

Economics: productive resources, natural resources, human resources, capital resources, saving, entrepreneur

Language Arts: recall, writing sentences, story setting

Synopsis: Despite numerous problems and delays, Uncle Jed, a black barber in the segregated South, eventually saves enough money to fulfill his dream of owning his own barbershop.

Materials: For each student: **Reach Your Goal!** worksheet, drawing paper, crayons

- Procedure:**
- Pre-reading
1. Discuss:
 - a. How many of you have wanted to buy something but had to save your money before you had enough to buy it?
 - b. How many of you were successful and saved enough money to buy what you wanted? (*Point out that they set a goal to save a specified amount of money and achieved a goal.*)
 - c. How many of you didn't achieve your goal? Why not?
- Reading
2. Read the book, *Uncle Jed's Barbershop*, to the class. Instruct students to listen for the things Uncle Jed needed to do to achieve his goal and the problems he faced along the way.
- Post Reading
3. Ask students for examples of things Uncle Jed needed to open his barbershop. (*land, building, barber chairs, scissors, clippers, cutting stations, lights, sinks, red-and-white barber pole, barbers*)
 4. Distribute drawing paper and crayons. Instruct students to draw pictures of things Uncle Jed needed to open his barbershop. (*If students draw pictures of money, ask students how Uncle Jed would use money to cut hair. What would Uncle Jed need to buy with the money in order to cut hair? Explain that producers use productive resources, not money, to produce goods and services.*)
 5. Arrange student drawing in a bulletin board display.
 6. Explain that the things Uncle Jed needed to open his barbershop are called productive resources. **Productive resources** are the things needed to make a good or provide a service.

7. Explain there are three types of productive resources: natural resources, capital resources, and human resources.
8. Define **natural resources** as the things that are found in and on the earth. Ask students for an example of a natural resource needed to open the barbershop. (*land*)
9. Define **capital resources** as tools, equipment and buildings used to help produce things. Capital resources are used over and over again without being used up. Ask for examples of capital resources needed to open the barbershop. (*scissors, clippers, barber chairs, cutting stations, sinks, lights, red-and-white barber pole*)
10. Define **human resources** as the people who work. Ask for examples of human resources needed to open the barbershop. (*Uncle Jed, other barbers*)
11. Explain that a special type of human resource is the entrepreneur. An **entrepreneur** has an idea for a businesses or a product and takes the risk to start a business. An entrepreneur must set goals and make a plan. Ask students who the entrepreneur was in the story. (*Uncle Jed*)
12. If students did not draw a picture of at least one of each type of productive resource, ask someone to draw one for the bulletin board display.
13. Discuss:
 - a. What did Uncle Jed need to do to achieve his goal?
(*continue working as a traveling barber, save some of his income*)
 - b. What problems kept Uncle Jed from reaching his goal?
(*Sarah's illness and operation, the bank failure, the Great Depression*)
 - c. How did living in the South in the 1920s and 1930s make it hard for Uncle Jed to reach his dream until he was 79 years old? (*The South was segregated. Most blacks were poor and were sharecroppers who earned little income. During the Great Depression, people had low incomes. Many people paid Uncle Jed with meals, produce, and services instead of money.*)
14. Distribute copies of **Reach Your Goal!** worksheet. Review the story by having students fill in Uncle Jed's goal, his plan

for achieving his goal, the problems he faced, and his accomplishments in the boxes under Uncle Jed.

