

Sweet Potato Pie

By Kathleen D. Lindsey / ISBN-13: 978-160060-277-1

Lesson Author

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Standards and Benchmarks (see page 23)

Lesson Description

In this lesson, students learn about production, specialization, and division of labor by discussing examples from the book *Sweet Potato Pie*. They develop examples of specialization and division of labor by reading about general stores, comparing them with modern-day general merchandise stores, and examining factory production. As an assessment, students choose a good and compare how the good was produced in the past with how it is produced today. (Note: This lesson assumes that students have already learned about human, capital, and natural resources and can define and give examples of each.)

Grade Level

3-4

Concepts

Division of labor
Productive resources
Specialization

Objectives

Students will

- define productive resources, specialization, and division of labor;
- identify real-life examples of specialization and division of labor; and
- explain how both producers and consumers benefit from specialization and division of labor.

Essential Questions

How are goods and services produced using specialization and division of labor?

How do people and businesses benefit from specialization and division of labor?

Time Required

60-75 minutes

Materials

- *Sweet Potato Pie* by Kathleen D. Lindsey (ISBN-13: 978-1600602771)
 - Visuals 1 to 5
 - Handouts 1, 2, 3, and 4, one copy of each for each student
 - Blank paper cut into 1-inch strips, enough for one strip for each student
 - A monitor and Internet access to show the video “How It’s Made: Apple Pies” (5:05) at <https://www.youtube.com/watch?v=-F0YMprzRoo> (Note: This video is part of a larger episode from the Discovery Science television program *How It’s Made* entitled “How It’s Made: Custom Steering Wheels, Apple Pie, Domestic Radiators, Paper Towels,” which originally aired May 20, 2011.)
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Procedure

1. Display *Visual 1: Fast-Food Workers*. Discuss the following:
 - What do you call the type of places these people work? (*Fast-food restaurants*)
 - What are the people in the pictures doing? (*Making hot dogs, taking an order by entering it in the computer, delivering pizza, serving drinks*)
 2. Explain the following:
 - All of these workers together produce goods (the food) and/or provide the service of fast food.
 - The people who work at fast-food restaurants are examples of **productive resources**.
 3. Display *Visual 2: Productive Resources Vocabulary Card*. Read the definition. Productive resources—The natural, human, and capital resources used to make goods and services. Post Visual 2 on the board.
 4. Show Visual 1 again. Review the definitions for the different types of productive resources.
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- **Natural resources**—Things that occur naturally in or on the earth that are used to produce goods and services.
 - **Human resources**—People who do the mental and/or physical work to produce a good and service.
 - **Capital resources**—Goods that have been produced and are used over and over again to produce other goods and services.
5. Discuss the following:
- What type of productive resource are the fast-food workers? (*Human resources*)
 - What are some capital resources a fast-food restaurant that serves hamburgers would need? (*Answers will vary but may include a building, cash registers, grills, deep fryers, soda machines, and refrigerators.*)
 - What are some natural resources a fast-food restaurant that serves hamburgers would need? (*Answers will vary but may include land, water, lettuce, and tomatoes.*) Students are likely to suggest items that are not natural resources, such as hamburgers, bread, cheese, pickles, condiments, or French fries.
6. Explain (as applicable) that some of the students' examples of natural resources are not natural resources but are made from natural resources. Select some of the items they mentioned (as applicable, or come up with your own examples) and discuss, for example, as follows:
- What are hamburgers made of? (*Beef*)
 - Where do we get beef? (*Cows*)
 - Are cows natural resources? (*Yes*)
 - What other goods could come from cows? (*Answers will vary but may include cheese, ice cream, and butter.*)
 - What natural resource is used to make French fries? (*Potatoes*)
 - What natural resource is used to make rolls? (*Wheat*)
7. Ask the students to name different types of fast-food restaurants. List them on the board as they are mentioned. Discuss the following:
- Why do you think there are so many different kinds of fast-food restaurants? (*Answers will vary, but students may say that people like different kinds of food or they may talk about competition.*)
8. Explain that fast-food restaurants specialize in the type of food they sell. Display *Visual 3: Specialization Vocabulary Card*. Post Visual 3 next to the list of types of fast-food restaurants. Read the definition.

