

# Messy Bessey's Holidays

By Patricia and Fredrick McKissack / ISBN: 0-516-26476-1

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## Lesson Author

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## Standards and Benchmarks (see page 19)

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## Lesson Description

In the book *Messy Bessey's Holidays*, Bessey wants to make holiday cookies to give as presents to her friends. Students learn about the factors of production, natural resources, human resources, and capital resources, as well as the intermediate goods used in making cookies. As assessment of knowledge, students classify the factors of production and intermediate goods.

NOTE: Both capital resources and capital goods describe goods produced by people and used again and again to produce other goods and services. This lesson uses the term capital resources.

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## Grade Level

K-2

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## Concepts

Factors of production  
Natural resources  
Human resources  
Capital resources  
Intermediate goods

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## Objectives

Students will

- define factors of production, natural resources, human resources, capital resources, and intermediate goods,

- classify factors of production as natural resources, human resources, capital resources, and intermediate goods, and
  - give examples of natural resources, human resources, capital resources, and intermediate goods.
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## Time Required

60-75 minutes

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## Materials

*Messy Bessey's Holidays* by Patricia and Fredrick McKissack (ISBN 0-516-26476-1)

Visuals 1, 2, 3, 4, 5, 6

Handout 1, one copy for each student

Handout 2, one copy for each student

Handout 1—Answer Key for the teacher

Handout 2—Answer Key for the teacher

Visual 1 (blank), one copy for each student (for the assessment)

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## Procedure

1. Introduce the story by showing students the cover of the book, reading the title, and pointing out the authors and the illustrator. Ask the following:
    - What are the authors' names? (*Patricia and Fredrick McKissack*)
    - What is the illustrator's name? (*Dana Regan*)
    - Who wrote the story? (*The authors, Patricia and Fredrick McKissack, wrote the story.*)
    - What did the illustrator do? (*The illustrator drew the pictures.*)
    - What do you think the story is about? (*Answers will vary, but students might say making cookies, getting ready for the holidays, or visiting people.*)
    - How many of you have made cookies at home? (*Answers will vary.*)
    - Based on the illustration, how do you think Bessey feels about her cookies? (*Answers will vary, but Bessey has a smile on her face, so she must be happy with the cookies she made.*)
  2. Tell the students that they will listen to the story. Ask them to listen for events that happen in the beginning of the story, the middle of the story, and the end of the story. Begin reading *Messy Bessey's Holidays*.
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3. Display *Visual 1: Story Mapping—Beginning, Middle, and End*. Explain that the students are looking at a story map about the beginning, middle, and end of a story. Discuss the following with students. Record their answers in the appropriate box.
  - Ask students to share events that happened in the beginning of the story.
    - *Bessey and Mother list holidays in December.*
    - *Bessey and Mother make cookies for family and friends.*
    - *Bessey watches the cookies bake.*
  - Ask students to share events that happened in the middle of the story.
    - *Bessey sees a messy kitchen.*
    - *Bessey cleans the kitchen.*
    - *After Bessey cleans the kitchen, her mother tells her it looks great.*
  - Ask students to share events that happened in the end of the story.
    - *Bessey decorates cookies for different holidays.*
    - *Bessey packages the cookies.*
    - *Bessey and her mother deliver cookies to neighbors.*
    - *A sugar cookie recipe is provided.*
4. Display *Visual 2: Factors of Production*. Explain to students that many **factors of production** went into making cookies. Factors of production are the natural resources, human resources, and capital resources that are available to make goods and services.
5. Display *Visual 3: Human Resources*. Explain that Bessey and her mother are **human resources**. Human resources are the people who work to make goods and services. Bessey and her mother are making cookies to give to their friends as gifts for the holidays. Ask students for other examples of human resources who work to make goods and services. (*Answers will vary but may include doctors, lawyers, teachers, carpenters, etc.*)
6. Display *Visual 4: Capital Resources*. Explain that Bessey and her mother used tools to help make their cookies. These tools are **capital resources** (capital goods). Capital resources are goods produced by people and used again and again to make other goods and services. Explain that in the classroom, desks, whiteboards, and shelving are examples of capital resources: They are goods produced and used to produce the service of education. Ask the students for examples of other capital resources in the school. (*Answers will vary but might include computers, the school building, copiers, bookcases, erasers, or lights.*)
7. Display *Visual 5: Natural Resources*. Explain that cookies are made with **natural resources**. Natural resources are things that occur naturally in and on the earth and

that are used to produce goods and services. Milk and eggs are natural resources used to make cookies. What are some other examples of natural resources? (*Answers will vary but might include trees, cows, bees, honey, flowers, or the sun.*)

