

OUR REGION 2

PUT UP REGIONAL RESOURCES POSTER

REVIEW

[Hand out workbooks](#)

- What is a compass rose and why is it important?

The compass rose is used to show directions on a map.

- What is the definition of a region?

A broad geographic area distinguished by similar features. For example, we live in the region of northwestern Ohio.

- Who can tell me in which time zone we live?
- We talked about resources in our earlier session. Can anyone remember what a resource is?

A resource is a source of support or supply that is of value and that takes care of a need.

[Refer to poster](#)

- When we talk about resources, we break them into what three categories? Natural, human, or capital. Can you give some examples?

Natural – air, water, minerals, or trees.

Human – people who do the work.

Capital – money, buildings, tools, and the machines people use to make a product.

Capital resources combine natural and human resources and are used to make other products.

ACTIVITY

In your workbook, I'd like you to answer questions, 1 – 8. We've just talked about all of these things. First, turn to the last page (37) in your workbook, entitled "Words to Know." If you've forgotten the definitions of any of the words we've discussed, you can find them on page 37. Also, please look again at page 1, question 6. Write down the page number ____ on one of the lines under question 6. **Have students write the page number for the resource information of the state where the class is located.** Answer questions 1 -5 and when you come to question 6, refer to that page for help.

ACTIVITY

TODAY WE'RE GOING TO LET YOU ALL THINK ABOUT STARTING YOUR OWN BUSINESS.

- What do we call a person who starts their own business?

An entrepreneur is someone who starts a business.

- We've already defined what a business is. Who can remember the definition?

A business is an organization that makes products – called goods and services – that are sold to other people, other businesses, and to the government.

Businesses need resources to produce a good or a service.

- Can anyone give an example of a good?

A good is an item of value.

- Can anyone give me an example of a service?

A service is work done to help others.

Today:

- We're going to analyze resources in different regions.
- You are going to decide on a business you think you might like to start when you get older.
- You are going to decide what resources you might need to start your business.
- You are each going to decide on the location for your business based on the resources you need and the availability of those resources.

Please open your workbooks to the inside of the back cover. This map shows regions of our country that are

alike or different based on the natural resources found in those regions. If you look at the legend in the lower right-hand corner of the page, you'll note, for example, that all the areas shaded in the darkest green are forest regions. You'll note on the right-hand side of the legend pictures showing some of the resources found in some of the regions such as fishing, natural gas, coal, and oil. Urban areas refer to large cities.

Also look at the top of the map. You see four clocks representing and naming the four time zones in the continental United States. The orange lines define the time in each region. Note that some states have regions in two time zones.

- Who can name one of the states with two time zones? Name the time zones.
- Can everyone find where Toledo is located on the map?

Now please turn to page 2. This is called "Resources Quest."

- Can anyone tell me what a quest is?

A quest is a search for something.

Please work alone or with the person or persons next to you and answer the questions on page two.

Explain the bold letter exercise to the students.

Use the United States map that we just looked at inside the back cover to help you.

I'll give you about five minutes to do this exercise.

- OK who can give me the answer to question one?
 - Two?
 - Three?
 - Four?
 - And finally, what state are we in?
-
- What kinds of natural resources did you find in South Dakota?

Just as South Dakota has a National forest, many states have national parks, state parks, and county or city parks.

- Can anyone tell me the names of parks we have in the Toledo (Use the name of your city) area?

Parks are a very important way of protecting and preserving natural resources.

- Can anyone tell me what the word scarcity means?

Not enough of something, hard to find.

As an example, in some places water can be scarce.

Have any of you ever been in a hotel where you've seen a sign, "Please conserve the use of water?"

People use a lot of water, and sometimes there isn't enough to go around. So it's important for everyone to think about conserving natural resources.

Now open your workbooks to page 8. Here you can see the symbols for key resources, some of which you have already seen. [Read some of the Introduction.](#)

Beginning with page 10 there is a listing of all the states in the United State, set up alphabetically.

Let's see who can be the first one of you to tell us on what page we'll find Ohio ([use the name of your state](#)).

As you can see, the write-up on each state shows ... [List the categories of information for each state.](#)

Now please turn to page 3. Let's look at this page together.

First, I'd like you to think of a business. Remember that a business produces either a product or a service. If you have any trouble with words or definitions, you can go to page 37, "Words to Know."

Then I'd like you to write the type of product you are going to produce in the space under Part 1 by "Type of Product."

Then give your business a name. For example, if you want to produce surfboards, maybe it's "Mary's Surfboards."

Please write the name of your business in the space where it says "Name of Business."

Then I'd like you to answer the question, "Is your product a good or a service?"

Next you have to decide what kind of resources you are going to need for your business. Remember there are three resources you may need for your business.

- Who can name those resources? Remember, a resource is a source of support or supply that is of value and that takes care of a need.

