



# Diverse Economies

## A K-4 Social Studies and Economics Lesson

Developed by Allaire Diamond M.S., M.Ed. as part of the project **People, Plants & Gathering in Northern Maine**, a collaboration between the USDA Forest Service Northern Research Station and the University of Vermont, funded by the Northeastern States Research Cooperative. Principal project investigators: Dr. Marla Emery, USDA Forest Service, and Dr. Clare Ginger, University of Vermont.<sup>1</sup>

**Topics:** Barter, economics, livelihood

### Maine Learning Results Addressed:

#### Social Studies: Individual, Cultural, International, and Global Connections in Economics

Pre-K-2	3-5
<p><b>Students understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans.</b></p> <p>a. Identify examples of how individuals, families, and communities, including Maine Native Americans, are influenced by <i>economic factors</i>.</p> <p>b. Describe the work and contribution of various groups to the economics of the local community in the past and present.</p>	<p><b>Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.</b></p> <p>a. Describe economic similarities and differences within the community, Maine, and the United States.</p> <p>b. Identify <i>economic processes, economic institutions</i>, and economic influences related to Maine Native Americans and various cultures in the United States and the world.</p>

### Objectives:

- Recognize and identify examples of nonmonetary economic interactions from a story, from their own lives, and from people in northern Maine
- Record their own experiences of nonmonetary economic interactions
- Explain how nonmonetary interactions are important in their own and others' lives

**Background:** In this lesson, students will develop understanding of the multiple ways that people meet their life needs without using money. These many economic strategies are substantial

<sup>1</sup> Photo by Michelle Baumflek

contributors to individual and family livelihoods in many parts of the country, including northern Maine. Students learn to recognize nonmonetary interactions in the story “Jack and the Beanstalk” and then pick out examples in the story of Faye Hafford on the website **People, Plants & Gathering in Northern Maine**. They then keep a log of economic interactions that they or their family members are part of. Their final assessment is a summary of their logs and an explanation of how economic interactions with and without money are important in their own and others’ lives.

## Materials:

- Text of “Jack in the Beanstalk” (one version by Joseph Jacobs is at the end of this lesson). A recommended illustrated version can be found in [A First Book of Fairy Tales](#) by Mary Hoffman and Anne Millard, illustrated by Julie Downing (DK Children, 2006). Several versions of the story can be found here: <http://www.pitt.edu/~dash/type0328jack.html>.
- Text of Faye Hafford’s profile on **People, Plants & Gathering in Northern Maine**. Available at [http://nrs.fs.fed.us/sustaining\\_forests/conserve\\_enhance/special\\_products/maine\\_ntfp](http://nrs.fs.fed.us/sustaining_forests/conserve_enhance/special_products/maine_ntfp). Click on People and then Faye Hafford.
- Copies of student Economic Organizer
- Copies of student Economic Diary (double-sided)

**Time:** 40-80 minutes plus Economic Diary and summary – to be collected after 7 days

**Assessment:** Student Economic Diaries and summaries

## Activities:

1. **Story.** Read the story “Jack and the Beanstalk” to the class. Before beginning, ask them to listen for the ways that people use money, or other things in place of money, to get what they need or want. Several versions of the story can be found here: <http://www.pitt.edu/~dash/type0328jack.html>. Text of the Joseph Jacobs version is included at the end of this lesson.
  - a. **Story options.** Instead of reading the story, students could act it out. Here are two versions of “Readers Theater” scripts:
    - i. <http://www.timelessteacherstuff.com/readerstheater/JackBeanstalk.html>
    - ii. <http://www.grandviewlibrary.org/ReadersTheater/JackBeanstalk/JackBeantalk.pdf>
2. **Partner brainstorm: How people get what they need or want.** Ask students if anyone goes to the grocery store in this story. When they say no, instruct each student to work with a partner to list all of the things that Jack or other characters got in the story and how they got them. Once students finish brainstorming this list with their partner, have them share answers in a large group.