- **Specialization**—Occurs when a group (or individual) limits production to fewer goods than they consume.
9. Explain that teachers specialize in teaching and use the income they earn to buy many other goods and services. Mechanics, doctors, bus drivers, and others do the same thing. They specialize in producing one type of good or service and use their income to buy other goods and services. They don't produce everything themselves. Point out that often businesses specialize, too.
 10. Discuss the following:
 - How do many fast-food restaurants specialize? (*They generally focus on producing only one kind of fast food.*)
 - How might specializing in one type of food help the business? (*Answers will vary, but students may say specialization helps the business make better food or keeps the business's costs down.*)
 - How might specialization help customers? (*Answer will vary, but students may say that people know where to go to get different kinds of food.*)
 11. Explain that businesses also use another type of specialization called **division of labor**. Display *Visual 4: Division of Labor Vocabulary Card*. Read the definition.
 - **Division of Labor**—Breaking a task into smaller, simpler tasks so that human resources (workers) perform only a single, or very few, step(s) in the production of a good or service. An assembly line is an example of division of labor. Post Visual 4 on the board.
 12. Display Visual 1. Explain that division of labor is one type of specialization. Discuss the following:
 - How is division of labor shown in these pictures? (*Each picture shows a person doing a different type of work at/for a restaurant. Each worker in a restaurant tends to be assigned specific tasks.*)
 13. Tell the students that you are going to read the book *Sweet Potato Pie*. Show the students the cover of the book. Discuss the following:
 - What do you think the book might be about? (*Answers will vary, but students may say a girl or family making and/or selling or sharing sweet potato pies.*)
 14. Read the story *Sweet Potato Pie* up to the page that says "When the last pies were done, we fell into bed, anxious for morning to come." Discuss the following:

- Describe the family in the story. (*Answers will vary, but may include the following: They are farmers. There is a mother, father, and five children.*) List the family members on the board.
 - What problem did Papa have at the beginning of the story? (*The bank would take away their farm in a month if Papa didn't pay the bank the \$75 he owed.*)
 - Why was Papa worried? (*He didn't have the money to pay the bank because a drought had destroyed all of their crops except the sweet potatoes. He thought they might lose their farm.*)
 - What was Mama a specialist in producing? (*Sweet potato pies*)
 - What solution did Mama come up with to make money? (*She decided that they should make sweet potato pies to sell at the Harvest Celebration the next day.*)
 - What types of natural resources or things made from natural resources did they need to make the pies? (*Answers will vary but may include eggs, butter, flour, sugar, sweet potatoes, and milk.*)
 - What types of capital resources did they need to make the pies? (*Answers will vary but may include an oven, baking pans, and bowls.*)
 - What types of human resources did they need to make the pies? (*They needed workers who could gather the ingredients for the pies and help make them. The family members were the human resources.*)
 - How did the family gather all of the productive resources they needed to make the pies? (*Mama gave everyone a job to do.*)
 - How did Sadie's family benefit from using division of labor to make the pies? (*They were able to make a lot more pies by working together than if Mama had tried to make them all herself.*)
15. Display *Visual 5: Making the Sweet Potato Pies*. Ask the students to identify the different jobs that each person did. As they list the different jobs, write them in the appropriate spaces on Visual 5.
- *Papa and the older boys: fixed up the wagon to carry the pies*
 - *Sadie and Jake: milked the cow, gathered eggs, and got flour at the mill house*
 - *Mama: made the pie crust and poured in the filling*
 - *Mama and Martha: peeled, cooked, and mashed the sweet potatoes*
 - *Everyone: churned butter, made the pie filling, and put pies in the oven*
16. Discuss the following:
- Why did the family need to work together to produce the pies? (*They had only one day to produce a lot of pies for the Harvest Celebration the next day.*)

