

***A New Coat for Anna*** by Harriet Zeifert, Alfred A. Knopf, NY, 1986, ISBN: 0-394-89861-3

**Literature Annotation:** In this World War II story, a mother overcomes the lack of money and finds a way to make her daughter, Anna, a badly needed coat.

**Grade Level:** 3

**Duration:** Three 45-minute class periods

### **Maryland State Curriculum**

**Economics 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. 1 Explain that people must make choices because resources are limited relative to wants for goods and services
- 4.A.2.a Explain how producers make choices because of limited natural, human, and capital resources

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

- 1.E.4 Use strategies to demonstrate understanding of the text (after reading)

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

- explain the difference between a purchase made by bartering and a purchase made with money.
- identify the economic resources used in the production of Anna's coat.

### **Vocabulary**

**barter:** to trade without exchanging money

**scarcity:** not having enough resources to satisfy all wants

**human resources:** workers; the health, strength, talents, education and skills that humans can use to produce goods and services

**natural resources:** gifts of nature that can be used to produce goods and services

**capital resources:** tools; goods that are manufactured and constructed by people and used to produce other goods and services

**Additional vocabulary:** card, lignonberries, dye, weaver, porcelain, tailor

### **Teacher Materials**

- Book: *A New Coat for Anna*

### **Student Materials**

- Five objects for the initial bartering demonstration, such as a stuffed animal, a ball, a candy bar, a pencil, and an onion.
- Five index cards
- Student Resource Sheet #1: *Bartering Cards* (1 set for each group of five students)
- Student Resource #2: *Trades Made by Anna's Mother* (1 per student)
- Student Resource Sheet #3: *Trade Boxes* (1 per student)
- Student Resource #4: *Economic Resources Used to Produce Anna's Coat* (1 per student) (Second page may be run on back of chart or separately for more space.)

- Student Resource #5: *Economic Resource Cards* (1 copy of both pages for each student)
- Student Resource #6: *Report on the Swap Meet* (1 per student)
- Student Resource #6B: *Report on the Swap Meet – Answer Key* (for the teacher)
- Play Money

### Teacher Background

People trade with one another because they can benefit. Sometimes trade takes the form of bartering. Students may be familiar with bartering because they often engage in barter activities to get the baseball cards and lunch snacks they want. Bartering can be an inefficient way to satisfy our economic wants. A successful trade requires a situation in which both traders can meet the wants of one another. This does not always happen. Establishing the value of goods is a difficult part of bartering.

As economic systems developed throughout history, the need for an efficient way to trade became necessary. A single medium of exchange, that was acceptable to all, became important and brought about the use of money.

(Adapted from *Economics for the Elementary Classroom* by Elaine Coulson and Sarapage McCorkle.)

### Motivation

**Bartering Activity:** Ask five students to come to the front of the class. Explain that they are at the marketplace where people go to get the goods they want. Hand each of the five students an object and an index card with the name of a different object to use in the bartering demonstration. Be sure that the students have an opportunity to look at each other's index card. Write the word **barter** on the board and explain to the students that trading goods or services to get what we want is called bartering. Have each student name the object they *HAVE* and name the object they *WANT* to obtain in the trade. (Several people may want the same object.) Ask the five students to begin the trading. (You may need to facilitate the trading by reminding the students that they may need to make more than one trade to get what they really want.) Continue until the barter is successful or becomes so frustrating that you should stop. Ask the students in the barter activity to describe some of the problems with this method. List these problems on the chalkboard. (*Nobody wanted what I had to trade; the person who has what I wanted didn't want what I had to offer; he wanted to trade with me, but I didn't want to trade with him; too many of us wanted the same objects.*)

Tell the students that they will be reading a story about a mother who bartered to get some of the things that she needed. Ask the students to listen for the different trades she made in the story. Read the book, *A New Coat for Anna*.