Students should note that characters in the story do the following:

- a. **trade goods for other goods:** Jack trading the cow for beans.
- b. **keep livestock or gardens** that supply them with food (and in the case of the hen, gold): Jack and his mother living off their cow, Jack and his mother living off the hen that lays the golden eggs, potentially eating the beans that grow on the beanstalk.
- c. **buy and sell things at a market:** Jack going to market to sell the cow, Jack and his mother going to market to buy things with their gold.

- d. Optional: Jack taking things from the giant (students will likely notice this so acknowledging it in context would be useful, with the point that stealing is against the law).
3. **Introduce the term “economic.”** Note that all of the strategies students listed above are **economic**. **Economic strategies** are actions people take to meet their life needs for food, shelter, clothing, etc. At this point, distribute the **Student Organizer** and fill in some types of economic strategies that were mentioned: *Buy, trade/ barter, gather, keep animals, grow, sell*. You may add more strategies later on.
4. **Discussion.** Lead the class in exploring some or all of these discussion questions:
  - a. Was Jack satisfied at first with what he got for the cow? Why or why not?
  - b. How did Jack’s mother feel about his trade at first?
  - c. How did Jack’s mother feel later about his decision to trade the cow for beans?
  - d. Do you think Jack made a good decision to trade the cow for the beans? Why or why not?
  - e. Was Jack successful because he was smart or because he was lucky?
  - f. Do you think Jack made a good decision to take the hen that laid the golden eggs from the giant’s house? Why or why not? Is it ever OK to take things from other people?
  - g. What else could Jack have done with the beanstalk/beans? (ex. harvest the beans to eat or sell) Do you think this would be a good use of the beanstalk/beans?
  - h. Is it possible to get some of the things you need to live without using money? Is it possible to get everything you need to live this way?
5. **Sharing.** Ask a representative from each group to share what his or her group talked about. You might want to write some answers on the board.
6. **Stories from northern Maine.** Note that Jack and the Beanstalk is a fairy tale, but people in the real world also have many different ways of getting what they need, without necessarily using money. Read the profile of Faye Hafford from the website **People, Plants & Gathering in Northern Maine** out loud (or have older students read it themselves). Afterwards, have them list the ways Faye and her family have gotten food: Gathering wild foods; growing it in gardens; preserving it to use later in the year; sharing food with neighbors and river travelers.
7. **Partner processing.** With a partner, have students share an experience they’ve had of getting something they needed without using money. What did they end up doing to get this item? (if you deem it necessary, explain that stealing does not count) Possible responses include: asking for the item for a birthday/Christmas/Hanukkah; trading something for it; making it; finding it; borrowing it; getting it from the library; use an alternate item that they already have.
8. **Writing prompt.** After 5 minutes or so of partner sharing, pass out paper and ask students to write about the experience they shared. Students who have not yet mastered writing could draw their experiences, or share orally.

9. Acknowledge that these kinds of economic strategies are often very important in the personal economic situations of many individuals and families, including many in northern Maine. If any new strategies came up in the sharing or writing, you can add them to the Economic Organizer worksheet.
10. **Economic diary assessment.** As an in-class assessment or for homework, students should keep a diary of their economic interactions (or those of family members) for one week. They can use the **Economic Diary** double-sided folded worksheet included in this lesson. They should write down the different ways they or their family members get what they need (ex. Buying at a store or market, buying from a neighbor, growing something or using their own livestock, trading, borrowing, finding, making do with a substitute). You may want to have students write in their diary each morning about the day before, or students can complete their diaries at home.
11. **Economic diary summary.** At the end of the week keeping their diary, students should write a paragraph summarizing their diaries and explaining how economic decisions are important to them and their families, as well as to people from northern Maine (see student assignment in this lesson).
12. **Optional extensions:**
  - a. Bring in some local newspapers, particularly the classified ads, and have students find examples of different kinds of economic strategies in the paper. Examples include bake sales, yard sales, or ads where people offer free items, advertise items they wish to sell, or describe items they want to buy. Students can also look at posters on bulletin boards in school or around town.
  - b. Use these directions from the Hudson Museum to make a bookmark out of brown ash or other natural materials:  
<http://www.umaine.edu/hudsonmuseum/Bookmark.html>
  - c. This organizer has some excellent ideas for using Jack and the Beanstalk as a way to teach measurement concepts:  
[http://www.uen.org/lessonplan/upload/10692-2-14419-center\\_ideas.pdf](http://www.uen.org/lessonplan/upload/10692-2-14419-center_ideas.pdf)