8. Explain that sometimes people use natural resources to make goods. For example, we use milk to make pancakes, and we use water to make tea. Other times, we must change the natural resource into something we can use. For example, wheat is made into flour, and flour is used to make cookies. Sugar cane and sugar beets are made into sugar, and sugar is used to make cookies. Sugar cane, sugar beets, and wheat are natural resources. Sugar and flour are not natural resources.
9. Display *Visual 6: Intermediate Goods*. Point out that sugar and flour are **intermediate goods**. Intermediate goods are things produced by people and used up in the production of other goods and services. Ask the following questions.
  - When you pour flour into a bowl to make cookie dough, can you use that same flour to make cookies next week? (*No.*) Why not? (*The flour is not reusable. It becomes part of the cookies.*)
  - If you use sugar to make ice cream, can you use that same sugar to make ice cream next week? (*No.*) Why not? (*The sugar is not reusable. It becomes part of the ice cream.*)
10. Distribute *Handout 1: Productive Resources and Intermediate Goods*. Explain to the students that they are to look at each item pictured and decide which column the item belongs in. They are to write the name of each item in the appropriate column. Review their answers using the Handout 1 Answer Key and discuss the following with the students when they have finished working:
  - Why is water a natural resource? (*Water occurs naturally in our world.*)
  - What else can be made using water? (*Answers will vary but may include tea, Kool-Aid, and macaroni and cheese.*)
  - What type of resource is Bessey? (*a human resource*)
  - What work did Bessey do? (*She baked cookies.*)
  - What type of resource is the stove? (*a capital resource*)
  - What other capital resources would be used to make cookies? (*Answers will vary but may include spoons, baking sheets, a bowl, a mixer, or cookie cutters.*)
  - What type of resource is butter? (*an intermediate good*)
  - What other intermediate goods might be used to make cookies? (*Answers will vary but may include vanilla, chocolate chips, flour, and sugar.*)
11. Display *Visual 1* again. Discuss the middle of the story and bring out the fact that Bessey has to clean up a messy kitchen. Explain that Bessey used factors of production

and intermediate goods to clean up her kitchen. Display and discuss each visual as follows:

- Display Visual 3 and ask what human resources were used to clean Bessey's messy kitchen. (*Bessey and her mother*)
  - Display Visual 4 and ask what capital resources were possibly used to clean Bessey's messy kitchen. (*Answers will vary but may include items such as mops, brooms, dishcloths, sinks, vacuum cleaners, buckets, trash cans, or dishwashers.*)
  - Display Visual 5 and ask what natural resources were possibly used to clean up Bessey's messy kitchen. (*Answers will vary but may include water.*)
  - Display Visual 6 and ask what intermediate goods were possibly used to clean up Bessey's messy kitchen. (*Answers will vary but may include soap, vinegar, or trash bags.*)
12. Continue to display Visual 1. Discuss the end of the story and bring out the fact that Bessey and her mother used factors of production and intermediate goods to decorate holiday cookies as gifts for their friends. Display and discuss each visual as follows:
- Display Visual 3. Ask what human resources were used in the end of the story. (*Bessey and her mother*)
  - Display Visual 4. Ask what capital resources were used in the end of the story. (*tables to wrap gifts, bowls and knives [for icing], cooling rack*)
  - Display Visual 5. Explain that there are no natural resources shown as Bessey ices the cookies and places them in boxes.
  - Display Visual 6. Ask what intermediate goods were used in the end of the story. (*icing for the cookies, wrapping paper, boxes*)
13. Focusing on pages 19 through 24, ask the following questions:
- What were the shapes of the cookies Bessey baked? (*angels, menorahs, and candles*)
  - What do the menorah cookies represent? (*Chanukah*)
  - Who celebrates Chanukah? (*Jewish people*)
  - Why were the angels happy? (*They sang on Christmas morning when Jesus Christ was born.*)
  - What did the candles represent? (*Kwanzaa*)
  - What is Kwanzaa? (*Kwanzaa is a week of community sharing and caring.*)
  - What does it mean to share? (*Answers will vary, but help students focus on ways they can benefit others through their own gifts and talents.*)
  - How did Bessey show sharing and caring? (*She used her talents to bake cookies and give them to her friends and neighbors.*)

## Closure

14. Give students the following clues to help them guess the correct resource or intermediate good. Read a clue and provide time for one student to answer. If no student has answered correctly after three clues, either continue with your own clues or provide the answer. Explain that some of the answers will be from the story, but other answers will include resources and intermediate goods not discussed in the story.