### Development

1. Ask the students the following questions:
  - a. What was the scarcity problem that Anna's mother faced at the beginning of the story? (*There was a scarcity of coats in the stores.*)
  - b. What does it mean to say that there was a scarcity of coats? (*There were not enough coats available for the people who wanted coats.*)
  - c. Why did Anna need a new coat? (*Anna had grown too large for the coat; the coat itself was worn out; the winters were cold where Anna lived, a coat is something you need for survival when it is cold.*)
  - d. Describe other things that Anna and her Mother needed. (*Anna and Mother needed food and shelter because these are survival needs.*)

- e. How did the war affect the supply of coats and other needed goods? (*After the war, the stores remained empty of coat and there was very little food.*)
  - f. How did Anna's mother solve the problem of getting a coat for Anna? (*Anna's mother traded the goods she had for the resources she needed to get a coat produced for Anna.*)
2. Have the students work in groups of five for this bartering activity. (If you have students left over, have them be observers for this activity or pair them up with a student in one of the groups.) Distribute a set of "Barter Cards" to each group of five students in the following manner. Person one gets "HAVE" card A and "WANT" card A; person 2 gets "HAVE" card B and "WANT" card B, etc. Explain that they are going to barter with each other for the things they want. Allow a few minutes for this bartering to take place. At the end of five minutes, have the groups stop bartering. Return the bartering and want cards to the original students.
    - a. Did you get what you wanted in the bartering activity? Why or why not?
    - b. How many people in your group got what they wanted from the bartering activity?
    - c. Did you have to make more than one trade? Why or why not?
  3. Distribute ten cents in play money to each student. Explain that they will be attempting to get what they want again, but this time they can use money as a *medium of exchange*, which is a way of paying for what they want with something everyone can use. Allow a few minutes for the groups to make their trades and sales with the use of the play money. Then have the students discuss the following question.
    - a. Did you get what you wanted in the activity this time? Why or why not?
    - b. Explain how money might make it easier to get the things we want.
  4. Have the students re-read to find out all the trades that Anna's mother made in the story. Distribute Student Resource Sheet #2: *Trades Made by Anna's Mother* and Student Resource #3: *Trade Boxes* worksheet that goes with this activity. Have the students read and follow the directions for cutting, matching, and pasting the trade boxes onto the chart. If the student correctly matches the trades in sequential order, the word "COAT" should appear on the final chart.

## Day 2

### Motivation

Hold up a coat or jacket of your own. Tell the students that you bought your coat or jacket at a clothing store where there were probably many more jackets exactly like it, but in different sizes and colors, on the rack. Explain how you tried on the different jackets until you found the size and color that best suited you, and then paid for the jacket. Ask the following questions.

- a. Were the same resources used to produce my jacket as were used to produce Anna's coat?
- b. How was the production of Anna's coat different from the production of my coat?

To find out, the students will take a closer look at the economic resources and the kind of production used to produce Anna's new coat.

### Development

1. Display an overhead transparency of Student Resource #4: *Economic Resources Used to Produce Anna's Coat*, for the students. Review the definitions of the three kinds of economic resources. Re-read the story to find the resources used in the production of the coat. You might assign a particular kind of resource to the students at certain tables. As you read orally, the students should stand up behind their chair if you mention the kind of resource that their table was assigned. Stop after each page to discuss any resources they mention.

2. Distribute a copy of Student Resource #4: *Economic Resources Used to Produce Anna's Coat*, to each student. Distribute page 2 of the chart in case the resource cards fill more than one page. Distribute a copy of both pages of Student Resource #5: *Economic Resources Cards*, to each student. Have the students cut out the resource cards and paste them onto the correct column.
3. Remind the students of the two questions you asked about the production of your jacket or coat compared to the production of Anna's coat. Discuss some of the differences such as the following list.
  - a. Anna's coat was made of sheep's wool. My coat is made of \_\_\_\_\_.
  - b. Anna's coat was made by a tailor who made the coat specifically to fit Anna's measurements. My coat was made to be a general size that might fit someone shopping at that store.
  - c. Anna's coat was stitched by one tailor. My coat was probable made on an *assembly line*, where each worker stitches a different part of the coat.
  - d. Anna's coat is a one-of-a-kind product. There are many copies of my coat.

