

# Virtual Capitol Lessons

Lesson Created in Partnership with



## Title: Building the Capitol with Capital Resources

<b>Authors</b>	Marti Harris Melissa Schram
<b>Grade Level</b>	4
<b>Class Period(s)</b>	2-3 45 minute sessions

### Nebraska Social Studies Standards

Markets  
SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce services.

a. Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery)

### Nebraska Science Standard

### Nebraska Language Arts Standards

### Nebraska Fine and Performing Art Standards

## Overview

The lesson plan features:

Students will understand how resources were used to construct the state capitol. Using the story of The Three Little Pigs, students will construct buildings of different materials to compare and contrast.

## Big Idea or Theme

People use resources to make other goods and produce services.

## Essential Question/s:

How do people decide which capital resources to use when constructing a building?

## Purpose/Rationale

Students will see the importance of using the correct capital resources in making goods and services in Nebraska. Students will be able to demonstrate the use of these materials and write about their experience.

## Key Concept/Vocabulary

**Resources** – Anything used to produce goods and services.

**Capital Resources** – Goods made and used to produce other goods and services (examples include: buildings, machinery, tools and equipment).

**Goods** – Objects that can satisfy people's wants.

**Services** – Activities that can satisfy people's wants.

## Materials

A copy of "The Three Little Pigs" or found here:

<http://www.pbslearningmedia.org/resource/bt107.rla.early.aloud.pigs/the-three-little-pigs/>

Sugar cubes for teacher demonstration

Shredded paper, straws, and popsicle sticks for each group (or playing cards, Legos, and popsicle sticks)

Copies of handouts (attached)

## Objectives

The student will:

1. be able to identify the resources used to construct the State Capitol.
2. understand the difference between goods and services.

## Procedures

- Introduce students to the virtual tour of the state capitol. <http://nebraskavirtualcapitol.org>
- 1. Students will be able to view the different parts of the capitol and be able to identify the resources used in construction.
- 2. Read and discuss the story of the Three Little Pigs <http://www.pbslearningmedia.org/resource/bt107.rla.early.aloud.pigs/the-three-little-pigs/>
  - a. Discuss resources (what was required to build the houses?)
  - b. Distribute the Productive Resources (Student Handout 1). Students will identify human, natural and capital resources.
  - c. Distribute the Goods and Services (Student Handout 2). Students will identify different goods and services. Discuss what goods and services were needed to construct the houses and write responses on the back of the handout.
  - d. Distribute the Workers, Workers, Workers (Student Handouts 3a and 3b). Students will identify different types of workers in our community. Discuss what types of workers were needed to construct the houses and write responses on the back of the handouts.

3. Use the virtual tour of the capitol and the video “Nebraska’s Capitol Masterpiece” (especially minutes 4:30-6:39 & 17:00-19:40) to discuss the contest held by the Capitol Commission to select Bertrand Goodhue’s design, which was the best capitol design out of 10 entries.  
<http://www.netnebraska.org/interactive-multimedia/television/nebraskas-capitol-masterpiece>
  - a. Discuss resources (what was required to build the structure?)
  - b. Students will identify, referring back to the Productive Resources (Student Handout 1), human, natural and capital resources
  - c. Students will identify, referring back to the Goods and Services (Student Handout 2), the goods and services used to construct the building. Place a “\*” by the items on the back of the Goods and Services handout that were used to construct the capitol building.
  - d. Students will identify, referring back to the Workers, Workers, Workers (Student Handouts 3a and 3b) the workers used to construct the capitol building. Place a “\*” by the workers on the back of the handout who helped construct the capitol building.
4. Refer to History of Nebraska’s Capitols link.  
<http://capitol.nebraska.gov/index.php/building/history/nebraska-capitols>
5. Teacher will demonstrate the problems with the first capitol building, which was made of limestone by building a structure out of sugar cubes and pouring warm water on it.
6. Students will then complete the assessment.

## Assessment

1. Students in groups will build 3 “houses” out of shredded paper, straws, and popsicle sticks (or other easily attainable objects). Hold a contest between the groups to make it like the design contest in 1920. The structure will be tested by flicking it with a student’s thumb and index finger and using a blow dryer (or small fan).
  - a. Students will be divided into cooperative groups and given materials to build houses.
  - b. They will also be given the attached direction page (Student Handout 4)
  - c. Houses should be built in the shape of a cross on the plains with a rising tower.
  - d. When the 3 structures are finished, gather back together as a whole class for testing by flicking with thumb and index finger and a hair dryer (or small fan).
  - e. Get back with group and use the Double Bubble sheet (Student Handout 5) to compare/contrast the construction of the state capitol and the sturdiest replica.
2. Students will then be given a writing prompt to reflect on the resources used. This can serve as a brainstorming paper for the next step.
3. Each individual will write a 5-paragraph paper about his/her experience building the house.
  - a. Use a brainstorming paper first. Then write.
  - b. Paragraph 1-Introduction about experience
  - c. Paragraph 2-What happened with the shredded with the shredded paper?
  - d. Paragraph 3-What happened with the straws?
  - e. Paragraph 4-What happened with the popsicle sticks?
  - f. Paragraph 5-Conclusion about best results and whole experience

## Extensions

1. Students could act out the building of the houses in the stories.
2. Students could compare and contrast the different versions of the Three Little Pigs story.
3. Using the “Trading Around the World” handout, identify items and the country of origin for the construction of the state capitol. Use the video “Nebraska’s Capitol Masterpiece” (especially 17:00-19:40).
4. Use the “Trading Around the World” handout by following the directions given to find items around the classroom from other countries.