Clues	Answers
<p><b>Clue 1:</b> This capital resource is found in the kitchen.</p> <p><b>Clue 2:</b> This capital resource has racks and burners.</p> <p><b>Clue 3:</b> This capital resource gets hot.</p>	<p>Oven or stove</p>
<p><b>Clue 1:</b> This intermediate good is white.</p> <p><b>Clue 2:</b> This intermediate good is powdery.</p> <p><b>Clue 3:</b> This intermediate good is made from a natural resource, wheat.</p>	<p>Flour</p>
<p><b>Clue 1:</b> This human resource bakes cookies.</p> <p><b>Clue 2:</b> This human resource cleans the kitchen after baking cookies.</p> <p><b>Clue 3:</b> This human resource is a child in the story.</p>	<p>Bessey</p>
<p><b>Clue 1:</b> This natural resource is clear.</p> <p><b>Clue 2:</b> This natural resource is wet.</p> <p><b>Clue 3:</b> This natural resource is used to make different kinds of drinks.</p>	<p>Water</p>
<p><b>Clue 1:</b> This capital resource is made of metal.</p> <p><b>Clue 2:</b> This capital resource is shaped like a ball that is cut in half.</p> <p><b>Clue 3:</b> This capital resource is used for making cookie dough.</p>	<p>Mixing bowl</p>

Clues	Answers
<p><b>Clue 1:</b> This human resource went to college.</p> <p><b>Clue 2:</b> This human resource must know a lot about many different subjects.</p> <p><b>Clue 3:</b> This human resource works with children.</p>	Teacher
<p><b>Clue 1:</b> This intermediate good is yellow.</p> <p><b>Clue 2:</b> This intermediate good is made from a natural resource, milk.</p> <p><b>Clue 3:</b> This intermediate good tastes good on toast.</p>	Butter
<p><b>Clue 1:</b> This human resource wears heavy, protective clothing.</p> <p><b>Clue 2:</b> This human resource protects families and pets.</p> <p><b>Clue 3:</b> This human resource is trained to use ladders and hoses.</p>	Firefighter
<p><b>Clue 1:</b> This capital resource is found in a classroom.</p> <p><b>Clue 2:</b> This capital resource is made of metal and plastic and sometimes wood.</p> <p><b>Clue 3:</b> Children sit in this capital resource.</p>	Desk or chair
<p><b>Clue 1:</b> These natural resources give us maple syrup.</p> <p><b>Clue 2:</b> These natural resources give us many fruits.</p> <p><b>Clue 3:</b> These natural resources give us wood.</p>	Trees

15. Review the important content taught in this lesson by asking the following questions:

- What are factors of production? (*Factors of production are the natural resources, human resources, and capital resources that are available to make goods and services.*)
- What are natural resources? (*Natural resources are things that occur naturally in and on the earth and that are used to produce goods and services.*)
- What are some examples of natural resources? (*Answers will vary but may include trees, water, milk, or land.*)
- What are human resources? (*Human resources are the people who work to make goods and services.*)

- What are some examples of human resources? (*Answers will vary but may include Bessey and her mother, firefighters, teachers, police officers, lawyers, or plumbers.*)
  - What are capital resources? (*Capital resources are goods produced by people and used again and again to make other goods and services.*)
  - What are some examples of capital resources? (*Answers will vary but may include stoves, mixing bowls, desks, computers, or school buildings.*)
  - What are intermediate goods? (*Intermediate goods are goods produced by people and used up in the production of other goods and services.*)
  - What are some examples of intermediate goods? (*Answers will vary but may include flour, butter, soap, vinegar, or trash bags.*)
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## Assessment

16. Distribute a copy of *Handout 2: Assessment* to each student. Explain that Bessey wants to use the pictured items to make holiday cards to mail to her neighbors. Look at the pictures on the page and follow these instructions:
  - Underline pictures of natural resources with a green crayon.
  - Circle pictures of human resources with a red crayon.
  - Draw a square around pictures of capital resources with a blue crayon.
  - Draw a triangle around pictures of the intermediate goods with an orange crayon.
17. Distribute a blank copy of Visual 1 to each student. Instruct them to tell their own cookie baking story by writing two sentences for the beginning, the middle, and the end of their story. When their sentences are complete, instruct them to underline the resources they have included in their story.



