 I ARKANSAS

Bumper Sticker Factory

**Objectives:**

\*Students will learn facts, from multiple sources, about Arkansas tourism by assembling puzzle pieces related to tourism.

\*Students will participate in factory production of Arkansas bumper stickers.

\*Students will calculate productivity and explain how additional capital resources and investment in human capital increases productivity.

**Social Studies Standards:**

H.6.1.3 Identify historic sites of Arkansas.

H.6.2.3 Discuss historical people of Arkansas.

H.6.3.2 Examine historical people and events of Arkansas.

H. 6.4.12 Analyze changes in Arkansas from past to present.

E.8.K.5 Discuss capital resources.

E.8.1.5 Understand that capital resources are the tools of trade.

E.8.2.4 Give examples of capital resources.

E.8.3.4 Explain how capital resources are related to specific jobs.

E.8.4.4 Analyze how capital resources are used to produce goods and services.

E.8.5.2 Discuss the impact additional capital goods have on productivity.

**Common Core Standards:**

CC.RI.2.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject areas.

CC.RI.3.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis of the answers.

CC.RI.4.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

CC.RI.5.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CC.SL.2.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.

CC.SL.3.3 Comprehension and Collaboration: 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.

CC.SL.4.2 Comprehension and Collaboration: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.SL.4.5.2 Comprehension and Collaboration: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Materials:**

\*Camera puzzle pieces with Arkansas tourism facts

\*I love Arkansas Bumper Sticker Template (enlarge to 156%)

\*Sheets of red paper

\*Cardboard templates of hearts (pattern attached or use an Ellison cut: one per student)

\*Visual to calculate productivity

\*Scissors (one per student)

\*Pencils (one per student)

**Procedure:**

1. Tell students that today’s lesson is going to focus on Arkansas tourism. Often tourists travel with a camera to capture special moments. Today they will capture some “picture perfect” facts about tourism in our state by assembling camera puzzles.

2. Distribute a puzzle piece to each student in class.

3. Instruct students to find their matching puzzle piece and be prepared to share their fact about tourism in Arkansas.

4. Allow time for each to read or summarize and share.

5. Tell students that since we have learned how important tourism is and the great number of consumers who enter our state annually, you have decided to begin your own Arkansas gift shop. The initial plan is to start off small by selling I ARKANSAS bumper stickers.

6. Funds are limited and you are working on a tight budget. You know human resources are essential, so you’ve hired all the students in class to work for you. In addition, you’ve invested in a lettering program and fine quality paper.

7. Share with students that their task is to produce quality hearts for the bumper sticker. (Hold up model.) The heart MUST meet the dimensions and quality of the one on the bumper sticker to be sold in the marketplace. Consumers want quality products.

8. To ensure quality, you have also hired a Quality Control Inspector. (Select one student whose job will be to judge all hearts against the standard on the bumper sticker and only accept those of quality.)

9. Ask all students to stand. Remind them that funds were limited. You could not invest in tables or chairs.

10. Tell them in this first round of production, they have the following resources: red paper and their skill set.

11. Allow a 2 minute round of production. Students are to produce as many quality hearts as they can before time is called.

12. Display visual. Ask the Quality Control Inspector to inspect the hearts and tell you how many hearts will be used on future bumper stickers. (Few, if any, will be accepted.)

13. Tell the workers that changes are going to have to be made because with limited products in the marketplace, sales, expenses and profit margin will not allow the business to stay in operation.

14. Challenge students to identify ways to increase productivity. (Many responses will be given. Consider them all.)

15. Tell students that after weighing the costs and benefits, you have decided to invest in scissors, tables and chairs. Allow all students to sit.

16. Repeat the procedure. Record the number of quality hearts in this round on the visual. What might have contributed to the increase in quality hearts? (capital resources and practice.)

17. Define capital resources as the goods produced and used to make other goods. They are the tools used in the production process. In today’s lesson, the scissors, tables, and chairs are capital resources.

18. Define human capital as “the knowledge and skills that people obtain through education, experience and training.” The fact that they had an opportunity to practice producing the heart in round 1 increased their productivity in round 2.)

19. Tell students that because they have practice, they have invested in their human capital and have become more productive.

20. If there were able to request any additional capital resource(s), what would they like? (Most will suggest a template and or pencil.)

21. Introduce the template and pencil. Repeat the productivity round. Record results.

22. Explain to students that entrepreneurs have to weigh the costs and benefits of decisions because investment in capital resources often comes at a big expense to the risk taker. Ask them to discuss if they think the benefits outweigh the costs or the costs outweigh the benefits.

Optional: This would also be a great time to introduce division of labor and its benefit to productivity.

Heart template:





Visual

|  |  |  |
| --- | --- | --- |
| **ROUND** | **# OF QUALITY HEARTS PRODUCED** | **PRODUCTIVITY**(Divide # of quality hearts by # of workers) |
| Standing |  |  |
| Sitting at tables with scissors |  |  |
| Sitting at tables with scissors, pencils, and templates |  |  |