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ABSTRACT

GRADES OR AGES: Grades K-7. SUBJECT MATTER: Elementary school economics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has a preliminary chapter on economic understandings and a chapter for each grade. Each chapter has eight subdivisions: 1) natural resources, 2) human resources; 3) production of goods and services, 4) distribution of goods and services, 5) consumption of goods and utilization of services, 6) money, 7) taxes, and 8) free enterprise economy. The material is presented in three columns--economic understanding, suggested learning experiences, and suggested resources. The guide is printed and perfect bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed for each grade in the economic understanding column. Detailed activities are included in the column for suggested learning experiences. INSTRUCTIONAL MATERIALS: Details of books, films, other materials, and resource persons are given in the column on suggested resources. There is also a short bibliography of professional books for the teacher. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

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ELEMENTARY SCHOOL ECONOMICS

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A GUIDE
FOR
TEACHERS

(Revised)

AUGUST 1967

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ELEMENTARY EDUCATION SERVICE
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FOREWORD

This bulletin has been prepared to assist public school personnel in giving greater instructional emphasis to basic economics in the elementary schools. It brings together within the confines of one volume guidelines with respect to elementary school economics. The content is designed to enable elementary teachers to incorporate economic understandings in the various areas of the school curriculum at each grade level. It is not intended that economics be taught as a separate subject in the elementary school.

Appreciation is expressed to the Committee on Economic Education consisting of the following individuals who prepared this Guide.

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Appreciation is also expressed to the members of the Advisory Council on Economic Education for their valuable suggestions in connection with the preparation of this publication.

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Finally, appreciation is hereby expressed to those classroom teachers who tried out the original material and offered many helpful ideas for consideration in the development of this bulletin.

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Superintendent of Public Instruction

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INTRODUCTION

Historical Foundations of Free Enterprise in America

In Section 1 of the Virginia Bill of Rights quoted above, George Mason recognized that "...men are by nature equally free and independent and have certain inherent rights,..." and that these cannot be forfeited, thereby depriving posterity of "...the enjoyment of life and liberty, with the means of acquiring and possessing property,..."

Section 11 of Article I, the Bill of Rights, of the Constitution of Virginia asserts "...no person shall be deprived of his property without due process of law;..." The entire document, one of the greatest on freedom ever penned by man, gives emphasis to freedoms that are the heritage of men in a free society. The dignity of the individual is given pre-eminence and it is stated that government is, or ought to be, instituted for the common good, the protection and security of the people, the nation, and the community. The acceptance of the Bill of Rights by the founders of the nation was the basis for the philosophy of free enterprise on which the American economy is built.

Economics in the Elementary School Curriculum

The secondary schools of Virginia have had for many years courses in economics. In the elementary school economic education runs as a major thread through all areas of the curriculum. Economics understanding is developed through existing courses in geography, history, government, health, and mathematics. For example, understanding that money is a convenient medium of exchange develops as children study history of early civilizations, read stories involving barter in pioneer days in the United States, and work mathematics problems dealing with money and banking. Understanding that wise use of resources is an individual and group responsibility grows as children learn to care for personal and public property, study use made of resources in other countries, and discuss laws enacted to protect natural and human resources in this country.

Scope of Economics in the Elementary School

It is recognized by teachers, school supervisors, and administrators that economics education is an important area of learning at the elementary school level. It involves the development of understanding of how people meet basic needs through the use of natural resources in the production, distribution, exchange and consumption of goods and services. It emphasizes the conservation and wise use of natural resources; respect for the ownership of property; the value and use of money; the role of banking and credit; and the relationship of government to the economic affairs of individuals and the nation. Emphasis has always been given, in varying degrees of intensity, to economic education in the elementary school. The influence of climate and natural resources on the economic well-being of a country, the necessity for protection of human life and energy, and the importance of the wise use of money are basic curriculum concerns.

Intuitive Understanding as the Basis for Further Learning in Economics

Children enter school with some knowledge of the many kinds of work that people do, of the need for food, clothing and shelter, of the importance of money, and of the dependence of people upon each other. Teachers build on this background of experience to deepen and broaden understanding of basic economic concepts. Local industries, conservation efforts, provisions for health and safety, transportation systems and budgets provide realistic content for economics education in the early elementary school years.

Organization of Material in the Guide

"Elementary School Economics, a Guide for Teachers," represents an attempt to focus greater attention upon aspects of economics already a part of the elementary school program. A unique feature of the Guide is that it brings together appropriate broad statements of *Economic Understandings* to assist the elementary teacher in planning developmental learning experiences in economics. These understandings provide the basis for organizing everyday experiences and subject area content in such a way that children develop knowledge of our free economy. These broad understandings are restated in the left-hand column at each grade level in the Guide in order that activities may be planned to relate to the maturity of children and to provide broadened and extended experience as children progress through the elementary school.

Also included in the Guide are *Suggested Learning Experiences* to aid teachers in making initial plans for classroom activities with greater depth. It can be noted as this section of the Guide is examined grade by grade that effort has been made to suggest experiences that should deepen and broaden understanding of basic ideas. Building on knowledge gained from home and community sources, teachers may plan in grade four around content dealing with the State of Virginia, past and present. In grade five, plans may broaden to involve both past and present economic conditions in the United States. In grade six, factors affecting the economy of other countries of the world may provide basis for planning. In grade seven, plans may focus on the relationship of the economy of Virginia to the rest of the world. This section of the Guide should help teachers see relationships between economics and other subject areas.

Suggested Resources for teacher and pupil use are listed in the Guide parallel with *Suggested Learning Experiences* at each grade level. This section is included to suggest types of resources that might prove helpful. Books, films, filmstrips and recordings listed are those approved for purchase through the State-Aid Library Plan or available through State and regional film libraries. Teachers will be aware of additional materials which may be secured from other sources.

AREA I—NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

- Man depends upon natural resources for his basic needs: food, clothing and shelter.
- The kind of work people do is determined by the availability of materials supplied by nature.
- Natural resources can influence the population of an area.
- Wise use of natural resources is an individual and group responsibility.

NATURAL RESOURCES SHOULD BE CONSERVED.

- Natural resources can become exhausted.
- Natural resources may be damaged or destroyed by man or the forces of nature.
- Conservation of natural resources is a responsibility of man.
- Some natural resources are protected by laws.

NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.

- Natural resources, climate and other geographical factors influence kinds of foods produced.
- Climate and other geographical factors influence kinds of clothes worn.
- Natural resources, climate and other geographical factors influence kinds of shelter provided.
- Natural resources, climate and other geographical factors influence work that people do.
- The beauty and orderliness of nature contribute to the economy of an area.

AREA II—HUMAN RESOURCES

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

- People have innate ability to improve themselves and their environment.
- The varying abilities which people possess are needed to improve living.
- People adapt and develop natural resources to improve living.

HUMAN RESOURCES SHOULD BE CONSERVED.

- Protection and preservation of health are necessary for conservation of human resources.
- The wise use of work time and leisure time is important to the well-being of individuals.
- Intelligent choice of work enables each individual to make the best use of time, effort and ability.
- Regulations and laws help protect people.
- People conserve effort by pooling human resources and dividing labor.

EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.

- Each person has responsibility for developing and using his abilities to contribute to community life.
- Each person has responsibility for care of personal and community property.

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

- Human resources are developed through freedom to use individual initiative.
- Man's welfare is determined by application of knowledge and skill in using natural resources.
- Every individual has responsibility for contributing to the well-being of others.

AREA II—HUMAN RESOURCES (Continued)

Economic Understandings

PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.

Individuals, communities, regions and nations are economically interdependent.
Achievements of the past improve ways of living in the present and in the future.

AREA III—PRODUCTION OF GOODS AND SERVICES

PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.

Wealth is often measured in terms of goods produced.
Nature of goods produced and services rendered is determined by needs and wants of people.
Greater productivity results in a higher standard of living.

LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.

All honest labor is dignified and respectable.
Division of labor or specialization increases production.
The nature of work changes over periods of time and with advances in technology.

PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.

Producers constantly search for more effective ways to use natural resources.
Areas of production frequently develop near locations of natural resources.

CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.

Capital for production is provided by individuals through savings invested in companies and institutions.
Capital purchases facilities for production.
Profit from production pays salaries of workers.
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.

MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.

Management has the responsibility for making decisions which affect production.
Labor and management have responsibility to each other and to the public for maintaining production.

SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.

New and improved products are developed by government and industry through science and research.
Mass production makes it possible for people to enjoy more goods at lower costs.
Automated techniques release man power for other production or leisure activities.
Increased leisure time creates the demand for new goods and services.

AREA IV—DISTRIBUTION OF GOODS AND SERVICES

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.
Modern transportation makes possible wide distribution of goods and services.
Many means of communication facilitate distribution.

AREA IV—DISTRIBUTION OF GOODS AND SERVICES (Continued)

Economic Understandings

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer. Modern methods of distribution create new jobs and the need for additional services.

AREA V—CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.

Consumption is the motive for production.

The amount of money earned or credit available determines the individual's potential consumption of goods and services.

Consumers have freedom to choose goods and services in a free economy.

COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.

Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.

An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.

AREA VI—MONEY

MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.

Trading or bartering is a way of exchanging goods and services without the use of money.

Money pays for goods and services that people need and want.

Money cannot buy everything that people need and want.

MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.

Money has value in terms of goods purchased and services performed.

Money is made of paper or metal for convenience.

Money is legal tender when it is guaranteed by the government.

Each metal coin and paper bill has a definite name and value.

A check or money order may be used in place of money in purchasing goods and services.

Money values change over periods of time and in different countries.

MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.

The amount of money received varies according to skill and quality of work performed.

All work requires education or training for skill development.

Work requiring more education or greater skill development usually provides higher income.

A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.

Budgeting apportions family income to meet needs, wants and emergencies.

Budgeting money can help families and governments to live within incomes.

Savings should be a part of every family budget.

Money earned and saved helps to provide financial security.

AREA VI—MONEY (Continued)

Economic Understandings

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.
Quantity and quality are factors which determine cost of a product or service.

BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.

Banks are safe places to keep money.
Banks pay interest for use of money.
Interest is paid to banks for use of money.
Banks provide varied services.

AREA VII—TAXES

A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.

Public revenue comes from personal and corporation income taxes, excise, sales employment (social security) and property taxes.
Taxes are necessary to support county, city, state and federal governments.
Payment of taxes to support government is a responsibility of all people.
People benefit from taxes paid.

TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.

Such facilities as schools, highways and parks belong to all citizens.
Protection and care of public property help to save tax money to provide more and better services and facilities.

AREA VIII—FREE ENTERPRISE ECONOMY

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.
People have the right to exercise freedom of choice.
People compete in providing goods and services.
People have the right to make a profit.

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.
Various groups influence the economy as common interests are expressed.

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.
Education and the development of skills contribute to a higher standard of living.
Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.

KINDERGARTEN

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

Man depends upon natural resources for his basic needs: food, clothing and shelter.

The kind of work that people do is determined by the availability of materials supplied by nature.

Natural resources can influence the population of an area.

Wise use of natural resources is an individual and group responsibility.

NATURAL RESOURCES SHOULD BE CONSERVED.

Natural resources can become exhausted.

Suggested Learning Experiences

Constructing houses and modeling items of food and furniture

Making flannel board displays of food's people eat

Dramatizing the story of the Three Little Pigs

Discussing materials used in building houses

Discussing materials of which clothing is made

Learning poems about clothing materials

Dramatizing work that parents do to show materials used in the work

Displaying toys and discussing materials from which constructed

Sharing ideas about why people move from one place to another to find work

Talking about the work people do in the community

Discussing efficient use of school supplies

Discussing what happens when the school or home is without water

Suggested Resources

Art materials

Flannel board

books:

Stobbs: *The Three Little Pigs*, McGraw, c1965

Miles: *A House For Everyone*, Knopf, c1958

Doll clothes and children's clothing

POEMS:

Baa Baa Black Sheep

Bye Baby Bunting

Parents

Community people

Songs about work

Toys

BOOKS:

Greene: *I Want To Be A Farmer*, Children's Press, c1959

Greene: *I Want To Be A Fisherman*, Children's Press, c1957

Community workers

BOOK:

Mecker: *How Doctors Help Us*, Benefic, c1964

School supplies: pencils, paper, towels, art materials

Children's experiences

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Kindergarten

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|--|--|
| <p>Natural resources may be damaged or destroyed by man or the forces of nature.</p> | <p>Touring the neighborhood to see damage which has been caused by fire or storms</p> <p>Collecting pictures of fire scenes to use in telling stories about damage</p> <p>Sharing news stories about damage done by the forces of nature</p> | <p>Neighborhood</p> <p>Pictures</p> <p>Newspapers</p> |
| <p>Conservation of natural resources is a responsibility of man.</p> | <p>Caring for a terrarium and/or an aquarium</p> <p>Discussing the care of grass on the school ground</p> | <p>Fish, turtle, plants, snails, tadpole</p> <p>School ground</p> <p>Grass</p> <p>Soil</p> |
| <p>Some natural resources are protected by laws.</p> | <p>Talking about rules for burning brush or trash</p> | <p>Local fire warden</p> |

NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.

| | | |
|---|---|---|
| <p>Natural resources, climate and other geographical factors influence kinds of foods produced.</p> | <p>Discussing pictures and films of foods produced in various climates and in different seasons</p> | <p>Pictures</p> <p>FILM:</p> <p><i>Spring Is An Adventure</i>, Coronet, 1954</p> |
| <p>Climate and other geographical factors influence kinds of clothes worn.</p> | <p>Dressing dolls for various seasons</p> <p>Drawing picture calendars to show kinds of clothing worn for different weather</p> | <p>Doll clothes</p> <p>Art materials</p> |
| <p>Natural resources, climate and other geographical factors influence kinds of shelter provided.</p> | <p>Collecting pictures and building stories about different kinds of homes</p> | <p>Pictures</p> <p>Magazines</p> <p>Experience charts</p> |
| <p>Natural resources, climate and other geographical factors influence work that people do.</p> | <p>Making a picture book of kinds of work that people do</p> <p>Discussing filmstrips on work that people do</p> | <p>Pictures and drawings</p> <p>FILMSTRIP:</p> <p><i>People At Work</i>, Capitol Film and Radio Co., Inc., 1954</p> |
| <p>The beauty and orderliness of nature contribute to the economy of an area.</p> | <p>Touring the neighborhood and telling stories about beauty and orderliness observed on the tour</p> | <p>Neighborhood</p> <p>Experience charts</p> <p>Pictures</p> |

HUMAN RESOURCES

Kindergarten

Economic Understanding:

Suggested Learning Experiences

Suggested Resources

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

People have innate ability to improve themselves and their environment.

