The Gingerbread Man

Day 1

Introduction

On Day 1, students will explore folk tales written by the Grimm brothers, write a modern folk tale, learn parts of a book, learn the concept of recycling by making paper, and work cooperatively to share resources.

Because of the nature of integrated teaching, there are fewer work samples for parents to examine on a nightly basis. For this reason, it is recommended that a letter of explanation be sent home introducing parents to the unit. A sample letter has been provided.

The teacher must contact community workers to schedule visits to the class during week three. Refer to Community Visits at the end of this lesson.

Objectives

Students will:

Reading

* identify the author, illustrator, and copyright of a book.
* define fiction and nonfiction.
* classify a story or parts of a story as fiction or nonfiction.
* compare differences and similarities.

Written Language

* create a modern folk tale.
* identify correct use of capitals and punctuation.

Social Studies

* identify Germany on a map of Europe.
* (optional) identify compass rose and key on a map.

Math

* calculate a time span.

Science

* define recycling.

Cooperative Learning

* describe sharing.

Materials

Activity 1

* (optional) sample letter to parents
* globe or world map
* (optional) map of Germany and Its Neighbors, transparency and copy for each student, crayons
* (optional) German Words and Phrases transparency
* (optional) German Flag handout, cut apart to provide one
Procedure

Activity 1  
**Folk Tales Are Fiction** (R, SS, M)  
(90 minutes)

1. Explain people told stories before books were printed. Ask if students' parents tell them stories about their families. Explain this is the way stories were passed from one family or generation to the next. For example, Native Americans and Eskimos did not have alphabets, so they used storytellers who memorized the history of the tribe and passed the stories onto the next generation.

2. Explain there were two brothers in Germany who decided to write down many of the stories that had been told to them by their parents. These stories from Germany are known as the Grimm Brothers' tales.

3. Using a globe or world map, identify the continent of Europe and the country of Germany.

4. Optional: Distribute **Germany and Its Neighbors** to each student. Discuss:

   a. What does the compass rose show? (*north, south, east, and west directions on the map*)
b. What does the map key show? (symbols that indicate important things on the map)

c. What do the symbols mean on this map? (Solid lines divide land from water; dotted lines divide one country from another; circled black dots show the capital city of a country; and black dots show other cities.)

d. Locate Germany on your map. Color Germany green.

e. What is the capital of Germany? (Berlin)

f. Locate the Danube River. Trace the river with a blue crayon.

g. Locate the Black Forest. Circle the forest with a black crayon.

h. Find one country north of Germany. Color this country yellow. (Denmark)

i. Find one country east of Germany. Color this country orange. (Poland, Hungary, Austria, Czech Republic)

j. Find one country south of Germany. Color this country purple. (Austria, Switzerland, Italy, Slovenia)

k. Find one country west of Germany. Color this country brown. (Netherlands, Belgium, France, England)

l. Locate the North Sea and the English Channel. Color these bodies of water blue.

5. Optional: Use German Words and Phrases to teach students to count to ten in German or to teach other simple German phrases. Have students color the German Flag (see p. 11). Discuss some German history (see p. 12).

6. Hold up some Grimm story books (see p. 14). Explain these are some of the stories the Grimm brothers published from their childhood. They are all stories from Germany. A long time ago, there were no televisions, radios, movies, or books, so people listened to storytellers for entertainment. They told stories about kings, queens, princes, princesses, elves, monsters, and magical beings. People who heard the stories told them to their children. That's how the stories were passed around.

7. Explain we can usually guess when a story took place by looking at the characters and the setting. Hold up a copy of Sleeping Beauty. What kinds of characters are in this story and what is the setting? (kings, queens, princes, princesses, castle) How are the characters dressed? (long gowns, armor) How do these characters compare to characters you see in stories today?
### Activity 1

#### Book Date

8. Today we can tell when a book was published by looking at the copyright date. The copyright date shows the year the book was first printed. A copyright protects the author, illustrator, or publisher from other people selling the story as their own. Show the copyright symbol (©). Ask someone to read the date of the copyright. Demonstrate how to subtract the copyright date from the current year to determine how old the book is.

An easy method is to count up from the date of publication to the current year by teens and then ones.

