

Clara and the Bookwagon by Nancy Smiler Levinson (Harper & Row Publishers, Inc., New York, NY, 1988) ISBN 0-06-02387-20

Literature Annotation: This book is based on a true account of the United States' first traveling bookwagon. When Mary Lemist Titcomb became head of the Hagerstown, Maryland Public Library she decided to make books available to many people who lived far from the city. In order to do this she designed a horse-drawn wagon that could carry hundreds of books.

Grade Level: 2

Duration: 3 class periods

Economic Concepts: Scarcity, Consumption

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)
- 4.A.2.b Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers (Grade 2)

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.C.1.a Compare types of transportation used to move goods and people today and long ago (Grade 2)
- 3.C.1.b Compare ways people communicate ideas today and long ago (Grade 2)

History Standard: Students will use historical thinking skills to understand how individuals and events have changed society over time.

- 5.A.1 Examine differences between past and present time (Grade 2)

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

- 1.D.1 Develop and apply vocabulary through exposure to a variety of texts (PK-Grade 3)
- 1.D.2 Use strategies to prepare for reading (before reading) (PK-Grade 3)

Objectives: Students will be able to...

- compare and contrast communities long ago and today.
- compare living on a farm long ago to living in a town.
- explain how Clara's family met their wants.
- identify natural and capital resources.
- compare goods and services provided long ago in the general store to those found today in major grocery stores.
- design a puzzle to compare farm and town communities of long ago to those of today.

Vocabulary

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

services: physically intangible actions that can be performed to satisfy economic wants, including but not limited to medical care, dental care, haircuts, education, police protection, fire protection, and national defense.

Additional Vocabulary: general store, rural, town, physical features, human-made features

Materials

Book: *Clara and the Bookwagon*

Student Resource #1: *Same and Different* worksheet, one copy for each group of 4 students

Student Resource #2: *Communities* worksheet, one copy for each group of 4 students

“Farm Community Puzzle”, one set of 6 pieces for each group of six students for half the class

“Town Community Puzzle”, one set of 6 pieces for each group of six students for half the class

Teacher Background

Knowledge of needs and wants, goods and services, scarcity, physical features, human-made features, and movement of goods and services.

Motivation

Place students in groups of four and give each group the worksheet, “Same and Different.” Tell them that before you read the book *Clara and the Bookwagon* you want them to complete the worksheet. They are to use information they already know about types of communities and information from two pictures from the book. Show the students pages 6 and 7 and ask them to identify the type of community depicted on these pages. Next, show them pages 28 and 29 and again ask them to identify the type of community. Read the directions on the worksheet to the students and tell them to work together to complete the task.

Development

1. Show students a map of Maryland and tell them that this story is based on a true story about the first traveling bookwagon in Hagerstown, MD. Ask a student to locate Hagerstown on the Maryland map. Tell students that Maryland has three different regions. Locate the Atlantic Coastal Plain region, Piedmont Plateau region and the Appalachian Mountain region. Ask them to name the region in which Hagerstown is located. Tell them that the Piedmont Plateau region has many rolling hills. Tell them that mountains, plateaus, plains, and hills are also called physical characteristics. Tell them that physical characteristics are an aspect of a place or area that derives from the physical environment.
2. Conduct a Read-Aloud of the story, *Clara and the Bookwagon*.
3. Have the students look at their worksheet, “Same and Different”, discuss each of the statements, and ask students to explain their answers. (*Answers will vary.*)
4. Discuss the book by asking the following questions:
 - a. Name some of the jobs Clara had on the farm. (*Clara fed chickens, helped with the cooking, helped with the younger children, planted corn, helped with the laundry, weeded the garden and picked berries for making jam.*)
 - b. Show the students pages 6 and 7 and ask them to describe the physical features and the human-made features of the land. (*Physical features are rolling hills in the Piedmont region*)

of Maryland. Human-made features include: plowed land for planting crops, barns and houses, and fences.)

c. How did Clara's family meet their basic needs? *(They lived on a farm and produced as much of their food as possible. They grew crops, picked berries and raised animals.)*

d. Name some natural resources mentioned in the book and tell how Clara's family used them to meet their needs and wants. *(Natural resources: water for washing clothes, cooking and drinking; trees for building houses, barns, and fences; berries and vegetables for food; and animals for transportation and food.)*

e. Name some capital resources mentioned in the book and tell how Clara's family used them to meet their needs and wants. *(Plow for tilling the soil; wooden tub for laundry; stove for cooking; wagon for gathering and moving farm crops; barn for housing the animals; sacks or bags for carrying seeds, sugar, flour, etc.)*

f. Why did Clara's family need to buy sugar and flour at the general store? *(They could not grow sugar in Maryland because of the climate, and they did not have a mill to grind the wheat into flour.)*

g. How is a general store like a grocery store today? *(They both sell vegetables, sewing supplies, pots and pans for cooking, candy, cleaning supplies, and garden tools. The general store was also the post office and the bank. Today, grocery stores sell stamps and have automated teller machines in them.)*

h. How was the general store different from a grocery store today? *(The general store was also the library.)*

i. Give two reasons Clara's papa said, "Books were a waste of time for farm people." *(Farm work took most of the day with everyone in the family helping. Clara's papa and mama could not read very well because they had never had the opportunity to learn to read because of farm work.)*

j. Why do you think Clara thought people needed a bookwagon? *(Farm families only came to town for special occasions or to buy supplies. The bookwagon made it easier for farm families to borrow books and return them easily because they did not have to travel great distances.)*

k. Have you ever seen a bookmobile? If so, where, and who was getting books from it? *(Answers will vary.)*

l. Identify the goods and services which Clara provided with the bookwagon. *(The **goods** provided were the books, magazines or other printed materials. The **services** Clara provided were delivering books to farm families and teaching people to read.)*

m. Identify natural, capital and human resources that were needed to operate the bookwagon and explain how each was used. *(**Natural resources:** wood for books and the wagon, a horse to pull the wagon; **Capital resources:** books for people to read, wagon to carry the books and Clara, road to ride on, leather straps for the horse to attach it to the wagon; the **Human resource** was Clara, the librarian.)*

