

Title: *Everybody Serves Soup* by Norah Dooley, illustrations by Peter J. Thorton. Minneapolis: Carolrhoda Books, Inc., 2000. ISBN 1-57505-791-3

Literature Annotation: This is another delightful book in the series about a multicultural neighborhood and the differences and similarities of the cultures. The series of books about Carrie and her neighbors includes *Everybody Cooks Rice*, *Everybody Bakes Bread*, and *Everybody Brings Noodles*.

Lesson developed by: S. Marie Erline

Grade Level: Grade 3 or 4

Duration: 50 - 60 minutes

Economic Concepts: Scarcity and Decision-Making: Production

Maryland Economic Content 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.

Grade 3 VSC Indicators and objectives:

- 4.A.1.** Explain that people must make choices because resources are limited relative to wants for goods and services
 - 4.A.1.a.** Explain why people must make economic choices
 - 4.A.1.c.** Identify the opportunity cost of a choice or decision.
- 4.A.2.** Examine the production process
 - 4.A.2.c.** Describe steps in the production process to produce a simple product

Maryland Peoples of the Nation and World Standard

Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

Grade 3 VSC Indicator and objective:

- 2.A.1** Examine and describe elements of a multicultural setting
 - 2.A.1.a.** Compare the elements of several cultures and how they meet their human needs for food

Lesson Objective:

Students will explain why people must make choices when economic resources are limited.

Students will identify the economic resources used to produce a soup and describe the steps in producing that soup.

Students will compare soups from different cultures and discuss how each family is meeting a want for food.

Vocabulary:

| | | | |
|-------------------|-----------------|--------------------|-------------------|
| economic wants | decision-making | economic resources | natural resources |
| capital resources | product | multicultural | opportunity cost |

Materials:

- Soup pot, ladle, and soup bowl
- A variety of vegetables and dried beans used in soups, such as beets, cabbage, corn, potatoes, carrots, peas, onions, rice, and lentils
- Recipe books and recipe cards
- World wall map, desk maps or atlases
- Transparency or chart of “Decision-Making Chart,” Resource Sheet 1
- Transparency or chart of “Soups from Around the World,” Resource 2
- Optional: “Soups from Around the World–Answer Key,” Resource 2A
- One copy of “Economic Resources for Making Soup,” Resource Sheet 3
- Transparency or chart of “Economic Resources Chart,” Resource Sheet 4

Lesson Development

Motivation: Place the soup pot, ladle and soup bowl on a table. Ask the students what might be made using these items. Students may suggest spaghetti or soup. Have students share their favorite kinds of soup. List some of the most common names of soup on the board.

Activities:

1. Show students the book *Everybody Serves Soup* by Norah Dooley. Ask students to name the time of year. Ask students what kinds of food people like to eat when it is snowy and cold outside. Some students may suggest hot chocolate, soup, hot tea, etc.
2. Have students read the first page of the story. Have students turn to a nearby classmate and take turns explaining Carrie’s problem to each other. Ask students to suggest some solutions to Carrie’s problem. Some of the suggestions may be listed on a chart or the board.
3. Have students read the next page. Have students retell what happened. Ask students if Carrie’s problem is solved. Also have students suggest what Carrie might do with the money.
4. Have students finish reading the book *Everybody Serves Soup*. Have students recall Carrie’s problem, and ask students how Carrie is going to solve her problem. Discuss some of the choices Carrie had. Possible answers include using the money to buy bath oil and lotion like Tito bought for his mom, buying a recipe book, a scarf, etc.
5. Display a transparency or chart of “Decision-Making Chart,” Resource Sheet 1. Distribute student copies of the same resource sheet. Have students select two of the choices Carrie had and write them on their chart. Have students identify one or two positives and negatives about each choice. Have students explain why one choice may be better than other choice.
6. Have students identify the choice Carrie made. Identify the second best choice that Carrie did not select as the **opportunity cost**. Then have students complete the sentence to explain why Carrie made that choice.
7. Show students some recipe books and recipe cards. Discuss what type of recipe book Carrie is going to make and why Carrie chose to make this kind of recipe book for her mother.
8. Display a transparency or chart of “Soups from Around the World,” Resource Sheet 2. Have students recall each of the families that Carrie visited. Then list each soup

- from her neighborhood that Carrie is putting in her recipe book and the country or culture from which it came. Students can refer to the recipes in the back of the book.
9. Use a world wall map or world desk map to locate the southern part of the United States, Puerto Rico, Barbados, Italy, Greece, and Japan. Ask students how these families are the same (they all eat soup, soup warms them up, it gives them nourishment) and how they are different (they have different names for their soup, it came from different areas of the world, it has different ingredients).
 10. Use “Economic Resources Chart,” Resource Sheet 4 or create an economic resources chart on the board. Be sure students understand the terms in each heading, natural resources, capital resources, human resources, and product.
 11. Identify **soup** as the product that is being produced or made. Have students name some ingredients that are in soups. List these foods under natural resources on the economic resource chart. Then have students list some equipment and tools under capital resources, and the worker or person who makes soup under human resources.