**Visual 1: Story Mapping—Beginning, Middle, and End**

<h1>Beginning</h1>
<h1>Middle</h1>
<h1>End</h1>

## Visual 2

# Factors of Production

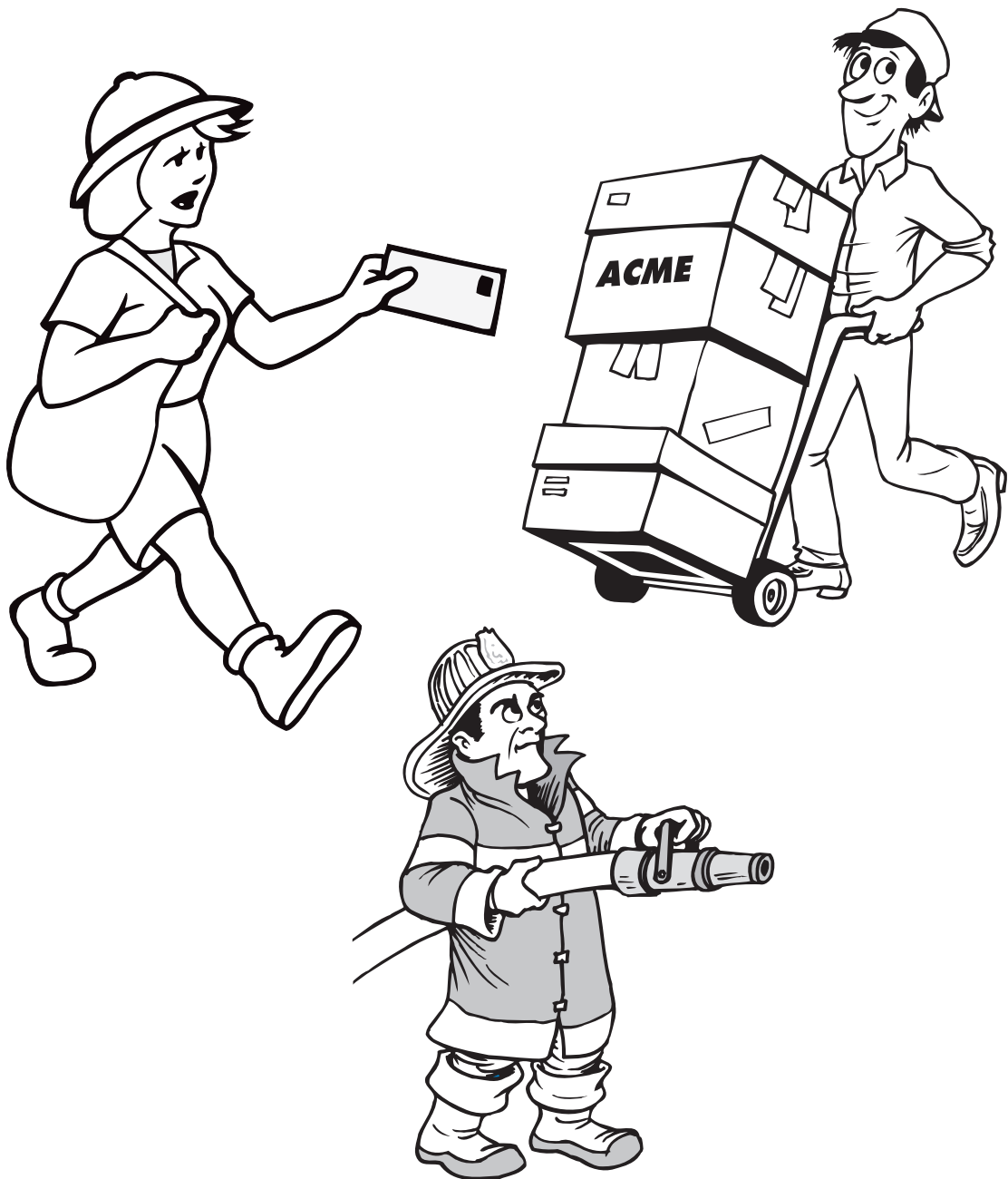
The natural resources, human resources, and capital resources that are available to make goods and services.



Visual 3

# Human Resources

The people who work to make goods and services.



