The Journey That Saved Curious George
Grade 3/4
Janet M. Williams
EXPO Elementary School
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Introduction

EXPO Elementary School is a pre-K through Grade 6, multi-age, full inclusion magnet school based on Howard Garner's Multiple Intelligences. It is one of Saint Paul Public School's sixty-nine schools, the second largest school district in Minnesota. Our student populations are diverse. My class contains both third and fourth grade students. The students are 26% African American, 19% Latino/Hispanic, 7% Asian American, 48% White/Caucasian. I have three special needs students who receive special education support. Their reading levels range from pre-primer/grade 1 to high school.

I selected the book, The Journey That Saved Curious George, The True Wartime Escape of Margret and H. A. Rey by Louise Borden because it is a book that I have used before as a read aloud in our thematic study of World War II and the Holocaust. The theme also includes an author's study of the work of Margret and H. A. Rey. The children love Curious George and are amazed to learn about the many other books that Margret and Hans wrote.

This will be the second time I have used this book to teach. I have talked about how the Reys protected their art and manuscripts as they fled France. This included a discussion about how we would not have our favorite Curious George books had they not gotten out of Europe safely. I have never talked about how the Reys used those resources for income and expenditures nor how in the first section, Margret and H. A. Rey developed their human capital to become artists and authors.

Lesson Description: Students listen to a read aloud of The Journey That Saved Curious George, The True Wartime Escape of Margret and H.A. Rey by Louise Borden, a section at a time, stopping to discuss the economic concepts of human capital, income, expenditures, goods and services as the Reys escape the Nazi occupation of Paris. Students draw pictures of how the Reys improve their human capital, make T-charts of income and expenditures while identifying goods and services and play Jeopardy to review key concepts.

Minnesota State Economics Standards

0.2.3.5.1 Distinguish between goods (objects that can be seen or touched) and services (actions or activities).

3.2.2.2.1 Describe income as money earned from selling resources and expenditures as the money used to buy goods and services.

3.2.3.5.2 Recognize that consumers have two roles – as sellers of resources and buyers of goods and services; recognize that producers have two roles – as sellers of goods and services and buyers of resources.
6.2.2.2.1 Explain the role that the development of human capital plays in determining one's income.

Economic Concepts:
1. People consume goods and services to satisfy their needs and wants.
2. People trade their resources for income, which they then use to buy goods and services.
3. People use their human capital and invest in their human capital to earn income.

Objectives:
Students will be able to:
1. Define expenditures, goods, human capital, income, investment in human capital, and services.
2. Identify ways people invest in their human capital.
3. Explain how people trade their resources for income which they then use to buy goods and services.
4. Identify goods and services and be able to explain why a good is a good and a service is a service.

Vocabulary:
- Expenditures
- Goods
- Human capital
- Income
- Investment in human capital
- Services

Time Required:
Pre-test – One 15-minute lesson
Human Capital – One 45-minute lesson
Income/Expenditures, Goods/Services – Three 45-minute lessons
Jeopardy – One 45-minute lesson
Post-test-One 15-minute lesson

Materials Required and Lesson Prep:
2. Pre and Post Test - Two copies of Student Handout 1 for each student in the class.
3. Lesson One - Chart paper – Prepare a T-Chart for Lesson One. Label the top of the chart “Margret and Hans Rey” Label one side of the T with “Human Capital” and the other side with “Investment in Human Capital.”
4. **Lesson One** - One copy of Student Handout 2 for each student or fold an 8 ½" by 11" piece of paper into four equal parts. Put name and date on the top. Label it “Investment in Human Capital.”

5. **Lesson Two, and Three** - Chart paper – Prepare a T-Chart for Lesson Two and Three. Label the top of the chart “Monthly Expenses.” Label one side of the T with “Income” and the other side with “Expenditures.”

6. **Lesson Three and Four** – Two copies of Student Handout 3 for each student or fold an 8 ½ by 11" piece of paper in half. Put name and date on the top. Label one column “Income” and the other column “Expenditures."