Discussing films which show how children can learn to accept responsibility.

FILMS:

Beginning Responsibility: Taking Care of Things,
Coronet, 1951

Beginning Responsibility: Doing Things for Ourselves in School,
Coronet, 1964

Beginning Responsibility: Books and Their Care,
Coronet, 1958

The varying abilities which people possess are needed to improve living.

Reading picture books about kinds of work which different people can do.

Picture books

People adapt and develop natural resources to improve living.

Taking walks to see growing trees and lumber being used in building a home.

Neighborhood

HUMAN RESOURCES SHOULD BE CONSERVED.

Protection and preservation of health are necessary for conservation of human resources.

Discussing good food for snack time.

Samples of food

Demonstrating proper care of teeth.

Nurse

Dentist

Toothbrush

Model of teeth

The wise use of work time and leisure time is important to the well-being of individuals.

Singing songs about work and rest time.

Song books

Selecting materials for independent activities.

Picture books

Art supplies

Toys

Materials

Intelligent choice of work enables each individual to make the best use of time, effort and ability.

Singing and dramatizing songs about work.

Song books

Planning the day's activities.

Children's experiences

Developing an experience chart of work and wise use of time.

Experience charts

Regulations and laws help protect people.

Inviting safety patrol to discuss regulations which protect children.

Safety patrol

People conserve effort by pooling human resources and dividing labor.

Planning ways to divide work involved in daily classroom chores.

Classroom

HUMAN RESOURCES

Kindergarten

Economic Understandings

Suggested Learning Experiences

Suggested Resources

EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.

Each person has responsibility for developing and using his abilities to contribute to community life.

Putting away toys and equipment after work and play

Materials

Each person has responsibility for care of personal and community property.

Learning poems, jingles and songs about community life

Poems and songs

Discussing films that develop responsibility for care of personal and community property

FILMS:

Beginning Responsibility: Other People's Things,
Coronet, 1953

Beginning Responsibility: Rules at School,
Coronet, 1965

Keeping personal property in lockers and individual spaces

Lockers

Individual spaces

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

Human resources are developed through freedom to use individual initiative.

Developing a helpers' chart to encourage children to exercise initiative in tasks about the classroom

Charts

Arts materials

Man's welfare is determined by application of knowledge and skill in using natural resources.

Displaying pictures, objects, models, and specimens showing uses made of natural resources

Pictures

Objects, models and specimens

Every individual has responsibility for contributing to the well-being of others.

Building experience charts to show how members of the family help each other

Experience charts

BOOK:

Provus: *How Families Live Together*,
Benefic, c1963

PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.

Individuals, communities, regions and nations are economically interdependent.

Inviting a milkman to discuss how this business depends on others

Milkman

Listening to stories about interdependence

BOOK:

Darby: *Skippy The Skunk*,
Benefic, c1963

Achievements of the past improve ways of living in the present and in the future.

Discussing the wheel and how it has helped man

A wheel

Pictures of wheels in use

PRODUCTION OF GOODS AND SERVICES

Kindergarten

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|---|--|---|
| PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS. | | |
| Wealth is often measured in terms of goods produced. | Listening to stories about production of goods | BOOK: Meshover: <i>You Visit A Dairy, Clothing Factory</i> , Benefic, c1965 |
| Nature of goods produced and services rendered is determined by needs and wants of people. | Buying and selling products in a play store | Play store |
| Greater productivity results in a higher standard of living. | Visiting the bakery to see bread made | Bakery |
| | Listening to the story, <i>The Shoemaker and the Elves</i> | BOOK: Adams: <i>The Shoemaker and the Elves</i> , Scribner, c1960 |
| LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES. | | |
| All honest labor is dignified and respectable. | Using interpretive rhythms and telling stories which show respect for work well done | RECORDINGS: <i>Rudolph The Red Nose Reindeer</i> <i>The Glow Worm</i> |
| Division of labor or specialization increases production. | Displaying children's work | Children's work |
| The nature of work changes over periods of time and with advances in technology. | Making chains and decorating a Christmas tree | Art materials Tree ornaments |
| | Discussing pictures showing old and new ways of housekeeping | Magazine pictures |
| | Listening to stories of ways food was obtained in the past | BOOK: Hurley: <i>Dan Frontier Goes Hunting</i> , Benefic, c1959 |
| PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES. | | |
| Producers constantly search for more effective ways to use natural resources. | | |
| Areas of production frequently develop near locations of natural resources. | | |

PRODUCTION OF GOODS AND SERVICES

Kindergarten

Economic Understandings

Suggested Learning Experiences

Suggested Resources

CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.

Capital for production is provided by individuals through savings invested in companies and institutions.

Capital purchases facilities for production.

Profit from production pays salaries of workers.

Some profit from production is re-invested to maintain, improve, or expand production and to develop new products.

Engaging in role playing to show that a farmer uses money to buy land and equipment for farming

Collecting pictures of things a farmer must buy

Discussing pictures of helpers the farmer must pay

Dramatizing to show how the farmer uses money from his crops to buy a new tractor or other equipment

Children's experiences

Farmer

Pictures

Picture books

book:

Ipcar: *Ten Big Farms*, Knopf, c1959

Pictures

MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.

Management has the responsibility for making decisions which affect production.

Labor and management have responsibility to each other and to the public for maintaining production.

Talking with the principal to learn what must be done to manage a school

Participating in role playing to show relationship between store manager and workers

Principal

Store manager

SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.

New and improved products are developed by government and industry through science and research.

Mass production makes it possible for people to enjoy more goods at lower costs.

Automated techniques release man power for other production or leisure activities.

Increased leisure time creates the demand for new goods and services.

Discussing TV commercials that emphasize new or improved products

Preparing puppets to use in make believe TV commercials

Visiting a chicken farm to see how care of chickens produces more eggs

Dividing work of cultivating a flower bed

Riding on a self-service elevator or escalator to see that an operator is not needed

Dramatizing to show how mother and father have more leisure time because of automation

TV programs

Art materials

Puppets

Chicken farm

Flower bed

Self-service elevator

Escalator

Parents

DISTRIBUTION OF GOODS AND SERVICES

Kindergarten

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.

Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.

Modern transportation makes possible wide distribution of goods and services.

Many means of communication facilitate distribution.

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer.

Modern methods of distribution create new jobs and the need for additional services.

Making bulletin board displays of advertisements of toys

Playing with model trucks, trains, buses, terminals, shipyards, and airports

Talking and reading about how oranges and bananas which are raised in warm climates can be eaten by people all over the world

Discussing filmstrip about a 'trip to an airport

Using the telephone to order groceries

Using the classroom post office when ordering goods from play store

Reading picture books about truck drivers, engineers and ship captains

Dressing up as truck drivers, engineers and ship captains

Visiting a coin operated snack bar to see how sandwiches, cakes and drinks may be obtained from a machine which must be serviced

Visiting a coin operated laundromat

Newspapers

Magazines

Toys

BOOK:

McCall: *Buttons See Things That Go*,
Benefic, c1960

Picture books

BOOK:

McCall: *Button and the Whirlybird*,
Benefic, c1960

FILMSTRIP:

To An Airport,
Capitol Film and
Radio Co., 1964

Telephone

Letters

BOOK:

McCall: *How We Get Our Mail*,
Benefic, c1961

BOOKS:

Dugan: *The Truck and Bus Book*,
Golden, c1966

Kalish: *Planes, Trains,
Cars and Boats*,
Golden, c1963

McCall: *Bucky Button*,
Benefic, c1960

Parents

Play clothes

Coin operated machines

Laundromat

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Kindergarten

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|---|---|---|
| <p>ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.</p> <p>Consumption is the motive for production.</p> <p>The amount of money earned or credit available determines the individual's potential consumption of goods and services.</p> <p>Consumers have freedom to choose goods and services in a free economy.</p> | <p>Making cookies at school and talking about the number needed for the class party</p> <p>Discussing the filmstrip about the Gingerbread Boy</p> <p>Taking a trip to purchase an object with money earned</p> <p>Making experience charts about earning and buying</p> <p>Drawing pictures or bringing favorite toys to show the variety available</p> | <p>Cafeteria manager</p> <p>FILMSTRIP: <i>Making Gingerbread Boys</i>, EMC, 1957</p> <p>Shopping center</p> <p>Experience charts</p> <p>Art material Toys</p> |
| <p>COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.</p> <p>Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.</p> <p>An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.</p> | <p>Dramatizing what might happen if the Easter Bunny could find no eggs to color or Santa's helpers could find no rubber to make balls</p> <p>Discussing why stores do not sell sleds in the summer time or wading pools in the winter</p> | <p>Picture books</p> <p>Recordings</p> <p>Newspaper</p> <p>Advertisements</p> |

MONEY

Kindergarten

Economic Understandings

Suggested Learning Experiences

Suggested Resources

**MONEY SERVES AS A
CONVENIENT MEDIUM
OF EXCHANGE.**

Trading or bartering is a way of exchanging goods and services without the use of money.

Dramatizing such stories as Jack and the Beanstalk to show trading or bartering

STORY:

Jack and the Beanstalk

Money pays for goods and services that people need and want.

Using classroom happenings to point out that children trade to play with a favorite toy

Toys in classroom

Money cannot buy everything that people need and want.

Playing store and using play money to purchase supplies needed in a house

Articles for play store

Singing songs and learning poems about gifts of nature that money cannot buy

Song books

Poetry collections

**MONEY HAS DIFFERENT
NAMES, FORMS AND VALUES.**

Money has value in terms of goods purchased and services performed.

Comparing the price of a pencil with the price of a pair of shoes

Newspapers

Money is made of paper or metal for convenience.

Collecting pennies to show that a dollar bill is easier to handle than many pennies

Money

Money is legal tender when it is guaranteed by the government.

Composing a story to show what might happen when someone tried to buy a toy with play money

Real and play money

Each metal coin and paper bill has a definite name and value.

Identifying pennies, nickels and dimes by name

Money

A check or money order may be used in place of money in purchasing goods and services.

Money values change over periods of time and in different countries.

**MONEY IS RECEIVED FOR
WORK IN PRODUCING GOODS
AND RENDERING SERVICES.**

The amount of money received varies according to skill and quality of work performed.

Discussing why the airplane pilot earns more money than a paper boy

Picture books

All work requires education or training for skill development.

Planning a play to show parents and younger children what has been learned in school

Children's work

Work requiring more education or greater skill development usually provides higher income.

Discussing the need for going to school

Children's experiences

MONEY

Kindergarten

Economic Understandings

Suggested Learning Experiences

Suggested Resources

A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.

Budgeting apportions family income to meet needs, wants and emergencies.

Budgeting money can help families and governments to live within incomes.

Savings should be a part of every family budget.

Money earned and saved helps to provide financial security.

Making a written plan for spending money for a party

Discussing how the plan helped the class to spend wisely

Saving to buy a book or a recording

Using puppets to show how members of the class have earned and saved money to buy something special

Children's experiences

Written chart

Money

Puppets and stage

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.

Quantity and quality are factors which determine cost of a product or service.

Dramatizing stories which show value of products

Comparing cost and size of boxes of crayons

book:

Brenner: *The Five Pennies*, Random, c1964

Boxes of crayons

BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLE IN ECONOMIC LIFE.

Banks are safe places to keep money.

Banks pay interest for use of money. Interest is paid to banks for use of money.

Banks provide varied services.

Drawing pictures of different kinds of banks

Discussing such services as savings accounts and payments of bills

Art materials

Parents

TAXES

Kindergarten

Economic Understandings

Suggested Learning Experiences

Suggested Resources

A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.

Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.

Taxes are necessary to support county, city, state and federal governments.

Payment of taxes to support government is a responsibility of all people.

People benefit from taxes paid.

TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.

Such facilities as schools, highways, bridges and parks belong to all citizens.

Protection and care of public property help to save tax money to provide more and better services and facilities.