Conclusion



1. Place students in groups of four and give each group a copy of Student Resource #2, the “Communities” worksheet. Ask if anyone can tell you what the word community means. (*It is a place where people live and work.*)
2. Ask if anyone can name the two types of communities which were in the story. Students may say farm or rural community and town or city community.
3. Ask if anyone can name any of the physical features of the land which were shown in the pictures. Ask them to name some of the human-made features which were shown in the story.
4. Now, read the directions on the worksheet, “Communities.” Tell the students to work as a group and decide on a group answer for each of the human-made features. Tell students that some features may only be found in farm communities, some in town communities and some may be found in both.
5. After the groups have completed their worksheet, place a transparency of the “Communities” on the overhead projector and discuss each feature with the students. Ask them to explain why they placed their “X” in each of the boxes. (*Answers will vary according to the communities with which students are familiar. For example, a farm community may have a small airport.*) Ask students to identify other human-made features that would be found in farm communities, town communities or both. They can add these on the blank lines at the bottom of the worksheet.
6. Ask the students to define *goods*. (*Goods* are things that are produced or made by people) Ask the students to define *services*. (*Services* are things people do for other people) Tell the students that people who live in both types of communities have economic wants. Now look again at each of the human characteristics and ask the students to identify the goods or services each might provide and why people need these goods or services.

Conclusion

1. Place the students in groups of six and give each group one set of puzzle pieces. Tell them that some groups are making a farm community puzzle and other groups are making a town. Have students work in their groups to cut out the pieces of the puzzle and to put the puzzle together. Now, give each group a set of instructions for completing their puzzle. Tell them that the number and word “top” is in the upper right-hand corner of their puzzle piece. They need to work together as a team to draw their picture using the directions that they have been given. Each member of the team should draw a picture on one puzzle piece. They should put their puzzle together again to be sure that the overall picture is correct. Then, they need to agree on how to color their puzzle, and each member of the team should help with the coloring.
2. When all puzzles have been completed, collect the puzzles and give the town puzzles to the groups that completed the farm puzzles and vice versa. Tell the groups to put their puzzles together. Then give each group a set of questions. Tell them to use the puzzle, the story and what they have learned about communities to answer the questions.
3. Have the groups share their answers and discuss how the communities are alike and different.

Same and Different




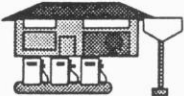






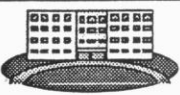

DIRECTIONS: How is your community the same as a community 100 Years ago? How is it different? Complete the chart below by placing a smiley face in the box next to each statement that is true. The first one is completed for you.

Statement	100 Years Ago	Today
Children have chores to do		
Children go to school at age 6.		
People go places in cars.		
People grow vegetables to eat.		
People go to stores to buy goods.		
People use wagons and horses.		
People build fences on their land.		