7. **Review** – Jeopardy – Use a pocket chart, a bell or buzzer, 3 X 5 cards and mailing labels (Avery standard, 5160) to make a game that is played like the TV game, Jeopardy. Use the attached label document to print the labels for the game. Attach them to 3 X 5 cards. Use a pocket chart to hold the game.

**Procedure:**

**Pre-test** – (15 minutes) Administer the pre-test before Lesson One. (Handout 1)

**Lesson One** – (45 minutes) Human Capital/Investment in Human Capital - Pages 4-15

1. Tell students that they are going to read *The Journey That Saved Curious George, The True Wartime Escape of Margret and H. A. Rey*, a book by Louise Borden. It is a book about how the authors of Curious George, Margret and H. A. Rey, escaped from Paris, France as the Nazis were invading. In the process, the Reys carefully protected their manuscripts to sell so that they would have an income or money for their journey.

2. As we read this story, we will focus on some important economic terms before we read each section. These terms are important to uncovering how Hans and Margret paid for their miraculous escape. In this first lesson, we will discuss human capital and how Hans and Margret made investments in their human capital. (Point to these two terms, human capital and investment in human capital, on the prepared chart paper as you define them.) Human capital refers to the combination of a person's education, knowledge, experience, health, habits, training and talent. A person who has acquired more human capital will be able to produce more. My human capital is a teacher. What combination of things did I need to become a teacher? (A college degree, student teaching, a mentor, knowledge of computers, curriculum, verbal skills to explain things, or any other answer that makes sense.) People make investments in their human capital by improving themselves in thousands of ways, but most of the ways involve study, practice and self-discipline. I am taking a class on economics to improve my human capital. How would this class on economics improve my human capital? (You would be able to teach economics to us.)
3. Margret and Hans are the authors and illustrators of the Curious George books. What human capital will Margret and Hans need to be successful authors/illustrators? (Use the prepared T-Chart to record student responses under “Human Capital.”) (If students have trouble generating ideas for the chart, have them think about what it takes for them to be authors and illustrators.)


5. Then read “Childhoods in Germany” pages 6 & 7. What human capital does Hans have to become an author and/or illustrator? (Record the following information on the T-Chart: Loves boats, the river and the sea. Studies animals at the zoo. Went to the circus. Loved to draw and paint.) How did Hans invest in his human capital? (Record the following information on the T-Chart: Practiced painting. Studied Latin, Greek, French and English.)

6. Read pages 8 & 9. What human capital does Margret have to become an author and/or illustrator? (Record the following information on the T-Chart: Read a lot of books. Liked to draw and wanted to become an artist.) How did Margret invest in her human capital? (Record the following information on the T-Chart: Studied art and photography at Bauhaus, a famous school in Germany.)

7. Read pages 10 & 11. How did Hans continue to invest in his human capital? (Record the following information on the T-Chart: Continued drawing pictures. Studied the stars and constellations. Made posters for a local circus. Went to college.)

8. Read pages 12 & 13, “Teaming Up in Brazil.” How did Hans invest in his human capital? (Record the following information on the T-Chart: Studied monkeys and made drawings of them. He learned to speak Portuguese.)

9. Read pages 14 & 15. How did Hans and Margret invest in their human capital? (Record the following information on the T-Chart: Margret worked as a photographer. They wrote and drew together. They studied their two marmosets.)

10. Closure: What is human capital? (Human capital refers to the combination of a person’s education, knowledge, experience, health, habits, training and talent.) What human capital did Margret and Hans have? (Margret loved books. Hans was very curious and was good with languages. They both were interested in animals. They both loved to draw.) How can you invest in your human capital? (Through education, training and practice.) How did the Reys invest in their human capital? (Both practiced drawing, studied in school, and observed the world around them.)
11. Finish the lesson by reading "A Hotel in Paris," pages 16 – 21. As you are reading, have the students make four sketches or write about four incidences of how Margret and Hans continued to invest in their human capital. "Think, Pair, Share." Have students share their drawings with a partner. Then have two partners share together. Collect to check for understanding.

