Taxi: A Book of City Words by Betsy and Giulio Maestro. New York: Clarion Books, 1989. ISBN 0-89919-528-8

Literature Annotation: In this colorful picture book, a taxi carries people to many places in and around a city.

Grade Level: 1

Duration: Two 45-minute class periods

Economic Concepts: Goods and Services, Specialization, Interdependence

Maryland State Curriculum
Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
4.A.1.a Identify and discuss goods and services provided in the community
4.A.2.a Give examples of human resources
4.A.2.b Describe the skills people need for their work in the home, school, and community
4.A.3 Explain how technology affects the way people live, work, and play
4.A.3.a Describe how tools and products have affected the way people live, work, or play

Reading Standard (Comprehension of Informational Text): Students will read, comprehend, interpret, analyze, and evaluate informational text
1.E.4 Use strategies to demonstrate understanding of the text (after reading)
2.A.5.a Identify and explain specific words or phrases that contribute to the meaning of a text (content vocabulary)

Objectives: Students will be able to…

- identify goods and services in the community by sorting workers into two groups, producers of goods or provider of services.
- describe the skills people need to produce a good or service by identifying the types of work that people do in the community.
- describe how tools and products have affected the way people work by identifying technology that helps workers (human resources) in various businesses.

Vocabulary
producer: an individual or group who combine economic resources to make goods 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.
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
market: an arrangement wherein buyers and sellers can exchange resources, goods, and services (A market is said to exist whenever or wherever a buyer and seller enter into an exchange.)
buyer: an individual or group of people who purchase resources, goods and/or services
seller: an individual or group who exchange resources, goods or services for monetary or non-monetary gain
capital resources: tools; the goods that are manufactured and constructed by people and used to produce other goods and services
human resource: workers; the health, strength, talents, education and skills that humans can use to produce goods and services

technology: tools, machines, methods, and other things used to perform activities

Teacher Materials

- A copy of the book: *Taxi: A Book of City Words* by Betsy and Giulio Maestro
- Resource Sheet 1: *City Workers* (3 of 3), mounted on tag board
- Transparency of Resource Sheet 2: *How City Businesses Meet Economic Wants*
- Transparency of Resource Sheet 3: *City Transportation*
- Resource Sheet 4: *Economics in the Community* (7 of 7), 1 copy of each of the buildings mounted on tag board
- Two signs: "Produces a Good" and "Provides a Service," displayed at opposite ends of room
- File cards with a different type of transportation mentioned in the book written on each card

Student Materials

- Set of pictures from Resource Sheet 1: City Workers (3 of 3), cut apart

Teacher Background

A product can be a good or a service. In a city, individuals are not able to produce all the goods and services that they want. Businesses specialize in a limited number of goods and/or services. Some businesses provide multiple goods, services or both.

Motivation

Have students name some businesses in their community where people shop or work. Show a picture of a city scene with many buildings. Have students identify some of the businesses that may be in those buildings. Create a class list of places or businesses where people might work or shop in a city.

Development

1. Read the book *Taxi: A Book of City Words* by Betsy and Giulio Maestro. There are vocabulary words on each page that may need to be developed as the text is read.

2. Have students recall some of the places and businesses that were shown in the book. On the class generated list, check off those places that were mentioned in the book. Add others as needed.

2. Introduce the economic vocabulary words **goods** and **services**. Discuss the meaning of each economic word. Have the class name some products (goods or services) people might buy or sell at some of the businesses on the list. Display a few of the pictures from Resource Sheet 1: *City Workers*. Have students identify whether the worker is producing a good or providing a service.

3. Give each small group of students a set of pictures from Resource Sheet 1: *City Workers* (3 of 3). Have students sort the pictures of workers into two categories, producer of goods or providing a service. Explain the workers are **human resources**. Define human resources.

Answer Key

worker producing goods	worker providing a service	
construction workers	nurse	refuse worker
chef	dentist	teacher
baker	officer	firefighter
jeweler	pharmacist	mail carrier
writer	doctor	x-ray technologist
industrial worker	EMT	car repair technician
quality control technician	librarian	veterinarian
locksmith (may also be a service)	gas station attendant	zoo worker
gardener	hotel workers	ship captain

4. Select one of the pictures of workers/human resources, such as the nurse or jeweler. Ask students to describe that job that this worker/human resource does and name some of the tools that the worker uses. Explain that the tools used to produce goods and services are called **capital resources**. Then have students explain some of the training or skills that the person would need to do the job. For example, a nurse would have to go to school to learn about medicines, the human body, how to take blood pressure, etc. or a jeweler would need to go to school to learn about metals, and precious stones, and how to make jewelry. Possible tools/capital resources include: A nurse uses a thermometer and blood pressure cuff, and a jeweler uses pliers and a magnifying lens.

