To Market, To Market
By Nikki McClure, Abrams Books for Young Readers, 2011

LESSON AUTHOR

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LESSON DESCRIPTION

This lesson uses the book To Market, To Market by Nikki McClure, who is a self-taught artist. She visits a farmer’s market in Olympia, Washington, every week, which is the basis for the book. In the story, a boy and his mother visit a local farmer’s market to buy different goods they want. In this lesson, students will learn to identify markets. They will learn how characters in the story are consumers and producers. They will learn to identify the differences between goods and services. They will learn about the price of goods and services and how goods and services can be exchanged using money or barter. Students will also learn to identify capital, human, and natural resources used in the production of goods and services. Interactive SMART board slides and activities corresponding to this lesson can be used as a substitute or supplement for the lesson’s print activities at the discretion of the teacher.

GRADE LEVEL

K-3

ESSENTIAL QUESTION

What are markets and how are goods and services exchanged between consumers and producers?

CONCEPTS

Barter
Capital resources
Consumers
Goods
Human resources
Market
Money
Natural resources
Price
Producers
Services

CONTENT STANDARDS

Voluntary National Content Standards in Economics

- Content Standard 1, Scarcity: 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.

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Benchmark 4, Grade 4: Economic wants are desires that can be satisfied by consuming a good (an object), a service (an action), or a leisure activity.

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.

Benchmark 11, Grade 4: Most people produce and consume. As producers they help make goods and services; as consumers they use goods and services to satisfy their wants.

• Content Standard 5, Trade: 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.
  
  Benchmark 2, Grade 4: The oldest form of exchange is barter, the direct trading of goods and services between people.

• Content Standard 7, Markets and Prices: A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
  
  Benchmark 1, Grade 4: A price is what people pay when they buy a good or service, and what they receive when they sell a good or service.
  
  Benchmark 2, Grade 4: A market exists whenever buyers and sellers exchange goods or services.

• Content Standard 11, Money and inflation: 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 1, Grade 4: Money is anything widely accepted as final payment for goods and services.
  
  Benchmark 2, Grade 4: Money (currency, coins, or checks) makes trading easier by replacing barter.

Common Core State Standards

Reading Standards for Informational Text

• Key Ideas and Details
  
  CCSS.ELA-Literacy RI K.1: With prompting and support, ask and answer questions about key details in a text.
  
  CCSS.ELA-Literacy RI 1.1: Ask and answer questions about key details in a text.
  
  CCSS.ELA-Literacy RI 2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  
  CCSS.ELA-Literacy RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
LESSON PLAN | To Market, To Market

- **CCSS.ELA-Literacy RI K.2**: With prompting and support, identify the main topic and retell key details of a text.
- **CCSS.ELA-Literacy RI 1.2**: Identify the main topic and retell key details of a text.
- **CCSS.ELA-Literacy RI 2.2**: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-Literacy RI 3.2**: Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Craft and Structure**
- **CCSS.ELA-Literacy RI K.6**: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **CCSS.ELA-Literacy RI 1.6**: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Integration of Knowledge and Ideas**
- **CCSS.ELA-Literacy RI 1.7**: Use the illustrations and details in a text to describe its key ideas.
- **CCSS.ELA-Literacy RI 2.7**: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **CCSS.ELA-Literacy RI 3.7**: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Writing Standards**

**Text Types and Purposes**
- **CCSS.ELA-Literacy W K.3**: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **CCSS.ELA-Literacy W 1.3**: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **CCSS.ELA-Literacy 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.
- **CCSS.ELA-Literacy W 3.3**: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Research to Build and Present Knowledge**
- **CCSS.ELA-Literacy W K.8**: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-Literacy W 1.8**: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-Literacy W 2.8**: Recall information from experiences or gather information from provided sources to answer a question.