**Lesson Two – (45 minutes) Income/Expenditures Part 1 – Pages 22 – 35**

1. (Hang up the T-chart from Lesson One.) Tell students that they are going to continue the story of Margret and H. A. Rey in the book, *The Journey That Saved Curious George, The True Wartime Escape of Margret and H. A. Rey*, a book by Louise Borden. What human capital did Margret and Hans have? (Margret loved books. Hans was very curious and was good with languages. They both were interested in animals. They both loved to draw.) How did they invest or improve their human capital? (Both practiced drawing, studied in school, and observed the world around them.)

2. Today we will focus on income and expenditures. **Income** is the money earned by families for selling or renting their resources. What did the Reys sell to earn income? (Photos, posters, maps, paintings, children's books) **Expenditures** are the money used to buy goods and services. What expenditures might a family such as Margret and Hans have? (The cost of a house, food, clothing, entertainment or any other answer that makes sense.)

3. Let's review **goods** and **services.** What is a good? (An object you can touch that satisfies a want.) Can you give me an example of a good in our classroom? (A book, the table, a chair, the computer, paper, pencil, pencil sharpener or any other object that makes sense.) What is a service? (Activities performed by people, firms, or government agencies to satisfy a want.) Can you give me an example of a service in our school? (A teacher teaching, the principal supervising the lunchroom, the cooks serving lunch, the custodian cleaning our building, the librarian checking out library books or any other answer that makes sense.)

4. (Hang up the T-Chart for Lesson 2, "Monthly Expenses.") Hans carefully recorded each day the places he and Margret visited, their living expenses and notes about his work. Like Hans, we are going to keep track of the income and expenditures of the Reys. We will record the resources Hans and Margret sold for income in the income column. In the expenditures column, we will record the goods and services purchased by Margret and Hans. At the end of our lesson, we will determine which expenditures were made for goods and which were made services.

6. Read pages 24 to 27, "War Begins." Record sources of income and expenditures. (Income – pictures of Fifi, Whiteblack. Expenditures – train ride, rent at the Chateau Feuga, postage to mail letters, paper, watercolors.)


9. Read pages 34 to 35, "The Terrible Week." Record sources of income and expenditures. (Expenditures – two newspapers, eating in the café, train tickets home.)

10. Closure – Let's look at the chart we made today. What is income? (The money earned by families for selling or renting their resources.) How did Hans and Margret earn income? (By selling their art and manuscripts to publishers.) What are expenditures? (The money used to buy goods and services.) What expenditures did the Rey's have? (Train ride, rent at the Chateau Feuga, stamps to mail letters, paper, watercolors, eating in a café, photographs, calendar, paint, rent for the Terass Hotel, train ride, Hotel D'Angleterre, stamps, paper, food, two newspapers, eating in the café, train tickets home.) What is a good? (An object you can touch that satisfies a want.) What is service? (Activities performed by people, firms, or government agencies to satisfy a want.)

11. We'll finish today by writing a "G" by the goods and an "S" by the services. Let's read the first entry on our chart. (Train Ride) Raise your hand and tell me whether the train ride is a good or a service. (Service) How do you know? (Because it is an activity provided to me by someone that gives me transportation.) (Proceed through the list labeling goods and services. You could do an all student response with thumbs up for goods and thumbs down for services. Pairs could decide why something is a good or a service. Ask learners to explain why something is a good or a service.)

**Lesson Three** – (45 minutes) Income/Expenditures Part 2 – Pages 38 - 55

1. (Hang up the T-chart from Lesson Two and the new one for Lesson Three.) Tell students that they are going to continue the story of Margret and H. A. Rey in the book, *The Journey That Saved Curious George, The True Wartime Escape of Margret and H. A. Rey*, a book by Louise Borden. What human capital did Margret and Hans have? (Margret loved books. Hans was very
curious and was good with languages. They both were interested in animals. They both loved to draw.) How did they invest or improve their human capital? (Both practiced drawing, studied in school, and observed the world around them.)

2. Today we will continue to focus on income and expenditures. **Income** is the money earned by families for selling or renting their resources. What did the Rey’s sell to earn income? (Photos, posters, maps, paintings, children’s books) **Expenditures** are the money used to buy goods and services. What expenditures might a family such as Margret and Hans have? (The cost of a house, food, clothing, entertainment or any other answer that makes sense.)