5. Have each student select one of the workers/human resources from their set of workers. Ask students to think about what that person does at work. Have students turn to a partner and name some tools/capital resources that the worker uses. Have students explain some training or skills that that person might need to do their job. In small groups, have students discuss the workers/human resources they selected.

6. Have students match some of the workers/human resources in their picture set to businesses on the class generated list. Tell students that the businesses where these people work are businesses selling a good or providing a service. Explain to students some of these workers/human resources, such as the firefighters and police officers, provide a service to the whole community and that these services are provided by the government and paid for with taxes.

7. Display a transparency of Resource Sheet 2: Ho*w City Businesses Meet Economic Wants*. Have students discuss the examples of the coffee shop and zoo on the chart. Have students select four other businesses from the class list to add to the chart. Have students identify whether the business if producing a good or providing a service and the economic want that the good or service is meeting.

Note: This would be a good place to divide the lesson.

8. **Optional assessment for Day 1:** Have students select a worker/human resource from the set of pictures. Have students draw a picture of a tool/capital resource that is used by the worker/human resource. Have students write a sentence about the good or service that the worker/human resource is producing.

9. Explain to the students that many people in a city have jobs that help provide transportation. Re-read the book and have students identify the different types of transportation mentioned in the book.

10. Give each pair of students a file card with the name of a kind of transportation. Have each pair think of the workers/human resources used to provide this transportation. Ask students if the workers/human resources in these different types of transportation are producing a good or providing a service. Have the pair of students talk about ways that the people in a city use this transportation to link with other parts of the city.

11. Display a transparency of Resource Sheet 3: *City Transportation*. List the different types of transportation on the transparency. Have students name the workers/human resources that provide the services and list them on the transparency chart. Have students identify how this transportation is used by people.

12. Give students one of the buildings from Resource Sheet 4: *Economics in the Community* (7 of 7). If needed, either have some students work as pairs, or make additional copies of the buildings so every child has a business building. On opposite ends of the classroom, display one sign that reads "Produces a Good" and on the other end, a sign that reads "Provides a Service." Have students take the picture of their business to the appropriate end of the room. Ask each student to explain the good or service provided by that business.

13. Select the buildings that say department store and theater. Have students name some workers/human resources that would be at a department store and theater. Have students identify whether these workers/human resources are producing a good or providing a service. (e.g., stage hands may make scenery so that is producing a good but the show is a service, and clerks in department stores are providing a service because they did not make the clothes or items people buy.)

14. Ask students to explain the kind of training or special skills people may need to be clerks, stage hands, or performers. Ask students to think about some **technology** that is used by these workers. Discuss how technology help the workers to produce a good or service.

15. Have students look for additional businesses in the illustrations that could be added to the original class list. At the "office building" and "skyscraper" buildings, explain that some city buildings provide space for many businesses that produce and produce a variety of goods or services. You might designate the "office building" as a medical center and discuss the kinds of services provided by a medical center. The "skyscraper" may be a banking building that provides a variety of financial services. At the "police station" and "firehouse," you can remind students that these workers provide a service to the whole community and that their services are provided by the government and paid for with taxes.

16. **Optional**: Have the students sit in a circle with their building "businesses." Have each student state his job in the business. (If you have more than one student for each building, each may be a different worker /human resource within that business.) Then have students explain how they depend on the other workers for the goods and services they want. For example, the "Banker" might say, "I depend on the car repair technician to repair my car so I can drive to work." Use many different examples to develop the idea that people in the city depend on each other for goods and services.

Assessment
Have students draw a picture of a business. Have students include one of the workers/human resources at the business providing a service or producing a good. Be sure students include a tool or piece of equipment that the worker uses.

Additional Activities

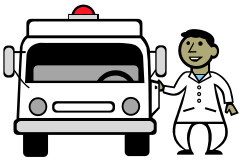
- Create a class map by having the students tape the pictures of the businesses to a sheet of bulletin board paper. Add human and physical features such as streets, a river, a harbor, parking lots, etc. Be sure to include the map elements on the map.

- For homework, ask each student to identify the type of work or business that his/her parent or another adult does for a living. Have them identify whether that business offers a good or service or both. Tally the number of service jobs that produce goods. In many cases, most of the jobs will be involved in providing a service.

- Distribute Resource Sheet 5: *A New Business* and have students work with their family to complete it. Have each student think of a business that could be added to the list posted on the board. Have them draw the building, label the business, and decide where to locate the business.

- This story focused on the words for a city. Have the students create a list of words related to a rural setting. Each student could select a word to illustrate for a class booklet.

