

# How to Make an Apple Pie and See the World

By Marjorie Priceman / ISBN: 978-0-679-88083-7

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## Lesson Author

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## Standards and Benchmarks (see page 21)

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## Lesson Description

In this lesson, students listen to a story about a little girl who wants to make an apple pie. When she finds the market closed, she travels around the world gathering natural resources to make the pie. Students will follow along with the story by connecting each natural resource to its country of origin and pointing out those places on a globe or world map. They will also identify the capital goods used to transform the natural resources into ingredients by examining the pictures from the book. Students will take part in two rounds of a trading activity to get the ingredients needed to make vanilla ice cream to go along with the apple pie. They will learn about trade and how middlemen, such as grocery stores, help make trade easier.

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## Grade Level

1-3

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## Concepts

Capital goods  
Middlemen  
Natural resources  
Trade

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## Objectives

Students will

- be able to define capital goods, middlemen, natural resources, and trade;
- explain how middlemen make trading easier; and
- recognize that natural resources and capital goods are used to make goods and services.

## Time Required

Approximately 60 minutes

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## Materials

- *How to Make an Apple Pie and See the World* by Marjorie Priceman (ISBN: 978-0-679-88083-7)
  - Visual 1
  - Handout 1, one copy for each student
  - Handout 2, one copy on white card stock, cut apart
  - Handout 3, three copies on green card stock, cut apart and separated into sets of six
  - Handout 4, one copy on blue card stock, cut apart and separated into six piles by place
  - Handout 5, one copy on yellow card stock, cut apart and separated into six piles by ingredient
  - Handout 6, one copy for each student
  - Globe or world map
  - String or ribbon, cut into six 18-inch pieces
  - Hole punch
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## Preparation

- Using a hole punch, punch out the black circles on the *Handout 2: Places* cards to create holes. For each card, loop the string or ribbon through the holes and tie to secure. (The PLACES students will wear these cards around their necks.)
  - Take one travel ticket from each pile created from *Handout 4: Tickets*. Keep these with you. You will distribute one travel ticket to each EXPLORER group for the trading activity (explained in step 14 below).
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## Procedure

1. Introduce the lesson by asking the following questions:
  - What is your favorite type of dessert? (*Answers will vary.*)
  - Where do you usually get that dessert? (*Answers will vary, but should include answers such as the grocery store, a restaurant, or from a family member who makes it.*)

2. Explain that **trade** is the exchange of goods and services for other goods and services or money.
3. Explain that trade is easier if there are places to trade or people to help us trade. For example, it is easier to get cars and large appliances if you buy them from a dealer or a store. It is easier to get the food that you want at a market or grocery store. We call the people and places that that help us arrange trades **middlemen**.
4. Using one of the student's actual answers from step 1 above, ask the students the following questions:
  - How would you get the dessert (e.g., brownies) if the place where you usually buy it, such as a grocery store, is closed? (*Answers will vary, but they will probably mention another store.*)
  - What if all stores were closed; where would you get the dessert? (*Answers will vary, but students might say make it themselves from ingredients at home or get the ingredients to make it from a farm.*)
  - Let's say you had to go directly to a farm every time you wanted milk or eggs. How long do you think it would take to go to a farm, milk a cow, gather eggs, go back home, and cook? (*Answers will vary, but they should say a large amount of time.*)
5. Tell the students they are going to hear a story about a little girl who wants to make an apple pie, but she runs into a problem. The market is closed, so she must gather all of the items needed to make the apple pie herself. Explain that all of the items she gathers are **natural resources**. Natural resources are things that occur naturally in and on the Earth that are used to produce goods and services. Examples of natural resources are trees, minerals, and water.
6. Distribute a copy of *Handout 1: Matching Activity* to each student. Tell the students they will complete the activity as you read the story. They should listen for the places the little girl in the story visits and draw a line from each place to the natural resource she gets from that place.
7. Read *How to Make an Apple Pie and See the World* to the students. As you read the story, proceed as follows:
  - Call on students to point out on a globe or a world map the places the little girl in the story visits.
    - Italy
    - France
    - Sri Lanka
    - England
    - Jamaica
    - Vermont

- Allow time for the students to complete their worksheets as they hear about the places and ingredients and match them on the handout. (*Italy—wheat; France—chicken; Sri Lanka—kurundu bark; England—cow; Jamaica—sugar cane; and Vermont—apples*)
8. After you have read the story, ask the following questions:
- What did the little girl want to make? (*An apple pie*)
  - What was her problem? (*The market was closed.*)
  - Would it have been easier for her to make the apple pie if the market were open? (*Yes*)
  - Why? (*The market acts as a middleman, making trade easier. The market provides all of the ingredients for making a pie in one place.*)
  - What were the natural resources in the story? (*Wheat, a chicken, kurundu bark, a cow, sugar cane, seawater, and apples*)
  - Do you think the natural resources in the story were free? (*Students will likely say no for all except the seawater.*)
  - What do you think the girl traded for these natural resources? (*Answers will vary but should include money or goods or services.*)
9. Point out that the little girl gathered the natural resources she needed to make an apple pie; however, before she could use them to make the pie, she had to transform them into ingredients. She did this by using **capital goods**. Capital goods are items that have been produced and are used to produce other goods and services. Capital goods are used over and over again in the production process. An example of a capital good is a pencil. A pencil is produced from a natural resource (trees) and you use it over and over again to take notes and do your homework.
10. Show the students the two-page spread in the book that begins with “Now all you have to do is mill the wheat into flour...” and shows pictures of the girl processing each of the natural resources. Ask the following question:
- Which capital goods do you see the little girl using to turn the natural resources into ingredients for the apple pie? (*Mill, mortar and pestle, pan, stove, pot, hat, stool, churn, oven, and pie plate*)
11. Tell the students that they are now going to take part in a trading activity. They are going to trade to get the ingredients needed to make ice cream to go with the apple pie. Again, point out that although the story does not say, it is very likely that the little girl had to trade goods, services, or money to get the natural resources she wanted.
12. Explain that for the activity there are two roles: Students will either act as a PLACE or an EXPLORER.