3. Let’s review **goods** and **services**. What is a good? (An object you can touch that satisfies a want.) Can you give me an example of a good that the Rey’s used? (Paper, watercolors, paint, pencils, envelops, food, clothing, calendar, stamps, and newspapers.) What is a service? (Activities performed by people, firms, or government agencies to satisfy a want.) What services did the Rey’s use? (Train rides, mail delivery, developing photographs, use of a hotel room or apartment.)

4. (Pass out Handout 3, “Monthly Expenses.”) As you know, Hans carefully recorded each day the places he and Margret visited, their living expenses and notes about his work. Like Hans, we are going to keep track of the income and expenditures as the Rey’s prepare to leave France. As I read, I want you to record the income and expenditures on your paper (Handout 3). Then we’ll add them to the class chart after I read each section.

5. Read pages 38 to 43, “Paris in Wartime” and “Plans to Flee.” (Have students record the examples of income and expenditures on their sheets as you read. Then record sources of income and expenditures on the class chart.) (Income – no new money earned. Used savings account to finance expenditures. Expenditures – rent for the Terrass apartment, a visa stamped at the consulates, insurance, taxi ride, tailor to sew their clothes, passports, a visa, identity cards, baggage, umbrella) Let’s put a “G” by the goods (passports, a visa, identity cards, baggage and an umbrella) and an “S” by the services (rent for the Terrass apartment, a visa stamped at the consulates, insurance, taxi ride, tailor to sew their clothes).

6. Read pages 44 to 45, “A Bicycle Maker.” Have students record the examples of income and expenditures on their sheets as you read. Then record sources of income and expenditures on the class chart. (Income – No new income. Expenditures – spare parts for two bikes, four large baskets). Let’s put a “G” by the goods (spare parts for two bikes, four large baskets) and an “S” by the services (no services).
7. Read pages 46 to 49, “Pedaling South.” Have students record the examples of income and expenditures on their sheets as you read. Then record sources of income and expenditures on the class chart. (No income and expenditures in this section.) What goods did they Rey’s need for their journey south? (Bikes, clothes, winter coats, bread, cheese, meat, water, an umbrella, a pipe, their manuscripts and art) Why didn’t they buy anything? (They were refugees on the road. There were no stores to buy anything.)

8. Read pages 50 to 55, “Help Along the Way.” Have students record the examples of income and expenditures on their sheets as you read. Then record sources of income and expenditures on the class chart. (No income or expenditures in this section. The people that helped Margret and Hans did so without charging them.) What services did the farmers along the way provide to the Rey’s? (A room to sleep in, a barn to sleep in) What goods did the farmers share with Margret and Hans? (Milk) What service did the Rey’s use when they got to Orleans? (A train ride to freedom.)

9. Closure – Let’s take a look at the chart we made today. What do you notice about the income and the expenditures? (There are lots of expenditures because the Rey’s purchased a lot of things to leave Paris. They had no income except for the money they took out of the bank. They probably do not have much money left.) How are the Rey’s going to make some income? (They could sell some art or try to get a job. Maybe they could borrow some money.) Tomorrow we will finish the book and on the last day, we will play Jeopardy to review what we have learned.

Lesson Four – (45 minutes) Income/Expenditures and Review – pages 56 – 71

1. (Hang up the T-chart from Lesson Two and Lesson Three.) We are going to finish the story of Margret and H. A. Rey in the book, The Journey That Saved Curious George, The True Wartime Escape of Margret and H. A. Rey and our work with income and expenditures. (Review the key concepts of human capital, investment in human capital, income, expenditures, goods and services if you think your class needs it. Pass out Handout 3, Monthly Expenses.) You will fill out your own “Monthly Expenses” today as I read aloud to you. Remember to record all of the income and expenditures as you hear them. Do your best to get them all. Put a “G” by the goods and an “S” by the services.

3. Read pages 60 to 61, “Across Spain.” Have students record the examples of income and expenditures on their sheets as you read. Remember to put a “G” by the goods and an “S” by the services. (Income – none. Expenditures – bribing the customs officials - S) Review answers.