## Sources

- Virtual Tour of the Capital: <http://nebraskavirtualcapitol.org/>
- The story of the Three Little Pigs: <http://www.pbslearningmedia.org/resource/btl07.rla.early.aloud.pigs/the-three-little-pigs/>
- Teaching Economics using Children’s Literature
- Nebraska’s Capital Masterpiece: <http://www.netnebraska.org/interactive-multimedia/television/nebraskas-capitol-masterpiece>
- History of Nebraska’s Capitols: <http://capitol.nebraska.gov/index.php/building/history/nebraska-capitols>
- Choices and Changes in Life, School and Work

## Productive Resources



In almost all stories there are examples of many types of productive resources. In the book you just read, identify some of them.

Natural Resources (or Raw Materials)	Human Resources	Capital Resources

In the space below, draw the **Production Model** showing the productive resources being combined to produce a good or service.

## STUDENT JOURNAL Page 7-1

**Goods And Services**

**Goods** are things that are produced or made, such as cars, bread, jeans, and houses.

A **service** is something a worker does for someone else, such as teaching, repairing, cleaning, and cutting hair.

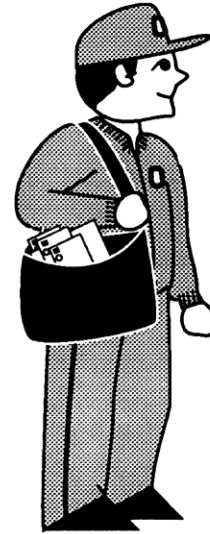
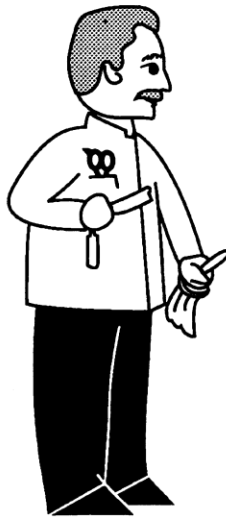
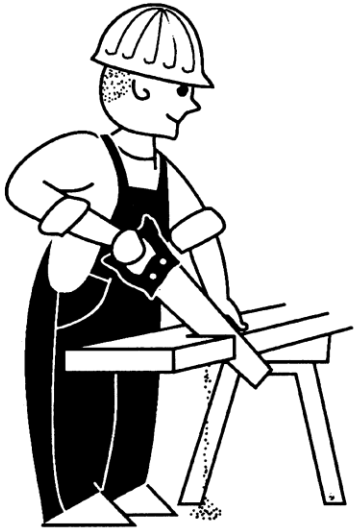
Draw a circle around the pictures showing goods. Draw a line below the pictures showing services.