13. Ask for six volunteers to act as the PLACES for the activity. Give each of these students the following:
  - One card from *Handout 2: Places* (to be worn around the neck), which designates the place he or she will play
  - The six ingredient cards that correspond to his or her designated place:

China—Salt	India—Milk
Brazil—Sugar	Madagascar—Vanilla bean
Delaware—Eggs	Wisconsin—Heavy cream
  - Five travel tickets from *Handout 4: Tickets* to any place other than the one designated (For example, if the student's place is Delaware, he or she could have five tickets to China.)
  
14. Divide the remaining students into six EXPLORER groups. Give each of the groups the following:
  - Six funny money cards from *Handout 3: Funny Money*
  - One travel ticket from the six you put aside in the Preparation section from *Handout 4: Tickets*.
  
15. Display *Visual 1: Trading Activity Directions* and review with the students. Ask the students if they have any questions and clarify as needed.
  
16. Instruct the PLACES students to stand in various places around the perimeter of the room. Tell the class not to begin traveling and trading until you tell them to start. When you are ready, tell the class "You may begin trading."
  
17. Once all students have returned to their seats, ask the following questions:
  - What were you trading? (*Funny money for ingredients*)
  - Was it easy to trade? (*Answers will vary; some students might say yes, while others might say no and describe some obstacles they ran into—for example, a line at China that made it take a long time to get salt.*)
  - What would have made this trading activity easier? (*Instead of having to travel around the room to get all of the ingredients, it would have been easier if they could have gone to just one place, such as a store.*)
  - What kind of capital goods would you need to turn your ingredients into ice cream? (*Answers will vary, but could include items such as a bowl, mixer, spatula, whisk, ice cream maker, or a freezer*)
  
18. Collect the ingredient cards from the EXPLORERS and sort them so that they are in six separate piles by ingredient face up. Collect the funny money cards from the PLACES.

19. Tell the students they are going to participate in another trading activity, except this time they will have a middleman—you—to help make the trading process easier. Ask the EXPLORERS to come up again. Give them each six funny money cards and ask them to form a line.
20. Tell the EXPLORERS they will again trade funny money cards for ingredient cards, but this time you are acting as the grocery store—the middleman—and you have all the ingredients they need. Once they have made all of their trades, they are to return to their seats. Ask the students if they have any questions and clarify as needed. When you are ready, tell the students “You may begin trading.”
21. Once all of the students have returned to their seats, ask the following questions:
  - What were you trading? (*Funny money for ingredients*)
  - Was it easy to trade? (*Answers will vary, but student should say yes.*)
  - Which round of trading was faster—round one or round two? (*Round two*)
  - What made the second round easier than the first round? (*The teacher was acting as the middleman, so the EXPLORERS only had to go to one place to get all of their ingredients.*)

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## Closure

22. Review important content from the lesson by discussing the following:
  - What is trade? (*Trade is the exchange of goods and services for other goods and services or money.*)
  - Why do middlemen, such as grocery stores, make trading easier? (*Middlemen help people arrange trades. They keep you from having to go to many different places and offer things from places you might never go to.*)
  - What are natural resources? (*Natural resources are things that occur naturally in and on the Earth that are used to produce goods and services.*)
  - What do you call items that have been produced and are used to produce other goods and services? (*Capital goods*)
  - What natural resources and capital goods do you think were used to make the shirt you are wearing? (*Answers will vary, but students should say things such as cotton [a natural resource], a needle, thread, a sewing machine, and scissors.*)

## Assessment

23. Distribute a copy of *Handout 6: Assessment* to each student. Allow time for the students to complete in class.

### Handout 6: Assessment—Answer Key

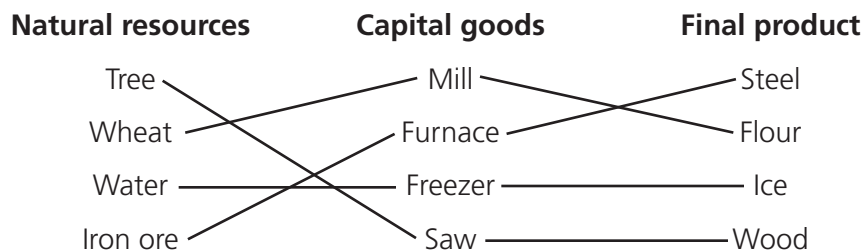
#### Part 1



#### Part 2

- Iggy's Ice Cream Shop
- The middleman made the trade easier because Molly and Jerome could trade (money) to buy ice cream instead of having to make it themselves.

#### Part 3



**Visual 1: Trading Activity Directions**

- EXPLORERS will travel to the six different PLACES to obtain each of the six ingredients needed to make ice cream:
  - Milk
  - Salt
  - Sugar
  - Eggs
  - Heavy cream
  - Vanilla bean
- PLACES will trade ingredients for funny money cards from EXPLORERS.
- EXPLORERS may purchase only one ingredient at each PLACE.
- PLACES may not charge more than one funny money card.
- Do not begin until the teacher says "You may begin trading."

**EXPLORERS**

- When told to begin trading, go to the PLACE noted on your travel ticket.
- Trade one funny money card for one ingredient card.
- When your trade is complete, ask for your next travel ticket and then go to the PLACE noted on the ticket.
- Repeat until you have one of each of the ingredient cards.
- Once you have all six ingredient cards, return to your seat.

**PLACES**

- When an EXPLORER arrives at your destination, trade one ingredient card for one funny money card.
- When the trade is complete, give the EXPLORER a travel ticket.
- Once all of your ingredient cards are gone (you should have six funny money cards), return to your seat.



**Handout 1: Matching Activity**

Directions: Draw a line connecting the ingredient to the place it is from in the story.