Singing songs about service people such as the postman, the fireman, the policeman

Talking about money all people must pay to have such services as: schools, parks, highways and bridges

Discussing pictures of schools, parks, highways

Talking about things people use which are paid for by taxes: streets, roads, sidewalks, parks and city health services

Taking walks in parks, on school ground and in the community

Developing experience charts to show how to care for public property

Song books

BOOK:

Meshover: *You Visit a Fire Station-Police Station*, Benefic, c1965

Pictures

BOOK:

Bate: *Who Built the Highway?* Scribner, c1953

RECORDING:

Album T: *Visit to the Park*, Burns Record Co., 1967

Parents

Picture books

BOOK:

Greene: *I Want to Be a Fireman*, Children's Press, c1958

BOOK:

Bate: *Who Built the Bridge?* Scribner, c1954

Pictures

Pictures

Experience charts

FREE ENTERPRISE ECONOMY

Kindergarten

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

Labeling children's property

Children's property

People have the right to exercise freedom of choice.

Discussing respect for property of others

Children's experiences

People compete in providing goods and services.

Selecting activities, books and art materials for use in projects

Art materials

People have the right to make a profit.

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.

Taking turns when playing games or using equipment

Games

Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.

Various groups influence the economy as common interests are expressed.

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.

Education and the development of skills contribute to a higher standard of living.

Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.

Collecting pictures of products which improve health, safety and recreation; such as safety belts in cars

Magazine pictures

Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.

Talking about use and care of credit cards

Credit cards

GRADE 1

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

Man depends upon natural resources for his basic needs: food, clothing and shelter.

The kind of work people do is determined by the availability of materials supplied by nature.

Natural resources can influence the population of an area.

Suggested Learning Experiences

Making a garden to show that plants we eat are dependent on soil, water, sunshine, air and care

Discussing and making lists of parents' occupations to show that some are engaged in making clothing, building homes or in producing foods

Making charts, booklets, and drawings to show how clothes are made from natural resources: such as cotton, wool, synthetics

Bringing in samples of building materials

Building model homes

Looking at picture books of homes around the world

Listing objects in the classroom that are made from natural resources

Drawing pictures to show how families use materials supplied by nature in the work they do

Making lists of people in the community who make a living from the soil, from the water, in the air and inside the earth to determine major sources of community employment

Suggested Resources

FILM:

We Explore the Woodland,
Coronet, 1957

Parents

FILMSTRIPS:

Clothes and Why We Wear Them,
EBF, 1957

What Do You Wear?
McGraw, 1955

FILMS:

Clothing,
EBF, 1957

The Clothes We Wear,
Churchill, 1956

Building materials

Sand table displays

BOOK:

A House For Everyone,
Knopf, c1958

Classroom objects

FILMSTRIPS:

Haying,
EBF, 1953

Where Food Comes From,
EBF, 1956

BOOKS:

Ipcar: *Lobsterman,*
Knopf, c1962

Greene: *I Want To Be A Pilot,*
Children's Press, c1957

Greene: *I Want To Be a Coal Miner,*
Children's Press, c1957

Greene: *I Want To Be A Fisherman,*
Children's Press, c1957

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 1

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Wise use of natural resources is an individual and group responsibility.

Making posters urging saving paper towels or signs to protect shrubbery on school lawns

Discussing ways to save paper, to protect books and other school property and to save food in the cafeteria

Discussing the importance of fire prevention and litterbug campaigns

Greene: *I Want To Be A Ship Captain*, Children's Press, c1962

Greene: *I Want To Be A Farmer*, Children's Press, c1959

Art materials

Children's experiences

Firemen

State foresters

Smokey The Bear Exhibits

NATURAL RESOURCES SHOULD BE CONSERVED.

Natural resources can become exhausted.

Talking about how long it has taken trees and shrubs on the school ground to grow

Talking about ways resources have changed since grandfather was a boy

Trees on school ground

FILM:

Little Smokey, Virginia Forest Service

Older citizens

BOOK:

Bartlett: *The Clean Brook*, Crowell, c1960

School ground

Natural resources may be damaged or destroyed by man or the forces of nature.

Touring the school ground or near-by plots to locate erosion spots and wind damage to soil and plants

Neighborhood

Conservation of natural resources is a responsibility of man.

Touring neighborhood to observe storm or fire damage

BOOKS:

Udry: *A Tree Is Nice*, Harper, c1956

Hader: *The Big Snow*, Macmillan, c1962

Zion: *A Plant Sitter*, Harper, c1959

Podendorf: *True Bock of Pets*, Children's Press, c1954

Greene: *I Want To Be A Zoo Keeper*, Children's Press, c1957

FILM:

Frank Tends His Garden, EBF, 1952

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 1

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|---|---|---|
| | Reading and telling stories about pets and their care | FILM: <i>Care of Pets</i> , EBF, 1944 |
| Some natural resources are protected by laws. | Discussing what is meant by hunting and fishing seasons and why it is necessary to have laws for protection | Game warden |
| | Discussing home and school water supplies and how protected for human use | Health and sanitation officers FILM: <i>Water We Drink</i> , Coronet, 1953 |
| NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING. | | |
| Natural resources, climate and other geographical factors influence kinds of foods produced. | Tasting, handling and discussing foods from different places | Breakfast foods |
| | Collecting and drawing pictures to show foods people eat | BOOK: Rothschild: <i>Fruit is Ripe for Timothy</i> , William R. Scott, c1963 |
| | Displaying dolls dressed in costumes of Eskimos, Africans, and others | FILMSTRIP: <i>Indian Food</i> , EMC, 1951 |
| Climate and other geographical factors influence kinds of clothes worn. | Collecting pictures of clothing and making bulletin boards or booklets to show kinds of clothes for winter, summer, rain and snow | BOOK: Darbis: <i>Hassen-Boy of the Desert</i> , Follett, c1961 |
| Natural resources, climate and other geographical factors influence kinds of shelter provided. | Collecting kinds of materials used to build houses | FILMSTRIP: <i>Indian Houses</i> , EMC, 1951 |
| | | BOOK: Shapp: <i>Let's Find Out About Houses</i> , Watts, c1962 |

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 1

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|---|--|
| Natural resources, climate and other geographical factors influence work that people do. | Making a frieze to show work that fathers and mothers do and making a frieze to show kinds of work done in another part of the world | BOOKS: Anderson: <i>Families and Their Needs</i> , Silver Burdett, c1966 Greene: <i>I Want To Be an Orange Grower</i> , Children's Press, c1956 Greene: <i>I Want To Be a Cowboy</i> , Children's Press, c1960 Greene: <i>I Want To Be a Fisherman</i> , Children's Press, c1957 |
| The beauty and orderliness of nature contribute to the economy of an area. | Picking up trash on school yard and planting flowers to beautify home and school Developing an order or routine for collecting and distributing material in order to save time | School grounds Crayons, pencils, workbooks, textbooks |

HUMAN RESOURCES

Grade 1

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

People have innate ability to improve themselves and their environment.

Viewing films that illustrate ways people can improve themselves

FILMS:

Care of Hair and Nails, EBF, 1951

Let's be Clean and Neat, Coronet, 1958

Making a list of jobs children can do to improve living at home and at school

BOOK:

Behrens: *Soo Ling Finds A Way*, Golden Gate, c1965

Children's experiences

The varying abilities which people possess are needed to improve living.

Talking about the duties and responsibilities of people who have jobs at home and at school

BOOKS:

Behrens: *Soo Ling Finds A Way*, Golden Gate, c1965

MacIntyre: *The Affable, Amiable Bulldozer Man*, Random, c1965

Children's experiences

Reading stories about people who have improved themselves and/or their environment

Magazines

Picture books

People adapt and develop natural resources to improve living.

Planning and developing indoor or outdoor gardens at school

Garden space

Plants and seeds

Planting and caring for grass on a muddy spot of the playground

Grass seeds

Playground

HUMAN RESOURCES SHOULD BE CONSERVED.

Protection and preservation of health are necessary for conservation of human resources.

Writing stories about "What Happens When I Am Sick and Cannot Do My Work In School?"

Children's experiences

BOOK:

Meeker: *How Hospitals Help Us*, Benefic, c1962

The wise use of work time and leisure time is important to the well-being of individuals.

Making pictures of vacation activities to show what children, fathers and mothers do with leisure time

BOOK:

Kessler: *The Day Daddy Stayed Home*, Doubleday, c1959

Intelligent choice of work enables each individual to make the best use of time, effort and ability.

Reading and discussing stories about how members of the family choose jobs they like to do in the home

BOOK:

Heffelfinger: *About Family Helpers*, Melmont, c1954

Finding pictures in books and magazines which show work for which people are paid

Magazines

Books

HUMAN RESOURCES

Grade 1

Economic Understandings

Regulations and laws help protect people.

People conserve effort by pooling human resources and dividing labor.

EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.

Each person has responsibility for developing and using his abilities to contribute to community life.

Each person has responsibility for care of personal and community property.

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

Human resources are developed through freedom to use individual initiative.

Man's welfare is determined by application of knowledge and skill in using natural resources.

Every individual has responsibility for contributing to the well-being of others.

PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.

Individuals, communities, regions and nations are economically interdependent.

Suggested Learning Experiences

Inviting the principal to talk about some school rules important to the safety of children.

Reading stories about jobs children do in the school and in the home

Watching an assembly line in the school cafeteria

Drawing pictures that show the jobs children do to help at home

Caring for clothes and property in the classroom

Discussing jobs to be done in classroom to show the freedom one has to do a particular job.

Arranging flowers and fixing displays on bulletin board

Collecting pictures and post cards showing the use made of natural resources

Discussing and writing a cooperative story about how each pupil contributes to living at home and in the school

Discussing the many people who provide lunch and clothes

Suggested Resources

Principal

FILM:

Primary Safety on the School Playground,
Coronet, 1955

Reading textbook

School cafeteria

Art materials

BOOK:

McIntire: *Billy's Friends*,
Follett, c1965

Cushman: *We Help Mommy*,
Golden, c1959

Classroom

Children's experiences

Pictures

Post cards

Brochures

Children's experiences

BOOK:

Meshover: *You Visit a Sugar Refinery*,
Benefic, c1966

HUMAN RESOURCES

Grade 1

Economic Understandings

Achievements of the past improve ways of living in the present and in the future.

Suggested Learning Experiences

Playing the part of people who provided milk for lunch

Displaying items of earlier days such as: coffee grinder or candle mold and discussing how these are being replaced with modern devices

Suggested Resources

BOOKS:

Chapin: *Dairyman Don*,
Albert Whitman, c1964

Banks: *How We Get Our Dairy Foods*,
Benefic, c1963

Utensils of past

PRODUCTION OF GOODS AND SERVICES

Grade 1

| <i>Economic Understandings</i> | <i>Suggested Learning Experience</i> | <i>Suggested Resources</i> |
|---|---|---|
| PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS. | | |
| Wealth is often measured in terms of goods produced. | Drawing and discussing pictures of things that represent family wealth | Parents Magazine pictures |
| Nature of goods produced and services rendered is determined by needs and wants of people. | Collecting pictures and making a chart of things bought to meet needs in the home and school | Children's experiences Parents |
| Greater productivity results in a higher standard of living. | Discussing things used at home and school to make work faster and provide more time and money for better living | Children's experiences |
| | Discussing the three possessions children prize most highly | Children's experiences |
| LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES. | | |
| All honest labor is dignified and respectable. | Discussing work that must be done by everyone to make the home and classroom a good place to live | book: Shapp: <i>Let's Find Out About School</i> , Watts, c1961 |
| Division of labor or specialization increases production. | Choosing housekeeping responsibilities in the classroom in terms of what individual children can do best | Classroom |
| The nature of work changes over periods of time and with advances in technology. | Discussing work performed at home and school made easier because of modern equipment and devices | Electric saw Hand saw book: Merriam: <i>Mummies at Work</i> , Random, c1961 |
| PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES. | | |
| Producers constantly search for more effective ways to use natural resources. | Constructing a bulletin board showing how natural resources are used to beautify the school | School and grounds |
| Areas of production frequently develop near locations of natural resources. | Visiting the school library or the kitchen to see how supplies are stored where they are convenient for workers | Librarian Cafeteria manager |

PRODUCTION OF GOODS AND SERVICES

Grade 1

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|---|--|
| CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES. | | |
| Capital for production is provided by individuals through savings invested in companies and institutions | Playing the role of businessmen and community workers | Children's experiences |
| | Discussing the ways in which people earn money and how money is used to run business | Parents |
| Capital purchases facilities for production. | Playing the role of parents using checks to buy the groceries and pay the rent | Parents Checks |
| Profit from production pays salaries of workers. | Discussing how salaries of workers are paid from profits used in operating a store in the classroom | Play money Supplies for store |
| Some profit from production is re-invested to maintain, improve, or expand production and to develop new products. | Discussing how store owners spend profits to buy supplies, keep the store in good repair, add improvements, or enlarge the building | Store owners |
| MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION. | | |
| Management has the responsibility for making decisions which affect production. | Interviewing the principal to learn the kinds of questions he must answer in operating a school | Principal |
| Labor and management have responsibility to each other and to the public for maintaining production. | Discussing why schools have principals | Parents |
| SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES. | | |
| New and improved products are developed by government and industry through science and research. | Collecting labels from kinds of soap, cereal or tooth paste available today and discussing why so many different kinds are made | Labels of articles Advertisements |
| Mass production makes it possible for people to enjoy more goods at lower costs. | Listing jobs that are easier when many people help | Children's experiences |
| Automated techniques release man power for other production or leisure activities. | Discussing machines in the home which make it possible to do work more easily and quickly | Parents |
| Increased leisure time creates the demand for new goods and services. | Dramatizing what families do when they have time for fun together | books: Ray: <i>We Live in the City</i> , Children's Press, c1963 Provus: <i>How Families Live Together</i> , Benfic, c1963 |

DISTRIBUTION OF GOODS AND SERVICES

Grade 1

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.

Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.

Modern transportation makes possible wide distribution of goods and services.

Many means of communication facilitate distribution.

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer.

Modern methods of distribution create new jobs and the need for additional services.

Discussing how pupils first learned about certain toys, games or food items

Discussing the kinds of transportation the Little Red Hen may have used in planting the grain and making the bread

Drawing pictures of kinds of transportation needed to serve the school

Discussing the kinds of messages needed to operate the school or the home

Tracing a newspaper from beginning to delivery

Listing the people who may have handled potatoes from the time they were planted until they were eaten

Discussing people and businesses in the community that deliver goods to homes and schools

Newspapers

Magazines

Television

Radio

STORY:

The Little Red Hen

BOOK:

Brit: *Let's Find Out About Bread*,
Watts, c1966

BOOK:

Green: *About Apples From Orchard to Market*,
McMinn, c1966

FILM:

The Community Bakery,
E. H. 1965

BOOK:

Miner: *True Book of Communication*,
Children's Press, c1966

Newspaper

BOOK:

Meshover: *You Visit a Newspaper-TV Station*,
Benfic, c1965

Children's experiences

Parents

Postman

DISTRIBUTION OF GOODS AND SERVICES

Grade 1

Economic Understandings

Suggested Learning Experiences

Suggested Resources

FILM:

Our Post Office,
EBF, 1966

BOOKS:

Miner: *True Book of the Post
Office and Its Helpers,*
Children's Press, c1955

Bell: *Linda's Air Mail Letter,*
Follett, c1964

FILMSTRIPS:

Wholesale Produce Market,
Bailey, 1966

Our Neighborhood Workers,
Eye Gate, 1957

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 1

Economic Understandings

Suggested Learning Experiences

Suggested Resources

ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.

Consumption is the motive for production.

Discussing why sandals are sold in the summer and boots in the winter

Children's experiences

The amount of money earned or credit available determines the individual's potential consumption of goods and services.

Making drawings to show how much a quarter will purchase in contrast to a nickel

Art materials
Arithmetic materials

Consumers have freedom to choose goods and services in a free economy.

Playing a game—"If I had \$1.00 to spend in a toy store I would choose _____."

BOOK:
What Can I Buy?
Dial Press, c1962

FILM:
Let's Visit A Shopping Center,
FA, 1965

COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.

Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.

Discussing why more umbrellas and raincoats are sold on a rainy day

Store
Children's experiences

An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.

Discussing why fresh vegetables cost more in the winter than in the summer and how weather conditions may affect cost of goods

Grocery stores
Merchants
Parents
Current events

MONEY

Grade 1

Economic Understandings

Suggested Learning Experiences

Suggested Resources

**MONEY SERVES AS A
CONVENIENT MEDIUM OF
EXCHANGE.**

Trading or bartering is a way of exchanging goods and services without the use of money.

Setting up a trading post to show how bartering is a way of exchanging goods and services without the use of money

Trading post

Money pays for goods and services that people need and want.

Paying for school lunches and supplies

Children's experiences

Writing and telling number stories dealing with earning and spending money

Number stories

Collecting pictures of workers who provide services people want

MAGAZINES

Reading stories about people providing goods and services

BOOKS:

Corcos: Joel Spends His Money,
Abelard, c1954

Greene: Doctors and Nurses: What Do They Do?
Harper, c1963

Greene: Railroad Engineers and Airplane Pilots,
Harper, c1965

Money cannot buy everything that people need and want.

Discussing and building lists of things that money cannot buy

BOOKS:

Buckley: Grandfather and I,
Lothrop, c1959

Buckley: Grandmother and I,
Lothrop, c1959

Low: Grandmas and Grandpas,
Random, c1962

**MONEY HAS DIFFERENT
NAMES, FORMS AND VALUES.**

Money has value in terms of goods purchased and services performed.

Discussing services of doctor and telephone repairman

Doctor

Repairman

Other resource people:

Money is made of paper or metal for convenience.

Showing and discussing \$10 in one bill, in ten \$1.00 bills and in change to help children understand the convenience of one bill

Paper money and coins

Money is legal tender when it is guaranteed by the government.

Talking about how we use money to buy goods and services

Play store

MONEY

Grade 1

Economic Understandings

Each metal coin and paper bill has a definite name and value.

A check or money order may be used in place of money in purchasing goods and services.

Money values change over periods of time and in different countries.

MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.

The amount of money received varies according to skill and quality of work performed.

All work requires education or training for skill development.

Work requiring more education or greater skill development usually provides higher income.

A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.

Budgeting apportions family income to meet needs, wants and emergencies.

Budgeting money can help families and governments to live within incomes.

Savings should be a part of every family budget.

Money earned and saved helps to provide financial security.

Suggested Learning Experiences

Identifying coins by name and value relationships: pennies, nickels and dimes

Discussing use of checks and credit cards

Exhibiting money from other countries

Inviting children in school who have lived in other countries to talk about experiences with money

Collecting pictures of different kinds of workers and discussing how the amount of money earned depends on the type of work done

Talking about kinds of work and training needed

Discussing stories which show that jobs which require more education usually provide higher income

Keeping an account of the way the weekly allowance is spent

Keeping lunch budgets to show how children use lunch and milk money

Discussing how a child may save money to purchase a bicycle instead of buying ice cream and candy

Drawing pictures of articles each child would like to have and discussing how these can be purchased by saving money

Suggested Resources

BOOKS:

Watson: *Annie's Spending Spree*, Hale, c1957

Marks: *What Car I Buy?* Dial Press, c1962

Parents

Foreign money

Coins and paper money

Magazines

BOOKS:

I Want To Be—Series, Children's Press

Parents

Children's experiences

Parents

Children's experiences

Children's experiences

Children's experiences

MONEY

Grade 1

Economic Understandings

Suggested Learning Experiences

Suggested Resources

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.

Reading stories to show the value of products when buying articles in the store

BOOKS:

Marks: *What Can I Buy?*
Dial Press, c1962

Brenner: *The Five Pennies*,
Random, c1964

Quantity and quality are factors which determine cost of a product or service.

Comparing size and cost of packages of paper or candy bars

Children's experiences

BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.

Banks are safe places to keep money.

Visiting cafeteria or school office to see how money is prepared for deposit in the bank

Resource people

Discussing reasons for keeping money in safe places

Children's experiences

Banks pay interest for use of money.

Citing examples from children's bank accounts which show that interest has been earned

Children's experiences

Interest is paid to banks for use of money.

Discussing with parents situations when interest is paid to banks for the use of money

Parents

BOOK:

Elkin: *True Book of Money*,
Children's Press, c1960

Banks provide varied services.

Constructing piggy banks

Construction materials

Inviting someone to discuss the services of a bank

Resource people

TAXES

Grade 1

Economic Understandings

Suggested Learning Experiences

Suggested Resources

A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.

Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.

Taxes are necessary to support county, city, state and federal governments.

Payment of taxes to support government is a responsibility of all people.

People benefit from taxes paid.

Displaying pictures showing houses and businesses and discussing why people pay something to own property

Discussing reasons why taxes are necessary to support governments

Discussing the use of money paid for gasoline which makes for better roads for traveling

Talking about the sales tax and money paid on certain items

Discussing how children use services that governments provide

Drawing a map of the town and discussing why it is impossible for one family to pay for streets, sidewalks and other services

Displaying and writing a story about a fire truck

Collecting pictures to show people enjoying public parks, playgrounds and roads

Magazines

Resource people

Pictures of modern highways

Children's experiences

BOOKS:

Greene: *I Want to Be A Fireman*, Children's Press, c1959

Greene: *I Want to Be A Policeman*, Children's Press, c1958

Greene: *I Want to Be A Postman*, Children's Press, c1958

Greene: *I Want to Be A Teacher*, Children's Press, c1957

Miner: *True Book of Our Post Office and its Helpers*, Children's Press, c1955

Miner: *True Book of Policemen and Firemen*, Children's Press, c1954

Art materials

Fire truck

BOOKS:

Currew: *This is a Road*, Follett, c1959

TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.

Such facilities as schools, highways and parks belong to all citizens.

TAXES

Grade 1

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Protection and care of public property help to save tax money to provide more and better services and facilities.

Making posters to show the importance of keeping school clean and neat

Making a list of rules children should observe in keeping schools and public places neat and clean

Hastings: *Big New School*, Follett, c1959

Monheit: *Picnic in the Park*, Harvey, c1960

Resource people

Principals

FILM:

Everyone Helps In A Community, Churchill, 1966

FREE ENTERPRISE ECONOMY

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

Making charts to show items owned by individual children and drawing pictures to illustrate care of personal property

Art materials

People have the right to exercise freedom of choice.

Discussing ways one shows respect for the property of others

Children's experiences

People compete in providing goods and services.

Dramatizing in a play store ways children as well as parents make choices of goods and services

Play store

People have the right to make a profit.

Discussing why prizes are put in Cracker Jacks or cut outs on cereal boxes

Samples of prizes and cut outs

Discussing the cost of making a pie to show that the baker must be paid adequately

Parents

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.

Discussing "How Our School Helps Us To Be Good Citizens"

Pupils
Parents

Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.

Discussing goods and services used in the home and school

Stores

Selecting partners for games and other activities

Games

Buying pencils, crayons and other school supplies

Stores

Various groups influence the economy as common interests are expressed.

Arranging a bulletin board to show how school clubs and class activities can help to promote the economy

Pictures

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.

Displaying pictures of types of work children do at home

Pictures

FREE ENTERPRISE ECONOMY

Grade

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|--|---|
| | Making a scrapbook showing how a family spends money: food, shelter, clothing | Magazines |
| Education and the development of skills contribute to a higher standard of living. | Posting pictures of workers who go to school to learn certain jobs | Pictures FILM: <i>Going To School Is Your Job</i> , FA, 1966 |
| Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs. | Discussing products which make for improved health and safety conditions: medicine and disinfectant sprays | Pictures |
| Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay. | Discussing what it means to buy on credit | Parents |

GRADE 2

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

Man depends upon natural resources for his basic needs: food, clothing and shelter.

The kind of work people do is determined by the availability of materials supplied by nature.

Natural resources can influence the population of an area.

Suggested Learning Experiences

Collecting pictures and stories to show how natural resources provide sources of food, clothing and shelter.

Listing the most important natural resources of the community to understand the work of the people

Making maps showing the natural resources of the community

Reading about kinds of work in different communities

Finding the population in town, city or county and the resources that affect growth

Talking with principal to learn whether school enrollment is increasing or decreasing and reasons why

Suggested Resources

BOOKS:

Ipcar: *Ten Big Farms*, Knopf, c1959

McCall: *How We Get Our Clothing*, Benefic, c1961

Provos: *How We Get Our Shelter*, Benefic, c1962

Banks: *How We Get Our Dairy Foods*, Benefic, c1965

Paull: *Some Day*, Abelard, c1957

Shortall: *Sam's First Fish*, Morrow, c1962

FILMS:

The Community Bakery, E H, 1965

What Do Fathers Do? Churchill, 1966

BOOK:

Schlein: *The Fisherman's Day*, Whitman, c1959

BOOKS:

Shortall: *Danny on the Lookout*, Morrow, c1964

Greene: *I Want To Be - Series*, Children's Press

PotENDORF: *True Book of - Series*, Children's Press

Local agencies

Maps

Principal

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Wise use of natural resources is an individual and group responsibility.

Illustrating through murals, friezes, and bulletin boards, products produced from the natural resources of the community

Art materials
People of community
Picture books

Discussing simple fire precautions and checking homes for fire hazards

Homes
BOOK:
Barr: *Fire Snorkel Number 7*,
Albert Whitman, c1965

Planning together for storage and care of art supplies, physical education equipment and wraps

School materials

NATURAL RESOURCES SHOULD BE CONSERVED.

Natural resources can become exhausted.

Drawing or collecting pictures showing forests that have been destroyed by fire

BOOK:
Anderson: *Blaze and the Forest Fire*.
Macmillan, c1962

Discussing how Smoky the Bear reminds us to protect our forests

Posters

Singing the song Smoky the Bear

Music books

Finding stories that point out why it is necessary to conserve plants, water and other natural resources

Newspapers and magazines

Making charts showing natural resources which are hard to replace

BOOKS:
Hayes: *About the Biggest Pine Tree*.
Melmont, c1957
Hutchins: *Lives of an Oak Tree*.
Rand, c1962

Using guessing game "What Am I?" or "Why Should I Be Used Wisely?", using description of minerals or other natural resources

Encyclopedia

Natural resources may be damaged or destroyed by man or the forces of nature.