- How did working together help them produce the pies? *(They were able to produce a lot more pies than they would have if Mama had worked alone.)*
 - Would Mama have been able to make as many pies by herself? *(Probably not.)*
 - How did using division of labor help them to produce the pies? *(Since each person did something different, they were able to make more pies by dividing the work.)*
17. Point out that by dividing the labor among the family members, they were able to do more in the same amount of time. Working together, they produced more pies than Mama could have working alone. Continue reading the book to the end. Discuss the following:
- What types of goods could people buy at the Harvest Celebration? *(Fruits, vegetables, cakes, pies, jams, toys, quilts, cloth, and sweet potato pie)*
 - Why were Mama's sweet potato pies so popular? *(She was the only person selling sweet potato pies at the celebration, and the pies were really good.)*
 - Why do you think Mama's pie won the blue ribbon? *(She was a specialist in making sweet potato pie, especially in producing an extra flaky pie crust.)*
 - What is a likely reason there were so many different kinds of goods for sale at the celebration? *(Like Mama, local families probably specialized in making these goods to sell at the celebration so that they could earn income.)*
 - How could the families benefit from specializing in producing one type of good to sell at the celebration? *(Answers will vary but may include the following: They could make a lot more of that one type of good than multiple goods. They could probably make a better-quality product because they learned how to produce the good really well. They may have sold more if they were the only producer of that good.)*
 - How could the people who wanted to buy things at the celebration benefit from the variety of specialized goods available? *(Answers will vary but may include the following: They could buy a large variety of goods. The specialized goods were likely of better quality. They could buy things they couldn't or didn't make themselves.)*
 - How would you describe the community where Sadie and her family lived? Use specific examples from the book, either pictures or text, to support your answer. *(They lived in a farming, or rural, community. Examples from the book may include the following: Papa said he was worried he would lose their farm, so they must have lived in a rural community. The first picture is of a boy working in a large field. The book shows a variety of animals that people living in the city don't tend to have. The book says the family went to the Harvest Celebration in town, so they didn't live in town.)*
 - What evidence is there in the book about the time the story takes place? *(Answers will vary but may include the following: The bank note was only \$75. The family*

drove to the celebration in a wagon. The sweet potatoes, milk, and eggs came from the family farm, not a store. The family churned the butter. The clothing styles look older. Papa shopped at a general store.)

18. Tell students that at the end of the story, Papa goes to the General Store. Give students a copy of *Handout 1: General Stores* and *Handout 2: Photograph*. Ask the students to read Handout 1 to themselves and look at the photograph on Handout 2.
19. After the students have finished reading, discuss the following:
 - What is a general store? (*A store in a small town that sold a variety of goods*)
 - Based on what you read and what you see in the photograph, what were some of the goods sold at general stores? (*Answers will vary but may include eggs, flour, milk, hats, shoes, and sewing machines.*)
 - At the end of the story, what did Mama produce for the general store? (*Sweet potato pies*)
 - At the end of the story, what did Papa buy at the general store? (*A china tea set for Mama*)
 - How did the owners of a general store get the goods they sold? (*Many items were produced by local farmers. Other things were shipped in from producers in other cities.*)
20. Distribute one copy of *Handout 3: The General Store* to each student. Ask students to identify who might have produced the items that were sold at a general store. Tell the class to write the answers in the blanks. Once the producers have been identified, instruct the students to write answers to questions f and g on page 1 of the handout. Allow time for students to answer the questions and then review their answers.

Handout 3—Page 1 Answer Key

- a. *Eggs—farmer*
- b. *Flour—miller*
- c. *Chair—woodworker or furniture maker*
- d. *Bowl—pottery maker*
- e. *Soap—soap maker*
- f. How do these products represent specialization? (*All of these items are produced by different people.*)
- g. How did specialization benefit customers at the general store? (*Customers benefited by being able to purchase many different goods they didn't or couldn't make themselves.*)

21. Discuss the following:
- Who owned and operated most general stores? (*They were family-owned businesses, so families owned and operated them.*)
 - Who were the workers—the human resources—at a general store? (*The members of the family that owned the store were usually the workers, including the children.*)
22. Instruct the student to turn to page 2 of Handout 3. Ask students to identify the different types of jobs at a general store. Tell the class to write the answers in the blanks. Once the jobs have been identified, instruct the students to write answers to questions e and f on page 2 of the handout. Allow time for students to answer the questions and then review their answers.