## Visual 4

# Capital Resources

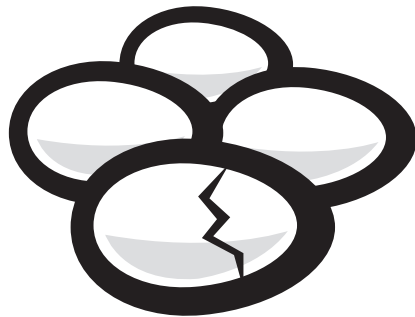
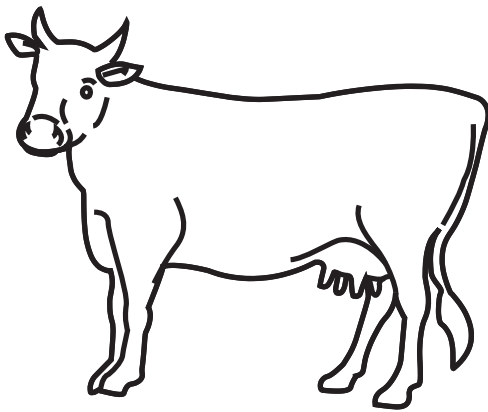
**Goods produced by people and used again and again to make other goods and services.**



## Visual 5

# Natural Resources

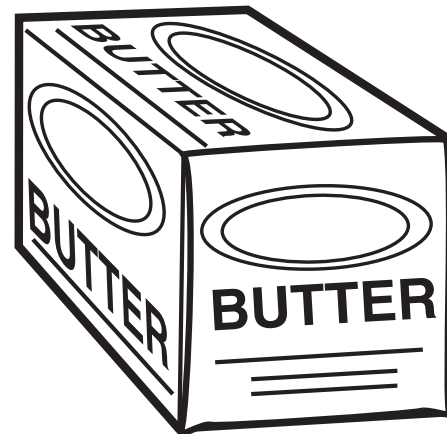
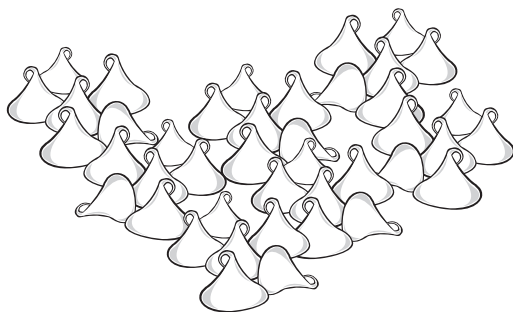
Things that occur naturally in and on the earth and that are used to produce goods and services.



## Visual 6

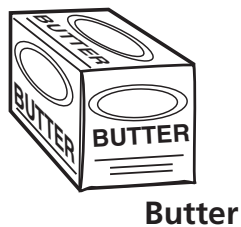
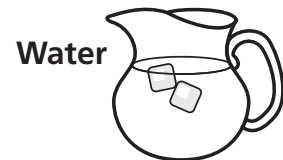
# Intermediate Goods

Things produced by people and used up in the production of other goods and services.






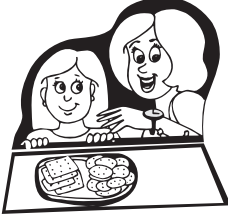

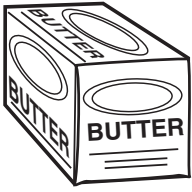


Handout 1: Productive Resources and Intermediate Goods

Natural resources	Human resources	Capital resources	Intermediate goods



Handout 1: Productive Resources and Intermediate Goods—Answer Key

Natural resources	Human resources	Capital resources	Intermediate goods
 <p data-bbox="391 674 464 709">Eggs</p>	 <p data-bbox="686 720 743 751">Girl</p>	 <p data-bbox="943 701 1057 737">Spoons</p>	 <p data-bbox="1247 709 1328 741">Flour</p>
 <p data-bbox="380 1062 474 1094">Water</p>	 <p data-bbox="656 1136 773 1167">Mother</p>	 <p data-bbox="954 1052 1044 1083">Stove</p>	 <p data-bbox="1239 1104 1338 1136">Butter</p>



**Handout 2: Assessment**

Bessey wants to make holiday cards to mail to her neighbors. Her mother helped her find the things she needs to make holiday cards. The pictures below are the things Bessey will use to make the cards. Help Bessey sort the resources below by doing the following:



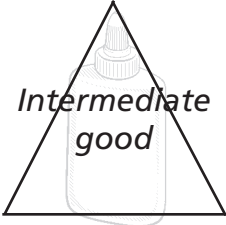




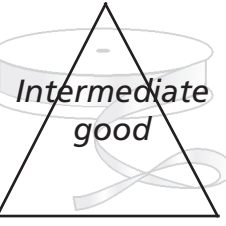
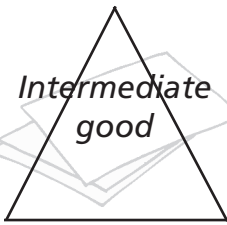
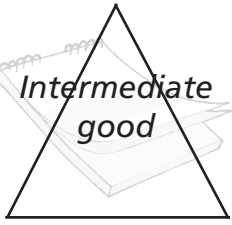



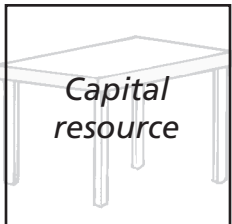


- Underline pictures of natural resources with a green crayon.
- Circle pictures of human resources with a red crayon.
- Draw a square around pictures of capital resources with a blue crayon.
- Draw a triangle around pictures of intermediate goods with an orange crayon.

 <p><b>Scissors</b></p>	 <p><b>Stapler</b></p>	 <p><b>Glue</b></p>	 <p><b>Dried flowers</b></p>
 <p><b>Watercolors</b></p>	 <p><b>Water</b></p>	 <p><b>Pencil</b></p>	 <p><b>Ribbon</b></p>
 <p><b>Poster board</b></p>	 <p><b>Paper</b></p>	 <p><b>Bessey</b></p>	 <p><b>Mail carrier</b></p>
 <p><b>Mother</b></p>	 <p><b>Kitchen table</b></p>	 <p><b>Leaves</b></p>	 <p><b>Cup</b></p>

**Handout 2: Assessment—Answer Key**

Bessey wants to make holiday cards to mail to her neighbors. Her mother helped her find the things she needs to make holiday cards. The pictures below are the things Bessey will use to make the cards. Help Bessey sort the resources below by doing the following:

- Underline pictures of natural resources with a green crayon.
- Circle pictures of human resources with a red crayon.
- Draw a square around pictures of capital resources with a blue crayon.
- Draw a triangle around pictures of intermediate goods with an orange crayon.

 <p><i>Capital resource</i></p> <p><b>Scissors</b></p>	 <p><i>Capital resource</i></p> <p><b>Stapler</b></p>	 <p><i>Intermediate good</i></p> <p><b>Glue</b></p>	 <p><i>Natural resource</i></p> <p><b>Dried flowers</b></p>
 <p><i>Intermediate good</i></p> <p><b>Watercolors</b></p>	 <p><i>Natural resource</i></p> <p><b>Water</b></p>	 <p><i>Capital resource</i></p> <p><b>Pencil</b></p>	 <p><i>Intermediate good</i></p> <p><b>Ribbon</b></p>
 <p><i>Intermediate good</i></p> <p><b>Poster board</b></p>	 <p><i>Intermediate good</i></p> <p><b>Paper</b></p>	 <p><i>Human resource</i></p> <p><b>Bessey</b></p>	 <p><i>Human resource</i></p> <p><b>Mail carrier</b></p>
 <p><i>Human resource</i></p> <p><b>Mother</b></p>	 <p><i>Capital resource</i></p> <p><b>Kitchen table</b></p>	 <p><i>Natural resource</i></p> <p><b>Leaves</b></p>	 <p><i>Capital resource</i></p> <p><b>Cup</b></p>

## Content Standards and Benchmarks

### National Standards in Economics

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

- **Benchmark 6, Grade 4:** Productive resources are the natural resources, human resources, and capital goods available to make goods and services.
- **Benchmark 7, Grade 4:** Natural resources, such as land, are “gifts of nature;” they are present without human intervention.
- **Benchmark 8, Grade 4:** Human resources are the people who do the mental and physical work to produce goods and services.
- **Benchmark 9, Grade 4:** Capital goods are goods that are produced and used to make other goods and services.

### Common Core State Standards: English Language Arts

#### Reading: Literature, Grades K through 2

- **Key Ideas and Details**

RL.K.1, RL.1.1, RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.K.2, RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.K.3, RL.1.3, RL.2.3: Describe how characters in a story respond to major events and challenges.
- **Craft and Structure**

RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **Integration of Knowledge and Ideas**

RL.K.7, RL.1.7, RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### Writing: Grade 2

- **Text Types and Purposes**

W.1.3, W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.