### Activity 2

#### Writing a Modern Folk Tale (WL)

9. Hold up *Sleeping Beauty* and explain this is a folk tale published by the Grimm brothers. Ask someone to tell the class who the author of the story is. (Your book should not have an author's name printed on the front.) As the student looks for it, remind the class the author is the person who created the story. Since these stories have been passed down from one generation to the next for hundreds of years, there is no way of knowing who the original storyteller was.

Your book may say "retold by" and may identify the illustrator.

10. *Sleeping Beauty* is an example of a folk tale. Folk tales have things that don't happen in real life, such as magic, talking animals, and characters other than humans. These are the things that make folk tales fiction or make-believe. To demonstrate further, name some situations and ask the class to identify if it could really happen or if it's make-believe. *(a frog turning into a prince, seeds growing into flowers, caterpillars turning into butterflies, a goose laying golden eggs)*

11. Read *Sleeping Beauty* aloud to the class.

12. Distribute Grimm folk tale books and ask students to read with a partner. Instruct them to look for things in the stories that are fiction (make-believe) or nonfiction (real). Ask pairs to stand when they have finished reading. When another pair stands, they can trade books and begin reading. When all pairs have read at least two stories, ask for fiction and nonfiction examples in the stories they read.

### Activity 2

#### Writing a Modern Folk Tale (WL)

(60 minutes)

1. Explain students have a good idea of what a folk tale is and now will write a modern folk tale. Their modern folk tales
will use the story line from one of the Grimm tales, but they will update it to the present.

2. To model, explain you will read *Snow White in New York*. It has the same story line as *Snow White and the Seven Dwarfs*, but some things are very different. Instruct students to listen for things that are different and things that are the same.

| You might also use The Principal’s New Clothes by Robert Muansch. | 9. Read *Snow White in New York* and discuss:
| --- | --- |
|  | a. What are some things that are different in this story of Snow White? (*It takes place in New York; Snow White isn’t a princess; there are seven jazz men instead of dwarfs; Snow White sings instead of cleaning and cooking; there’s a reporter instead of prince; there’s no magic mirror; there’s a poison cherry instead of an apple; the reporter doesn’t kiss Snow White.*)
|  | b. What are some things that are the same? (*The stepmother tells a guard to kill Snow White; the guard can’t kill her; the guard leaves her alone and lost; Snow White finds a place to stay; the stepmother tries to poison Snow White.*)
|  | c. *Snow White in New York* has the same story line as the original story. Some things are the same, but some are different--it is a modern version.

4. Remind students they will write a folk tale that has a story line from a familiar folk tale but theirs will be updated.

5. When completed, share the stories in small groups.

6. Review the rules for capitalization. Write the following sentence on the board. Instruct students to copy it, correcting mistakes.

   john and mary went to germany.

   Corrected: John and Mary went to Germany.

   Review reasons for changes.

7. Optional: Working with a partner, students could edit the stories for correct punctuation and capitalization. Students may work on these stories throughout the week in their free time until the stories are ready for display.
Activity 3  
**Sharing is a Part of Cooperation** (WL, CL)  
(60 minutes)  
1. Point out that in the story *Sleeping Beauty*, everyone shared responsibility to save Sleeping Beauty from the curse. This is cooperation.  
2. Read the poem, *No Bedtime Snack*, to illustrate how cooperation helps to get a task done. Notice there is one character who is not working with the group. This is important because, if one person isn't working together with the group, then the group may not accomplish its goal.  
3. Explain sharing is a kind of cooperation. Display the Sharing T-chart. Discuss other examples from *No Bedtime Snack* and *Sleeping Beauty* that could be added to the chart.  
4. List these words on the board: witch, princess, prince, castle, tree, and needle. Divide the class into groups (3-4 students). Distribute one piece of large drawing paper and one package of crayons or markers to each group. Explain they must work cooperatively and share the supplies provided. Explain they should draw a picture that includes the things on the board. As they draw, they should look for ways their group is sharing.  
5. Allow 10-15 minutes for everyone to finish. Walk around the class and record examples of sharing. Write some examples on the board as models for other groups. (*looks like... waiting your turn, smiling faces; sounds like... "May I use that, please?" or "Would you like to share?")  
6. When everyone is finished, share the pictures. Ask each group for examples to add to the T-chart. If they missed any examples you saw or heard, add yours to the chart.  
7. Discuss the benefits of sharing work. (*More was accomplished; everyone got to help; everyone feels pride and ownership.*) Save the chart for future lessons.  