**Vermont**

**Jamaica**

**Italy**

**France**

**Sri Lanka**

**England**

**Wheat**

**Chicken**

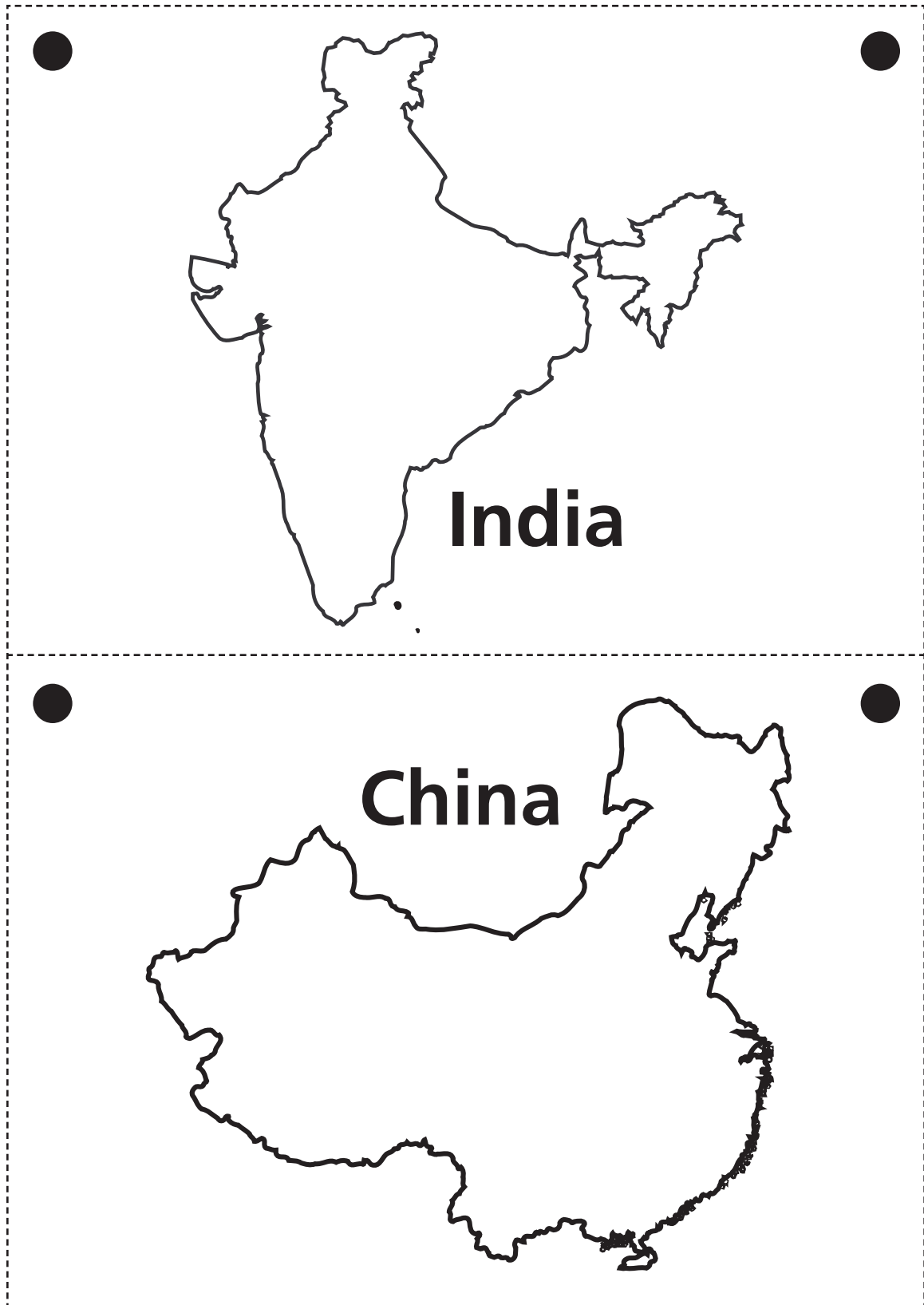