Handout 3—Page 2 Answer Key

- a. *Run the cash register*
 - b. *Weigh goods for customers*
 - c. *Stock shelves*
 - d. *Bag purchases*
 - e. *Why was it important for every family member to help in the store? (They would be able to get more work done in less time.)*
 - f. *How did a general store owner benefit from using division of labor? (With many people doing different jobs, they would be able to get more work done in less time. So, for example, they would have been able to serve customers faster by each doing a different job.)*
23. Tell the students to imagine they are going to make a sweet potato pie. They should think about how goods are produced and sold today compared with how goods were produced and sold in the past. Discuss the following:
- *Will you have grown the sweet potatoes for your sweet potato pie? (No, probably not)*
 - *Will you get the milk from your family cow? (No, probably not)*
 - *Will you get eggs from your family's henhouse? (No, probably not)*
 - *Will you churn your own butter? (No, probably not)*
 - *Today, where would you most likely get the resources to produce your pie? (Answers will vary but may include at a grocery store or a store like Wal-Mart.)*
 - *How is a store like Wal-Mart similar to a general store? (Like a general store, a store like Wal-Mart sells a variety of items.)*
 - *How is a store like Wal-Mart different from a general store? (Such a store is much larger and sells many more things than a general store.)*

- Compared with the goods sold at a general store, who produces the goods sold at a store like Wal-Mart? (*Generally, many large businesses produce the different types of goods sold at such a store, rather than local farmers or artisans.*)
 - When people bought flour at a general store, someone had to weigh and package it. Does someone have to weigh and package the flour people buy today? (*No*) Why not? (*The flour is already weighed and packaged by the business that produced it.*)
 - How are goods produced differently today from how they were produced in the past? (*Businesses today use more machinery and assembly line production.*)
 - Would you expect that businesses today are more specialized and use more division of labor than in the past? (*Most likely, yes*)
 - Why do businesses specialize and use division of labor? (*Specialization and division of labor allow businesses to make more of one type of good in the same amount of time. Because they can make more in the same amount of time, they can charge a lower price.*)
24. Explain that in *Sweet Potato Pie*, the family lived in the past and produced their pies by hand in the family home. Tell the students they are now going to watch a video of how apple pies are produced at a factory today. Show the video "How It's Made: Apple Pies" (5:08) at <https://www.youtube.com/watch?v=-FOYMprzRoo>.
25. After the video, discuss the following:
- What type of good does this factory specialize in producing? (*Apple pies*)
 - What are some natural resources or things made from natural resources that the factory used to make apple pies? (*Answers will vary but may include apples, cinnamon, butter, honey, flour, or eggs.*)
 - What are some capital resources that the factory used to make apple pies? (*Answers will vary but may include the steam-heated kettle, dough mixer, "sheeter" that presses dough into sheets, pie plates, "depositor" that pumps apple pie filling into crusts, roller to cut pie edges, baking sheets, oven to bake the pies, cellophane, and packaging equipment.*)
 - Does the factory produce these resources themselves? (*No, probably not*)
 - Where does the factory likely get these resources to produce their pies? (*They buy them from other businesses that produce them.*)
 - Which businesses may specialize in making the productive resources needed to produce apple pies? (*Answers will vary but may include the following: An orchard may specialize in growing apples. A dairy farm may specialize in making butter from the milk of their cows. A machine factory may specialize in making motorized equipment such as mixers and ovens.*)

- How does the factory use division of labor to produce the pies? (*Pies are produced on an assembly line, and workers have specialized jobs along the assembly line.*)
- What types of work did you see people doing at the factory in the video? (*Answers will vary but may include dumping ingredients into mixers, pressing dough into pie plates, transferring pies to a conveyor belt and onto baking sheets, slicing holes in the pie crust, placing pies onto racks for baking, quality control testing, or sliding finished pies into cardboard containers.*)
- How does this factory benefit by specializing in apple pie production? (*They can focus on producing one good, so the production costs are lower.*)
- How does this factory benefit by using division of labor to make their pies? (*They can produce a large number of pies in a short amount of time. The video says that the factory can make 2,100 pies an hour.*)