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Speaking and Listening Standards

- Comprehension and Collaboration
  - CCSS.ELA-Literacy SL K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - CCSS.ELA-Literacy SL 1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - CCSS.ELA-Literacy SL 2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - CCSS.ELA-Literacy SL 3.1: Engage effectively in a range of collaborative discussions (on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
  - CCSS.ELA-Literacy SL K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
  - CCSS.ELA-Literacy SL 1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
  - CCSS.ELA-Literacy SL 2.2: Recount or describe key ideas from a text read aloud or information presented orally or through other media.
  - CCSS.ELA-Literacy SL 3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

OBJECTIVES

Students will be able to:
- Define a market as a place where buyers and sellers exchange goods and services.
- Give examples of markets in their community.
- Describe markets in which they participate.
- Identify goods and services.
- Define consumers and producers.
- Give examples of consumers and producers.
- Describe how they have engaged in bartering.
- Identify capital, human, and natural resources.
- Describe how resources are used to produce a good or service.

TIME REQUIRED

Two 45-minute periods

MATERIALS

- McClure, Nikki, To Market, To Market, New York: Abrams Books for Young Readers,
- Copy of Activity 1 Goods or Services? for each student
- Copy of Activity 2 My Markets for each student
- SMART board slides (optional)
PROCEDURES

Day One

1. To begin classroom discussion, ask students the following questions:
   - What do you think a market is? (Answers will vary)
   - Have you ever been to a market? (Yes, no, or unsure)
   - Why do people use markets? (To get the goods and services we want to consume)

2. Define a market as a place where buyers and sellers exchange goods and services. Explain that goods are tangible objects that satisfy people's wants and services are activities performed by people to satisfy wants. A book is an example of a good. A haircut is an example of a service.

3. To check for understanding, distribute Activity 1 to each student. Students must match each picture with the appropriate label (“good” or “service”).

4. Explain that there are many markets in a community. Markets are often in different locations. For example, a market could be a shopping mall, a strip mall, an individual store, a television shopping channel, or a place to shop online. Ask students to give examples of markets they know about and create a list of all the different markets.

5. To check for understanding, have students group into pairs and distribute Activity 2 to each student. Each pair must identify markets where their families shop for a list of specific goods and services. Have each pair share examples. (Alternatively, for younger students, this activity could be done as class discussion.)

6. Explain that people come to markets for different reasons. Some people go to markets to buy goods or services. Other people go to markets to sell goods or services. Ask students the following questions:
   - What are people called when they buy goods and services they want to consume? (Consumers)
   - What are people called when they make goods and services that they want to sell at markets? (Producers)
   - When were they a consumer in a market? (Answers will vary)
   - Have they ever been a producer in a market? (Answers will vary but encourage students to think about situations where they made a good or provided a service, such as making lemonade to sell at a lemonade stand)

7. Ask students how consumers get the goods or services they want at a market. (Answers will vary but should include the ideas of buying or trading) The price is the amount of money needed to buy a good or service. From the producer’s perspective, the price can be thought of as the amount of money they receive when they sell a good or service. Money is anything used to buy and sell goods and services.

8. Ask students if a consumer could buy something without using money. (Answers will vary but may include the idea of trading or bartering) Explain that bartering is the direct trading of goods and services without the use of money. A good example of bartering is when kids trade baseball cards at recess. While most of the time people want to use money to buy and sell goods and services, sometimes people are willing to barter. People are willing to barter when they both have something the other person wants. People prefer to use money, however, because this situation usually does not occur for most of the goods and services people want to consume. Ask students to describe when they have ever bartered. (Answers will vary)

9. Ask students what producers need to make the goods and services consumers want. (Answers will vary) Explain that producers need resources. Resources are the things used to produce
goods and services. There are three types of resources: capital resources, human resources, and natural resources. **Capital resources** are goods made to produce other goods and services. Examples of capital resources are buildings, equipment, machines, and tools. **Human resources** are the efforts of people involved in producing goods and services. Examples of human resources are teachers who teach students or mechanics who fix cars. **Natural resources** are resources found in nature, or “gifts of nature.” Examples of natural resources are land, trees, water, minerals, and fish.