**Apple**

**Sugar cane**

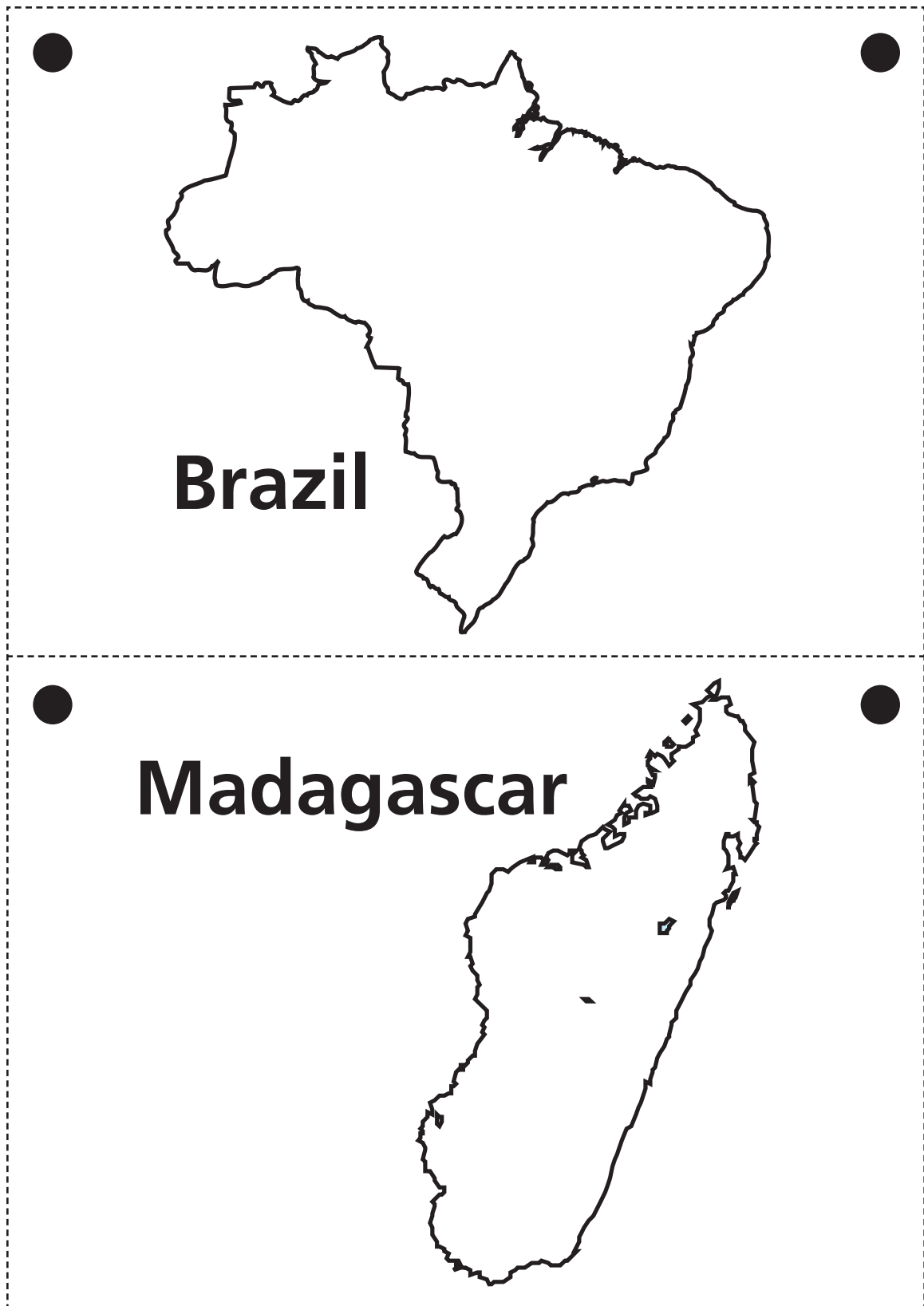
**Cow**

**Kurundu bark**

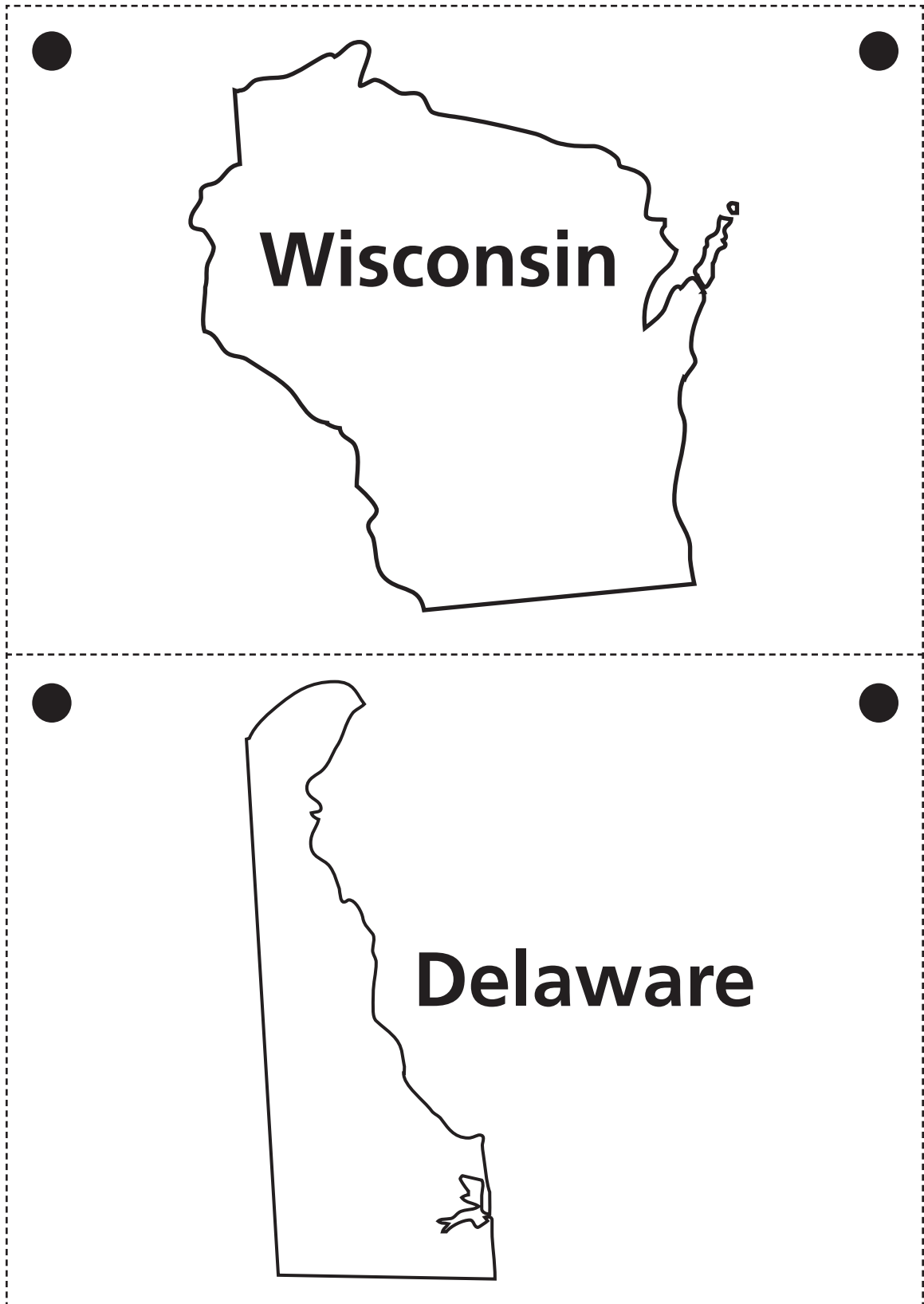
Handout 2: Places (page 1 of 3)