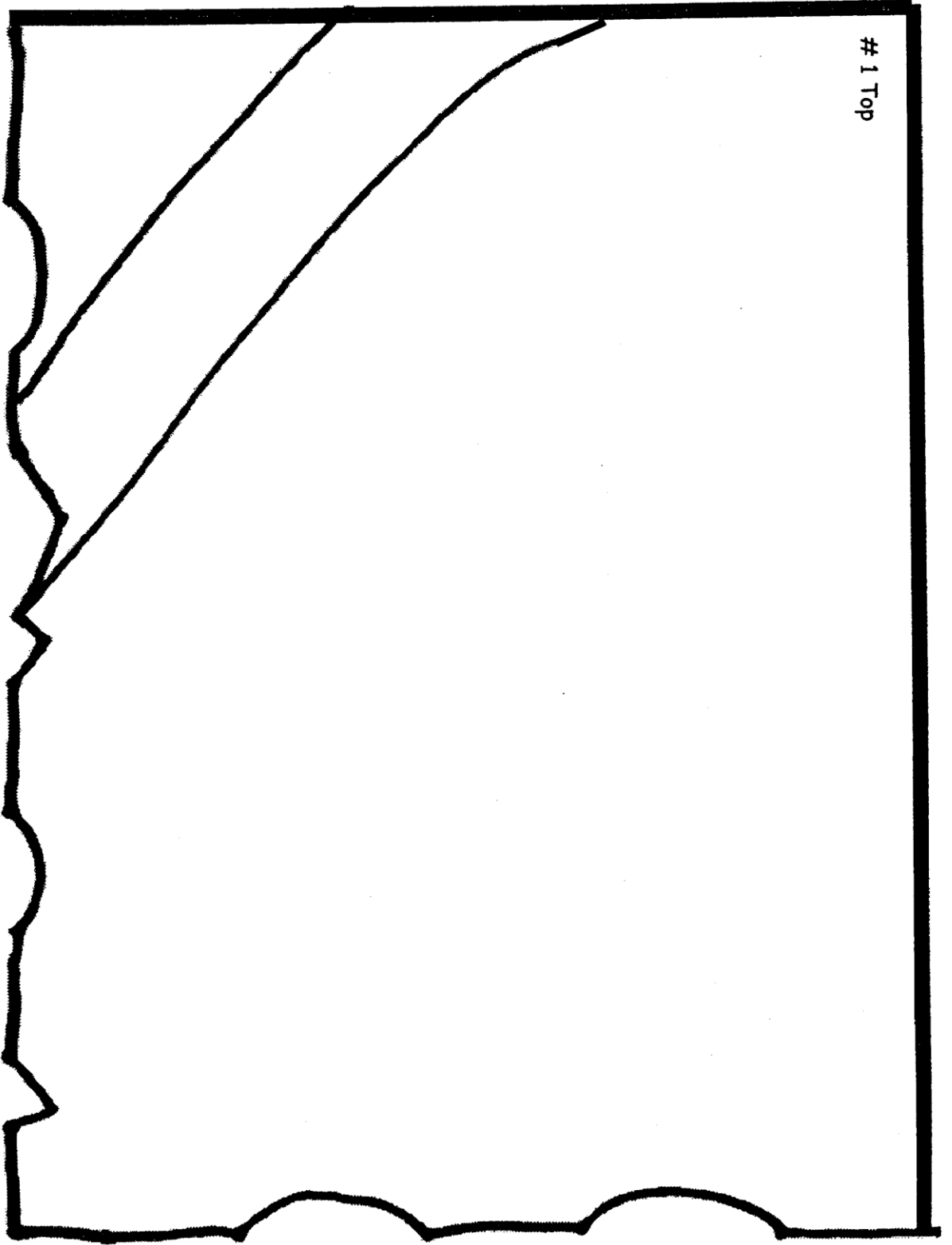
Student Resource #2

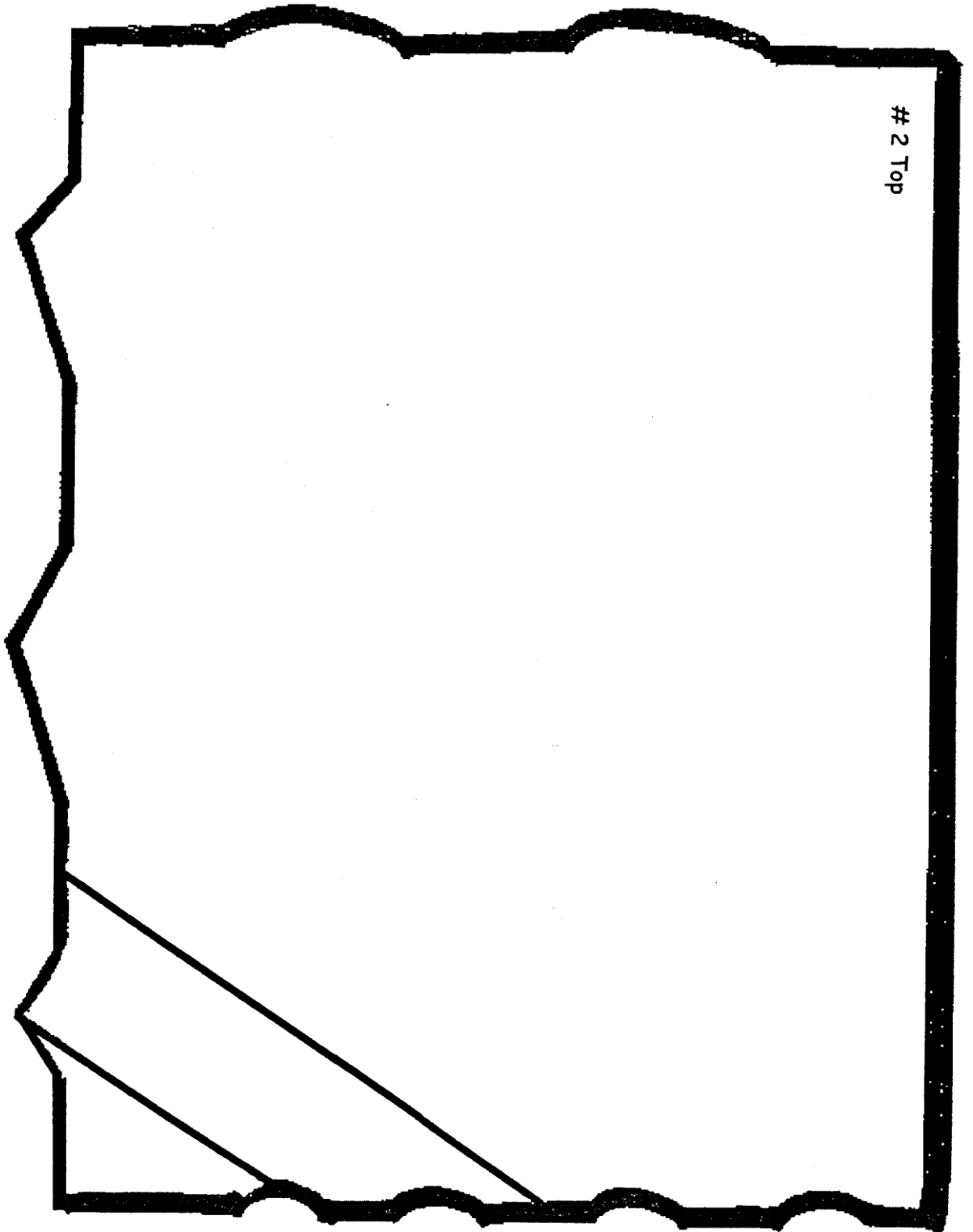
Communities

Some human-made features found in farm and communities are pictured below. Put an "X" in the box where you could find the human-made feature.