4. Read pages 62 to 63, “Waiting in Lisbon.” Have students record the examples of income and expenditures on their sheets as you read. Remember to put a “G” by the goods and an “S” by the services. (Income – Money was wired to their bank in Lisbon. Expenditures – hotel room – S, phone calls – S, telegram – S, pajamas – G, paper – G, paints - G) Review answers.

5. Read pages 64 to 65, “An Ocean Voyage.” Have students record the examples of income and expenditures on their sheets as you read. Remember to put a “G” by the goods and an “S” by the services. (Income – none. Expenditures – ocean cruise on the Angola - S) Review answers.

6. Read pages 66 to 67, “An Ocean Voyage.” Have students record the examples of income and expenditures on their sheets as you read. Remember to put a “G” by the goods and an “S” by the services. (Income – none. Expenditures – lodging – S, ocean cruise - S) Review answers. This is the last recording that needs to be done. Collect the sheets to check for understanding.

7. Closure - Read pages 68 to 71, “A New Home” and “After the Escape.” Let’s review all that we have learned. What is human capital? (The combination of a person’s education, knowledge, experience, health, habits, training and talent.) What human capital did Margret and Hans have to become authors and illustrators? (Margret loved books. Hans was very curious and was good with languages. They both were interested in animals. They both loved to draw.) Who can define investment in human capital? (The ability of people to improve themselves through work, practice, study and self-discipline.) How did Margret and Hans invest in their human capital? (Both practiced drawing, studied in school, and observed the world around them.) What is income? (Money earned from selling or renting resources. May include salaries, wages, interest or dividends.) How did the Reys make money? (They sold photos, posters, maps, paintings, and children’s books.) What are expenditures? (The money used to buy goods and services.) What are some of the examples of the goods and services the Rey’s purchased? (Any answer from the charts or their work.) How can you tell a good from a service because they both satisfy an economic want? (A good is an object you can touch that satisfies a want. A service is an activity performed by a person that satisfies a want.) Tomorrow is Jeopardy.
Review – Jeopardy (45 minutes)

1. Prepare the game by putting the 3 X 5 cards in a pocket chart. Set up the cards like a Jeopardy board. This is what I used but a pocket chart works equally as well.

2. Divide the class into two teams. Put the buzzer or bell on a table.

3. Explain the rules of Jeopardy if your class has not played before and then give them some practice rounds if needed. You will need 2 teams, 2 scorekeepers, one for each team and a timekeeper with a clock with a second hand. These are the rules I used.

   a. Rock/Paper/Scissors to see which team chooses the category first.
   b. The winning team chose the category (Definitions, Human Capital or Investment in Human Capital, Goods or Services, Income or Expenditures) and the level of the question (100, 200, etc.). I let them skip around if they wanted to. Some teachers prefer if you start with the lowest value first and work your way up.
   c. Then I chose students from each team to come up to the bell. They had to put their hands behind their backs. The first person to hit the bell after I read the answer (Example: Objects that people can touch that satisfy an economic want.) had 30 seconds and could consult with
their team to reply in the form of a question (Example: What are goods?).

d. If they answered correctly, their scorekeeper recorded the score. If they did not answer correctly, the other team had a chance to "steal" the points with a correct answer.

e. The timekeeper kept us all on time. The scorekeepers added the scores as we went along.

f. When that question was done, another student from each team came up to the front of the room and process started again. The team that won the last points chose the next category and level of question.

g. The team with the highest total score wins the game.

Post-test – (15 minutes) Administer the post-test after Jeopardy. (Handout 1)

Glossary:
Expenditures – The money used to buy goods and services.

Goods – Physical objects that people can hold and touch that satisfy economic wants.

Human capital – The combination of a person’s education, knowledge, experience, health, habits, training and talent. A person who has acquired more human capital will be able to produce more.

Income – Money earned from selling or renting resources. May include salaries, wages, interest or dividends.

Investment in human capital – The ability of people to improve themselves through work, practice, study and self-discipline.