Activity 4  
**Making Recycled Paper** (S)  
(30 minutes)  
1. Remind the class that early stories had to be passed from generation to generation by word of mouth because there wasn't any paper. When paper was first invented, it was very hard to make. As a result, only very important documents were written on paper. Today we know how to make paper but have become wasteful. Recycling paper to use it again has become more and more popular.
The paper-making process takes three days. These directions are for the first day.

Collect and organize the materials for Day 2, Activity 6.

2. Directions:

a. Select the kind of paper you will use, either newspaper used white paper, construction paper, or paper bags. Be sure it is not paper that already has been recycled because it will have less ability to bond.

b. Each student should tear the equivalent of 5 sheets of typing paper. Tear the paper into approximately one-inch squares and soak overnight in a bucket of water.

3. Show students the symbol used by industry indicating a product is made from recycled materials. Tell them to find as many examples as possible of recycled products that are friendly to the environment at home. These include recycled products or recycled packaging. \( \text{toilet paper, cereal boxes, paper bags, and magazines} \) Tell them to look for products or packaging that are not friendly to the environment. These are products not made from recycled materials, or having multiple wrappings, or containing harmful chemicals. \( \text{gum, plastic bottles, polystyrene} \) Tell students to bring their examples of these products to class on Day 4.

NOTE: **Recycle!** by Gail Gibbons is an excellent book to help students understand recycling and identify recycled goods.

NOTE: Bring in extra products in case students forget.
Dear Parents,

Our class will study economics during the next three weeks using a program titled The Gingerbread Man. During this unit, our focus will be on cooperation, decision making, resources (capital, natural, and human), money, and community workers. The program uses the story, The Gingerbread Man, to demonstrate these concepts. We will study and write folk tales, practice map skills, and bake our own gingerbread men.

During the first week, we define the three types of economic resources, study ways to conserve resources, and identify community workers and jobs that students perform at home and school. Our studies could provide an excellent springboard for home discussion about sharing responsibilities, earning an allowance, and conserving resources.

The second week, our class will examine cooperation, barter, the assembly-line process, and opportunity cost (what students give up in making a choice). We will develop an understanding of how family members depend on each other to complete tasks and share responsibility. Preparing dinner is an excellent example: one person cooks, another sets the table, another clears the table, and another washes the dishes. Everyone has contributed to the successful completion of a job. If one person does not do his/her job, however, the other members must take on more responsibility. For example, if mom has to wash dishes because a child did not, she may not have time to bake cookies.

The final week involves interviewing members of our community concerning their jobs. Our interviews will be used to publish a book about the workers in our community, the resources they use, and the goods and services produced. Students will apply skills they have learned in the first two weeks to solve problems and create an invention. During this week, it is very important that you encourage your child to use his/her imagination in order to achieve a higher level of problem-solving skills. Without giving away too much information, I think it will become obvious that something exciting will have happened in our room on Monday of this week that will require you to "play along."

I am very excited about our next three weeks and appreciate all the added reinforcement you will provide at home to build understanding of basic economic concepts in your child. If you have any questions, please do not hesitate to call.

Sincerely,
P.S. Please send two paper and five plastic grocery bags to school within the next four days.
Germany and Its Neighbors

Provide students with a map of Germany and surrounding countries.
German Words and Phrases

**Guten Tag!** (GOO-ten tahk)  Hello.

**Auf Wiedersehen!** (owf VEE-der-say-hen)  Goodbye.

**bitte** (BIT-uh)  please

**danke** (DAHNK-uh)  thank you

**ja** (yah)  yes

**nein** (nine)  no

**Mein Name ist . . .** (Mine NAH-muh ist)  My name is . . .

**eins** (eyns)  one

**zwei** (tsvy)  two

**drei** (dry)  three

**vier** (feer)  four

**fünf** (fuenf)  five

**sechs** (zekhs)  six

**sieben** (ZEE-ben)  seven

**acht** (ahkht)  eight

**neun** (noyn)  nine

**zehn** (tsehn)  ten
German Flag

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Duplicate and cut on then center line. Then, cut on every third to produce 8 flags with one column and three rows each. Distribute one flag per student.

Instruct students to:

1. Color the top bar black.
2. Color the middle bar red.
3. Color the bottom bar gold.
4. Tape on pencil.

**A Brief History of Germany**

1. The German and English languages both developed from the same prehistoric Indo-European language. Many words are spelled the same way in both languages, but may sound just a little different due to accents. The German language is different in the way a sentence is ordered. In English, the verb is in the middle of the sentence, but it is placed at the end in German.