10. To check for understanding, ask students to identify capital, human, and natural resources used to produce a school bus. **Examples of capital resources include metal cutting machines, metal stamping machines, painting equipment, assembly machines, engine tools, and the factory where the bus is made. Examples of human resources include factory workers assembling the bus and bus parts, engineers designing the bus and its parts, painters painting the bus, and managers supervising other workers. Examples of natural resources are metals used to make steel and other metal parts, oil used for the engine and gas, natural dyes for the paint colors, water used to cool machines, and land where the factory is located.**

### Day Two

11. Tell students that you are going to read the book *To Market, To Market*. It is a non-fiction story about a boy and his mother who go to a local farmer’s market to buy goods they want. Tell students that Nikki McClure is the author and illustrator of the book. Encourage students to think about how the story is related to the concepts you have been learning by carefully listening to the words and looking at the detailed pictures.

12. Before reading the story, divide the students into seven groups. Each group will represent one of the seven producers highlighted in the story: (1) Michael the apple grower, (2) Colin and Genine the kale growers, (3) Steve the smoked salmon producer, (4) Benjamin the honey producer, (5) Evan and Emma the blueberry turnover bakers, (6) Yukie the napkin maker, and (7) Heather and Katelyn the cheese makers. Encourage students to pay particular attention to how a good is produced when their group’s section is read; older students could take notes.

13. Read the book aloud to the class.

14. Ask students to describe how the farmer’s market in the story fits the definition of what it means to be a market. **(The farmer’s market is a place where buyers (consumers) and sellers (producers) come together to exchange goods and services)** Ask the students to describe how the little boy and his mother in the story are consumers. **(They want to buy different goods at the farmer’s market)**

15. Discuss how the story depicts many different producers, such as those providing apples, kale, smoked salmon, honey, blueberry turnovers, napkins, and cheese. Based on information in the book, ask each of the seven producer groups (see Procedure 12) to answer the following questions (for younger students, the questions can be answered orally; for older students, the questions can be answered with written responses):

   - What is the product you are producing? **(Apples, kale, smoked salmon, honey, blueberry turnovers, napkins, or cheese)**
   - What capital resources do you think are used to produce your product? **(Answers will vary)**
   - What human capital resources do you think are used to produce your product? **(Answers will vary)**
   - What natural resources do you think are used to produce your product? **(Answers will vary)**
16. Most of the people in the story buy the goods and services they want. Ask students what the price of kale is (hint: look at the first picture in the section about kale). ($3 or 2/$5) Not everyone, though, uses money to buy things. Ask students who bartered in the story (hint: refer to the section about honey). (Benjamin and Steve barter. Benjamin trades his fish for honey and Steve trades his honey for fish)

Closure

17. To check for overall understanding, ask students the following questions:

- What is the title of the book read in class? (To Market, To Market)
- Who is the author and illustrator of the book? (Nikki McClure)
- Why are people coming to the farmer’s market in the story? (To buy things they want to consume and sell things they have produced)
- Give an example of a consumer at the market. (Answers will vary but will likely include the boy and his mother)
- Give an example of a producer at the market. (Answers will vary but may include farmers, Michael selling apples, Colin and Genine selling kale, Steve selling smoked salmon, Benjamin selling honey, Evan and Emma the bakers, Yukie selling napkins, and Heather and Katelyn selling cheese)
- What is your favorite good or service found at the market in the story? (Answers will vary but may include apples, kale, smoked salmon, blueberry turnovers, honey, napkins, or cheese)
- What capital, human, and natural resources are used to produce the smoked salmon sold at the farmer’s market? (Capital: cast-iron smoker, claw-foot tub for washing the salmon, and knife for filleting the salmon; human: Steve who smokes the salmon and the fishers who catch the salmon; natural: salmon, rock salt, water for soaking and rinsing the salmon, and alder wood for fire)
- In what way does the family become producers at the end of the story? (They prepare a meal to eat using all the things they bought at the market)

18. Tell students they are going to do a role playing activity. Each student must imagine themselves as a good or service that could be sold at the farmer’s market. They cannot be any good or service already in the book. No students should be the same good or service; everyone should have a unique idea. At the teacher’s discretion, students can respond to the following questions orally or in writing. Students must describe (1) what good or service they are, (2) what capital, human, and natural resources are used to produce it, and (3) the process of how it is produced (similar to how the production processes in the book are described).