Services – Activities performed by people, firms, or government agencies to satisfy economic wants.
The Journey That Saved Curious George
Pre and Post Test
Student Handout 1

Write the letter of the definition next to the economic concept.

<table>
<thead>
<tr>
<th>Economic Concept</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ______ expenditures</td>
<td>A. Activities performed by people, firms, or government agencies to satisfy economic wants.</td>
</tr>
<tr>
<td>2. ______ goods</td>
<td>B. The ability of people to improve themselves through work, practice, study and self-discipline.</td>
</tr>
<tr>
<td>3. ______ human capital</td>
<td>C. The money used to buy goods and services.</td>
</tr>
<tr>
<td>4. ______ income</td>
<td>D. The combination of a person’s education, knowledge, experience, health, habits, training and talent.</td>
</tr>
<tr>
<td>5. ______ investment in human capital</td>
<td>E. Objects you can touch that satisfy economic wants.</td>
</tr>
<tr>
<td>6. ______ services</td>
<td>F. Money earned from selling or renting resources. May include salaries, wages, interest or dividends.</td>
</tr>
</tbody>
</table>
List 3 ways people invest in their human capital.

7. ____________________________________________
8. ____________________________________________
9. ____________________________________________

You would like to go to the movie. It costs $6 for the ticket and $5 for popcorn and pop. List three ways you could earn $11 for the movie and treats.

10. ____________________________________________
11. ____________________________________________
12. ____________________________________________

Good or Service?

13. Is going to the movie a good or a service? _______________________
14. Is the popcorn a good or a service? _____________________________
15. Is the pop a good or a service? _________________________________
The Journey That Saved Curious George
Pre and Post Test
Student Handout 1

Write the letter of the definition next to the economic concept.

<table>
<thead>
<tr>
<th>Economic Concept</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___C____expenditures</td>
<td>A. Activities performed by people, firms, or government agencies to satisfy economic wants.</td>
</tr>
<tr>
<td>2. <em><strong>E</strong></em>_ goods</td>
<td>B. The ability of people to improve themselves through work, practice, study and self-discipline.</td>
</tr>
<tr>
<td>3. <em><strong>D</strong></em>_ human capital</td>
<td>C. The money used to buy goods and services.</td>
</tr>
<tr>
<td>4. <em><strong>F</strong></em>_ income</td>
<td>D. The combination of a person’s education, knowledge, experience, health, habits, training and talent.</td>
</tr>
<tr>
<td>5. <em><strong>B</strong></em>_ investment in human capital</td>
<td>E. Objects you can touch that satisfy economic wants.</td>
</tr>
<tr>
<td>6. <em><strong>A</strong></em>_ services</td>
<td>F. Money earned from selling or renting resources. May include salaries, wages, interest or dividends.</td>
</tr>
</tbody>
</table>
List 3 ways people invest in their human capital. (Sample answers.)

7. Go to school to get more education.


9. Learn a new skill.

You would like to go to the movie. It costs $6 for the ticket and $5 for popcorn and pop. List three ways you could earn $11 for the movie and treats. (Sample answers.)


11. Clean my room.

12. Mow the lawn.

Good or Service?

13. Is going to the movie a good or a service? service

14. Is the popcorn a good or a service? good

15. Is the pop a good or a service? good
Sketch or write about four ways that Margret and Hans continued to invest in their human capital.
The Journey That Saved Curious George

Income/Expenditures – Escape from Paris
Student Handout 3

List all the ways that Margret and Hans earned income when they escaped from Paris. Then make a list of all their expenditures as they fled to safety. Finally, put a "G" by all the goods and an "S" by all the services.

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<thead>
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<th>Income</th>
<th>Expenditures</th>
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## Examples of Charts Used in My Lesson

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Reflection

The class was excited to read the book, *The Journey That Saved Curious George, The True Wartime Escape of Margret and H. A. Rey* by Louise Borden because it was a part of our study of World War II. I administered the pre-test on the first day, right before we started the first lesson. I explained to my class that I needed to know what they knew about these concepts before I started the unit. This test was stressful to them. Most pre-tests for this group produce stress. In the pre-test, the class average was 7.6 out of 15 questions correct or 51%. The lowest score was 7% and the highest was 80% so the range was 73%. Here is a copy of the grade book showing all the score. We had a lot to learn.