2. Before 1871, Germany was ruled by many strong and wealthy families. Each ruling family had a large region to govern and protect. Many families built walls and gates around their cities to protect them from their enemies. Today, visitors to Germany can still see these tall gates and towers leading into the cities.

3. In 1871, Germany became one nation. In World War II Adolf Hitler hoped to take over the world. The Allies were the countries that tried to stop him. They were the United States, the Soviet Union, France, and Great Britain. They defeated Germany and divided it into two nations. The two parts were called the Federal Republic of Germany (West Germany) and the German Democratic Republic (East Germany).
4. Today, Germany is once again one nation. The Berlin Wall and fences along the border have been torn down, and the countries have joined together.

5. Johann Sebastian Bach (1685-1750), Ludwig von Beethoven (1770-1827), and Johannes Brahms (1833-1897) are all famous German composers.

6. Many of the pets you have are breeds that came from Germany. The Dachshund was bred to hunt small animals such as the badger. Because of its long, slender shape, it could follow animals down their burrows. The Poodle was used to hunt ducks. Its name means "puddles" in German. The Schnauzer was trained to protect small children by killing rats, while the German Shepherd was used to herd sheep. The Great Dane was used as a guard dog because it is one of the largest kinds of dogs. Around 1800, a man named Ludwig Doberman wanted a smaller version of the Great Dane so he bred the Doberman Pincher.

7. Many of the most popular folk tales known to American children were first written down by two German brothers, Jacob and Wilhelm Grimm. The legend of Snow White and Seven Dwarfs comes from the Hesse region where there are seven hills in which Snow White was said to have hidden.

8. Some of the fastest cars are made in Germany. Some people think this is because of a special highway there called the German Autobahn. This highway has eight lanes in the city and four lanes in the country. People can drive as fast as they want in most places.

9. Germans enjoy many of the same sports as we do. They play soccer, hike, mountain climb, ski, ice skate, and bowl. The German game of bowling is called nine-pin bowling. It has been played in Germany for hundreds of years. Our ten-pin bowling came from Germany. The American colonists added an extra pin because the King of England had forbidden them to play nine-pin on Sunday.

10. The national symbol of Germany is a black eagle with a red beak and talons. It has ten feathers on its wings. The symbol was first created when Germany became one nation in 1871. After World War II, the symbol was used by West Germany.

Source:
## Grimm Brothers' Tales

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<tr>
<th>Story Title</th>
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<tr>
<td>Cinderella</td>
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<td>The Golden Bird</td>
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<td>The Twin Brothers</td>
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<td>The Princess in Disguise</td>
<td>Snow White and the Seven Dwarfs</td>
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<td>Florinda and Yoringal</td>
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<td>The Boasting Wolf</td>
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<td>The Young Giant</td>
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<td>The Lion's Castle</td>
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<td>Sleeping Beauty</td>
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<td>The Silver Axe</td>
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<td>The Miller's Boy and His Cat</td>
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<td>The Good-Tempered Tailor</td>
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<td>The Wolf and the Seven Young Kids</td>
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<td>Old Sultan and His Friends</td>
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No Bedtime Snack
by Millicent Walters

Jimmy, Janet, Joy and Jack
want to have a bedtime snack.
First, they have to make a plan
who will bring the spoon and pan.
Each one has a job to do,
when the planning is all through.

Jimmy, Janet, Joy and Jack
want to make a bedtime snack.
Jimmy's list is titled "wet,"
eggs and milk he runs to get.
Janet's list includes the "dry,"
flour and sugar she must buy.

Jimmy, Janet, Joy and Jack
together make a bedtime snack.
Joy went home for bowl and spoon
when the clock said half past noon.
Jack must bring a baking pan,
To find his part, away he ran.

Jimmy, Janet, Joy and Jack
cannot make a bedtime snack.
The wet, the dry, the baking pan
in the kitchen lonely stand.
Joy did not return that day,
forgot her job, and went to play.

Jimmy, Janet, Joy and Jack
will not have a bedtime snack.
Each one had a job to do,
each important, that is true.
But when a job is left undone,
there is no snack for anyone.
Recycling Symbol
Community Visits

Week Three

Beginning on Day 12, community workers visit the classroom. You should contact these workers to schedule class visits. Explain the Gingerbread Man project and the role of community workers.