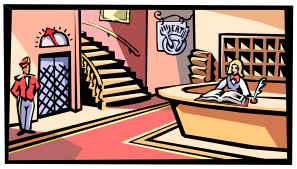
City Workers

construction workers	**nurse**
chef	**officers**
dentists	**pharmacist**
doctors	**quality-control technician**
emergency medical technicians (EMTs) 	**refuse workers**

City Workers

firefighters	**car repair technician**
mail carrier	**teacher**
librarian	**utility worker**
industrial worker	**veterinarian**
journalist	**x-ray technologist**

City Workers

writer	**jeweler**
baker	**waiter**
locksmith	**gardener**
taxi driver	**crane operator**
ship captain	**hotel workers** 
gas station attendant	**zoo worker**

How City Businesses Meet Economic Wants

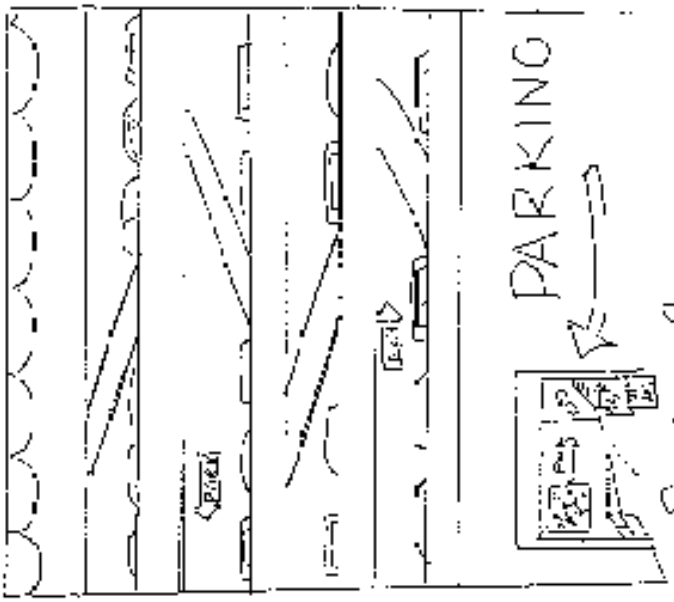
Resource Sheet 2

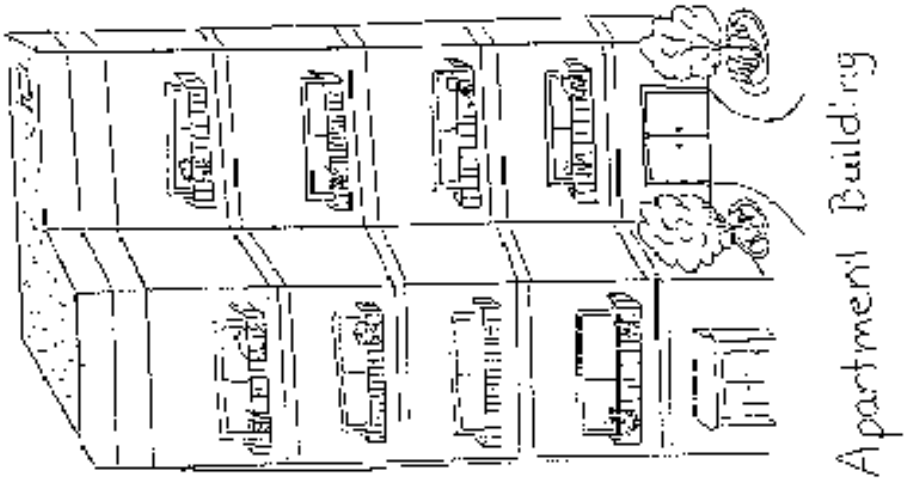
Name of Business	Good Produced or Service Provided	How this Good or Service Meets the Economic Wants of People
Coffee Shop	pastries, sandwiches, drinks (goods)	It meets the want for food.
Zoo	entertainment (service)	It meets the want for information about animals. The zoo entertains and teaches people.