Assessment:

- Collect “Decision-Making Chart,” Resource Sheet 1 to assess student understanding about the decision-making process and why people have to make economic choices.
- Distribute copies of “Economic Resources for Making Soup,” Resource Sheet 3. Have students cut apart the pictures on the bottom of the resource sheet and paste each one in the correct boxes to assess student understanding of economic resources used in the production of soup.

Additional Activities and Resources

- Have students select one of the recipes from the book to take home to their family.
- Have students bring in a recipe of a favorite soup from their family. These recipes could be compiled into a classroom soup recipe book.
- Select one of the recipes from the book to share with the class. If it is possible, have the students help prepare the soup in the classroom.

Decision-Making Chart

| Choice A | | Choice B | |
|-----------------|-----------------|-----------------|-----------------|
| Positive points | Negative points | Positive points | Negative points |
| | | | |
| | | | |

Carrie's choice was _____.

Carrie's opportunity cost was _____.

Carrie decided on this choice because _____

Soups from Around the World

| Family in the Neighborhood | Name of Soup | Country or Culture |
|----------------------------|--------------|--------------------|
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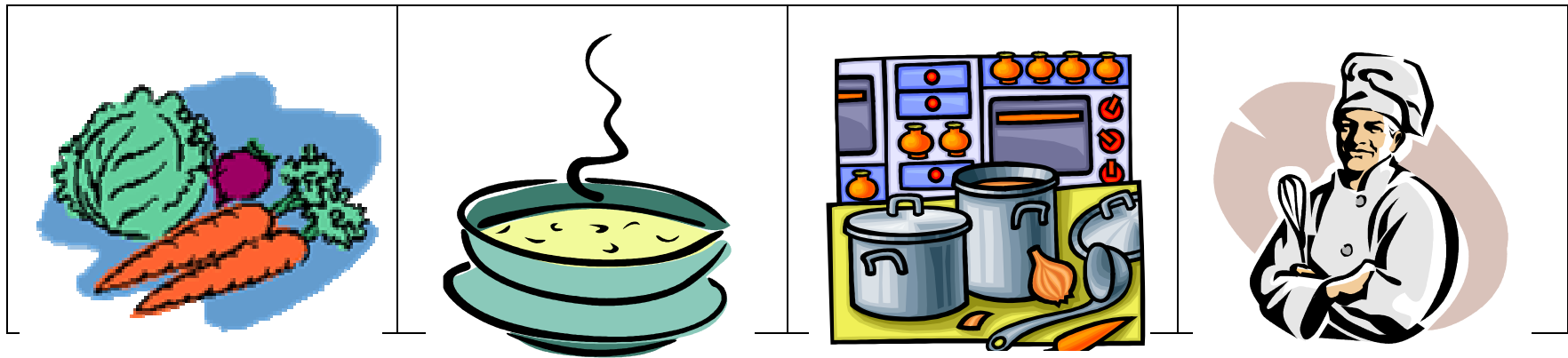
Soups from Around the World - Answer Key

| Family in the Neighborhood | Name of Soup | Country or Culture |
|------------------------------------|--------------------------------------|------------------------|
| Tito and Fendra | Abuela's Puerto Rican Chuleton | Puerto Rico |
| John, Anna, and Mrs. Stephanopolis | Chicken Soup with Lemon (Avgolemono) | Greece |
| Mark, Anne-Marie, and Mrs. Deloach | Southern Corn Chowder | Southern United States |
| Anthony, Carrie, and her mom | Italian Lentil Soup | Italy |
| Crystal and Mrs. Ambrose | Barbados Oxtail Soup | Barbados |
| Wendy and Mrs. Shinzawa | Miso Shiru | Japan |
| Mrs. Max | Beet and Cabbage Soup | Jewish |
| | | |

Economic Resources for Making Soup

| Natural Resources | Capital Resources | Human Resources | Product |
|-------------------|-------------------|-----------------|---------|
| + | + | → | |

Cut apart the pictures below and paste them in the correct boxes above.



Economic Resources Chart for Producing Soup

| Natural Resources (Nature's Gifts) | Human Resources (Workers) | Capital Resources (Equipment and tools) |
|---------------------------------------|------------------------------|--|
| | | |