### **Thoughtful Application of Knowledge**

Tell the students that they are going to apply what they have learned about bartering to a real situation. Announce that there will be a class "Swap Meet" where each student will be able to barter with classmates for the items that are brought in to class. Send a note home to the parents explaining that each student should bring in one item with parents' permission to trade permanently at the swap meet. On the day of the swap meet, display all the times and allow students to browse before the bartering begins. Remind them that money cannot be used to barter. Allow time for students to barter during the swap meet. Give a five-minute warning before ending the trading time. When time is up, call students back to their desks. Distribute the "Report on the Swap Meet" worksheet to each student and have them respond as an assessment of learning.

**Bartering Cards**

<p style="text-align: center;"><b>HAVE</b></p> <p>I have a chicken.</p>	<p style="text-align: center;"><b>WANT</b></p> <p>I want a cord of wood or a bag oranges.</p>
<p style="text-align: center;"><b>HAVE</b></p> <p>I have a dozen eggs.</p>	<p style="text-align: center;"><b>WANT</b></p> <p>I want a chicken or oranges.</p>
<p style="text-align: center;"><b>HAVE</b></p> <p>I have wool from a sheep.</p>	<p style="text-align: center;"><b>WANT</b></p> <p>I want a bag of oranges or a bushel of corn.</p>
<p style="text-align: center;"><b>HAVE</b></p> <p>I have a cord of wood.</p>	<p style="text-align: center;"><b>WANT</b></p> <p>I want a dozen eggs or wool from a sheep.</p>
<p style="text-align: center;"><b>HAVE</b></p> <p>I have a bushel of corn.</p>	<p style="text-align: center;"><b>WANT</b></p> <p>I want a cord of wood or a dozen eggs.</p>

### ***Trades Made by Anna's Mother***

**Directions:** Think about the trades that Anna's mother made to get the coat made for Anna. Cut out the boxes on the next page. Paste the boxes onto the spaces below to show the correct sequence of trades.

Anna's mother traded..... To.....

**First  
Trade**

**Second  
Trade**

**Third  
Trade**

**Last  
Trade**


***Trade Boxes for “Trades Made by Anna’s Mother”***

***SCAN IN PAGE***

**Economic Resources Used to Produce Anna’s Coat**

Directions: The Economic Resource Cards on the next page show some of the economic resources used to produce Anna’s coat. Cut out the cards and paste them under the correct heading.

<b>Natural Resources</b> <i>(Gifts of nature used to produce a good or service)</i>	<b>Human Resources</b> <i>(People doing mental or physical work)</i>	<b>Capital Resources</b> <i>(Resources made by people and used over and over again to produce a good or service)</i>

\*Extra credit: Another human resource was used to produce Anna’s coat. Add that human resource to the chart.

**Natural Resources**

*(Gifts of nature used to produce a good or service)*

**Human Resources**

*(People doing mental or physical work)*

**Capital Resources**

*(Resources made by people and used over and over again to produce a good or service)*

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## **Economic Resource Cards**

SCAN IN PAGES

Student Resource Sheet #5 cont...

## **Economic Resource Cards**

Name: \_\_\_\_\_

### ***Report on the Swap Meet***

1. Draw and label a picture to show what object you traded and what object you got in return at the swap meet.

What I Brought to Trade	What I Traded For

2. Finish this sentence:

**I think this was a good/bad trade because** \_\_\_\_\_

\_\_\_\_\_

Circle the letter of the best ending to each sentence.

3. In bartering you...

- A. spend money for the things you want to have
- B. always get the object you want.
- C. Make trades for the things you want.

4. One problem with bartering is...

- A. spending your money.
- B. People don't always want to trade for what you have.
- C. You always get a bad deal.

5. Write a sentence explaining why money is a medium of exchange.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Report on the Swap Meet  
Answer Key**

**Question 1:** Answers will vary.

**Question 2:** Answers will vary.

**Question 3:** Correct response is C.

**Question 4:** Correct response is B.

**Question 5:** Money is a medium of exchange because everyone usually accepts money in exchange for a good. Money can be divided up so you can get more than one thing.