Discussing news items about storms and damage to natural resources

News articles

FILM:
A Day With Fireman Bill,
F.A. 1966

Drawing pictures of wind, rain and snow storms and their damaging effect on natural resources

Art materials

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Reading poems about wind, rain, snow, hurricanes, tornadoes, floods and other forces of nature which destroy natural resources

BOOK:

Lindman: *Sailboat Time*,
Albert Whitman, c1951

FILM:

Insect Enemies and Their Control,
Coronet, 1963

Singing songs about the forces of nature

Music books and records

Viewing films and filmstrips to understand the effects of forces of nature on natural resources

FILM:

Blow, Wind, Blow,
Coronet, 1952

Water, Water Everywhere,
Coronet, 1955

Locating weather conditions on maps:

Maps and globes

Hurricanes near large bodies of water

Tornadoes near deserts and flat areas

Floods in low-lying areas close to water

Conservation of natural resources is a responsibility of man.

Reading and writing stories about how animals and plants depend upon man for protection

BOOKS:

Koch: *When the Cows Got Out*,
Holiday, c1958

Floethe: *Cowboy on the Ranch*,
Scribner, c1959

Floethe: *Farmer and His Cows*,
Scribner, c1957

Interviewing parents or grandparents to learn of plants and animals that may no longer be abundant in the community or that may be more abundant because of man's care and protection

Parents

Grandparents

Singing songs about plants and animals

Music books and records

Discussing ways people protect domestic plants and animals

Children's experiences

Some natural resources are protected by laws.

Locating stories and reading to find out ways wild plants and animals are protected

Materials from local, State and federal agencies

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

**NATURAL RESOURCES,
CLIMATE AND OTHER
GEOGRAPHICAL FACTORS
INFLUENCE MAN'S WAY
OF LIVING.**

Natural resources, climate and other geographical factors influence kinds of foods produced.

Climate and other geographical factors influence kinds of clothes worn.

Natural resources, climate and other geographical factors influence kinds of shelter provided.

Natural resources, climate and other geographical factors influence work that people do.

Taking a field trip to see how animals are grown for re-stocking

Interviewing people who can tell about laws that protect wild plants and animals

Preparing charts to show which natural resources are used in building homes and in providing food and clothing

Making reports to show how people use plants, animals, minerals and water to make themselves more comfortable in all kinds of weather

Preparing bulletin boards to show types of clothes worn in different seasons

Collecting pictures of devices used to make homes more comfortable

Reporting on activities in the home to prepare for seasonal changes

Collecting information for a classroom chart listing natural resources and types of work dependent on each resource

Fish hatcheries
Bird sanctuaries
State and national forests and other agencies

BOOK:

Shortall: *Sam's First Fish*, Morrow, c1962

Resource people

BOOKS:

Floethe: *Sea of Grass*, Scribner, c1963

Meshover: *You Visit A Sugar Refinery-Fruit Cannery*, Benefic, c1966

BOOKS:

Riwkin-Brick: *Elle Kari*, Macmillan, c1952

Riwkin-Brick: *Mokihana Lives in Hawaii*, Macmillan, c1962

Riwkin-Brick: *Sia Lives on Kili-manjaro*, Macmillan, c1962

FILM:

Winter Comes to The Forest, Coronet, 1966

Magazines

Newspapers

Magazines

Homes

Parents

Resource people

Art materials

NATURAL RESOURCES SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 2

Economic Understandings

The beauty and orderliness of nature contribute to the economy of an area.

Suggested Learning Experiences

Reporting on the activities of workers involved in keeping the community clean and orderly

Suggested Resources

Resource people

BOOK:

Shortall: *Danny on the Lookout*,
Morrow, c1964

FILM:

A City and Its People,
FA, 1966

HUMAN RESOURCES

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

People have innate ability to improve themselves and their environment.

Keeping samples and making booklets of pupils' work to show self improvement

Children's work

BOOK:

Barr: *Miss Terry at the Library*, Albert Whitman, c1962

Writing stories about jobs to be done at home and in the classroom, emphasizing the importance of improving surroundings

Children's experiences

The varying abilities which people possess are needed to improve living.

Discussing stories about people who have developed their talents and abilities

BOOKS:

Greene: *I Want To Be* --Series, Children's Press

Chapin: *Dairyman Don*, Albert Whitman, c1964

Bell: *Linda's Air Mail Letter*, Follett, c1964

Children's experiences

FILM:

Helpers Who Come to Our Houses, Coronet, 1956

People adapt and develop natural resources to improve living.

Writing stories about such topics as: "My Trip to a Dam Site", "A Trip on the Skyline Drive"

Children's experiences

Visiting a highway construction site

Highway project

BOOK:

MacIntyre: *The Affable, Amiable Bulldozer Man*, Random, c1965

HUMAN RESOURCES SHOULD BE CONSERVED.

Protection and preservation of health are necessary for conservation of human resources.

Using pictures, charades and classroom experiences to teach good health habits

FILMS:

Eat For Health, Coronet, 1957

Eat Well, Grow Well, Coronet, 1964

Good Eating Habits, Coronet, 1951

HUMAN RESOURCES

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

The wise use of work time and leisure time is important to the well-being of individuals.

The wise use of work time and leisure time is important to the well-being of individuals.

Intelligent choice of work enables each individual to make the best use of time, effort and ability.

Regulations and laws help protect people.

People conserve effort by pooling human resources and dividing labor.

Developing a bulletin board that shows goods and services needed for a sick person

Discussing "What I Would Do If I Had an Hour To Spend"

Writing stories to show that one should choose work for which he is best suited

Reading and discussing stories which show that one is rewarded for work well done

Inviting a bus driver and members of the safety patrol to discuss precautions and regulations which protect lives

Arranging a class party and assigning duties to various members of the group

BOOKS:

Pyne: *The Hospital*,
Houghton, c1962

Udry: *Betsy-Back-In-Bed*,
Albert Whitman, c1963

Children's experiences

BOOKS:

Meeker: *How Doctors Help Us*,
Benefic, c1964

Garn: *A Visit To The Dentist*,
Grossett, c1965

BOOK:

Aesop's Fables

Safety patrol

Bus driver

Children's experiences

Reading textbook

EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.

Each person has responsibility for developing and using his abilities to contribute to community life.

Each person has responsibility for care of personal and community property.

Reading stories about firemen, postmen, milkmen and other helpers to find out how these workers use their abilities to contribute to community life

Listing ways children can help to care for community property and their own property

Keeping a log of "How I Care For My Own Property"

BOOKS:

McIntire: *Billy's Neighbors*,
Follett, c1965

Greene: *I Want To Be A Bus Driver*,
Children's Press, c1957

Greene: *I Want To Be A Fireman*,
Children's Press, c1959

Children's experiences

BOOK:

McIntire: *Exploring With Friends*.
Follett, c1964

Children's experiences

HUMAN RESOURCES

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

Human resources are developed through freedom to use individual initiative.

Man's welfare is determined by application of knowledge and skill in using natural resources.

Every individual has responsibility for contributing to the well-being of others.

Drawing pictures showing how neighborhood workers use their own ideas in their work

Writing stories about ways people use natural resources such as: parks and beaches

Playing a guessing game of articles found in the school room

Reading stories to show how various workers contribute to the well-being of others

Art materials

Children's experiences

Wide variety of small and large articles

Encyclopedia

Resource persons

BOOKS:

The How- -Series,
Benefic

PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.

Individuals, communities, regions and nations are economically interdependent.

Achievements of the past improve ways of living in the present and in the future.

Learning origin of clothes worn by classmates

Reading stories about the use of the wheel, the lever, the pulley, the inclined plane, screw and wedge and discussing how these have improved ways of living

Magazines

Local clothing store manager

Science textbook

PRODUCTION OF GOODS AND SERVICES

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.

Wealth is often measured in terms of goods produced.

Making and discussing charts to show goods and services that contribute to the value of the school and community

Magazines

Nature of goods produced and services rendered is determined by needs and wants of people.

Visiting a grocery or hardware store to locate goods available because of the nature of needs of a specific community

Grocery and hardware stores

BOOK:

Jones: *Let's Eat Out*,
Children's Press, c1965

Greater productivity results in a higher standard of living.

Discussing and writing sentences about industries in the community that produce on a large scale

Industries in the community

FILM:

What Do Fathers Do?
Churchill, 1966

Interviewing homemakers to determine the three modern conveniences most desired to make life better

Parents

LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.

All honest labor is dignified and respectable.

Discussing work that must be done by everyone to make the classroom and school a good place to live

Children's experiences

Division of labor or specialization increases production.

Drawing pictures to illustrate specialized jobs needed to operate a school

BOOKS:

Greene: *I Want To Be*—Series,
Children's Press

LaFontaine: *The Rich Man and the Shoemaker*,
Watts, c1965

The nature of work changes over periods of time and with advances in technology.

Making a movie showing modern machinery and devices that have changed the nature of work done in the community

Coin-operated laundry

Automatic car wash

PRODUCTION OF GOODS AND SERVICES

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.

Producers constantly search for more effective ways to use natural resources.

Experimenting to show the effects of fertilizer on the growth of plants

Science textbook

Areas of production frequently develop near locations of natural resources.

Visiting a sawmill, shipyard, or coal mine; discussing reasons for location

Lumber yard
Sawmill
Coal mine

CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.

Capital for production is provided by individuals through savings invested in companies and institutions.

Interviewing the principal to learn how money for building schools is obtained

Principal

Capital purchases facilities for production.

Drawing pictures of equipment needed to operate a grocery store, a bus line, a lunch room

Art materials

Profit from production pays salaries of workers.

Listing kinds of workers who must be paid from profit from operating a bus line, clothing factory or printing a newspaper

BOOKS:

Meshover: *You Visit a Dairy, Clothing Factory*,
Benefic, c1965

Meshover: *You Visit a Newspaper: Television Station*,
Benefic, c1965

Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.

Observing the various means of transportation in the community; discussing what owners do with profits from their services

BOOKS:

Greene: *I Want to be a Bus Driver*,
Children's Press, c1957

Greene: *I Want to be a Train Engineer*,
Children's Press, c1956

MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.

Management has the responsibility for making decisions which affect production.

Interviewing a supermarket manager to learn how he decides when to put on a special sale

BOOK:

Greene: *I Want to be a Storekeeper*,
Children's Press, c1958

Labor and management have responsibility to each other and to the public for maintaining production.

Writing stories about what might happen if all stores closed for a week

Storekeeper

PRODUCTION OF GOODS AND SERVICES

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

SCIENCE, RESEARCH AND
AUTOMATION INFLUENCE
THE PRODUCTION OF
GOODS AND SERVICES.

New and improved products are developed by government and industry through science and research.

Mass production makes it possible for people to enjoy more goods at lower costs.

Automated techniques release man power for other production or leisure activities.

Increased leisure time creates the demand for new goods and services.

Comparing pictures of "old time" automobiles with those of today, and discussing how changes have come about

Making puppet clothes, hot pads, or clay objects by hand; discussing how machines make items faster and in greater quantity

Visiting a dairy farm to observe milking machines which free the dairyman from handmilking

Interviewing grandparents to determine leisure time activities available today which they did not enjoy

Looking at newspaper and magazine advertisements for leisure time articles

Pictures
Magazines

Art materials

BOOK:
Greene: *I Want to be a Dairy Farmer*,
Childrens Press, c1957

Grandparents

Newspapers
Magazines

DISTRIBUTION OF GOODS AND SERVICES

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.

Collecting and reporting on types of advertisements used to promote the sale of books, automobiles or televisions

Newspapers
Magazines

Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.

Collecting pictures to show the kinds of animals and machines used to haul goods in different parts of the world

Pictures
BOOK:
Shuttleworth: *ABC of Buses*,
Doubleday, c1965

Modern transportation makes possible wide distribution of goods and services.

Listing kinds of transportation used in supplying fuel for home or school

Parents
FILMSTRIP:
Transportation, Planes, Trains,
EMC, 1957

Many means of communication facilitate distribution.

Discussing kinds of messages sent by custodian in getting supplies used in keeping the school clean and warm

Custodian
Principal

Experimenting by sending a letter and expecting a speedy reply

BOOKS:
Barr: *Mr. Zip and the U.S. Mail*,
Albert Whitman, c1964
McCall: *How We Get Our Mail*,
Benefic, c1962

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer.

Drawing pictures and making charts to show workers who help in providing goods for the home

FILMSTRIP:
The Story of Clothing,
EMC, 1960

FILM:
The Community Bakery,
EH, 1965

BOOK:
Banks: *How We Get Our Dairy Foods*,
Benefic, c1963

DISTRIBUTION OF GOODS AND SERVICES

Grade 2

Economic Understandings

Modern methods of distribution create *new jobs* and the need for additional services.

Suggested Learning Experiences

Viewing filmstrips to show middlemen involved in production of goods

Drawing pictures of people at work in distributing goods

Suggested Resources

FILMSTRIP:

The Story of Food,
EMC, 1960

Art materials

Magazines

BOOK:

Colby: *Night People*,
Putnam, c1961

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.

Consumption is the motive for production.

Making lists of goods produced by parents and discussing ways used

BOOK:
Anderson: *Families and Their Needs*,
Silver Burdett. c1966

The amount of money earned or credit available determines the individual's potential consumption of goods and services.

Discussing how allowances or income determine the amount of money one can spend

Children's experiences
BOOK:
Corcos: *Joel Spends His Money*,
Abelard. c1954

Consumers have freedom to choose goods and services in a free economy.