Natural – air, water, minerals, or trees.

Human – people who do the work.

Capital – money, buildings, tools, and the machines people use to make a product.

Capital resources combine natural and human resources and are used to make other products.

Now I'd like you to identify what natural resources you will need to run your business.

Then, identify the human resources you will need. Does your business need people who are well-educated or skilled? Do you need a lot of people?

What capital resources do you need? One more time, capital resources are the money, buildings, tools, and the machines people use to make a product.

Now if you need some help choosing a business, let me know. I have a list of some suggestions if anyone needs one.

SUMMARY AND REVIEW

Today we learned about regions of resources in the United States. Then you each chose a business and decided what natural, human, and capital resources you would need to run your business. Often a business will need to purchase a resource from another state or region; that region may even be in another country.

For example, my former company, Owens Corning, purchases oil from Venezuela and Mexico to make asphalt for roofing products. And we purchase borates, which are minerals from Turkey to use in producing glass fibers.

OUR REGION 3

Resources on the move

In our previous lesson we learned about regions of resources in the United States. Then you each chose a business and decided what natural, human, and capital resources you would need to run your business. Often a business will have to purchase a resource from another state or region; that region may even be in another county.

Let's review some definitions we've learned:

- What is the definition of a region?

A broad geographic area distinguished by similar features.

For example, we live in the region of ...(use the name of your local region).

- We also talked about resources. Can anyone remember what a resource is?

A resource is a source of support or supply that is of value and takes care of a need.

Refer to poster.

- When we talk about resources, we break them into what three categories?

Natural, human, or capital.

- Examples?

Natural – air, water, minerals, or trees.

Human – people who do the work.

Capital – money, buildings, tools, and the machines people use to make a product.

Capital resources combine natural and human resources and are used to make other products.

Please open your books to page 4.

ACTIVITY

I'd like you all to locate a farm on the picture.

Let's assume this is a farm that produces wheat.

- Who can name some of the resources a farmer may use?

Natural – water, soil, seeds.

Human – people to plant seeds, run farm equipment, and harvest the crop

Capital – money to buy the seed and to purchase a tractor or other farm machinery to plant the seed and harvest the wheat.

Next, look on the map and locate the mill. Please draw a line between the farm and the mill.

- Does anyone know what the mill does with wheat?

Grinds it into cereal.

Next, please find the cereal company and mark it with an X. Then draw a line between the mill and the cereal company.

- Who can tell me what the cereal company does?

It takes the milled wheat which it has purchased from the mill, and produces the cereal, maybe adds some special ingredients (like a chocolate or sugar coating).

Next I would like you to locate the logging area and mark the logging truck with an X. Do you see it? A logging company cuts down trees and delivers them to a paper company.

Locate the paper company, put an X on it and draw a line from between it and the logging company.

- Who can tell us what the paper company does?

Grinds the wood into pulp and sells it to a box company to make the cereal boxes.

- Please locate the box company and put an X on it.
Can anyone tell me what the box company does?

Makes a box and sells it to the cereal company.

Draw a line between the box company and the cereal company. The cereal company puts cereal into the boxes.

- What do you think happens next?

The cereal company sells the boxes of cereal to the grocery store.

Please locate the grocery store and place an X on it (lower right on the map). Draw a line between the cereal company and the grocery store.

- What happens next?

People buy the cereal from the grocery store.

Please draw a line between the grocery store and the houses.

Take a good look at your maps. What you have just drawn is an example of how the economy works.

WRITE "ECONOMY" ON THE BOARD

An "economy" is how a region uses and takes care of resources to produce and distribute products.

Choose a region for your business.

Please turn your workbooks to page 3. [Hand out post it flags.](#)

You all should know what business you would like to start and the resources you will need to start your business.

Using your knowledge of resources and regions, I'd like you to write the answers to questions 1 and 2 under part two on the page.

If you don't have an idea, you can start by using the map on the inside of the back page of your workbook and also by looking through pages 8 – 36, which show the major resources of each state.

Once you have chosen the best location for your business, please answer the questions and then write the name of your business on the post it note and paste it on the map in the state you have chosen.

[As time allows, have the students share their business information business information with the class. Have them go to the map and explain why they chose the state or region they did.](#)

[Hand out car erasers. Explain that a car can represent the movement of resources. For example, you saw a](#)

picture of a logging truck moving logs to the paper mill in our earlier activity.

- Who can name one other type of transportation that may be used to move resources besides an automobile?

SUMMARY

In tomorrow's lesson, we will learn about how a business tracks the money they make (called "income") and how businesses with limited resources solve problems.

You will also learn what resources are needed to produce the car eraser. So please be sure to bring it with you tomorrow.

OUR REGION 5

The Bottom Line

SET UP THREE TEAMS PER CLASS

Hang Bottom Line Game on the Board

In our previous lesson, we talked about the Little e-Racer Company. Today you are going to get to run the Little e-Racer Company.