Closure

26. Give each student a strip of paper. Instruct the students to write on the strip as follows: On one side, write one productive resource that the factory would purchase from another business to make the apple pies (apples, flour, ovens, etc.). On the other side, write one type of job performed at the apple pie factory (pressing dough into pie plates, quality control testing, etc.).
27. Ask students to make a linked chain by taping their links together. When the linked chain is complete, discuss the following:
 - If producers didn't specialize, what might be likely results? (*There would likely be fewer goods produced. The prices of the goods would be higher.*)
 - If producers didn't use division of labor, what might be likely results? (*Goods would likely take longer to make. The prices of the goods would be higher.*)
 - How do buyers benefit from specialization? (*They can buy a larger variety of goods than they could produce themselves. They pay lower prices for the goods they buy.*)
 - How do buyers benefit when producers use division of labor? (*The goods people want to buy are made more quickly, and more goods can be made in the same amount of time. The costs of producing the goods are lower, so the business can charge buyers less.*)
 - What does the linked chain represent? (*The specialization and division of labor used in the factory production process for making apple pies*)
 - How do people benefit from specialization and division of labor? (*A larger variety of goods is available for people to buy. Production costs are lower, so the prices people pay for goods are lower.*)

28. Summarize the learning from the lesson:
- With specialization and division of labor, producers are able to produce more goods and services in the same amount of time.
 - Specialization and division of labor lowers the cost of producing goods and services. As a result, more goods and services are available for consumers to buy at lower prices.
 - Everyone benefits from specialization and division of labor.

Assessment

29. Distribute a copy of *Handout 4: Production Then and Now* to each student. Assign students to small groups of three to four students. Explain that the groups will choose one good and then research the production process for that one good. They are to compare how the good was produced in the past with how it is produced today. Allow a few minutes for the groups to select a good. (If you would like to make sure that each group selects a different good, you may want to have the groups choose a good randomly from slips of paper in a hat. Some suggestions for goods are cheese, ice cream, maple syrup, shoes, butter, eggs, glassware, and nails.)
30. Tell the students that after they have completed their research, each group will make a poster illustrating the production process of that good in the past and now. They will present the posters to the class. Students should see that modern production uses much more division of labor and more capital than in the past. (Students may want to watch video clips from *How It's Made* to learn about modern production. Many of these video clips are available on YouTube or the Discovery Science channel's website: <http://www.sciencechannel.com/tv-shows/how-its-made/>.) Allow time for the groups to complete the research and posters and then ask them to present them in class.

Visual 1: Fast-Food Workers



Visual 2: Productive Resources Vocabulary Card

Productive resources

The natural, human,
and capital resources
used to make goods
and services.

Visual 3: Specialization Vocabulary Card

Specialization

Occurs when a group
(or individual)
limits production
to fewer goods
than they consume.