Choosing recreational supplies or equipment to show that one is free to make his own selections

Recreational materials
Newspapers
Magazines

COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.

Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.

Discussing how changes in weather cause people to need different kinds of clothes

Parents
Local merchants
Sale ads

Feeling and examining different kinds of cloth

Clothes and shoes
Catalogues

An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.

Interviewing merchants to learn why an apple costs less in the fall than it does in the spring

Merchants

MONEY

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.

Trading or bartering is a way of exchanging goods and services without the use of money.

Discussing and writing stories about goods and services people exchange

BOOK:

Watts: *Something for You, Something for Me*, Abelard, c1960

Money pays for goods and services that people need and want.

Demonstrating buying and selling through a play store with children participating as both buyers and sellers

A play store

BOOK:

McIntire: *Exploring With Friends*, Follett, c1964

Listing goods and services that people need

BOOK:

Corcos: *Joel Spends His Money*, Abelard, c1954

Discussing whether boys and girls always need certain things wanted

POEM:

Field: "General Store" from *Wings from the Wind* Lippincott, c1964

BOOKS:

Elkin: *True Book of Money*, Children's Press, c1960

Watson: *Annie's Spending Spree*, Hale, c1957

Money cannot buy everything that people need and want.

Planning recreational activities enjoyed without the use of money

Children's experiences

MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.

Money has value in terms of goods purchased and services performed.

Dramatizing roles of people receiving money for goods and services: doctor collecting fees, grocer selling food

BOOK:

Elkin: *True Book of Money*, Children's Press, c1960

Money is made of paper or metal for convenience.

Reading books to show the convenience of money in the form of paper or metal

BOOKS:

Manolakes: *Tommy Goes Shopping and Nancy Cooks Breakfast*, American Book, c1963

Hine: *Money Round the World*, Harcourt, c1963

Money is legal tender when it is guaranteed by the government.

Discussing convenience of using paper bills instead of many coins

Coins and paper money

Children's experiences

MONEY

Grade 2

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|---|--|
| Each metal coin and paper bill has a definite name and value. | Comparing values of quarters and half dollar with their equivalents in smaller coins | Exhibits U. S. money |
| A check or money order may be used in place of money in purchasing goods and services. | Using money in actual situations in cafeteria, at the grocery and in other stores | book: Elkin: <i>True Book of Money</i> , Children's Press, c1960 |
| Money values change over periods of time and in different countries. | Talking about shopping with mother when she has used means other than money in paying for purchases | work: Vaughan: <i>New Shoes</i> , Doubleday, c1961 |
| | Collecting and exhibiting coins from different countries | Coin exhibit |
| MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES. | | |
| The amount of money received varies according to skill and quality of work performed. | Discussing why some salaries and wages are greater than others | books: Shapp: <i>Let's Find Out About</i> Series, Watts |
| All work requires education or training for skill development. | Studying certain occupations to show training and skills needed for each | Librarian |
| Work requiring more education or greater skill development usually provides higher income. | Explaining why work requiring more education provides higher income | Resource people |
| A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME. | | |
| Budgeting apportions family income to meet needs, wants and emergencies. | Keeping a record of money spent by a child for one week | book: Corcos: <i>Joel Spends His Money</i> , Abelard, c1954 |
| Budgeting money can help families and governments to live within incomes. | Making a display to show expenditures which families plan for in a budget | Pictures |
| Savings should be a part of every family budget. | Participating in the purchase of U. S. Savings Stamps | Saving Stamp Books |
| Money earned and saved helps to provide financial security. | Discussing social security and retirement funds as forms of savings | Resource people |

MONEY

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.

Quantity and quality are factors which determine cost of a product or service.

Comparing cost and amount of paper in various packages

Reading labels to compare amounts in bottles of milk and cans of food

Resource people

BOOK:

Watts: *A Little From Here, A Little From There*, Abelard. c1960

BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.

Banks are safe places to keep money.

Banks pay interest for use of money.

Interest is paid to banks for use of money.

Banks provide varied services.

Writing experience stories about trips made to the bank

Keeping money in "Piggy Banks" and transferring to banks

Discussing how banks use money to help people build home

Discussing films to understand the many services performed by the bank

FILM:

Money In the Bank and Out, Churchill, 1965

Bank

Children's experiences

BOOK:

Sootin: *Let's Go To The Bank*, Putnam. c1957

FILM:

Money In the Bank and Out, Churchill, 1965

TAXES

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.

Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.

Taxes are necessary to support county, city, state and federal governments.

Payment of taxes to support government is a responsibility of all people.

People benefit from taxes paid.

Discussing the meaning of license plates, dog tags

Listing the kinds of jobs paid for with tax money

Arranging a bulletin board showing major things paid for by taxes: roads, parks, fire trucks, city water supply, hospitals, schools, military forces, police

Making a frieze showing people paid with tax money: teachers, policemen, firemen and others

License plates

Dog tags

BOOKS:

Barr: *This is My Country*,
Albert Whitman, c1959

Green: *Soldiers and Sailors*,
Harper, c1963

Hastings: *Big New School*,
Follett, c1959

BOOK:

Mecker: *How Doctors Help Us*,
Benfic, c1964

BOOKS:

Shapp: *Let's Find Out* Series,
Watts

Barr: *Good Morning Teacher*,
Albert Whitman, c1957

Barr: *Miss Terry at the Library*,
Albert Whitman, c1962

Sauer: *Mike's House*,
Viking, c1954

Latten: *Peter's Policeman*,
Follett, c1958

Barr: *Policeman Paul*,
Albert Whitman, c1952

Greene: *I Want to Be* Series,
Children's Press

Pictures from magazines, brochures,
newspapers and other publications

TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.

Such facilities as schools, highways and parks belong to all citizens.

Protection and care of public property help to save tax money to provide more and better services and facilities.

Writing stories describing use made of public places

Discussing how taking care of the school can help save tax money

BOOK:

Curren: *This is a Road*,
Follett, c1959

BOOKS:

Hastings: *Big New School*,
Follett, c1959

Barr: *Mr. Zip and the U. S. Mail*,
Albert Whitman, c1964

FREE ENTERPRISE ECONOMY

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

Drawing pictures of property owned by families

Art materials

People have the right to experience freedom of choice.

Discussing shopping trips to note that customers may select from many items in many departments

Children's experiences

Dramatizing situations that show workers planning or making decisions about selection of occupations

Children's experiences

People compete in providing goods and services.

Taking walks to stores in the community to observe ways store owners attract and encourage shoppers to buy from stores

Community stores

People have the right to make a profit.

Listing items the farmer must buy for cows with money received for milk sold and point out that money earned must exceed money spent if a profit is to be shown

BOOKS:

Greene: *I Want To Be A Dairy Farmer*, Children's Press, c1957

Banks: *How We Get Our Dairy Foods*, Benefic, c1963

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.

Reading newspaper articles to learn about situations in government which require a choice or decision

Newspapers

Magazines

Dramatizing stories of how students are good citizens

Children's experiences

Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.

Discussing how government food commodities influence food prices

School cafeteria

Making booklets to illustrate how individuals and groups make choices in using goods and services

Stores

Buying gifts for relatives and friends

Special days and weeks

Various groups influence the economy as common interests are expressed.

Discussing how boys and girls influence the sale of cereals

Sample of cereals

FREE ENTERPRISE ECONOMY

Grade 2

Economic Understandings

Suggested Learning Experiences

Suggested Resources

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.

Listing kinds of workers in the community and discussing how they earn money

Resource people

Education and the development of skills contribute to a higher standard of living.

Listing ways families use income

Parents

Discussing how education and training help people to earn income and to buy articles they need and want

Parents

Community workers

Better products make for improved health and safety conditions, efficient work, released time for leisure, and lower maintenance costs.

Listing products which improve health and safety conditions: band aids, cleaning tissue and polio vaccine

Samples of products

Children's experiences

Listing products which make work more efficient and release time for leisure: automatic washing machine and vacuum cleaner

Parents

Children's experiences

Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.

Discuss advantages of buying a washing machine on credit

Play store

GRADE 3

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

Man depends upon natural resources for his basic needs: food, clothing and shelter.

Reading stories to show that food, clothing and building materials come from natural resources

BOOK:

Carter: *True Book of Houses*. Children's Press, c1957

FILMS:

Clothes We Wear. Churchill, 1956

The Community Bakery. Coronet, 1966

The kind of work people do is determined by the availability of materials supplied by nature.

Discussing occupations of people in different types of communities to show how natural resources affect the amount and kind of work of each community

BOOKS:

Liffing: *Dee and Curtis on A Dairy Farm*, Follett, c1957

Liffing: *Ray and Stevie on a Corn Belt Farm*, Follett, c1956

Webb: *Magic of Steel and Oil*. Grosset, c1965

Floethe: *The New Roofs*. Scribner, c1965

Floethe: *The Story of Lumber*. Scribner, c1962

Trip to nursery

Community people

Making a chart of work done by people of community and showing how each job is dependent on natural resources

Singing songs about occupations: boat songs, sea chanties, woodcutters song and fishing songs

Music books

Natural resources can influence the population of an area.

Discussing such questions as:

Why did people first settle here?

Why did they stay?

What has made the population increase or decrease?

Local libraries

Local historical societies

Museums

Wise use of natural resources is an individual and group responsibility.

Visiting filtration plant to learn how public water supplies are protected

FILM:

Water, Water Everywhere. Coronet, 1955

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

NATURAL RESOURCES SHOULD BE CONSERVED.

Natural resources can become exhausted.

Inviting a forest ranger to talk on preserving nature's gifts which cannot be replaced

BOOK:

Peterson: *Water*,
Ganard, c1963

Forest Ranger

Children's experiences

Writing stories, poems and songs about conservation of natural resources

Planting seedling pines to show that man replaces plants that are cut for use or are destroyed by nature or man's negligence

FILMS:

Seeds Grow Into Plants,
Coronet, 1955

Paper Sculpture,
Int. Film. Bur.

BOOK:

Jordan: *Seeds by Wind and Water*,
Crowell, c1962

Art materials

Natural resources may be damaged or destroyed by man or the forces of nature.

Constructing bulletin boards on the wise use of paper

Collecting newspaper clippings which show destructive forces: hurricanes, floods, tornadoes, snowstorms and high winds, fires, cutting timber

FILM:

Story of a Storm,
Coronet, 1951

American Red Cross

Civil Defense

Conservation of natural resources is a responsibility of man.

Listing help that is available to localities when forces of nature have caused destruction

Reading poems and stories which show that pets, animals and plants depend upon man for protection

BOOKS:

Barley: *The Whirley Bird*,
Random, c1961

Sterling: *Ellen's Blue Jays*,
Doubleday, c1961

Lindgren: *Randy Lives In Norway*,
Macmillan, c1966

Art materials

Some natural resources are protected by laws.

Discussing air in cities and air in rural areas to show that city air contains much larger quantities of dust and dirt

Illustrating through drawings and paintings ways man protects plants and animals

BOOKS:

Schlein: *Deer in the Snow*,
Abelard, c1956

Gendron: *Whales*,
Follett, c1965

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

**NATURAL RESOURCES,
CLIMATE AND OTHER
GEOGRAPHICAL FACTORS
INFLUENCE MAN'S WAY OF
LIVING.**

Natural resources, climate and other geographical factors influence kinds of foods produced.

Discussing foods produced in community as result of natural resources available

Goudey: *Here Come The Deer*,
Scribner, c1955

Game Wards

Newspapers

Magazines

Climate and other geographical factors influence kinds of clothes worn.

Collecting samples of clothing fabrics and preparing exhibit to show sources of raw material and types for different seasons

FILM:

What Do Farmers Do?
Coronet, 1956

BOOKS:

Palazzo: *Golden Girl*,
Garrard, c1963

Palazzo: *Jan and the Reindeer*,
Garrard, c1963

Mayberry: *Eskimo of Little
Diomedé*,
Follett, c1961

Ipear: *Ten Big Farms*,
Random, c1959

Samples of clothing fabrics

Natural resources, climate and other geographical factors influence kinds of shelter provided.

Discussing sources of raw materials used in building homes to determine those obtained locally

Parents

FILM:

Homes Around The World,
Coronet, 1963

Magazines

Preparing file of pictures of homes in various countries and reporting on reasons for architectural differences

Making houses to represent shelter in different geographic locations: hot, cold and dry regions

Construction materials

Natural resources, climate and other geographical factors influence work that people do.

Discussing natural resources involved in work parents do

Parents

The beauty and orderliness of nature contribute to the economy of an area.

Visiting parks and other places of beauty in the area to note employment resulting from tourism

Park service

Parks visited

Writing stories and singing songs about ways pupils cooperate in keeping the community clean and attractive

Language textbook

Music books

HUMAN RESOURCES

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

People have innate ability to improve themselves and their environment.

The varying abilities which people possess are needed to improve living.

People adapt and develop natural resources to improve living.

HUMAN RESOURCES SHOULD BE CONSERVED.

Protection and preservation of health are necessary for conservation of human resources.

The wise use of work time and leisure time is important to the well-being of individuals.

Intelligent choice of work enables each individual to make the best use of time, effort and ability.