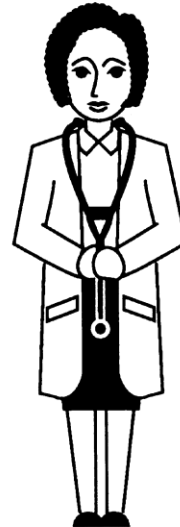
Lesson 7

STUDENT JOURNAL Page 7-2

**Workers, Workers, Workers**



# Workers, Workers, Workers



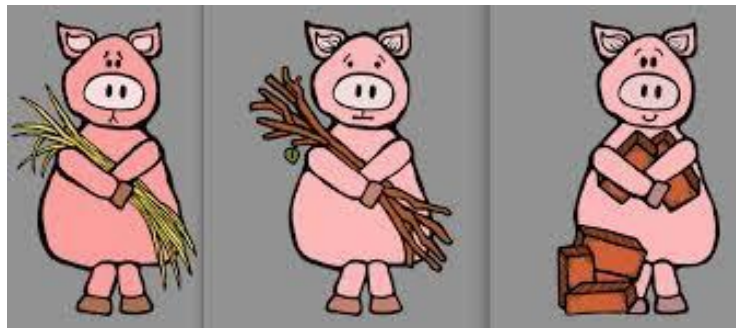


# Building the Capitol with Capital Resources

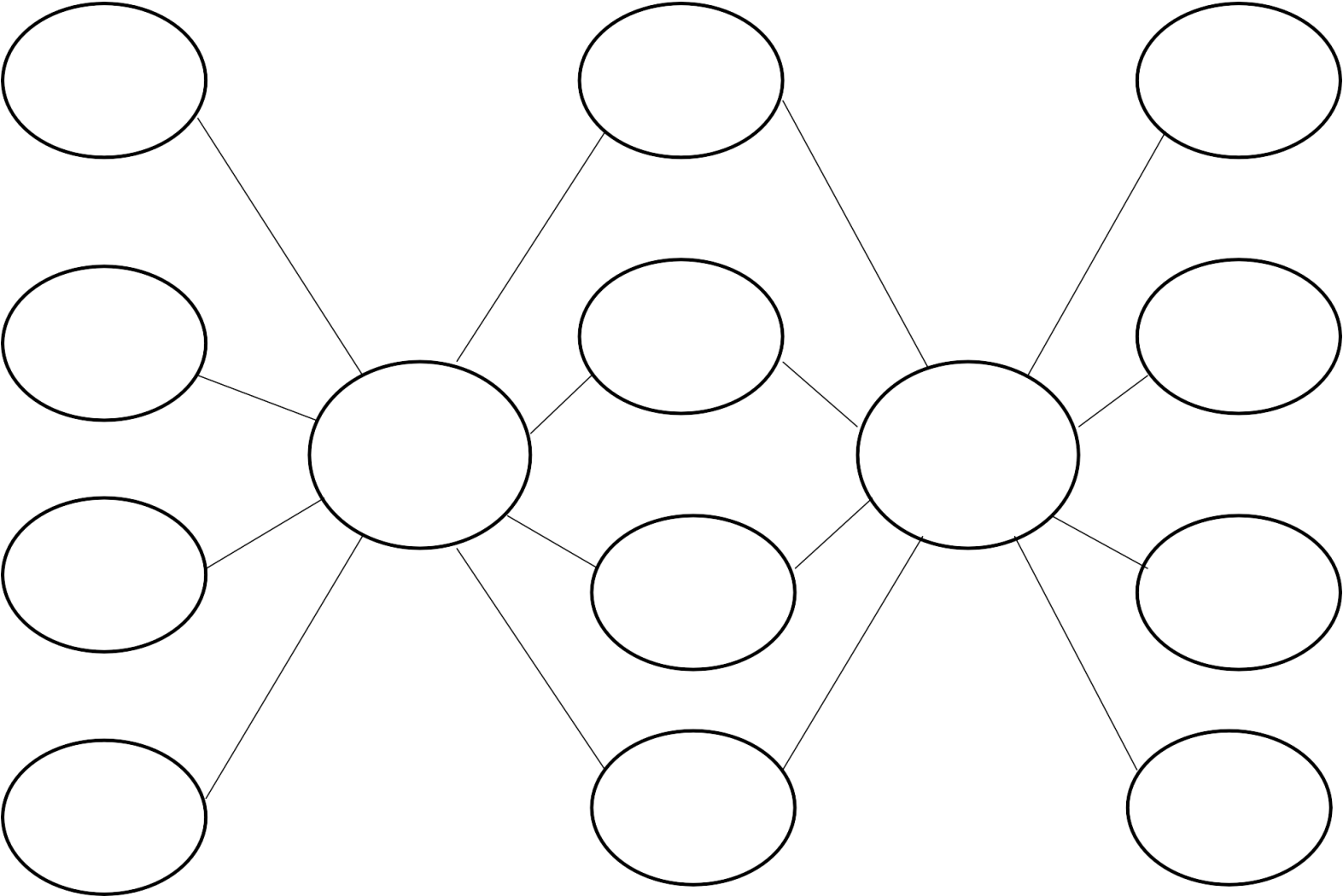
## The Three Little Pigs Activity Direction Sheet

Materials for each group:  
Shredded paper Drinking straws  
Popsicle sticks Glue, tape,  
scissors Book  
Hair dryer or small fan

1. Gather materials.
2. Think about the shape of our state capitol when constructing your buildings.
3. Construct a building using the shredded paper. Make it as strong as you can.
4. Construct a building using the straws. Make it as strong as you can.
5. Construct a building using the popsicle sticks. Make it as strong as you can.
6. Gather together as a class for testing.
7. Test the strength of each of your buildings to see if it will hold up when “flicked” with a thumb and index finger.
8. Huff and puff and blow your house down-test to see if each of your buildings will stand the test of wind using a hair dryer or small fan.
9. Use the Double Bubble (Student Handout 5) to compare/contrast the construction of the state capitol and the material used to construct your sturdiest replica. Give each side a title. The similarities will be written down the middle, and the differences will be written on each side.



Double Bubble





## Trading Around the World

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In many stories you learn about people from all over the world. Our economy depends upon the productive resources, goods, and services that we get by trading with other countries.

Each person should search the classroom (or home) for clothing and items produced in other countries. Write them down on scrap paper. Then meet in small groups and list at least ten items, each from a different country. Mark these on a wall map or on a transparency of the world. What patterns do you see?

**ITEM**

**COUNTRY**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____

On the back write a paragraph explaining how trading helps countries.