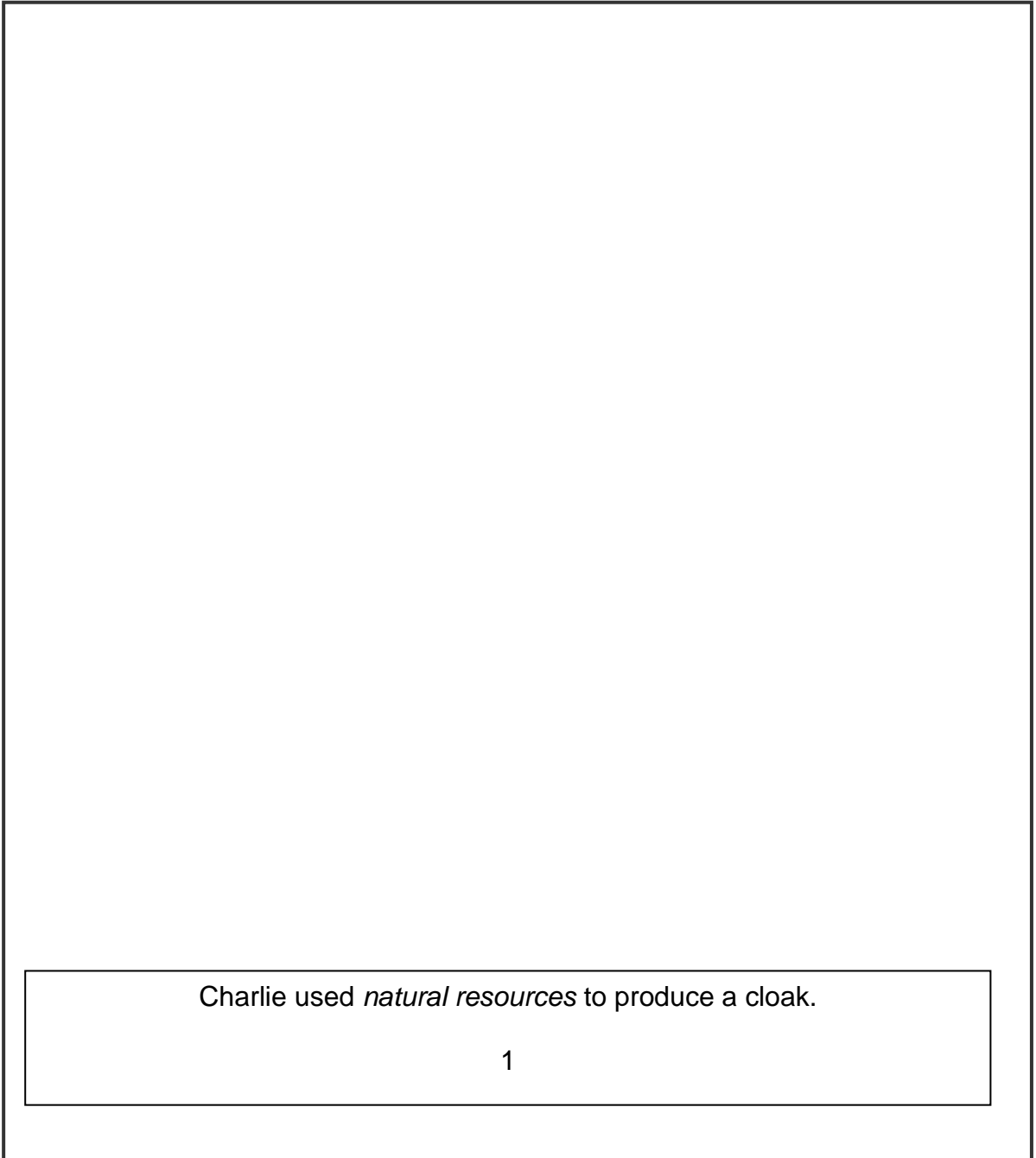
## Production Verb Cards

<b>shear</b>	<b>wash</b>
<b>card</b>	<b>spin</b>
<b>dye</b>	<b>weave</b>
<b>cut</b>	<b>pin</b>
<b>sew</b>	

### Economic Resource Chart

Natural Resources	Capital Resources	Human Resources





Charlie used *natural resources* to produce a cloak.

1

Charlie used *capital resources* to produce a cloak.

2

1.

2.

3.

4.

5.

6.

7.

Charlie followed these steps to produce a cloak.

3

Directions: Number the sentences in correct order. Then cut out the boxes and paste them in correct order onto page 3 of the production book.

<input type="checkbox"/>	Card the wool with a carding comb.
<input type="checkbox"/>	Dye the wool with a colored dye.
<input type="checkbox"/>	Spin the wool into yarn.
<input type="checkbox"/>	Cut the wool from the sheep with shears.
<input type="checkbox"/>	Weave the yarn into cloth.
<input type="checkbox"/>	Wash the wool.
<input type="checkbox"/>	Cut the cloth and sew the pieces.

Charlie's Product

Charlie produced a *product* called a \_\_\_\_\_.

This product met Charlie's *want* for \_\_\_\_\_.

4

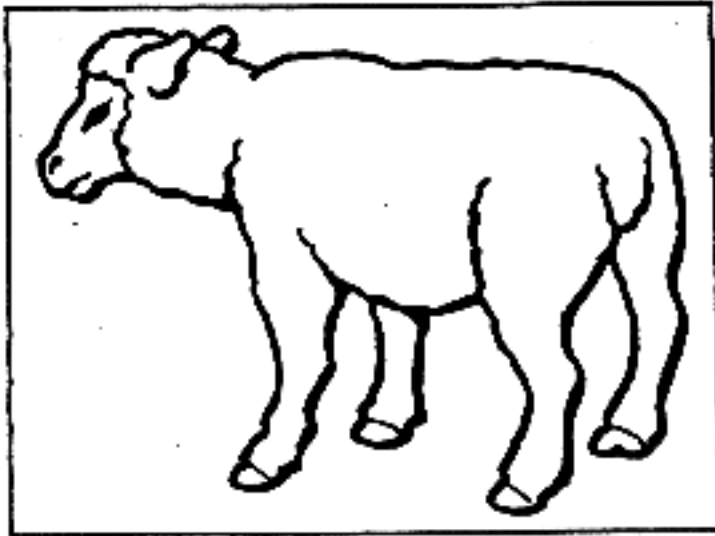
## Sheep

**DIRECTIONS:** Follow the steps below to make a sheep cut-out for your Production Book.

**Materials:** black crayon, 3 cotton balls, scissors, glue

**Steps:**

1. Lightly color the sheep's face with a black crayon.
2. Cut out the sheep by cutting on the lines around the sheep.
3. Pull the cotton balls into pieces (Cotton Balls come from the cotton plant, but we will use them to make the sheep look "wooly.")
4. Glue tiny pieces of cotton onto the sheep's back to make the wool.
5. When the sheep's back is covered with wool, glue the sheep onto the cover of your Production Book.



## Production Checklist

When you made the sheep for the cover of your booklet you were producing a product.

1. Look at each economic resource listed below. Circle **N** for Natural Resource, **H** for Human Resource, and **C** for Capital Resource.

Cotton plant	N	H	C
Scissors	N	H	C
Artist who drew the picture of the sheep	N	H	C
The student who cut out the sheep	N	H	C

2. Write 3 sentences that tell three steps in the production of the sheep cut-out. Be sure the steps are in correct order.

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3. Think of another time when you have produced a product by following production steps.

Name the product you produced:

Tell the production steps you used to make that product.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_