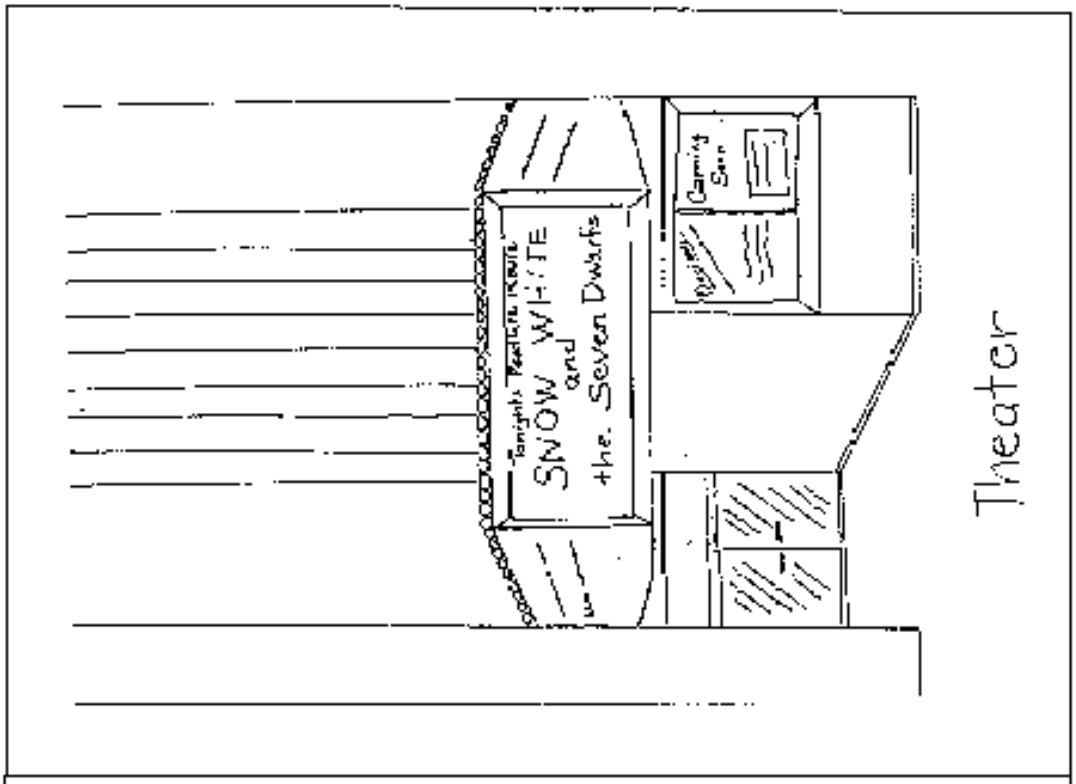
City Transportation

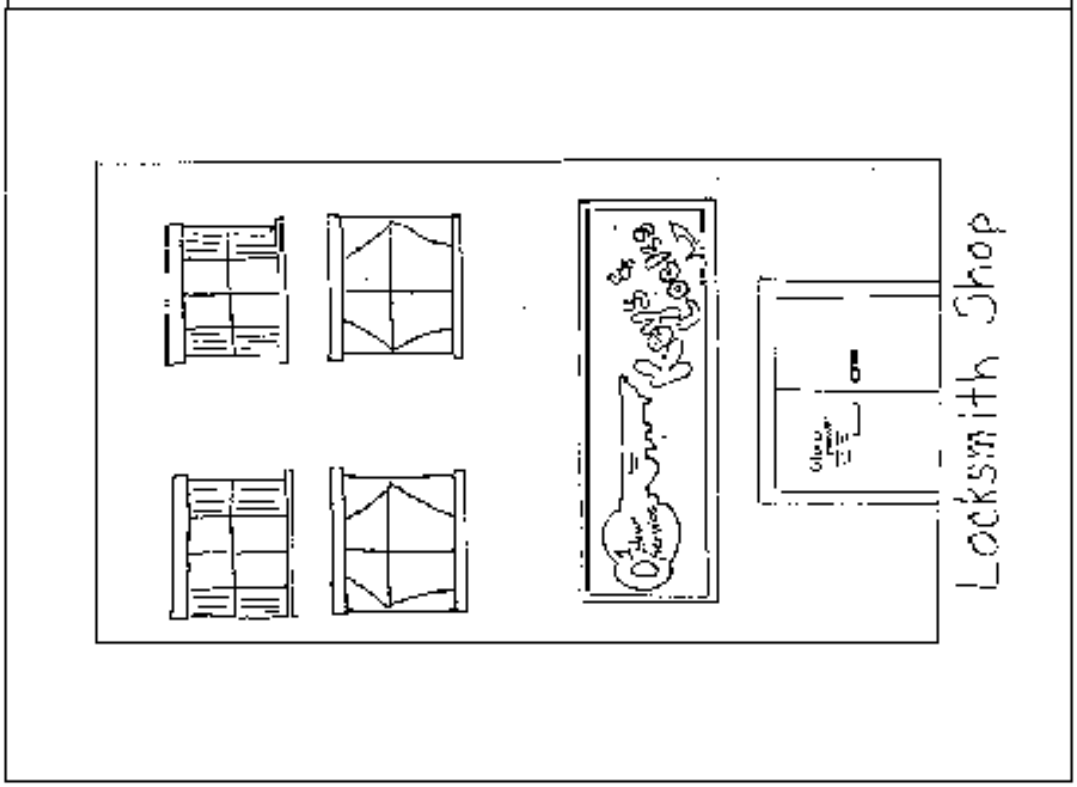
Resource Sheet 3

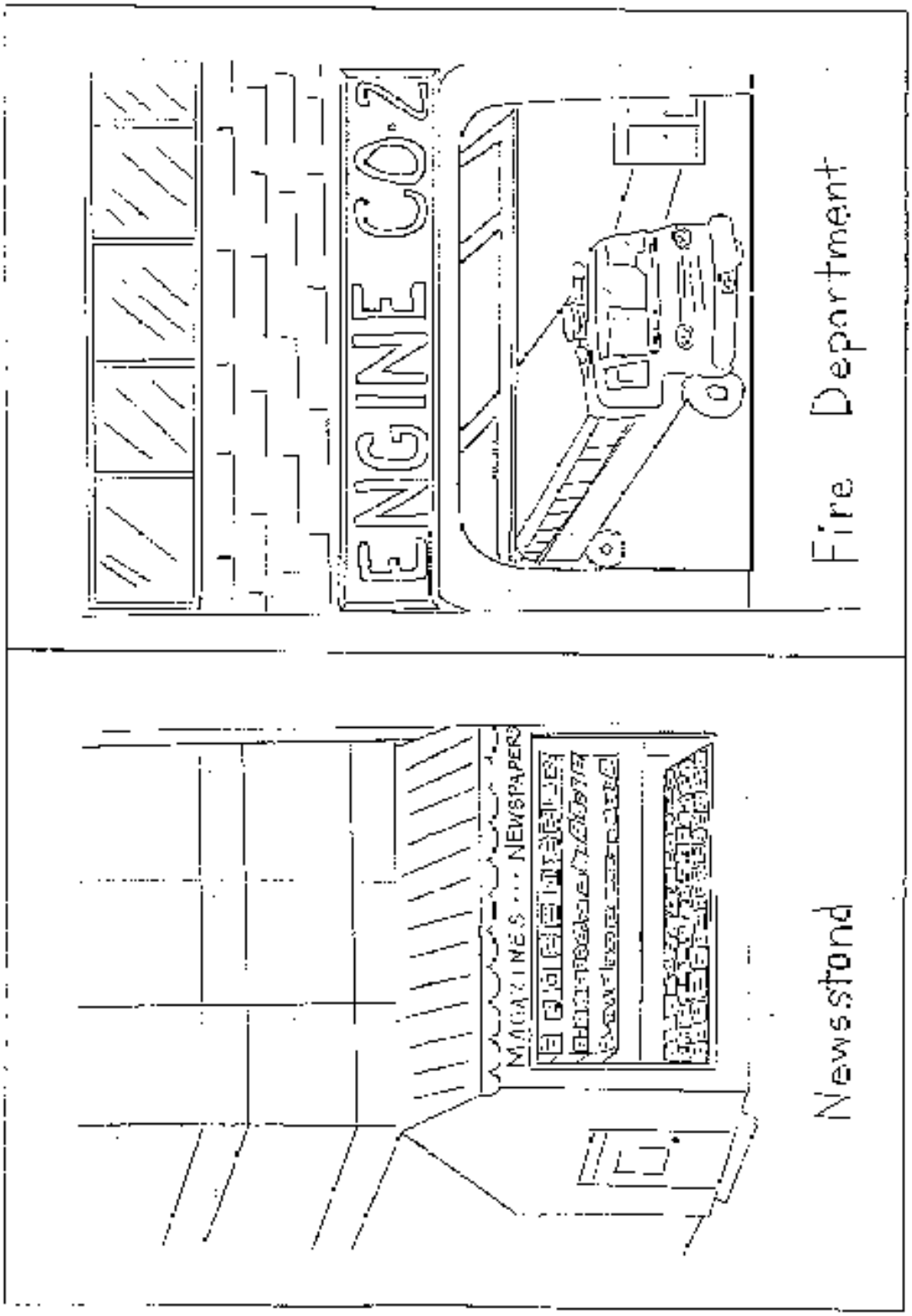
Type of Transportation	Human Resources (Workers)	How People Use This Transportation
Bus	Bus Driver	People can travel to work, to school or to shops.