**Economic Organizer**

Name: \_\_\_\_\_

<b>Economic Strategy</b>	<b>Example from story</b>	<b>Example from your life</b>	<b>Examples from your week-long log</b>

## Economic Diary

In class, we are studying how people get what they need or want, by using different economic strategies.

For one week, keep a list or diary of the economic strategies you or your family members use.

Remember that **economic strategies** are actions people take to meet their life needs for food, shelter, clothing, etc. These include trading, buying, selling, growing, using livestock animals, or gathering in the wild. You don't need to include names or dates, just list the strategies that you observe. You may also include economic strategies you see being used in your town — look at newspaper ads or on bulletin boards.

Name: \_\_\_\_\_

Due: \_\_\_\_\_

*Fold on line*

Monday

Tuesday

Wednesday

Friday

Saturday

Sunday

# Jack and the Beanstalk

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## As recorded by Joseph Jacobs

- Source: Joseph Jacobs, *English Fairy Tales* (London: David Nutt, 1890), no. 13, pp. 59-67.
- Jacobs' source: "I tell this as it was told me in Australia, somewhere about the year 1860."
- Online source: <http://www.pitt.edu/~dash/type0328jack.html>

There was once upon a time a poor widow who had an only son named Jack, and a cow named Milky-White. And all they had to live on was the milk the cow gave every morning, which they carried to the market and sold. But one morning Milky-White gave no milk, and they didn't know what to do.

"What shall we do, what shall we do?" said the widow, wringing her hands.

"Cheer up, mother, I'll go and get work somewhere," said Jack.

"We've tried that before, and nobody would take you," said his mother. "We must sell Milky-White and with the money start a shop, or something."

"All right, mother," says Jack. "It's market day today, and I'll soon sell Milky-White, and then we'll see what we can do."

So he took the cow's halter in his hand, and off he started. He hadn't gone far when he met a funny-looking old man, who said to him, "Good morning, Jack."

"Good morning to you," said Jack, and wondered how he knew his name.

"Well, Jack, and where are you off to?" said the man.

"I'm going to market to sell our cow there."

"Oh, you look the proper sort of chap to sell cows," said the man. "I wonder if you know how many beans make five."

"Two in each hand and one in your mouth," says Jack, as sharp as a needle.

"Right you are," says the man, "and here they are, the very beans themselves," he went on, pulling out of his pocket a number of strange-looking beans. "As you are so sharp," says he, "I don't mind doing a swap with you -- your cow for these beans."

"Go along," says Jack. "Wouldn't you like it?"

"Ah! You don't know what these beans are," said the man. "If you plant them overnight, by morning they grow right up to the sky."

"Really?" said Jack. "You don't say so."

"Yes, that is so. And if it doesn't turn out to be true you can have your cow back."

"Right," says Jack, and hands him over Milky-White's halter and pockets the beans.

Back goes Jack home, and as he hadn't gone very far it wasn't dusk by the time he got to his door.

"Back already, Jack?" said his mother. "I see you haven't got Milky-White, so you've sold her. How much did you get for her?"

"You'll never guess, mother," says Jack.

"No, you don't say so. Good boy! Five pounds? Ten? Fifteen? No, it can't be twenty."

"I told you you couldn't guess. What do you say to these beans? They're magical. Plant them overnight and -- "

"What!" says Jack's mother. "Have you been such a fool, such a dolt, such an idiot, as to give away my Milky-White, the best milker in the parish, and prime beef to boot, for a set of paltry beans? Take that! Take that! Take that! And as for your precious beans here they go out of the window. And now off with you to bed. Not a sup shall you drink, and not a bit shall you swallow this very night."