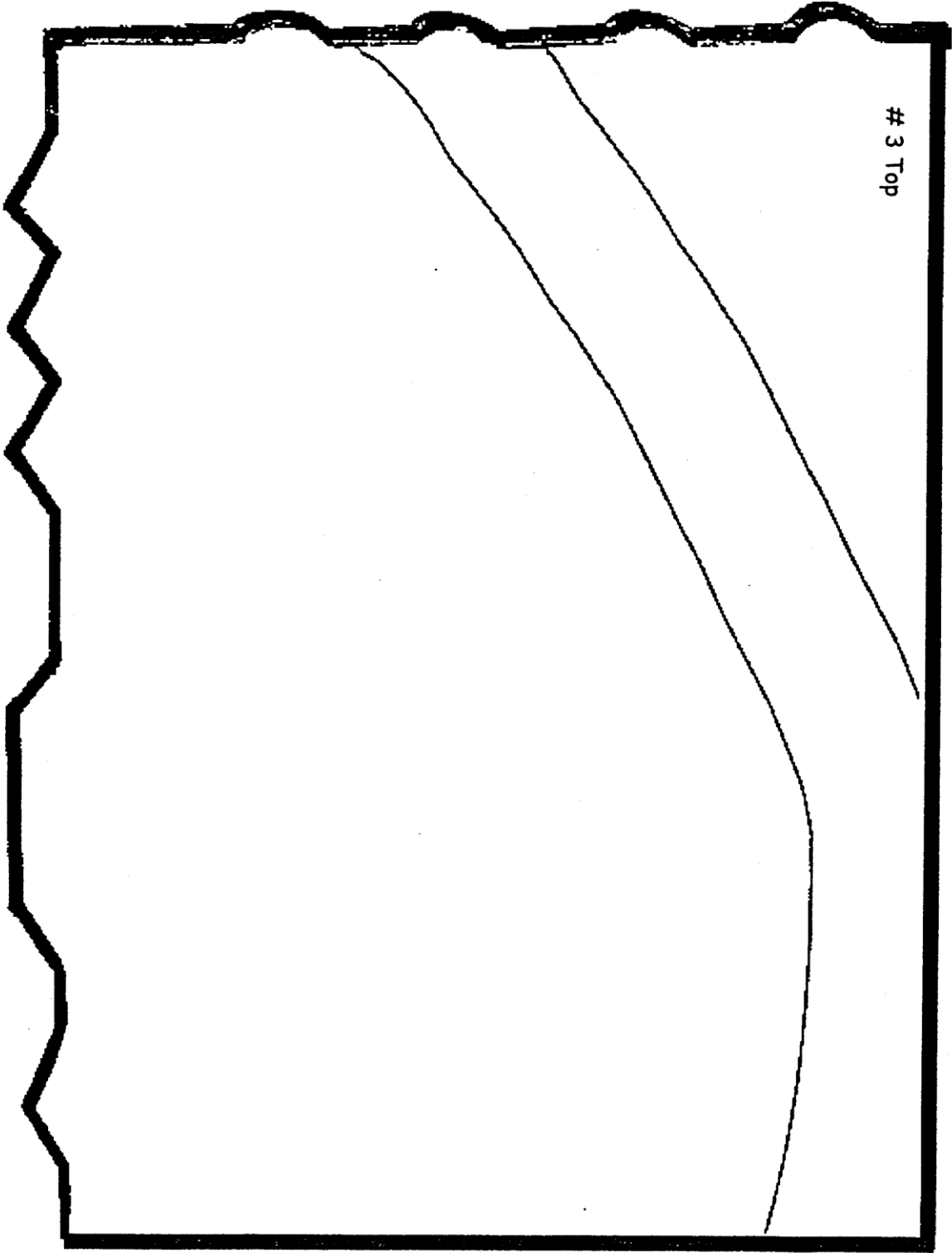
Human-made Features	Rural Communities	Urban Communities
 Church		
 School		
 Fire Station		
 Gas Station		
 Police Station		
 Silo		
 Traffic Light		
 Apartment Building		
 House		
 Park		
 Hospital		
 Airport		