Making and applying criteria or standards by which children can judge their own work

Reading and discussing stories that show that children are important

Reading and role playing kinds of work people do to show living conditions have been improved

Examining and discussing fruits grown on dwarf trees

Writing stories about: "The Cost of a Bad Cold," "Why I Take Shots," "It Pays to Brush Your Teeth"

Writing stories about "How I Used My Time Well"

Keeping individual records on use of leisure time

Dramatizing a situation in which no one is fitted for the job he tries to do

Discussing ways neighbors help one another during a storm to show that people depend upon each other

Writing creative stories about the satisfaction experienced when one works for people without receiving pay

Children's experiences

Reading textbook

BOOKS:

Aliki: The Story of William Penn, Prentice-Hall, c1964

Behrens: So Ling Finds A Way, Golden, c1965

Peterson: Jane Addams, Garrard, c1965

Potter: The Tailor of Gloucester, Hale, c1903

MAGAZINE:

Virginia Wildlife, Commission of Game and Inland Fisheries

Catalogues

Health textbook

FILM:

How to Catch a Cold, ICP, 1951

BOOKS:

Pyne: The Hospital, Houghton, c1962

Children's experiences

Records

Children's experiences

BOOK:

Nic Leodhas: Always Room For One More, Holt, c 1969

Citizens

Children's experiences

HUMAN RESOURCES

Grade 3

Economic Understandings

Regulations and laws help protect people.

People conserve effort by pooling human resources and dividing labor.

EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.

Each person has responsibility for developing and using his abilities to contribute to community life.

Each person has responsibility for care of personal and community property.

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

Human resources are developed through freedom to use individual initiative.

Man's welfare is determined by application of knowledge and skill in using natural resources.

Every individual has responsibility for contributing to the well-being of others.

PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.

Individuals, communities, regions and nations are economically interdependent.

Achievements of the past improve ways of living in the present and in the future.

Suggested Learning Experiences

Discussing regulations made to protect people in the community

Making a mural that shows the number of people and kinds of work needed to build a house or a school

Keeping a list of ways that members of the class help community living

Taking a field trip to observe care of property

Listing store owners in community who have established businesses and discuss why each chose his particular kind of work

Observing items in classroom to determine the natural resources from which they came and discussing how man has used these resources to meet his needs

Dramatizing and developing rules for cleanliness and sanitation for school and community

Visiting a dairy or a bakery and listing items which came from other places

Drawing pictures to show how travel is different today from that of pioneer days

Writing tall tales predicting how people will travel in the future

Suggested Resources

Sanitation officer

Policeman

Art materials

Home or school under construction

Community

FILM:

Beginning Responsibility: Other People's Things, Coronet, 1953

Community stores

BOOKS:

About Series, Melmont

Burkhardt: *Our Neighborhood,* Benefic, c1961

Classroom

Nurse

Doctor

Sanitation officer

Samples of natural resources

Dairy

Bakery

BOOK:

Banks: *How We Get Our Dairy Foods,* Benefic, c1963

Art materials

BOOK:

Kane: *What Is Space?* Benefic, c1962

PRODUCTION OF GOODS AND SERVICES

Grade 3

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|---|--|---|
| <p>PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.</p> <p>Wealth is often measured in terms of goods produced.</p> <p>Nature of goods produced and services rendered is determined by needs and wants of people.</p> <p>Greater productivity results in a higher standard of living.</p> | <p>Discussing ways goods and services produced by an individual are beneficial to the community, state and nation</p> <p>Exhibiting and discussing goods produced in the community that can be sold or traded with other communities</p> <p>Visiting factories and discussing the operation of machinery and assembly-line production as a means of improving living</p> | <p>Principal Cafeteria Manager</p> <p>Community people Advertisements</p> <p>BOOKS: Evers: <i>The Brave Little Shovel</i>, Grosset, c1951 McIntire: <i>Working Together</i>, Follett, c1965</p> <p>Factories</p> <p>BOOKS: Elting: <i>On Machines at Work</i>, Harcourt, c1962 Carlisle: <i>The True Book of Automobiles</i>, Children's Press, c1965</p> |
| <p>LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.</p> <p>All honest labor is dignified and respectable.</p> <p>Division of labor or specialization increases production.</p> | <p>Discussing the importance of the role every participant plays in the production of a program, play, puppet-show and party</p> <p>Reporting on kinds of specialized work needed in a construction job such as building a road or a home</p> | <p>Children's experiences</p> <p>BOOKS: Bate: <i>Who Built the Highways?</i> Scribner, c1953 Bate: <i>Who Built the Bridge?</i> Scribner, c1954</p> <p>FILMSTRIP: <i>Building a House</i>, EMC, 1960</p> |
| <p>The nature of work changes over periods of time and with advances in technology.</p> | <p>Inviting community workers to discuss changes in the work they do because of automatic devices</p> | <p>Community workers</p> |

PRODUCTION OF GOODS AND SERVICES

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.

Producers constantly search for more effective ways to use natural resources.

Areas of production frequently develop near locations of natural resources.

Constructing a bulletin board showing items made from such natural resources as coal, wood, sand, or soil

Visiting a farm and discussing how the farmer uses the soil

Samples of natural resources

BOOK:

Sootin: *Let's Go to a Farm*, Putnam, c1958

Farmer

CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.

Capital for production is provided by individuals through savings invested in companies and institutions.

Capital purchases facilities for production.

Profit from production pays salaries of workers.

Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.

Surveying the city to note the many types of businesses and discussing where money comes from to start businesses

Interviewing poultry men, dairy men or managers of small industries to list equipment and facilities purchased to operate businesses.

Visiting a food or department store and noting the many workers who must be paid in order to run the business

Collecting pictures of new styles of automobiles and discussing how manufacturers use profits to improve automobiles and to change styles

BOOK:

Stauck: *How People Live in the Big City*, Benefic, c1964

Resource people

BOOK:

Goodspeed: *Let's Go to a Supermarket*, Putnam, c1958

BOOK:

Butler: *Let's Go to an Automobile Factory*, Putnam, c1962

MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.

Management has the responsibility for making decisions which affect production.

Labor and management have responsibility to each other and to the public for maintaining production.

Discussing the responsibilities of the city manager for planning garbage collection and for an adequate water supply

Writing stories of what could happen if all means of traveling or sending messages should break down

BOOK:

Cochrane: *Let's Go to a Sanitation Department*, Putnam, c1958

BOOKS:

Posell: *True Book of Transportation*, Childrens Press, c1957

Miner: *True Book of Communication*, Childrens Press, c1960

PRODUCTION OF GOODS AND SERVICES

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

SCIENCE, RESEARCH AND
AUTOMATION INFLUENCE
THE PRODUCTION OF GOODS
AND SERVICES.

New and improved products are developed by government and industry through science and research.

Mass production makes it possible for people to enjoy more goods at lower costs.

Automated techniques release man power for other production or leisure activities.

Increased leisure time creates the demand for new goods and services.

Comparing how people printed books in early days with methods used to

Displaying models or pictures of farm machinery which help the farmer to produce more food with less help

Visiting a bakery to see machines which make bread and discussing how machines provide people with more leisure time

Painting pictures showing how families have fun and listing the equipment or items used in the recreation

BOOK:

McCabe: *How Printing Helps Us*,
Benfic, c1964

BOOK:

Sootin: *Let's Go to a Farm*,
Putnam, c1958

BOOK:

Buchheimer: *Let's Go to a Bakery*,
Putnam, c1956

Art materials

DISTRIBUTION OF GOODS AND SERVICES

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.

Making posters to show how people in the community advertise products or services

Field trip

BOOK:

Burleigh: *How Engines Talk*, Follett, c1961

Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.

Drawing pictures to show modes of transportation used in transporting raw materials and finished products: logs to lumber and cotton to clothing, coal from the Southwest through Hampton Roads to the rest of the world

FILMSTRIP:

Transportation, Planes, Trains, EMC, 1957

Maps and Globes

BOOKS:

Burleigh: *Piggyback*, Follett, c1962

Carlisle: *About Roads*, Children's Press, c1965

Floethe: *The Story of Lumber*, Scribners, c1962

Modern transportation makes possible wide distribution of goods and services.

Writing stories about kinds of transportation needed in the lives of school children

FILM:

Buses That Serve the Community, FA, 1966

BOOKS:

Rosenfield: *Let's Go To A Freight Yard*, Putnam, c1958

Carlisle: *The True Book of Bridges*, Children's Press, c1965

Many means of communication facilitate distribution.

Reading to develop understanding of the types of communication needed to distribute goods

FILMS:

Helpers Who Come To Our House, Coronet, 1956

The Toy Telephone Truck, Coronet, 1953

BOOKS:

McCabe: *How Communication Helps Us*, Benefic, c1964

Burleigh: *How Engines Talk*, Follett, c1961

DISTRIBUTION OF GOODS AND SERVICES

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer.

Modern methods of distribution create new jobs and the need for additional services.

Interviewing lunchroom personnel to see where foods originate and people involved in getting these foods to school

Drawing pictures of means of transporting goods today as contrasted with means used by Indians

Discussing jobs parents hold in the community to find out if these are new jobs: catering service and employment agencies

School personnel

FILMS/STRIP:

Wholesale Produce Market,
Bailey, 1966

Art materials

Parents

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.

Consumption is the motive for production.

Listing and discussing goods and services children use daily

Children's experiences

The amount of money earned or credit available determines the individual's potential consumption of goods and services.

Writing number problems using 5¢, 10¢, 25¢, 50¢ and \$1.00 to show relationship of money or credit to actual purchase

Arithmetic textbook

Consumers have freedom to choose goods and services in a free economy.

Listing of choices in selection of goods and services made during a day

Children's experiences

COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.

Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.

Noting difference in price of sleds or snow removal equipment in different seasons

Local merchants

Newspaper advertisements

An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.

Keeping record of the price of locally grown produce at different times of the year

Grocery store

Food advertisements

MONEY

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.

Trading or bartering is a way of exchanging goods and services without the use of money.

Reading stories about trading among primitive people and in frontier communities

BOOK:

Langstaff: *The Swapping Boy*,
Harcourt, c1960

Collecting things that have been and are being used for money

BOOK:

Campbell: *Nail to Nickels*,
Little, Brown, c1960

Money pays for goods and services that people need and want.

Collecting money and keeping a record of classroom purchases of milk, stamps and school lunch

BOOK:

Kirn: *Two Pesos for Catalina*,
Rand, c1962

Preparing orders for articles from mail order companies

Children's experiences

Dramatizing as well as pantomiming to musical accompaniment stories about the uses of money

Music books

Solving problems dealing with spending money

Children's experiences

Money cannot buy everything that people need and want.

Drawing pictures of volunteer workers to understand their services

Resource people

MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.

Money has value in terms of goods purchased and services performed.

Discussing cost of school lunches in comparison with restaurant prices

Children's experiences

Restaurant menus

Money is made of paper or metal for convenience.

Exhibiting coins and paper bills

Coins and paper money

Money is legal tender when it is guaranteed by the government.

Examining coins and discussing paper money to note U.S. government inscriptions

Coins and paper money

Children's experiences

Each metal coin and paper bill has definite name and value.

Discussing the value of coins and paper bills

BOOKS:

Elkin: *The True Book of Money*,
Children's Press, c1960

Corcos: *Joel Spends His Money*,
Abelard, c1954

Wilcox: *What is Money?*
Steck, c1959

MONEY

Grade 3

| Economic Understandings | Suggested Learning Experiences | Suggested Resources |
|---|--|--|
| <p>A check or money order may be used in place of money in purchasing goods and services.</p> | <p>Discussing use of checks, credit cards and money orders</p> | <p>BOOKS: Hutchinson: <i>Coins and Currency</i>, Follett, c1957</p> |
| <p>Money values change over periods of time and in different countries</p> | <p>Filling out a money order form</p> | <p>Rosenfield: <i>Let's go to the U. S. Mint</i>, Putnam, c1960</p> |
| <p>MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.</p> | <p>Preparing a bulletin board showing money from other lands and equivalents to money of the United States</p> | <p>BOOK: Hine: <i>Money Round the World</i>, Harcourt, c1963</p> |
| <p>The amount of money received varies according to skill and quality of work performed.</p> | <p>Listing jobs children do for family and neighbors to show that the amount of money received varies according to the work done</p> | <p>Children's experiences</p> |
| <p>All work requires education or training for skill development.</p> | <p>Listing some of the skills needed in doing certain jobs well</p> | <p>BOOKS: Kunhardt: <i>Gas Station Gas</i>, Harper, c1962 Ipcar: <i>The Lobster Man</i>, Knopf, c1962</p> |
| <p>Work requiring more education or greater skill development usually provides higher income.</p> | <p>Discussing reasons why specialists in medicine and other professions receive more money for services rendered</p> | <p>Principal Librarian</p> |
| <p>A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.</p> | <p>Making a plan for spending a weekly allowance</p> | <p>Children's experiences</p> |
| <p>Budgeting apportions family income to meet needs, wants and emergencies.</p> | <p>Discussing use of allowance and importance of saving</p> | <p>Children's experiences</p> |
| <p>Budgeting money can help families and governments to live within incomes.</p> | <p>Discussing and showing how a budget or plan for spending the family income can help families meet their needs and wants</p> | <p>Parents</p> |
| <p>Savings should be a part of every budget.</p> | <p>Purchasing savings stamps or making deposits to savings accounts</p> | <p>Teachers and principal</p> |
| <p>Money earned and saved helps to provide financial security.</p> | <p>Discussing times when a family needs savings</p> | <p>Parents</p> |

MONEY

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.