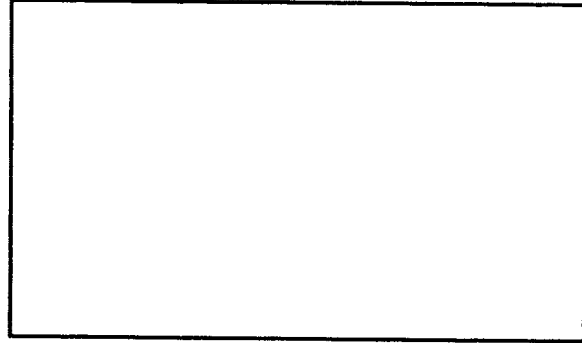
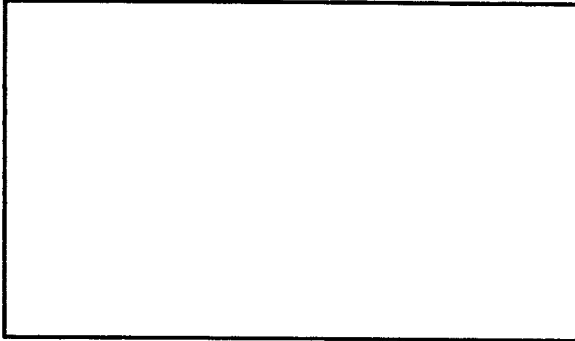
15. Tell students to select a goal they would like to work on during the next week and write it in the box in the right-hand column under their name. Instruct them to fill in the plan box by listing at least three things they will need to do for the next week to achieve their goal. At the end of the week, instruct students to write about any problems they had achieving their goal and record what they accomplished.
16. Discuss with the students how working on achieving their goals was similar to and/or different from what Uncle Jed did.

Reach Your Goal!

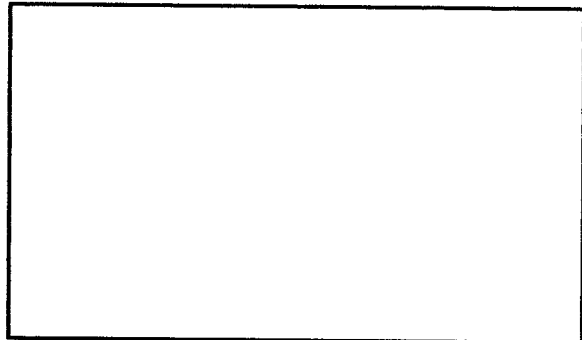
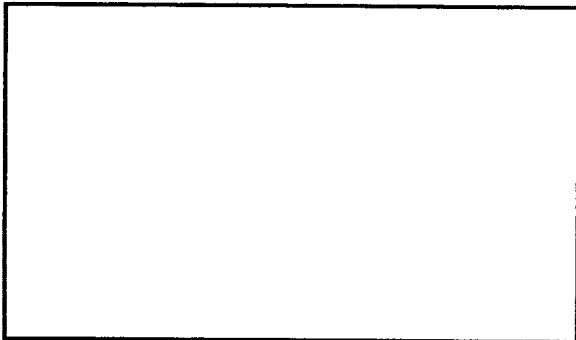
Uncle Jed

_____ (name)

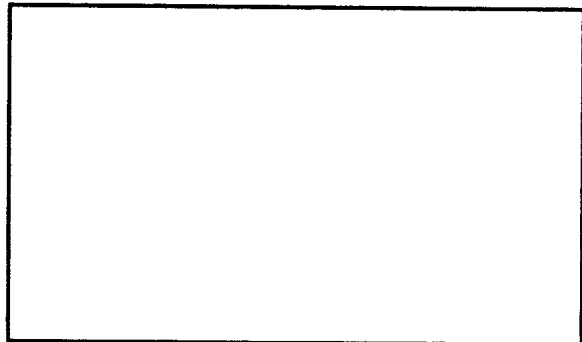
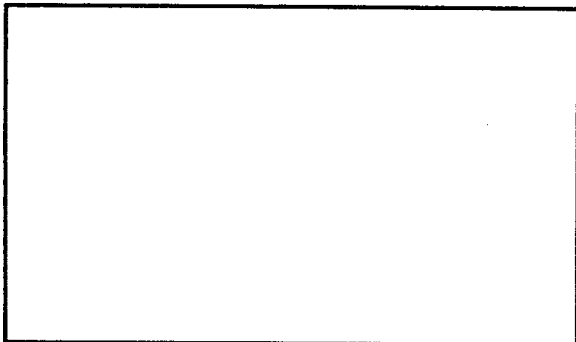
Goal



Plan



Problems



Accomplishments