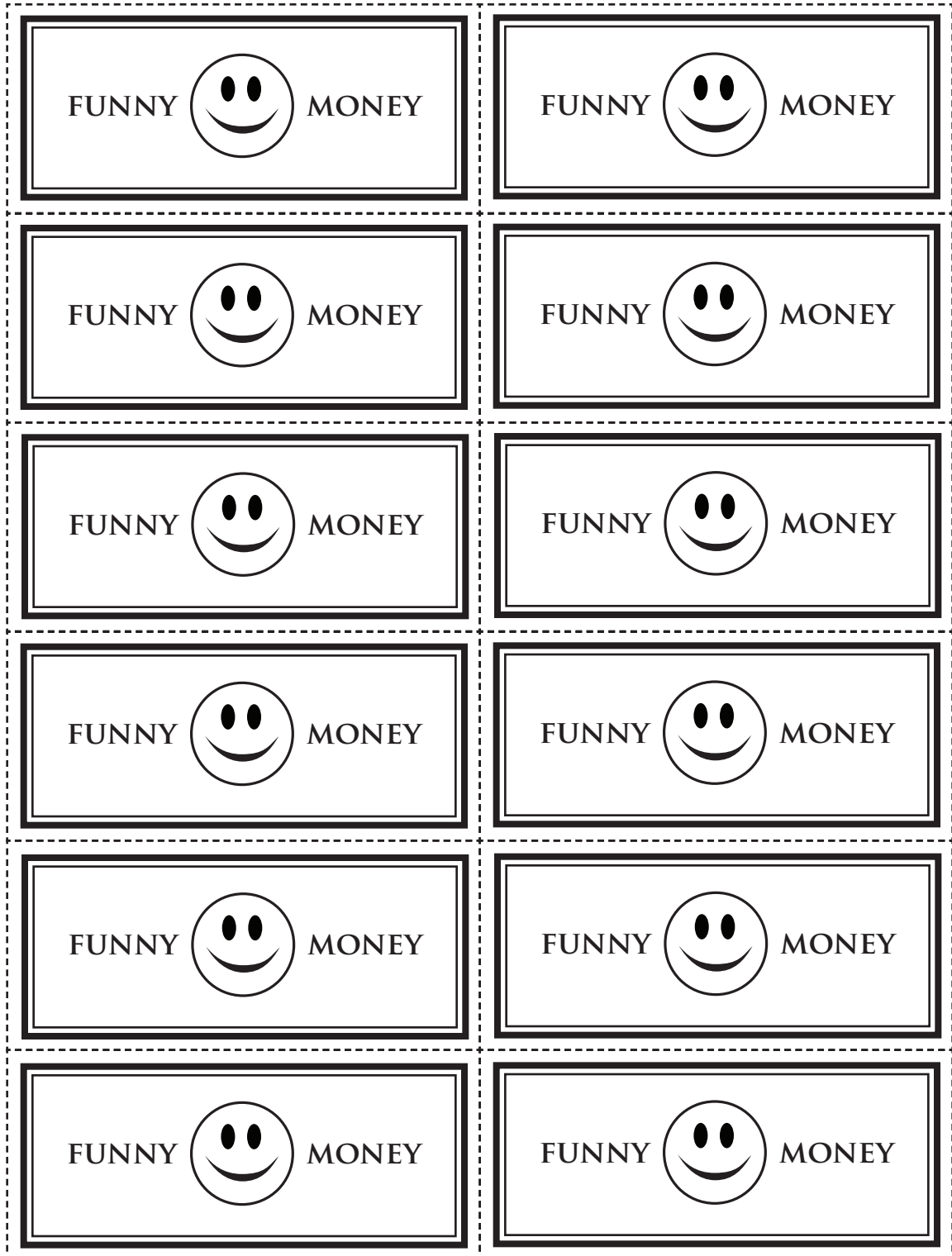
Handout 2: Places (page 2 of 3)



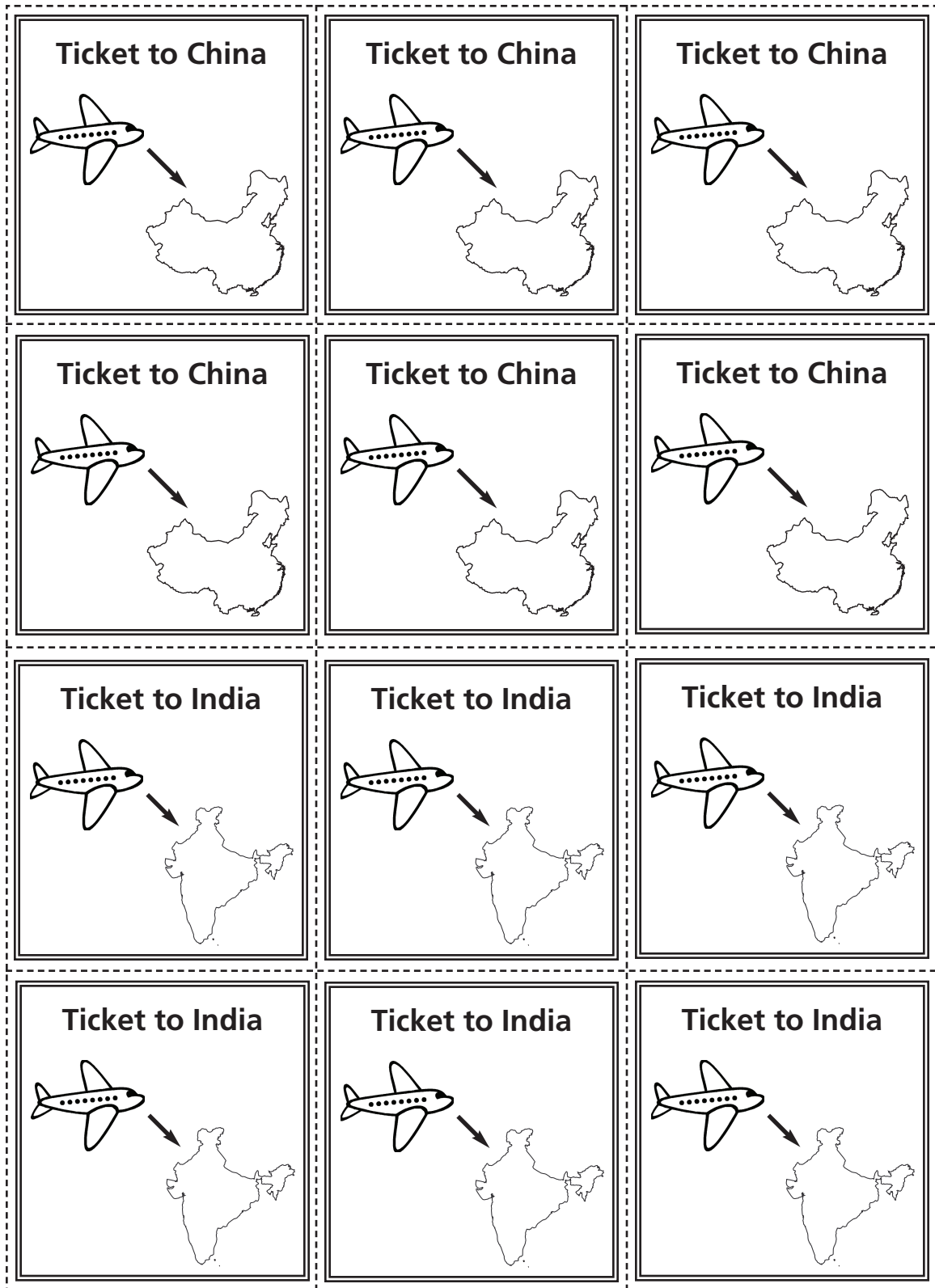
Handout 2: Places (page 3 of 3)