So Jack went upstairs to his little room in the attic, and sad and sorry he was, to be sure, as much for his mother's sake as for the loss of his supper. At last he dropped off to sleep.

When he woke up, the room looked so funny. The sun was shining into part of it, and yet all the rest was quite dark and shady. So Jack jumped up and dressed himself and went to the window. And what do you think he saw? Why, the beans his mother had thrown out of the window into the garden had sprung up into a big beanstalk which went up and up and up till it reached the sky. So the man spoke truth after all.

The beanstalk grew up quite close past Jack's window, so all he had to do was to open it and give a jump onto the beanstalk which ran up just like a big ladder. So Jack climbed, and he climbed till at last he reached the sky. And when he got there he found a long broad road going as straight as a dart. So he walked along, and he walked along, and he walked along till he came to a great big tall house, and on the doorstep there was a great big tall woman.

"Good morning, mum," says Jack, quite polite-like. "Could you be so kind as to give me some breakfast?" For he hadn't had anything to eat, you know, the night before, and was as hungry as a hunter.

"It's breakfast you want, is it?" says the great big tall woman. "It's breakfast you'll be if you don't move off from here. My man is an ogre and there's nothing he likes better than boys broiled on toast. You'd better be moving on or he'll be coming."

"Oh! please, mum, do give me something to eat, mum. I've had nothing to eat since yesterday morning, really and truly, mum," says Jack. "I may as well be broiled as die of hunger."

Well, the ogre's wife was not half so bad after all. So she took Jack into the kitchen, and gave him a hunk of bread and cheese and a jug of milk. But Jack hadn't half finished these when thump! thump! thump! the whole house began to tremble with the noise of someone coming.

"Goodness gracious me! It's my old man," said the ogre's wife. "What on earth shall I do? Come along quick and jump in here." And she bundled Jack into the oven just as the ogre came in.

He was a big one, to be sure. At his belt he had three calves strung up by the heels, and he unhooked them and threw them down on the table and said, "Here, wife, broil me a couple of these for breakfast. Ah! what's this I smell?"

Fee-fi-fo-fum,  
I smell the blood of an Englishman,  
Be he alive, or be he dead,  
I'll have his bones to grind my bread."

"Nonsense, dear," said his wife. "You're dreaming. Or perhaps you smell the scraps of that little boy you liked so much for yesterday's dinner. Here, you go and have a wash and tidy up, and by the time you come back your breakfast'll be ready for you."

So off the ogre went, and Jack was just going to jump out of the oven and run away when the woman told him not. "Wait till he's asleep," says she; "he always has a doze after breakfast."

Well, the ogre had his breakfast, and after that he goes to a big chest and takes out a couple of bags of gold, and down he sits and counts till at last his head began to nod and he began to snore till the whole house shook again.

Then Jack crept out on tiptoe from his oven, and as he was passing the ogre, he took one of the bags of gold under his arm, and off he pelters till he came to the beanstalk, and then he threw down the bag of gold, which, of course, fell into his mother's garden, and then he climbed down and climbed down till at last he got home and told his mother and showed her the gold and said, "Well, mother, wasn't I right about the beans? They are really magical, you see."

So they lived on the bag of gold for some time, but at last they came to the end of it, and Jack made up his mind to try his luck once more at the top of the beanstalk. So one fine morning he rose up early, and got onto the beanstalk, and he climbed, and he climbed till at last he came out onto the road again and up to the great tall house he had been to before. There, sure enough, was the great tall woman a-standing on the doorstep.

"Good morning, mum," says Jack, as bold as brass, "could you be so good as to give me something to eat?"

"Go away, my boy," said the big tall woman, "or else my man will eat you up for breakfast. But aren't you the youngster who came here once before? Do you know, that very day my man missed one of his bags of gold."

"That's strange, mum," said Jack, "I dare say I could tell you something about that, but I'm so hungry I can't speak till I've had something to eat."

Well, the big tall woman was so curious that she took him in and gave him something to eat. But he had scarcely begun munching it as slowly as he could when thump! thump! they heard the giant's footstep, and his wife hid Jack away in the oven.