Today we will play a game called the "Bottom Line." But first, we will learn two new definitions.

- Government. Can anyone tell me what a government is?

A group of people who manage our cities, states, and nation.

Governments exist to make sure our communities are safe places in which to live, learn, work, and play. To do this, governments need money.

- Can anyone tell me where the governments get the money they need?

Refer to the Regional Resources poster and point to roads, libraries, and schools. Tell the class that government, with taxes that individuals and businesses pay to the government, provide our many

services including paying for teachers, police officers, and fire fighters.

- Can anyone thing of taxes that you or your parents pay?

Federal taxes

State taxes

Sales taxes

Gasoline taxes

Real estate taxes

- What is a profit? What is a loss? How do you calculate it?

Now I am going to show you how to play a game called "Bottom Line." You will learn how income flows into and out of an eraser business. To do this, you will run the Little e-Racer Company. You will work in teams to find the resources your business needs to make and sell the little car erasers. The goal of the game is to gather all the resources you need before time is called. After the game is over, you will find out how much profit or loss your team has made. This is called "The Bottom Line."

REFER TO THE GAME BOARD

- In the background is a picture of a region, similar to what we discussed in our previous lesson.
- Each of the yellow spaces is a place of business (where resources are bought or sold) or a government entity.

- Each player on the team will have one or more assignments.
- Let me read what each player does ([Read from the board](#)).
- Your teacher will help decide who will have which assignment as I explain how the game works and what each player's responsibility is. Some of you may have more than one assignment.
- To begin with, you are the human resources (workers) for your respective companies.
- Raise your hands to let you teacher know if you want to be one of the following. Your teacher will select who will have what assignment. [Have teacher select a student for each of the assignments highlighted in red.](#)
- The **banker** will receive \$1400 in JA money to pay income to the team's money manager.
 - Income is the money a company gets paid for a product it sells.
- The **money manager** will receive \$700 in JA money to pay to the band for expenses.
 - Expense is the money a business pays to buy the resources it needs to run its company.
- The **bookkeeper** must record these incomes and expenses on the financial report. Open your workbooks to page 6. ([Explain page 6.](#))
- The game has two kinds of game cards.
 - The "Advance Card" tells your team where to move a game piece. ([Show piece.](#))

- A "Risk Card" gives the team a chance to take a risk.
- Some of the Advance Cards the **reader** draws will have two choices on them. For example, the Advance Card may have a heading which says "Decide" and then the team has to make a decision as to what you want to do. If you decide to draw a Risk Card, the **mover** should first place your game piece in the red circle labeled "Risk." Some of the Risk Cards will provide you with income and some will require you to pay an expense. You won't know until you read the Risk Card.
- Once you take a Risk Card, you cannot change your mind and put it back.
- All the cards should be placed in the appropriate section of the game board with the Advance side and the Risk side of the cards showing.
- The reader is the only member of the team who is allowed to draw and read the Advance Cards and the Risk Cards. Once a card has been taken from one of the piles and read, it is no longer in play and the reader should put it aside.
- The **enforcer** is responsible for making sure that the rules of the game are being followed properly.
- Let's say the reader draws an Advance Card that says "Go to Penny Mart, Christmas sales are booming, Income \$200."
 - The mover locates Penny Mart on the board and puts the game piece in the yellow Penny Mart oval.
 - The banker then gives the money manager \$200.

- The bookkeeper writes \$200 neatly in the income portion of the financial statement on page 6.
- If, for example, your Advance Card says “Go to Government, time to pay taxes, expense \$50.”
 - The mover locates Government on the board and moves the game piece to the yellow oval labeled Government.
 - The money manager pays the banker \$50 for that expense.
 - The bookkeeper writes the \$50 expense in the expense section of the financial report.
- You must do all of this before the reader draws another card. I want to stress to the bookkeeper to write neatly because you will total all the income and all expenses at the end of the game in order to calculate whether you team made a profit or had a loss.
- Any questions?

Hand out the game packets.

GENERAL REVIEW

- When a company gets paid for a product it sells, it has received what?
The money a company receives is called income.
- When a business collects more income than it has in expenses, it has made a what?
Profit

- When a company has greater expenses than income it has a what?

Loss

- What does a company have to do to make a profit?

A company has to collect more income than it has expenses to make a profit.

Hand out diplomas.

BOTTOM LINE PLAYERS

BANKER

- Pays income to the money manager.
- Receives \$1400 in JA dollars.

MONEY MANAGER

- Pays expenses to the Banker.
- Receives \$700 in JA dollars.

BOOKKEEPER

- Records income and expenses on the financial report (Page 6).

READER

- Draws the cards and reads them to the team.

MOVER

- Moves the game piece to the spaces.

ENFORCER

- Makes sure the rules are followed

If necessary, assign more than one role to a student.