Below is an outline of a script each worker can use in reporting to the class. Add any suggestions you have regarding discussion topics appropriate for your students.

Day 12, Police Officer

Explain that you just finished investigating a sighting of some "very little, brightly dressed, children running through the aisles of ___ (insert name of closest grocery store). These children stopped in the candy aisle and opened bags of candy for which they didn't pay." Explain if these are the students' gingerbread men, the students could be held responsible for the damages. Allow students to ask questions about the sighting.

Explain your job. Include the fact that you provide a service in the community. Identify natural, human, and capital resources (natural resources--land for buildings and storage; human resources--police officers, detectives, clerks; capital resources--car, station, handcuffs, computers, radio) used to provide police service. If possible, bring some of the capital resources you use.

Please mention the type of education and skills you have that qualify you for your position.

Day 13, Council Member

"The police reported some vandalism at ___ (insert name of nearest city park). The citizens in the neighborhood described the vandals as small children with brightly colored clothing. The eyewitnesses said the children were in the park after curfew, tying swings together and dumping trash cans."

Continue to talk about respect for others and the need for rules. Explain citizens in the community pay taxes and some of the tax money is used to care for the parks. If extra tax money must be used to repair damage done by vandals, that money can't be used to provide other things in the community. Let students ask questions about the sighting.

Explain your job. Include the fact that you help provide goods and services in the community. Explain that the goods and services you help provide are called public goods. Public goods are provided for all members of the community using tax money collected from the members of the community. Examples of public goods are parks, police protection, and libraries.

Identify natural, human, and capital resources (natural resource--land for buildings, parks; human resource--council people, mayor, clerks, secretaries; capital resource--buildings, computers, phone) used to provide public goods. If possible, bring some of the capital resources you use.

Please mention the type of education and skills you have that qualify you for your position.
Day 14, **News Reporter**

"I was sitting at my desk listening to the police scanner when I heard a call come in about a disturbance at the Post Office that may have involved your gingerbread men. Apparently, some small children were trying to mail themselves out-of-town. They were getting the letters all sticky and causing the sorting machines to become jammed. This sounded like the missing gingerbread men I have heard so much about. I decided to investigate the story for myself." Let students ask questions about the sighting.

Please lead the class through the process of investigating and writing a story using the missing gingerbread men as an example. Explain that in your job you help provide a good. Identify natural, human, and capital resources (natural resources--land for building; human resources--reporters, editors, and printers; capital resources--computers, printing machines, radios, tape recorder, newspaper building) used to produce a newspaper. If possible, bring some of the capital resources you use.

Please mention the type of education and skills you have that qualify you for your position.

Day 15, **Builder**

"I had a most unusual visit today from some people who wanted me to build a house. I was suspicious when I saw ___ (fill in number of missing gingerbread men) small children come into my office during a school day. I became even more suspicious when they asked me to build them a gingerbread house. They offered to pay in candy! When I explained that I only work for money, they said they would have to come back later. As soon as they left, I called the police to report that some students were skipping school. The police told me to come and talk with you." Let students ask questions about your conversation with the gingerbread men.

Explain your job. Explain that you provide a good for people. Identify natural, human, and capital resources (natural resources--land, trees; human resources--builder, architect, carpenters; capital resources--saws, hammers, drills, machines) used to build houses. If possible, bring some of the capital resources you use.

Explain that there are specialists in the building industry (e.g. roofers, plumbers, electricians, etc.). Encourage students to explore how a house is assembled with workers depending on one another.

Please mention the type of education and skills you have that qualify you for your position.

Day 15, **Librarian**

Come to the door with the gingerbread men in a box. Act out-of-breath and ask if these could be the students' missing gingerbread men. Explain that while working in the library you heard giggling among the books. Upon investigation, you noticed small children who fit the descriptions of the missing gingerbread men perfectly. Explain you hid behind one of the
rows of books until the little men came by and then grabbed them (with a net or a box). Let the students ask about the capture.

Explain your job. Tell students you provide a service. Identify natural, human, and capital resources (natural resources--land for the building; human resources--librarian, aides, parent volunteers; capital resources--book shelves, computers, ink stamps, tables, chairs) used to provide the library. If you can, bring examples of capital resources you use.

Please mention the type of education and skills you have that qualify you for your position.