All happened as it did before. In came the ogre as he did before, said, "Fee-fi-fo-fum," and had his breakfast off three broiled oxen.

Then he said, "Wife, bring me the hen that lays the golden eggs." So she brought it, and the ogre said, "Lay," and it laid an egg all of gold. And then the ogre began to nod his head, and to snore till the house shook.

Then Jack crept out of the oven on tiptoe and caught hold of the golden hen, and was off before you could say "Jack Robinson." But this time the hen gave a cackle which woke the ogre, and just as Jack got out of the house he heard him calling, "Wife, wife, what have you done with my golden hen?"

And the wife said, "Why, my dear?"

But that was all Jack heard, for he rushed off to the beanstalk and climbed down like a house on fire. And when he got home he showed his mother the wonderful hen, and said "Lay" to it; and it laid a golden egg every time he said "Lay."

Well, Jack was not content, and it wasn't long before he determined to have another try at his luck up there at the top of the beanstalk. So one fine morning he rose up early and got to the beanstalk, and he climbed, and he climbed, and he climbed, and he climbed till he got to the top.

But this time he knew better than to go straight to the ogre's house. And when he got near it, he waited behind a bush till he saw the ogre's wife come out with a pail to get some water, and then he crept into the house and got into the copper. He hadn't been there long when he heard thump! thump! thump! as before, and in came the ogre and his wife.

"Fee-fi-fo-fum, I smell the blood of an Englishman," cried out the ogre. "I smell him, wife, I smell him."

"Do you, my dearie?" says the ogre's wife. "Then, if it's that little rogue that stole your gold and the hen that laid the golden eggs he's sure to have got into the oven." And they both rushed to the oven.

But Jack wasn't there, luckily, and the ogre's wife said, "There you are again with your fee-fi-fo-fum. Why, of course, it's the boy you caught last night that I've just broiled for your breakfast. How forgetful I am, and how careless you are not to know the difference between live and dead after all these years."

So the ogre sat down to the breakfast and ate it, but every now and then he would mutter, "Well, I could have sworn --" and he'd get up and search the larder and the cupboards and everything, only, luckily, he didn't think of the copper.

After breakfast was over, the ogre called out, "Wife, wife, bring me my golden harp."

So she brought it and put it on the table before him. Then he said, "Sing!" and the golden harp sang most beautifully. And it went on singing till the ogre fell asleep, and commenced to snore like thunder. Then Jack lifted up the copper lid very quietly and got down like a mouse and crept on hands and knees till he came to the table, when up he crawled, caught hold of the golden harp and dashed with it towards the door.

But the harp called out quite loud, "Master! Master!" and the ogre woke up just in time to see Jack running off with his harp.

Jack ran as fast as he could, and the ogre came rushing after, and would soon have caught him, only Jack had a start and dodged him a bit and knew where he was going. When he got to the beanstalk the ogre was not more than twenty yards away when suddenly he saw Jack disappear like, and when he came to the end of the road he saw Jack underneath climbing down for dear life. Well, the ogre didn't like trusting himself to such a ladder, and he stood and waited, so Jack got another start.

But just then the harp cried out, "Master! Master!" and the ogre swung himself down onto the beanstalk, which shook with his weight. Down climbs Jack, and after him climbed the ogre.

By this time Jack had climbed down and climbed down and climbed down till he was very nearly home. So he called out, "Mother! Mother! bring me an ax, bring me an ax." And his mother came rushing out with the ax in her hand, but when she came to the beanstalk she stood stock still with fright, for there she saw the ogre with his legs just through the clouds.

But Jack jumped down and got hold of the ax and gave a chop at the beanstalk which cut it half in two.

The ogre felt the beanstalk shake and quiver, so he stopped to see what was the matter. Then Jack gave another chop with the ax, and the beanstalk was cut in two and began to topple over. Then the ogre fell down and broke his crown, and the beanstalk came toppling after.

Then Jack showed his mother his golden harp, and what with showing that and selling the golden eggs, Jack and his mother became very rich, and he married a great princess, and they lived happy ever after.