Handout 3: Funny Money



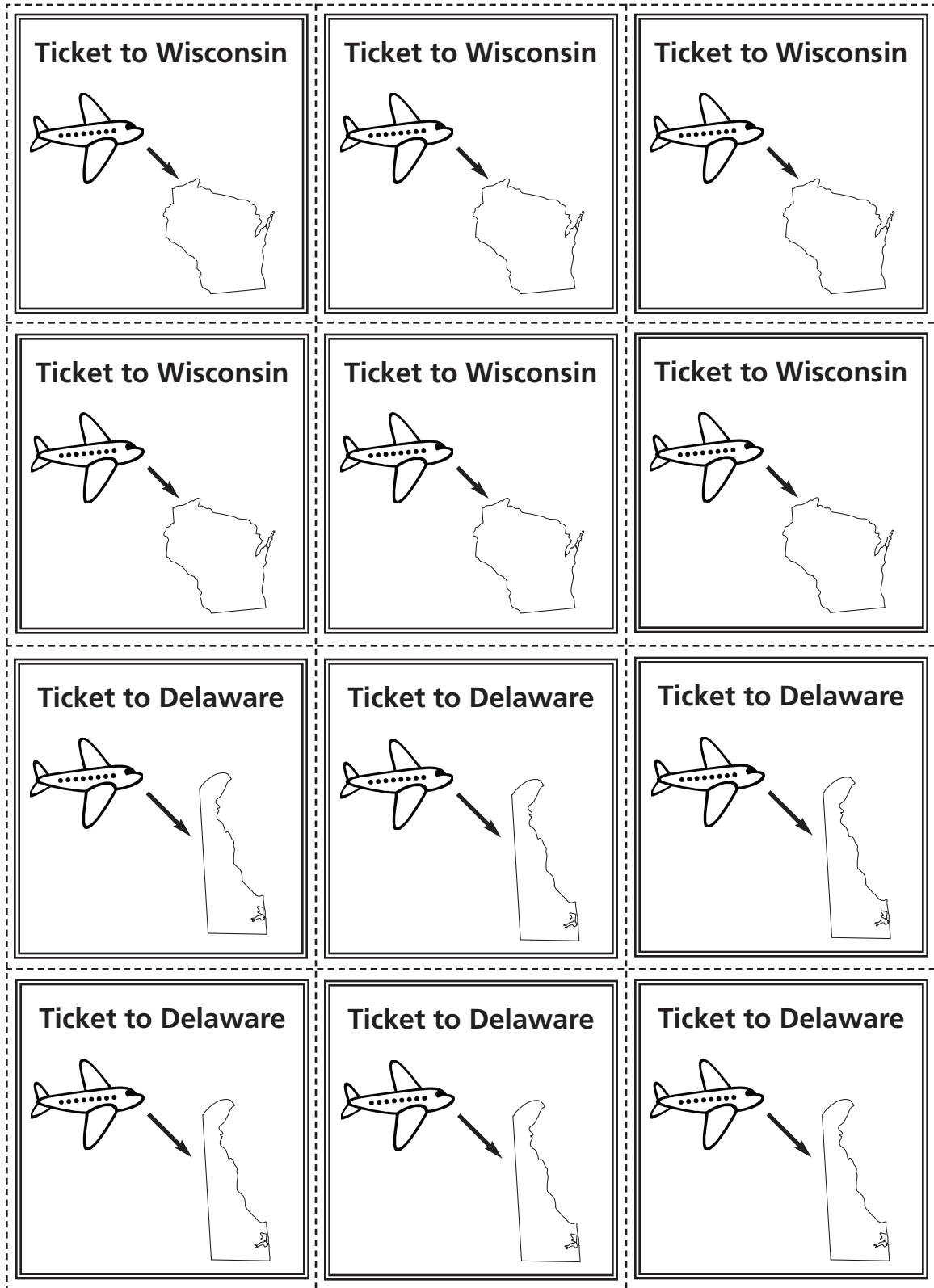
Handout 4: Tickets (page 1 of 3)



Handout 4: Tickets (page 2 of 3)