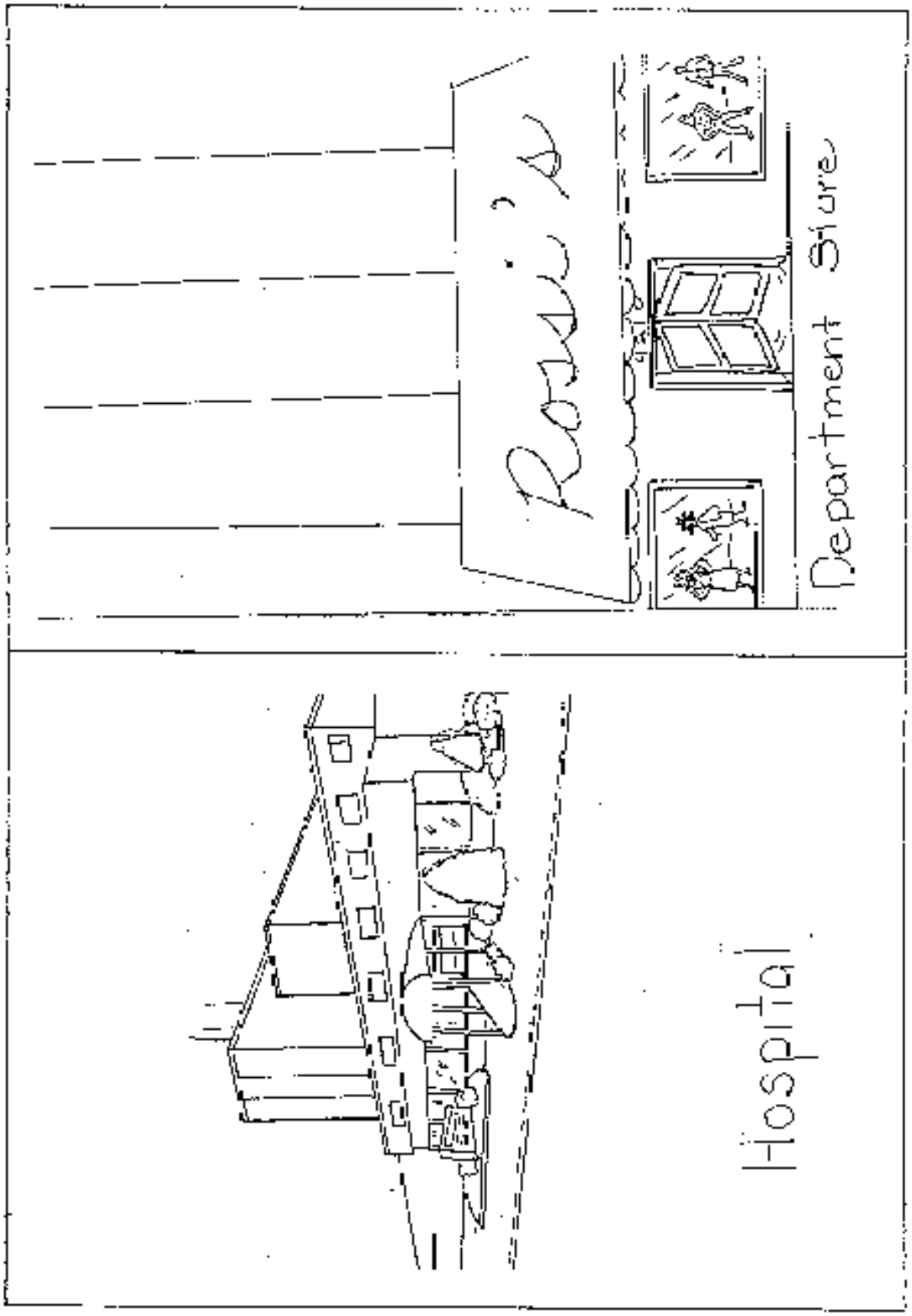

PARKING
Parking Garage

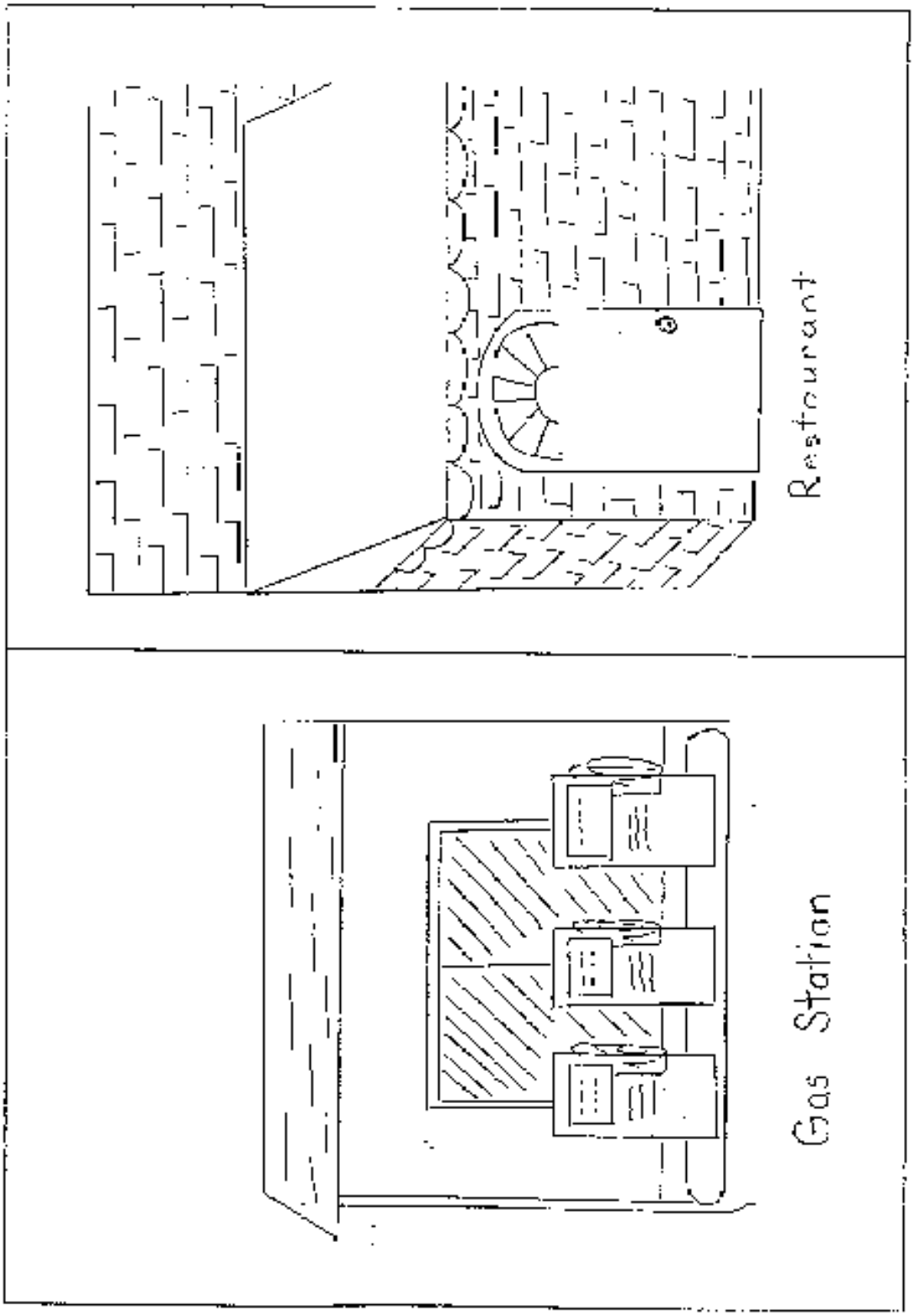

Apartment Building

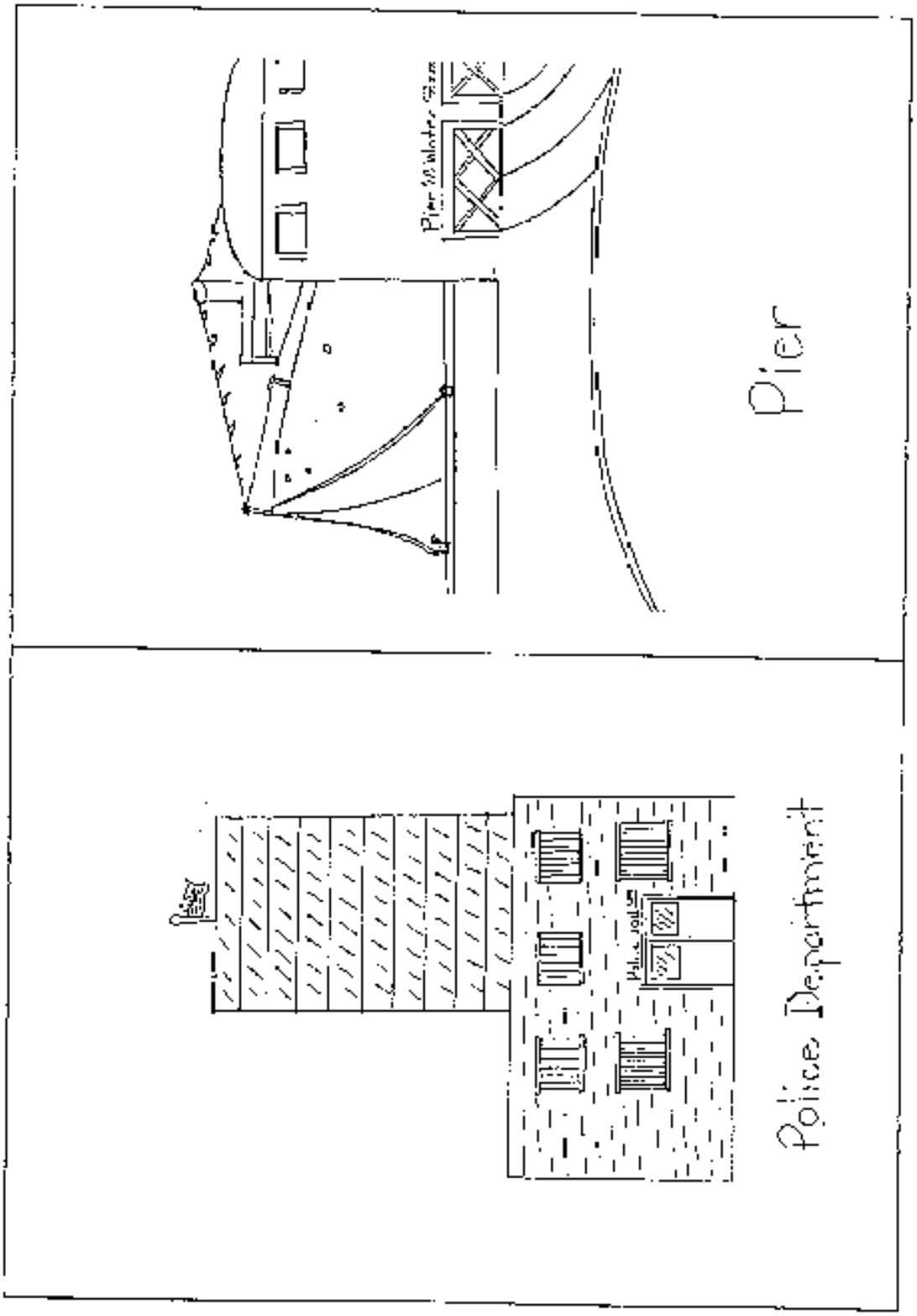

Tonight's Feature Movie
SNOW WHITE
and
the Seven Dwarfs
Coming Soon
Theater

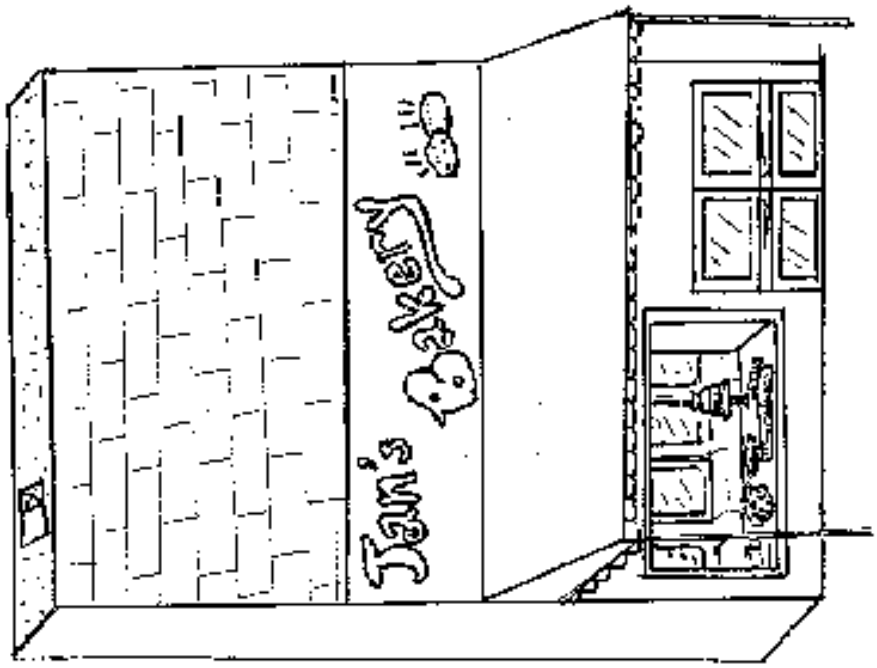

Locksmith Shop


ENGINE CO. 2
Fire Department
MAGAZINES
NEWSPAPERS