Pretest

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<th>Percent</th>
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<tr>
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<td>20%</td>
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Lesson One – (45 minutes) Human Capital/Investment in Human Capital - Pages 4-15

I taught the first lesson as written. I had the class in front of me as I often do during read aloud. I wrote the definition of human capital and investment in human capital on the vocabulary chart. The lesson went well and the learners were engaged. The “Think, Pair, Share” helped some generate ideas for their work. All but two students were able to come up with four ways Margret and Hans invested in their human capital. Those two students each recorded 2 ways. I would not change anything about this lesson.

Lesson Two – (45 minutes) Income/Expenditures Part 1 – Pages 22 – 35

Lesson Two was taught on the following day. I taught the lesson as it is currently written except we circled the goods only on that day. That generated a lot of discussion on how to define a good. It did nothing for services. I rewrote the lesson to
include putting a "G" by the goods and an "S" by the services along with defining why they were labeled.

The review of the previous lesson on human capital and investment in human capital was important for two reasons: to review the concepts as it pertained to Margret and Hans and then more powerful, how AVID is helping us to invest in our human capital.

**Lesson Three** – (45 minutes) Income/Expenditures Part 2 – Pages 38 – 55

**Lesson Four** – (45 minutes) Income/Expenditures and Review – pages 56 – 71

Lesson Three and Four were reinforcement for Lesson Two. In Lesson Two, the class did the work together on a chart with a lot of support. In Lesson Three, the work was done by both student and teacher where the students started taking control. In Lesson 4, the work was all student generated. This format is very successful to retain skills over time.

**Review – Jeopardy** – (45 minutes)

This was a wildly successful game with avid participation. Some students had difficulty generating a question but they knew the information. We played the game one more time about a week later.

I administered the post-test on the last day, right after Jeopardy. They were excited to see how much they had learned in the past week. It took them about 5 minutes to complete and many wanted me to correct it right away because they were confident in their knowledge. In the post-test, the class average was 13.1 out of 15 questions correct or 87%. The lowest score was 33% and it was an outlier. The next lowest score was 67% and the highest was 100%. Here is a copy of the grade book showing all the score. All students increased their pretest score. We learned the concepts.

**Post-test**

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**Definitions**

- **Income**: The money used to buy goods and services. What are expenditures?
- **Expenditures**: Objects that people can hold and touch that satisfy economic wants. What is goods?
- **Goods**: The ability of people to improve their lives through work, study, and self-discipline. What is investment in human capital?
- **Human Capital**: The combination of a person's education, knowledge, experience, health, and talent. What is human capital?
- **Human Capital or Investment in Human Capital**
- **Expenditures or Income**

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- **Human Capital or Investment in Human Capital**
- **Expenditures or Income**
As a child, Hans studied animals at the zoo. What is human capital?

Margret liked to draw and wanted to become an artist. What is human capital?

Hans went to University to learn to speak Latin, Greek, French and English. What is an investment in human capital?

Margret took photographs. What is an investment in human capital?

Hans learned languages easily. What is human capital?

Margret read a lot of books. What is human capital?

Hans liked to paint. What is human capital?

Margret studied art and photography at Bauhaus. What is an investment in human capital?

Margret and Hans made posters for the circus. What is an investment in human capital?

Paper What is a good?

Food What is a good?

Watercolors What is a good?

Winter coat What is a good?

Passport What is a good?

Train ride What is a service?

Waiter serving food What is a service?

A letter delivered What is a service?

A stamp on a visa What is a service?

A sent telegram What is a service?

Selling circus posters. What is income?

An advance on a book, The Adventures of Fifi. What is income?

Selling vacuums in Brazil. What is income?

Selling paintings. What is income?

Selling a songbook. What is income?

Lunch in a café What are expenditures?

Train tickets What are expenditures?

Rent at the Hotel Terrass What are expenditures?

Bicycle parts What are expenditures?

Calendar purchase What are expenditures?
Works Cited