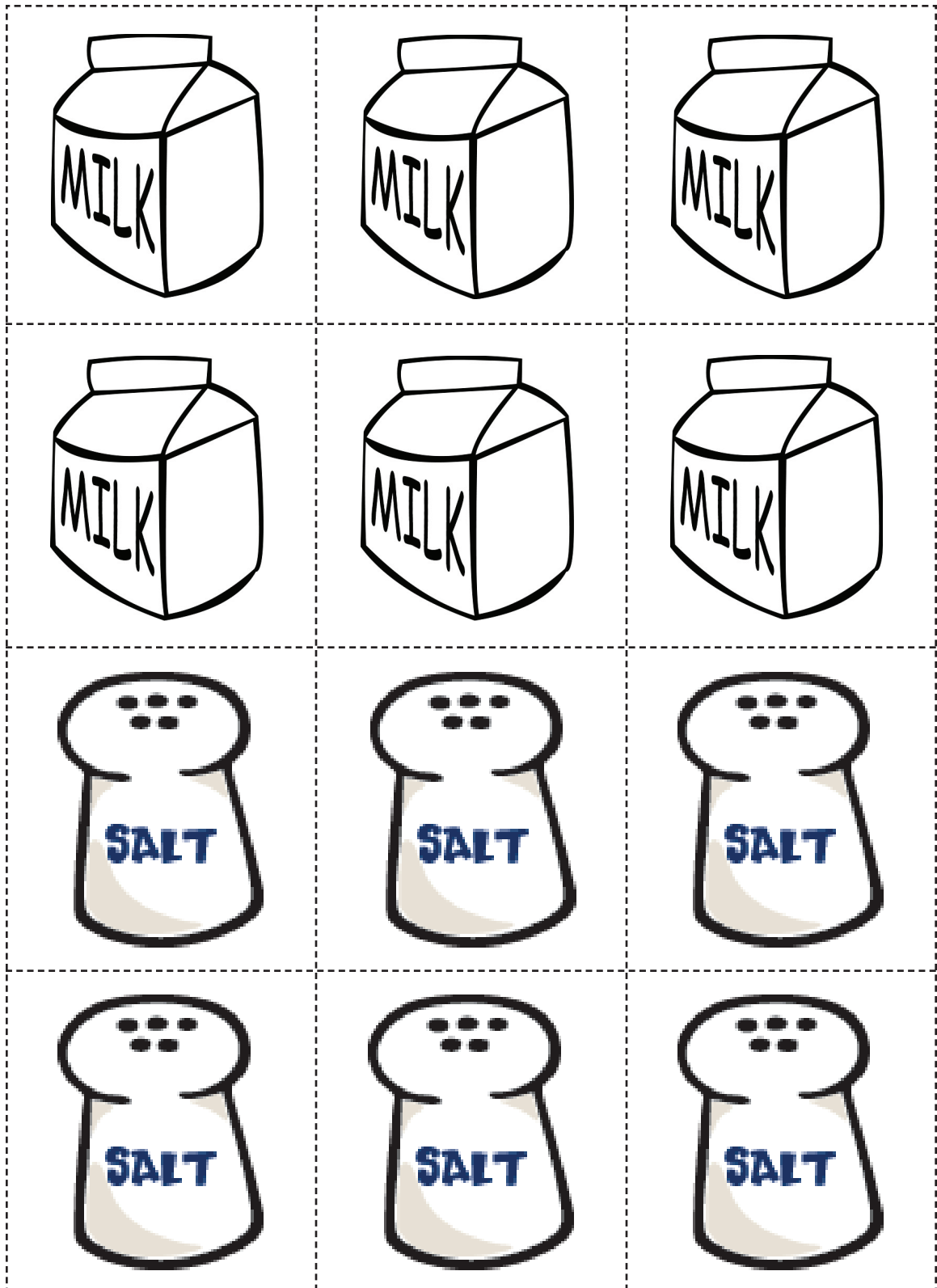


Handout 4: Tickets (page 3 of 3)

