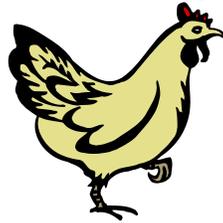


# *One Hen: How One Small Loan Made a Big Difference*

Written by Katie Smith Milway- Illustrated by Eugenie Fernandes

[Kids Can Press, 2008]

## Resource Relay Race



**Introduction:** This lesson reviews productive resources as they relate to some of the characters in *One Hen: How One Small Loan Made a Big Difference* by Katie Smith Milway. What could be better than a competitive race around the room while solving puzzles and reviewing economic concepts?

### Concepts:

- **Natural Resources** – gifts from nature, such as land, water and trees
- **Human Resources**- human effort directed toward producing goods and services (labor)
- **Capital Resources** – goods produced and used to make other goods and service (tools)

### Objectives:

- The student will review the terms natural resources, human resources, and capital resources
- The student will participate in a class problem solving activity

### Virginia Standards of Learning- Social Sciences

- 2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- 3.7 The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

### Materials:

- Three sets of puzzle cards copied on card stock (for ease of organization use a different color for each set)
- Visual –Author Puzzle
- Writing tools
- Ziploc Bags
- Optional- A copy of “Make Your Own Puzzle” for each student

**Procedure:**

1. Prepare material prior to class.
2. Introduce the lesson by telling the students that after a brief review they will be participating in a competitive class activity.
3. Review the concepts of natural resources, human resources, and capital resources. **Natural Resources** are gifts from nature, such as land, water and trees. **Human Resources** are human effort directed toward producing goods and services. **Capital Resources** are good produced and used to make other goods and service.
4. Explain to the students that they will be putting this knowledge to work by assembling three puzzles.
5. Display the Author puzzle sheet and review its contents. This works well if you have two versions of the puzzle; one as a whole sheet and the other cut up in the three puzzle pieces.
6. Tell the students that there are three puzzles in each bag. Explain that each team is to assemble these puzzles on the predetermined flat surface.
7. Divide the class into three teams. (Two teams will work for smaller classes.)
8. Give each team a Ziploc bag with a complete puzzle set.
9. Instruct the teams that one student from each team is to take the bag to the flat surface, remove a piece and try to place it correctly. (This should become easier as the relay progresses.) That student then returns, giving the bag to the next person in line, who then repeats the same procedure until all three puzzles are completed.
10. The winning team gets bragging rights.
11. Review the content on the puzzle pieces, discussing the importance of the productive resources involved.

**Extension Activity:** Students may create their own puzzle using the “Create Your Own Puzzle” activity sheet.

# Author



Laptop Computer



Apple  
(for a snack)



Author- Katie Smith Milway

# #1 Kojo's Mom



Firewood

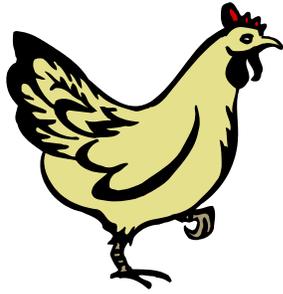


Cart



Kojo's Mom

# # 2 Kojo



Hen

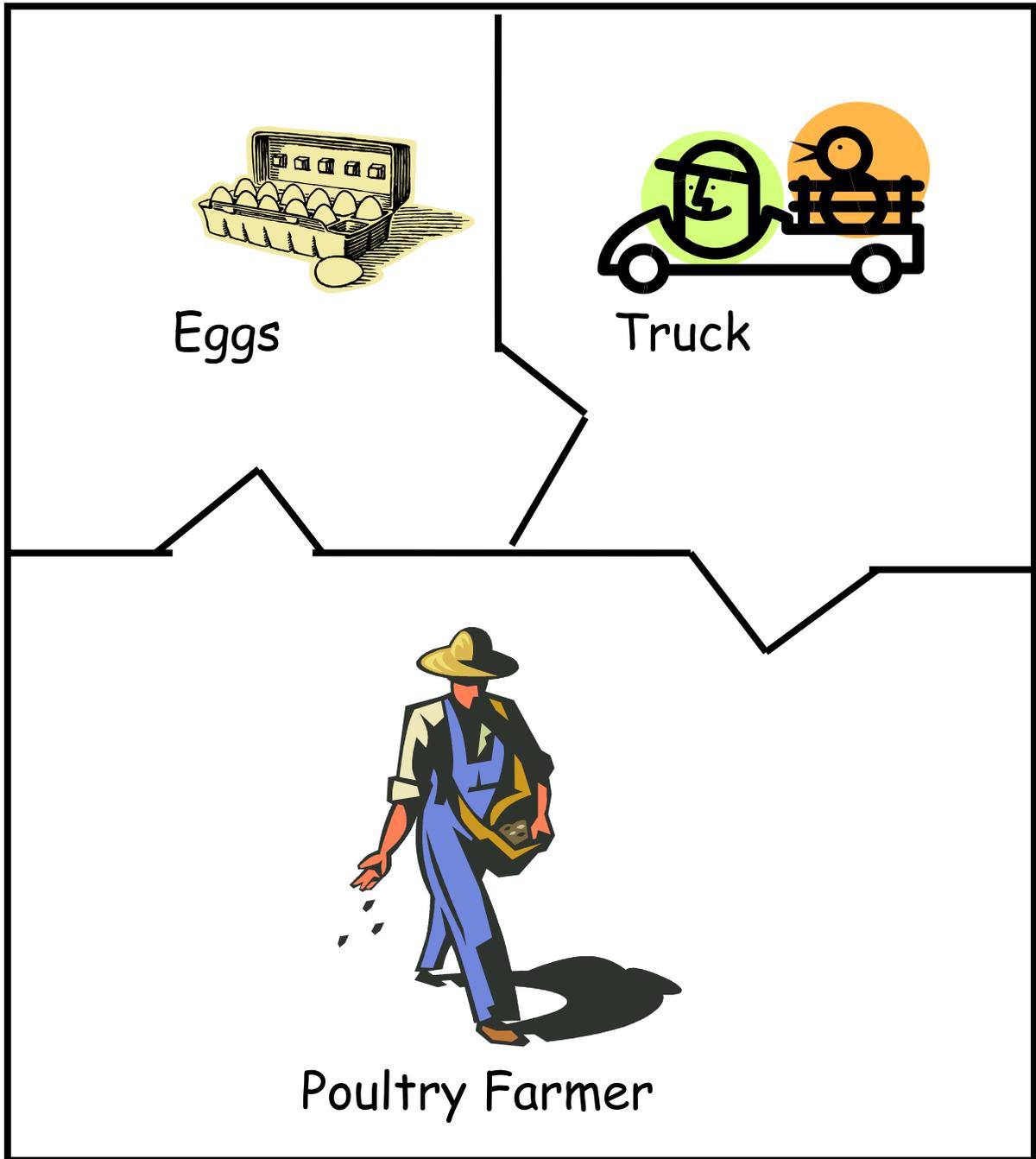


Basket



Kojo

# #3: Poultry Farmer



## Create Your Own Puzzle

Some character suggestions:

Human Resources: Kojo's Mom (cooking an egg in a pot), Ma Achempong (selling fruit from a basket) Lumusi, (cooking peanut soup), Adika Odonkor (making flour with a mechanical grain mill)