Visual 4: Division of Labor Vocabulary Card

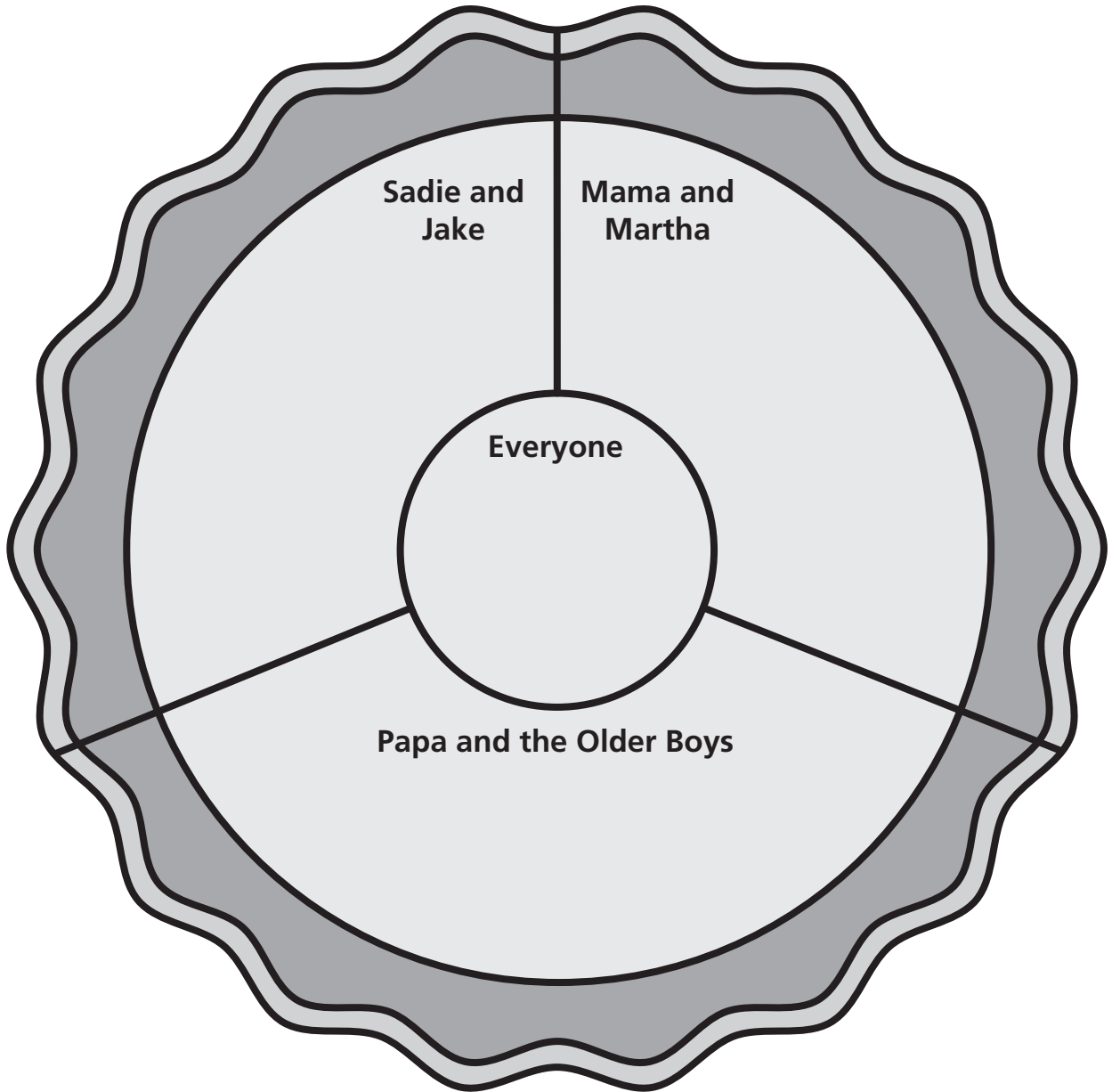
Division of Labor

Breaking a task into smaller, simpler tasks so that human resources (workers) perform only a single, or very few, step(s) in the production of a good or service.

An assembly line is an example of division of labor.

Visual 5: Making the Sweet Potato Pies

What jobs did the family members do to help make the sweet potato pies?



Handout 1: General Stores

Many small towns used to have a general store. They were the main store in the towns. Farmers and local people went to the general store to visit with friends and do their shopping. Sometimes the general store was also the local post office. These stores were family-owned businesses. Even the children worked in the store. For example, they often served as sale clerks or helped stock the shelves.

Some of the goods sold at a general store were food produced by local farmers, such as eggs, milk, vegetables, and jams. Instead of giving the farmers money, general store owners often traded the farmers for other goods in the store. Most of the goods at the store were shipped in from producers in other cities. It was common for many of these goods, such as flour, tea, and crackers, to come in large sacks, crates, or barrels. Sales clerks weighed and packaged the amount a customer wanted to purchase.

General stores were not very large, but they sold many types of goods. Every space in the store was used to display the goods for sale. Many types of foods were sold, such as meat, beans, rice, coffee, spices, sugar, salt, and molasses. General stores also sold canned goods such as peaches and sardines. You could also buy clothes such as shoes, hats, and gloves. The general store also sold many things people used often but could not easily make for themselves, such as lanterns, dishes, soap, medicines, games, toys, and tobacco. Although general stores did not tend to keep very large items on hand, they would special order them for customers. You could order tools and farming equipment, bathtubs, stoves, sewing machines, and just about anything you needed from a general store.