EXTENSION ACTIVITIES

Once Upon a Time I Bartered activity: Depending on grade level, have students draw a picture or write a paragraph describing when they bartered. They must include details about what goods or services they traded and with whom they traded.

Farmer’s Market Role Playing activity: Explain that the class will be role playing as consumers and producers in a farmer’s market. Assign ten students to be farmers; they are the producers. All the farmers will grow and sell the same good, such as apples. Each farmer has 5 pounds of the good to sell and wants to sell all 5 pounds by the end of the market. Assign all remaining students to be consumers.
Each consumer wants to buy at least 2 pounds of the good. Give each consumer different amounts of “Farmer’s Market Bucks,” such as 2 Bucks, 5 Bucks, 8 Bucks, 10 Bucks, and so on. Have each farmer set up a product stand in your classroom Farmer’s Market. Let each farmer set her own price, such as 5 Bucks per pound of the good. Let the consumers and farmers buy and sell in three two-minute rounds. After the first round, determine if any consumers could not buy at least 2 pounds of the good and if any farmers could not sell. Discuss whether some farmers’ prices were too low or too high. Before the second round of buying and selling, allow farmers to adjust their price if desired. After the second round, again determine if any consumers could not buy at least 2 pounds of the good and if any farmers could not sell. Discuss whether some farmers’ prices were still too low or too high. Before the third round of buying and selling, allow farmers to adjust their price if desired. After the third round, again determine if any consumers could not buy at least 2 pounds of the good and if any farmers could not sell. Discuss whether some farmers’ prices were still too low or too high. Discuss what happened to market prices. (They should have a tendency to move to a similar level across farmers) Discuss what happened to the quantity of the good traded in each round. (The quantity traded likely increased as farmers likely adjusted prices downward to try to increase their sales)
GLOSSARY

**Barter** - the direct trading of goods and services without the use of money

**Capital resources** - goods made to produce other goods and services

**Consumers** - people who buy goods and services they want to consume

**Goods** - tangible objects that satisfy people's wants

**Human resources** - the efforts of people involved in producing goods and services

**Market** - a place where buyers and sellers exchange goods and services

**Money** - anything used to buy and sell goods and services

**Natural resources** - resources found in nature, or “gifts of nature”

**Price** - the amount of money needed to buy a good or service

**Producers** - people who make goods and services that they want to sell at markets

**Services** - activities performed by people to satisfy wants
Activity 1 Goods or Services?

Determine if each picture shows a good or a service. Draw a line from the word “good” to each picture that represents a good. Draw a line from the word “service” to each picture that represents a service.
Activity 2 My Markets

You and your family make decisions to buy all kinds of goods and services. For each good or service below, write the name of the market (such as a store name or website) where you have bought that good or service. If your family has not bought an item, imagine a market where you could go to buy that good or service.

<table>
<thead>
<tr>
<th>Good or Service</th>
<th>Market</th>
</tr>
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<tbody>
<tr>
<td>Apples</td>
<td></td>
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<tr>
<td>Bicycle</td>
<td></td>
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<tr>
<td>Check-up when you are sick</td>
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<tr>
<td>Game apps</td>
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<td>Gasoline</td>
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<td>Pizza</td>
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<td>School supplies</td>
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<td>Shoes</td>
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<tr>
<td>Sports equipment</td>
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<td>TV</td>
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