

Uncle Jed's Barbershop by Margaree King Mitchell with illustrations by James Ransome. New York: Aladdin Paperbacks, 1993. ISBN 0-689-81913-7

Literature Annotation: Uncle Jed is an itinerant African American barber in the early 1900s. He has a dream to own his own barbershop one day. Over the years he faces decisions that delay the realization of his dream, but he does eventually save enough money to own his barbershop.

Grade Level: Grade 3

Duration: 1 lesson or 45 minutes

Economic Concepts: Scarcity and Economic decision-making; specialized work

Maryland State Curriculum

Economic Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.1.a Explain why people must make economic choices (Grade 3)

4.A.1.c Identify the opportunity cost of a choice or decision (Grade 3)

4.B.3 Describe how consumers acquire goods and services (Grade 3)

Common Core Standards for Reading Literary Text

RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Apply appropriate strategies before reading a text:
 - preview and survey the text
 - participate actively and appropriately in discussions about literary text.
 - apply appropriate strategies before reading a text
 - preview and survey the text

RL2 Recount stories from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Draw conclusions and make inferences about characters, referring to the text for support.
- Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships.

RL7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Objective: Students will...

- explain why people make economic choices
- identify the opportunity cost of a decision by describing the economic decisions that Uncle Jed made.

Vocabulary

opportunity cost: the foregone benefit of the next best alternative when an economic decision is made; If the class chooses to go to the library to on their computer skills instead of having recess, then the opportunity cost of the choice is having recess.

decision-making process: a process used to solve a problem in social studies including; identify a problem, explain the pros and cons of alternate choices, make a decision based on the choices available, and identify the opportunity cost of the choice made

Additional vocabulary: sharecropper segregation

Teacher Materials

- Transparency of Resource Sheet 2: *Decision-Making* (or a large decision-making tree or a chart)

Student Materials

For each small group of students

- A prepared envelope with a money earning situation glued on the outside and the 3 choices cut apart and placed inside the envelope, Resource Sheet 1 & 1a
- 1 copy of Resource Sheet 3: *Decision-Making*

For each student

- 1 copy of Resource Sheet 4: *Decision Time!*

Motivation

1. On a small slip of paper have students write down something that they dream of having or doing one day. It may be a job, a possession, a special trip, or something they want to accomplish in the future. Have students turn to a shoulder partner and share their dream.
2. Ask students to think about what they would need to realize that dream. How much money would they need to save? How would they earn that money? What would someone have to give up if they were saving their money?

Development

3. Have students look at the cover of the book, ***Uncle Jed's Barbershop*** by Margaree King Mitchell. Have students discuss the setting of this story (long ago because of the stove, radio, and clothing). Ask them if this is a barbershop and why the author might have selected the title ***Uncle Jed's Barbershop***.
4. Tell students that Uncle Jed had a dream, a dream to own a barbershop. Conduct a Read-Aloud to find out about Uncle Jed and his dream of a barbershop. Before reading the text, students may need to have the vocabulary words segregation and sharecropper explained.

5. After reading the book, discuss the situations where Uncle Jed had to make a choice. List these situations on a chart or the board. Have students discuss why Uncle Jed had to make a choice and discuss the decision that he made.
6. Introduce the vocabulary terms “opportunity cost” and “decision-making.” Explain to students that when someone has a situation that requires a choice it is called **decision-making**. Explain that each choice in the situation may have positive (good) and negative (undesirable) points. Display a transparency of Resource Sheet 2 (or a large decision-making tree or chart).
7. Have students choose one of the situations when Uncle Jed had to make a choice. Write that situation on top of the transparency. Have students identify the choices that Uncle Jed had and list those choices on the chart. (In the situation when the girl needed an operation, Uncle Jed could have kept his money or tried to get money from someone else or in the situation of the bank failing and causing Uncle Jed to lose his money, he had a choice to give up on his dream or to start saving again.)
8. Below each choice have students identify some of the positive and negative points of each. Have students circle the choice that Uncle Jed made and discuss why he made that choice.
9. Have students underline the choice he gave up and identify it as the **opportunity cost** (second best choice) of the decision.
10. Explain to students that they will be working to small groups to make a decision about spending or saving money. Tell students that each group will receive an envelope with a money earning situation on it. After reading the situation, they will take the three choices out of the envelope. As a group they must decide on two of the choices and place the third choice back in the envelope.
11. Place students in small groups of 3 or 4 and give each group an envelope. Have students read the situation, and then discuss the three choices in the envelope. Be sure students select two of the choices, and place the third choice back in the envelope.
12. Give each small group a copy of Resource Sheet 3: *Decision-Making*. Have the students write the two choices on their chart. Students should list at least two positive and negative points for each choice. Have students circle their choice and mark it with a #1, and then underline the opportunity choice of their decision and mark it with a #2.

Assessment

Give students a copy of Resource Sheet 4: *Decision Time!* Have students complete the chart and identify their first choice and the opportunity choice of their decision.

Envelope Activity

Directions: Cut apart the Money Earning situations and glue one on each envelope. Make enough envelopes for the class, so that each small group of students will have one envelope.

Money Earning Situations

(Glue one on each envelope.)

1. You have earned \$20 by raking leaves in the neighborhood.

2. You received \$20 for your birthday.

3. You sold some of your toys at a yard sale and made \$20.

4. You had a lemonade stand this summer and made \$20.

5. You saved your allowance this month and now have \$20.

Choices

(Cut apart each of these choices and place all three choices in each envelope. Be sure to make enough copies so that each envelope has all three choices.)

1. Save all the money you earned by placing it in a savings account for college.

2. Spend all the money you earned on a new computer game.

3. Save some of the money you earned and use some of the money to buy something special you want.

OR

1. Save all the money you earned by putting it in a special account for a trip to Disney World.

2. Spend the money you earned to buy a present for your best friend's birthday.

3. Save some of the money you earned for college and use some of the money to buy something special for yourself.

Decision-Making

What choices did Uncle Jed have when _____?

Choice A _____

Choice B _____

Positive (good) points	Negative (undesirable) points	Positive (good) points	Negative (undesirable) points
1.	1.	1.	1.
2.	2.	2.	2.

Circle your first choice. Underline your second best choice (opportunity cost). Record them on the lines below.

Decision: _____

Opportunity Cost: _____

Decision-Making

What choices did your group make when _____?

Choice A _____		Choice B _____	
Positive (good) points	Negative (undesirable) points	Positive (good) points	Negative (undesirable) points
3.	1.	1.	1.
4.	2.	2.	2.

Circle your first choice. Underline your second best choice (opportunity cost). Record them on the lines below.

Decision: _____

Opportunity Cost: _____

Decision Time!

Situation: You just earned \$25. What will you do with your money? You know you have to buy a birthday present for someone in your family next month. You also want to save some money for college, but you also want to buy that new game that all your friends have. It is “Decision Time!”
 On the back of this worksheet, list several choices that you have. Select the two best choices and write them on the chart below. Then complete the chart with the positive and negative points of each choice. In the bottom box, write your first choice and the opportunity cost of that choice.

Choice A _____		Choice B _____	
Positive (good) points	Negative (undesirable) points	Positive (good) points	Negative (undesirable) points
5.	1.	1.	1.
6.	2.	2.	2.

Decision Time!

Circle your first choice. Underline your second best choice (opportunity cost). Record them on the lines below.

Decision: _____

Opportunity Cost: _____