REFERENCES

Kuhl, Ken. "The History of General Stores in Granby." Patch.com. October 12, 2011; <http://patch.com/connecticut/granby-eastgranby/general-stores-in-the-granbys>.

South Dakota State Historical Society. *Trading Posts and General Stores: South Dakota State Historical Society Education Kit*. Nd; <http://history.sd.gov/museum/education/TradingPostsGeneralStores.pdf>.

Handout 2: Photograph

A General Store in Moundville, Alabama, in 1936



SOURCE: Walker, Evans. *General Store Interior*. Moundville, AL, 1936. Library of Congress Prints & Photographs Division [LC-DIG-fsa-8c52415]; <http://www.loc.gov/pictures/item/fsa1998020973/PP/>.

Handout 3: The General Store (page 1 of 2)

Specialization

All of the items below would have been sold at a general store. Who may have produced these items for the general store?



a. _____



b. _____



c. _____



d. _____



e. _____

f. How do these products represent specialization?

g. How did specialization benefit customers at the general store?

Handout 3: The General Store (page 2 of 2)

Division of Labor

Name the different types of jobs workers at a general store would have to do.



a. _____



b. _____



c. _____



d. _____

e. Why was it important for every family member to help in the store?

f. How did a general store owner benefit from using division of labor?

Handout 4: Production Then and Now (page 1 of 2)**Create a Production Process Poster**

In your small group, you will research the production process for one good. You are to compare how the good was produced in the past with how it is produced today. After you have researched the production of your good, you will make a poster illustrating the production process in the past and now and present your poster to the class.

Remember to make your poster colorful and attractive.

Steps to Research Your Good

1. Research the productive resources needed to make your good, including capital and natural resources (or things made from natural resources), to answer these questions:
 - How have the productive resources changed over time?
 - How and where did producers get these resources in the past compared with today?
2. Research production of the good in the past to answer this question:
 - What tools and methods were used to produce the good in the 1800s?
3. Research production of the good today to answer these questions:
 - What tools and methods are used to produce the good today?
 - How has the production process stayed the same and how has it changed?
4. Find pictures to represent the production processes then and now.
5. Plan and create your production process poster.
6. Answer the questions on Page 2 of this handout to turn in with your poster.

Items to Include on Your Poster

- The name of your good
- Productive resources needed to produce the good, including natural resources (or things made from natural resources) and capital resources
- One or two historical pictures that show the tools, equipment, or methods used to produce the good in the past
- One or two modern pictures that show the tools, equipment, or methods used to produce the good today
- Two or three sentences that describe how your good was produced in the past compared with how it is produced today

Handout 4: Production Then and Now (page 2 of 2)

Directions: Answer the following questions about the good you chose and turn them in with your poster. Write in full sentences.

1. What good did you choose?

2. What productive resources are needed to produce the good?

3. How was the good produced in the past?

4. What changes have occurred in the production of the good from then to now?

5. How does the production process today use more specialization and division of labor than in the past?

6. How do people benefit from the use of more specialization and division of labor in the production of this good?

Standards and Benchmarks

Common Core State Standards: English Language Arts

Reading: Literature

- **Key Ideas and Details**

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Reading: Informational Text

- **Key Ideas and Details**

CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- **Craft and Structure**

CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-Literacy.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Voluntary National Content Standards in Economics

Standard 1: Students will understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

- **Benchmark 6, Grade 4:** Productive resources are the natural resources, human resources, and capital goods available to make goods and services.
- **Benchmark 11, Grade 4:** Most people produce and consume. As producers they help make goods and services; as consumers they use goods and services to satisfy their wants.

Standard 6: Students will understand that when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

- **Benchmark 1, Grade 4:** Economic specialization occurs when people concentrate their production on fewer varieties of goods and services than they consume.
- **Benchmark 2, Grade 4:** Division of labor occurs when the production of a good is broken down into numerous separate tasks, with different workers performing each task.
- **Benchmark 4, Grade 4:** Greater specialization leads to increasing interdependence among producers and consumers.