1 Top

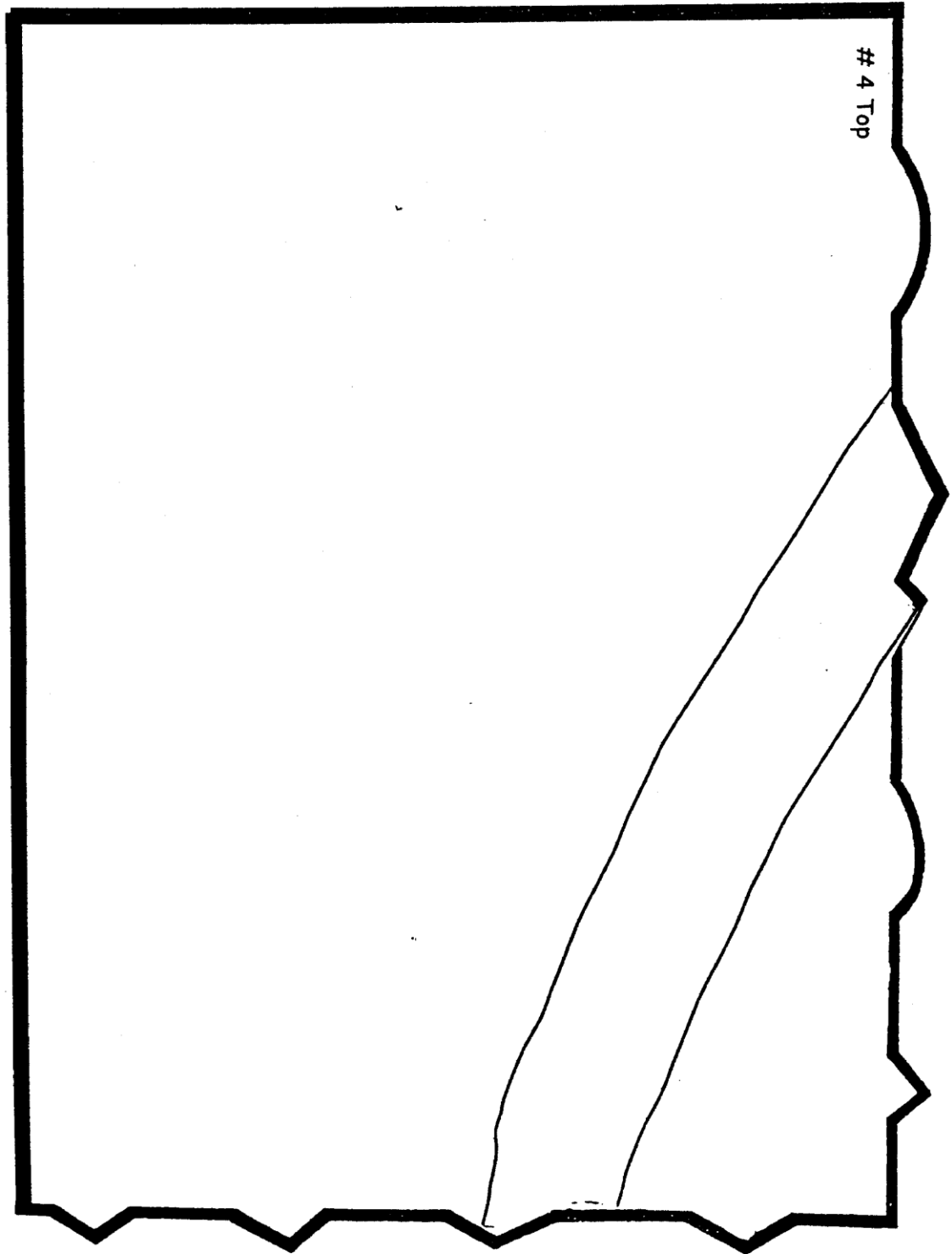




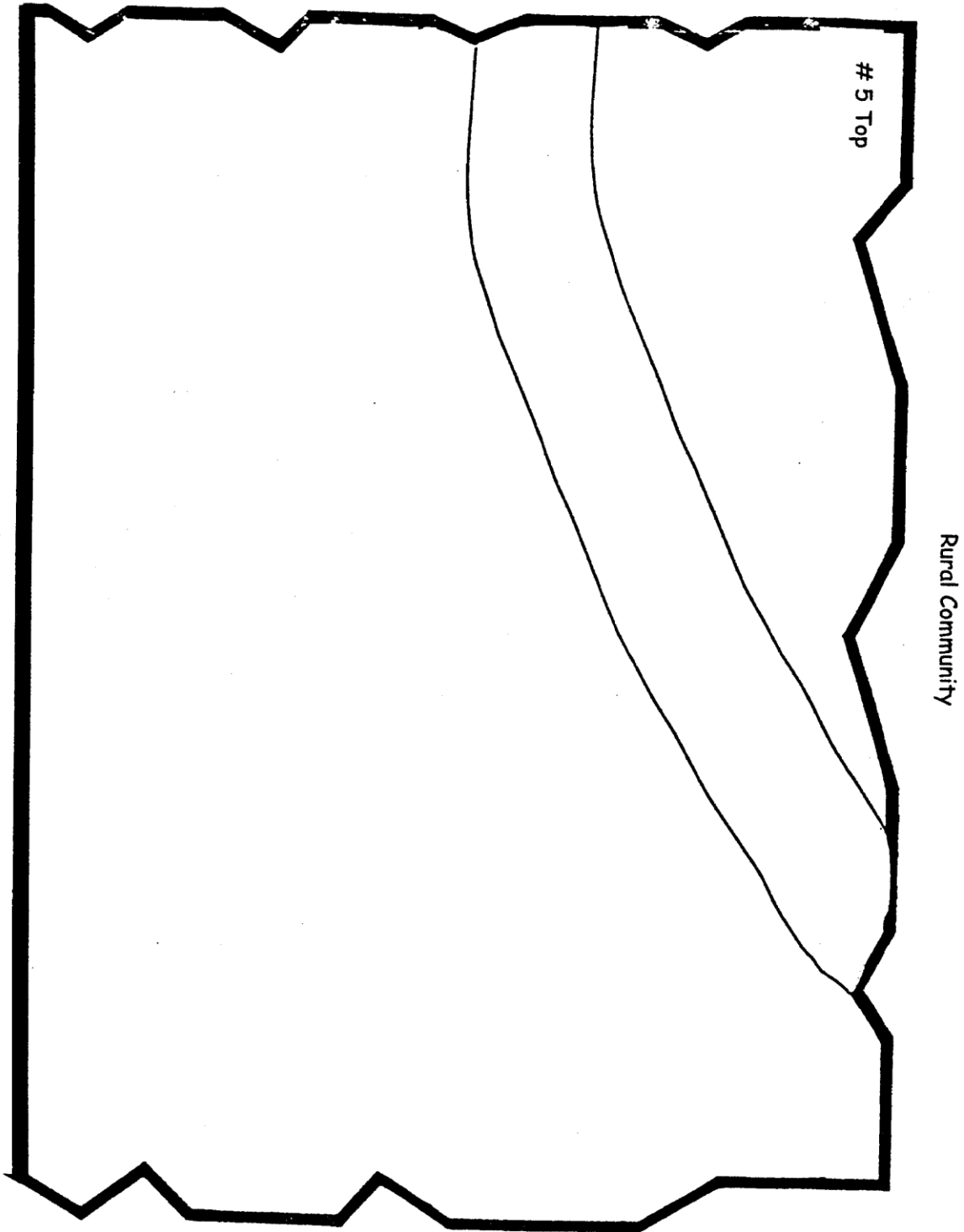
Rural Community

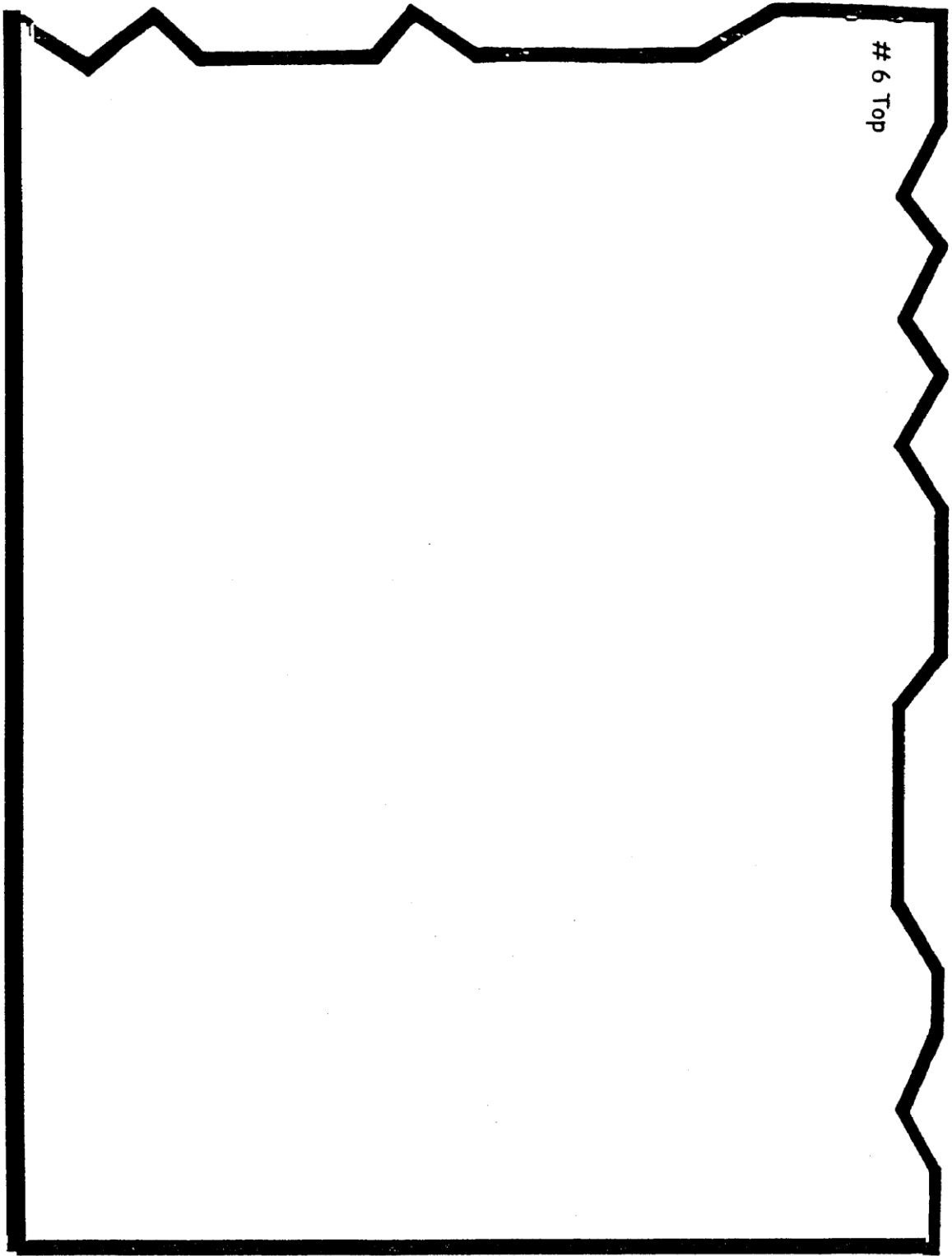


Rural Community



Rural Community

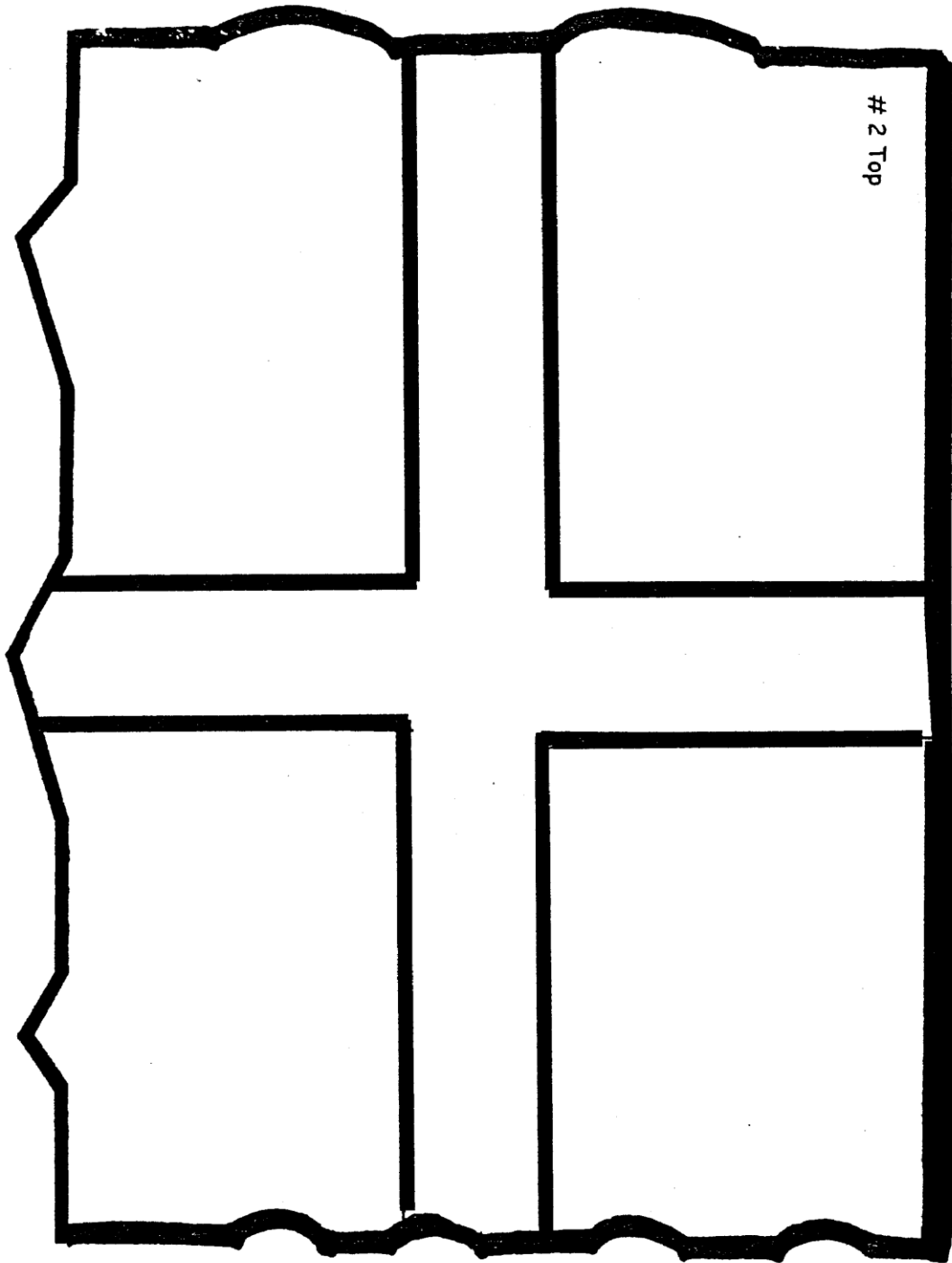




Rural Community

Urban Community

# 1Top		



Urban Community

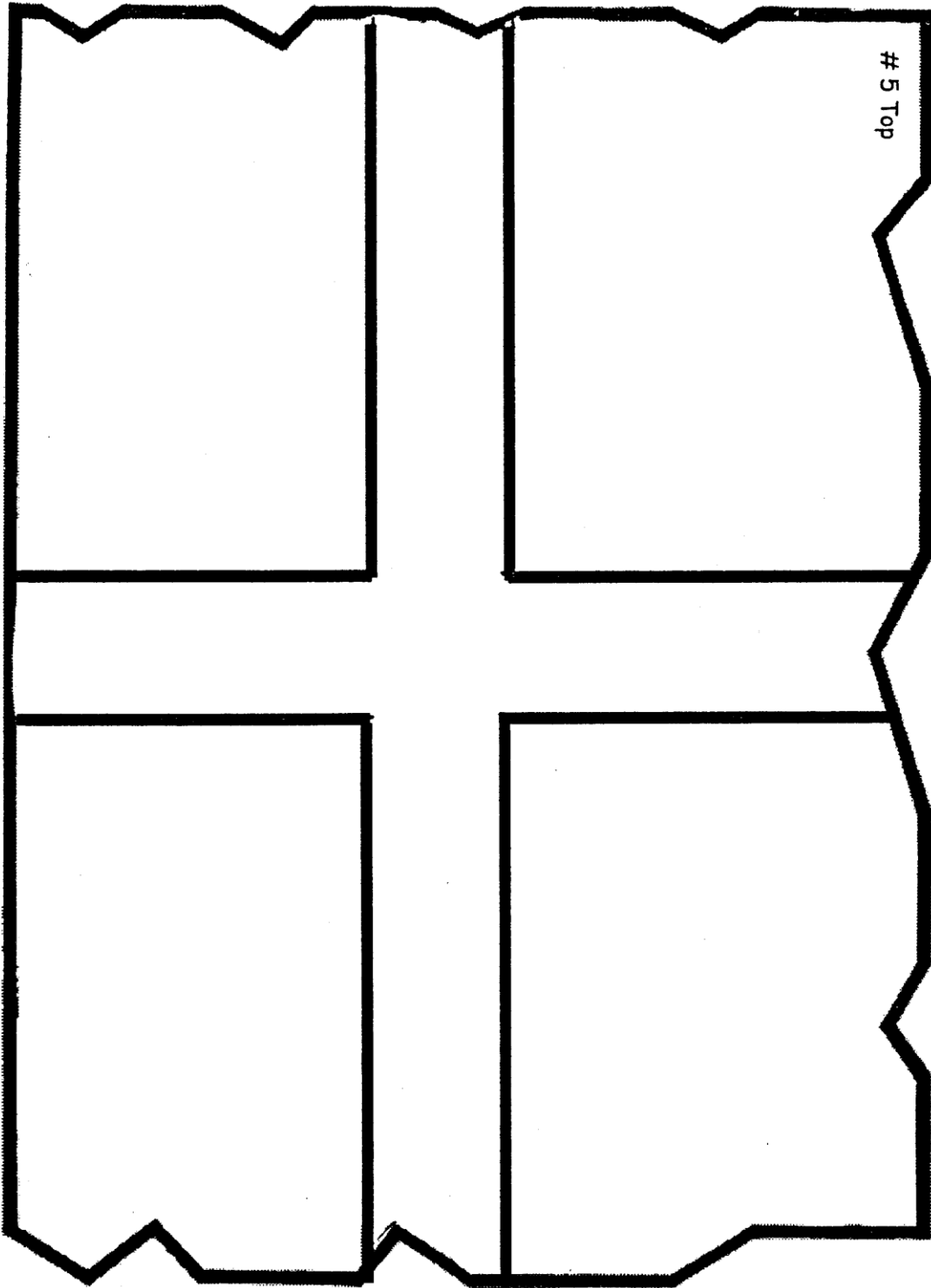
3 Top

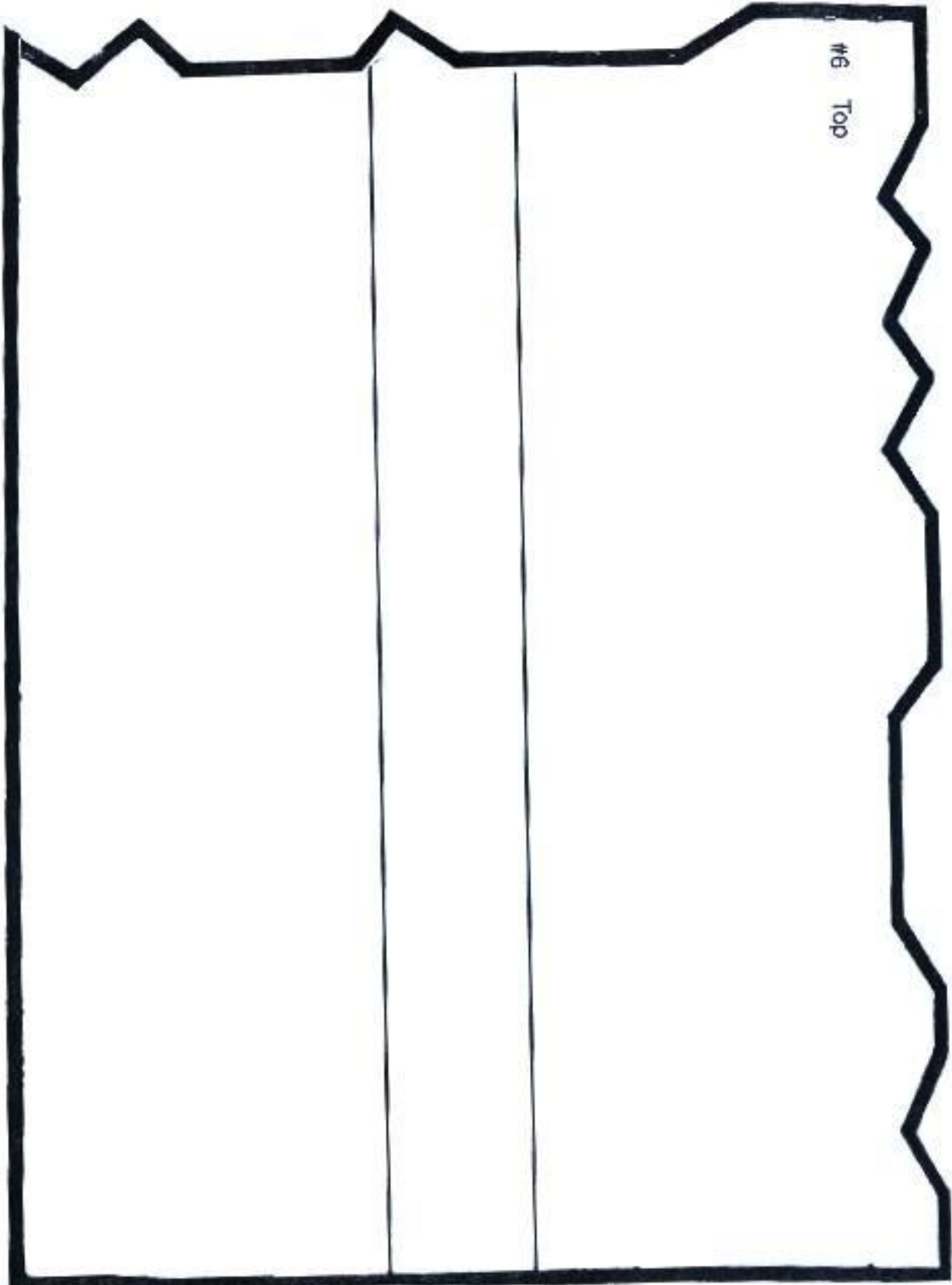
Urban Community

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4 Top

Urban Community





Farm Puzzle Instructions

Directions:

Piece #1 - Draw a small pond, trees and grass

Piece #2 - Draw an apple orchard and baskets under three trees

Piece #3 - Draw corn fields and a farm wagon

Piece #4 - Draw a barn, truck and horse

Piece #5 - Draw a house, trees, flowers

Piece #6 - Draw a fence, chickens, cows and grass

Town Puzzle Instructions

Directions:

Piece #1 - Draw a gas station, a store and a car

Piece #2 - Draw a store, a library and a truck

Piece #3 - Draw three houses and a car

Piece #4 - Draw one house and a small park

Piece #5 - Draw a fire station, police station and a police car

Piece #6 - Draw a school, one house and a school bus

Farm Puzzle

1. Name the capital resources in the puzzle and tell how they are used by farm families.

2. Name the natural resources in the puzzle and tell how they are used by farm families.

3. Name the human characteristics in the puzzle.

4. How does the farm help a family to meet its needs and wants?

5. Name the different types of transportation on the farm.

Town Puzzle

1. Name the services found in the city puzzle.

2. Name the human characteristics in the city puzzle.

3. How do people who live in cities meet their needs and wants?

4. Name the different types of transportation and tell how they are used by the people.