Newsstand

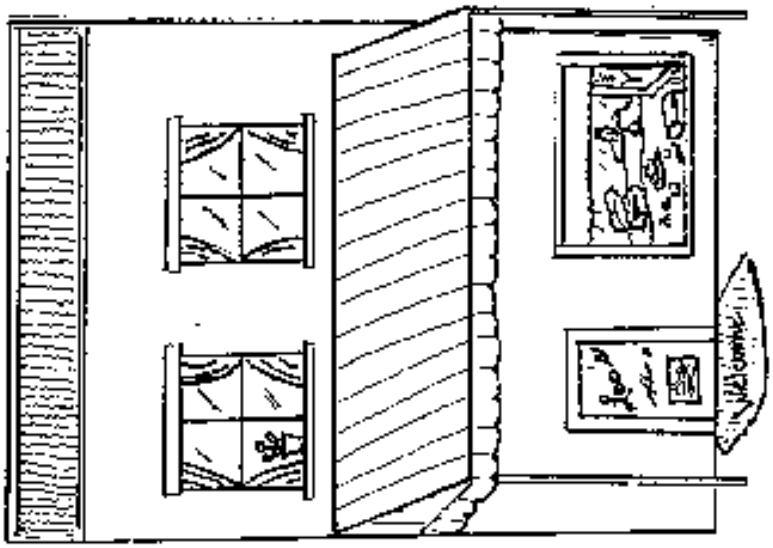

Rosie's
Department Store
Hospital


Restaurant
Gas Station


Pier
Police Department



Bakery Shop



Jewelry Store

Resource Sheet 5

A New Business Worksheet

1. Name one kind of business you would add to the city.

_____

2. Draw a sketch of the building in which your business will be located.

3. Will this business sell a good or service? ☐ Good ☐ Service ☐ Both
   Explain the good or service that it will offer.

_____

_____

4. Explain how this good or service will meet the wants of the people in the city.

_____

_____

_____

5. Name a worker in your business and explain what skills or tools that worker will need.

_____

_____

_____