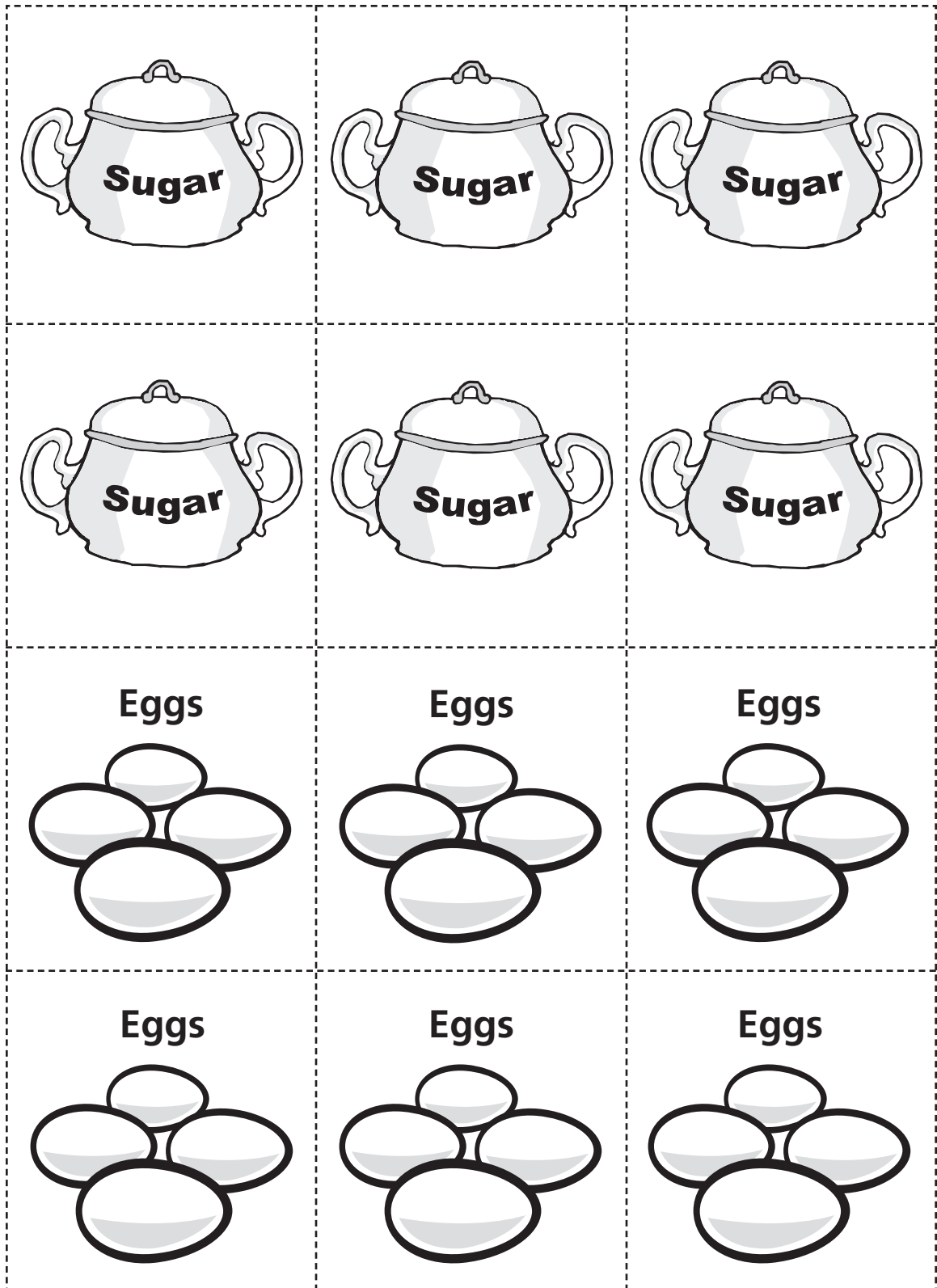




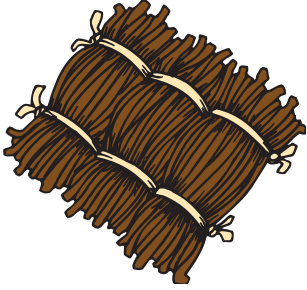
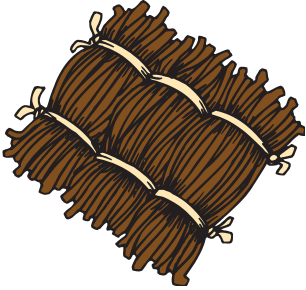
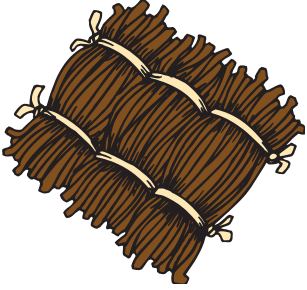
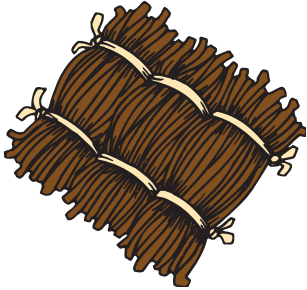
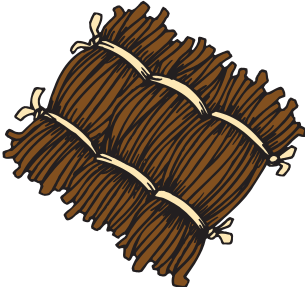
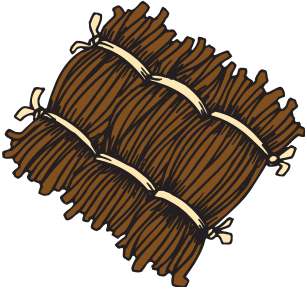






Handout 5: Ingredient Cards (page 1 of 3)



Handout 5: Ingredient Cards (page 2 of 3)



Handout 5: Ingredient Cards (page 3 of 3)

 <p>Vanilla bean</p>	 <p>Vanilla bean</p>	 <p>Vanilla bean</p>
 <p>Vanilla bean</p>	 <p>Vanilla bean</p>	 <p>Vanilla bean</p>
 <p>Heavy Cream</p>	 <p>Heavy Cream</p>	 <p>Heavy Cream</p>
 <p>Heavy Cream</p>	 <p>Heavy Cream</p>	 <p>Heavy Cream</p>

**Handout 6: Assessment****Part 1**

Draw lines to match each vocabulary word with its definition.

Capital goods	The exchange of goods and services for other goods and services or money
Middlemen	Items that have been produced and are used to produce other goods and services
Natural resources	Things that occur naturally in and on the Earth that are used to produce goods and services
Trade	Places or people who make trading easier

**Part 2**

Read the story below and answer the questions.

It's a hot day. Molly and Jerome decide they would like an ice cream cone to cool them off. They walk to Iggy's Ice Cream Shop to buy themselves a cool treat. Molly gives the clerk \$2 and says "one scoop of vanilla for me and one scoop of strawberry for Jerome, please."

- Who was the middleman?
- How did the middleman make the trade easier?

**Part 3**

Draw lines to connect the natural resource, capital good, and final product that go together. The first one is completed for you as an example.

Natural resources	Capital goods	Final product
Tree	Mill	Steel
Wheat	Furnace	Flour
Water	Freezer	Ice
Iron ore	Saw	Wood

## Standards and Benchmarks

### National Standards in Economics

**Standard 1:** Productive resources are limited. Therefore, people cannot have all the good and services they want; as a result they must choose some things and give up others.

- **Benchmark 7, Grade 4:** Natural resources, such as land, are “gifts of nature;” they are present without human intervention.
- **Benchmark 9, Grade 4:** Capital goods are good that are produced and used to make other goods and services.

**Standard 5:** Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.

- **Benchmark 1, Grade 4:** Exchange is trading goods and services with people for other goods and services (called barter) or for money.

**Standard 11:** Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. The amount of money in the economy affects the overall price level. Inflation is an increase in the overall price level that reduces the value of money.

- **Benchmark 4, Grade 4:** Producers use natural resources, human resources, and capital goods (not money) to makes goods and service.

### Common Core State Standards: English Language Arts, Grade 3

#### Reading: Literature

- **Key Ideas and Details**

CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- **Integration of Knowledge and Ideas**

CCSS.ELA-Literacy.RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).