Discussing how one determines the value of products and services in order to make wise purchases

Resource people

Quantity and quality are factors which determine cost of a product or service.

Interviewing resource people to learn how both quantity and quality are important in determining the cost of a product or service

Resource people

BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.

Banks are safe places to keep money.

Organizing a classroom savings club in cooperation with a local bank

BOOK:
Sootin: *Let's Go to a Bank*, Putnam, c1957

Banks pay interest for use of money.

Inviting a banker or another resource person to explain the use made of money deposited in a bank

Resource people

Interest is paid to banks for use of money.

Making a classroom bank to develop understanding of such banking procedures as deposits, interests, borrowing and withdrawing money

Resource people

Banks provide varied services.

Inviting the principal or a parent to discuss the kinds of services received from a bank

Principal
Parent

TAXES

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES

Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.

Taxes are necessary to support county, city, state and federal governments.

Payment of taxes to support government is a responsibility of all people.

People benefit from taxes paid.

Collecting evidence that taxes are paid

Listing services provided through taxes

Writing stories to show that each person is responsible for paying taxes to provide needed services

Making a mural showing services that the government provides, such as education, health and police protection

Arranging bulletin board showing the way tax money is spent: public buildings, highways, parks, and services of community helpers

Car license plates

Dog tags

Revenue stamps

Slips from grocery store

Resource people

Local maps

Resource people

BOOKS:

Bate: *Who Built the Highway?*
Scribner, c1953

Bate: *Who Built the Bridge?*
Scribner, c1954

Bate: *Who Built the Dam?*
Scribner, c1958

Beim: *Country School*,
Morrow, c1955

Parents and other resource people

TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.

Such facilities as schools, highways and parks belong to all citizens.

Protection and care of public property help to save tax money to provide more and better services and facilities.

Discussing ways tax money is spent in city, state and country

Visiting places within the community to see how tax money is used

Collecting pictures and newspaper articles to show how taxes are used for improvements in the community

Discussing ways children can help in preventing destruction of property

Pictures

BOOK:

Burleigh: *Shoofly*,
Follett, c1963

Buildings in community

Newspapers

Children's experiences

FREE ENTERPRISE ECONOMY

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

Writing stories about the pleasure and privilege of ownership

Children's experiences

People have the right to exercise freedom of choice.

Writing stories about reasons for selecting a particular book at the library, a sandwich at the lunch counter or a sweater at the clothing store

Samples of library books

Cafeteria

Interviewing parents and members of the community to determine reasons for selecting occupations

BOOKS:

Radlauer: *About Fathers at Work*, Melmont, c1958

Colonius: *At The Bakery*, Melmont, c1954

Colby: *Night People*, Putnam, c1961

Parents

Community workers

People compete in providing goods and services.

Discussing how stores use trading stamps and other devices to compete with each other

Trading stamps

Catalogues

Magazines

People have the right to make a profit.

Planning a lemonade or cookie sale, figuring cost of sales and setting prices that will allow a fair profit

Arithmetic materials

Making story problems about buying and selling a basket of apples or other items to show how profit is made

Children's experiences

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.

Making a mural of ways youth are participating in citizenship organizations and activities

Scout leaders

Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.

Drawing picture story of the varied jobs required in producing a specific product

Art materials

FREE ENTERPRISE ECONOMY

Grade 3

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Various groups influence the economy as common interests are expressed.

Choosing individuals to represent the class in school-wide activities and organizations

School handbooks

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.

Interviewing grandparents to learn about types of work, homes, transportation, and communication when they were young as compared with today

Grandparents

Education and the development of skills contribute to a higher standard of living

Discussing people who must go to school to prepare for work: doctors, lawyers, druggists and typists

Resource people

Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.

Discussing films showing how more efficient production methods lower the cost of products

FILM:

Eggs to Market: The Story of Automated Egg Processing, FAC, 1965

Collecting pictures of products which improve health and safety conditions: toothbrushes, seat belts and door locks

Magazines

Advertisements

Collecting pictures of products which make work more efficient and create more leisure time: electric mixers and dishwashers

Newspapers

Catalogues

Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.

Discussing how credit buying makes it possible for a family to purchase such things as houses and automobiles

Parents

GRADE 4

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

Man depends upon natural resources for his basic needs: food, clothing and shelter.

The kind of work people do is determined by the availability of materials supplied by nature.

Natural resources can influence the population of an area.

Wise use of natural resources is an individual and group responsibility.

Suggested Learning Experiences

Reading stories to show how man used natural resources to raise food, build homes, travel and provide clothes in early Virginia

Discussing how the resources of the community and the availability of other resources have influenced the occupation and population of the community

Listing and discussing the most important natural resources in the community and State to understand the effect on population

Writing stories to show how the work of George Washington, Thomas Jefferson and other early Virginians improved farming

Giving reports on activities to show how Virginians today prevent soil erosion and forest fires

Inviting a representative of soil conservation to give demonstrations on prevention of soil erosion

Suggested Resources

BOOK:

Farquhar: *Colonial Life in America*, Holt, c1962

Resources in community

Department of Conservation and Economic Development

BOOKS:

Thompson: *Wonders of Our National Forest*, Dodd, c1961

Collins: *The Community of Living Things in Forest and Woodland*, Creative Educational Society, c1960

Geography textbook

FILMSTRIPS:

Conserving Resources, AEM, 1960

Conserving Our Natural Resources, EBF, 1961

Biographies of Washington and Jefferson

BOOKS:

Haines: *John Muir, Protector of The Wilds*, Abingdon, c1957

Dillon: *Salmon*, Follett, c1962

Virginia history and geography textbook

Soil conservation personnel

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

NATURAL RESOURCES SHOULD BE CONSERVED.

Natural resources can become exhausted.

Preparing maps to show reforestation, soil conservation and other conservation projects under way in the community

BOOK:
Teifer: *About Salt*,
Children's Press, c1965

Resource people

Maps

Natural resources may be damaged or destroyed by man or the forces of nature.

Planning projects to overcome soil erosion on the school grounds

County agent

Planting grass in bare or eroded spots on the school ground

Seeds, hoes, rakes, fertilizer

Conservation of natural resources is a responsibility of man.

Listing ways one can practice good conservation to show that men must protect and conserve, as well as enjoy, natural resources

BOOKS:
Gringhuis: *From Tall Timber*,
Albert Whitman, c1964
Burt: *Luther Burbank*,
Bobbs, c1962
Stevenson: *George Carver, Boy Scientist*,
Bobbs, c1959
Wilcox: *A New Everyday Science Story—David's Ranch*,
Children's Press, c1965

Making murals to show the necessity of conserving the purity of air and water

Chamber of Commerce

City engineer

State Planning Commission

Reading and reporting on efforts of such people as George Carver and Theodore Roosevelt, to conserve or protect plant and animal life

Encyclopedias

BOOK:

Parks: *Teddy Roosevelt*,
Bobbs, c1961

Inviting community workers to talk on conservation practices

Local game warden

Forest ranger

Fire marshal

BOOK:

Hyde: *What Does a Forest Ranger Do?*
Dodd, c1964

Some natural resources are protected by laws.

Listing and discussing regulations to protect plants and animals in Virginia

Garden clubs

Preparing charts picturing plants and animals protected by regulations

Commission of Game and Inland Fisheries

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

**NATURAL RESOURCES,
CLIMATE AND OTHER
GEOGRAPHICAL FACTORS
INFLUENCE MAN'S WAY
OF LIVING.**

Natural resources, climate and other geographical factors influence kinds of foods produced.

Making maps to show foods produced in Virginia

Resource people
State maps

BOOKS:

Darbois: *Tacho, Boy of Mexico*,
Follett, c1961

Darbois: *Hassan, Boy of the Desert*,
Follett, c1961

Writing stories comparing use made of food resources in colonial times and today

History and geography text books

BOOKS:

Darbois: *Ackouna, Boy of the Arctic*,
Follett, c1962

Darbois: *Agossi, Boy of Africa*,
Follett, c1962

Climate and other geographical factors influence kinds of clothes worn.

Reading and reporting on seasonal change in coats of fur bearing animals and plumage of birds

Language textbook
Encyclopedia
Science books

Natural resources, climate and other geographical factors influence kinds of shelter provided.

Making murals to show change in homes as families moved to new places and built permanent communities

Art materials

BOOKS:

Darbois: *Tacho, Boy of Mexico*,
Follett, c1961

Darbois: *Hassan, Boy of the Desert*,
Follett, c1961

Natural resources, climate and other geographical factors influence work that people do.

Reading and reporting on how climate and weather services provided through the Weather Bureau forecasts affect the work of farmers, fishermen, construction workers and store owners

BOOKS:

Moore: *Once Upon a Season*,
Abingdon, c1962

Justus: *Winds A' Blowing*,
Abingdon, c1961

Darbois: *Agossou, Boy of Africa*,
Follett, c1962

Darbois: *Ackouna, Boy of the Arctic*,
Follett, c1962

Follett: *Little Creek, Big River*,
Follett, c1961

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

The beauty and orderliness of nature contribute to the economy of an area.

Organizing pictures and news articles to show how industry in Virginia is dependent upon natural resources

Discussing how natural wonders, national parks and other tourist attractions contribute to the economy of Virginia

FILM:

Weather Scientists,
UWF, 1961

Radio and television

Magazines and newspapers

FILM:

Natural Wonders of Virginia,
State Dept. of Ed., 1961

Virginia Division of Forestry

HUMAN RESOURCES

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

People have innate ability to improve themselves and their environment.

Reading stories to show how many people with varying abilities contributed to the development of early Virginia

Virginia history textbook

BOOKS:

Farquhar: *Colonial Life in America*, Holt, c1962

Barton: *Patrick Henry*, Bobbs, c1960

Kirk: *Sigemi, A Japanese Village Girl*, Harcourt, c1965

The varying abilities which people possess are needed to improve living.

Constructing dioramas to show various types of apprenticeship in Colonial Virginia and how they differ from the present on the job training programs

BOOKS:

Frisbee: *John F. Kennedy, Young Statesman*, Bobbs, c1964

Hanff: *Early Settlers In America*, Grossett, c1965

FILM:

Eighteenth Century Life in Williamsburg, Virginia, Colonial Williamsburg

People adapt and develop natural resources to improve living.

Reading and discussing ways Lewis, Clark and others used natural resources to improve ways of living

BOOKS:

Bebenroth: *Meriwether Lewis: Boy Explorer*, Bobbs, c1962

Blassinghame: *Sacagawea, Indian Guide*, Garrard, c1965

Latham: *George W. Goethals*, Garrard, c1965

HUMAN RESOURCES SHOULD BE CONSERVED.

Protection and preservation of health are necessary for conservation of human resources.

Viewing films to show how protection and preservation of health are necessary to conserve human resources

FILM:

Health in Our Community, EBF, 1960

The wise use of work time and leisure time is important to the well-being of individuals.

Keeping a daily schedule of how work or leisure time is spent

Children's experiences

Dramatizing to show ways one can make wise use of work and leisure time

Children's experiences

HUMAN RESOURCES

Grade 4

Economic Understandings

Intelligent choice of work enables each individual to make the best use of time, effort and ability.

Regulations and laws help protect people.

People conserve effort by pooling human resources and dividing labor.

EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.

Each person has responsibility for developing and using his abilities to contribute to community life.

Each person has responsibility for care of personal and community property.

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

Human resources are developed through freedom to use individual initiative.

Suggested Learning Experiences

Inviting community people to discuss reasons for choosing an occupation

Writing and dramatizing scenes about the work of the early settlers of Virginia

Inviting city or State policemen to discuss traffic regulations which are necessary for safety

Discussing the efficiency of the assembly line approach to production as compared to other methods

Discussing the roles of various community workers in providing for safe and healthy living

Viewing films to show individual responsibility for safety in the expanding community

Keeping records of money spent for school supplies; figuring cost of classroom furniture or cost of clothes to show value of personal or community property

Inviting people in the community to discuss need for work and training for self improvement

Writing reports entitled, "What Will My Life Work Be?"

Suggested Resources

Community people

History textbook

Policemen

FILMS:

Eggs to Market: The Story of Automated Egg Processing, FAC, 1965

Our Changing Way of Life--The Dairy Farmer, EBF, 1966

Nurse

Policeman

Truck driver

FILMS:

Safety in the Home, EBF, 1965

Safety on the Street, EBF, 1965

Catalogues

Newspaper advertisements

Community people

BOOKS:

Busby: *What Does a Librarian Do?* Dodd, c1963

Johnston: *What Does a Policeman Do?* Dodd, c1959

HUMAN RESOURCES

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

| | | |
|---|--|--|
| <p>Man's welfare is determined by application of knowledge and skill in using natural resources.</p> | <p>Discussing importance of education and job training to work</p> <p>Making a chart to show job opportunities in the community from which people can select a vocation</p> <p>Making models of pioneer homes, flatboats and covered wagons to show how man uses natural resources, comparing past and present</p> | <p>Encyclopedias U.S. Army Studies Chamber of Commerce U.S. Office of Education Guidance Department Chamber of Commerce</p> <p>FILMS: <i>Children of the Colonial Frontier</i>, McGraw, 1963 <i>Homer Around the World</i>, Coronet, 1963</p> <p>BOOK: Harmer: <i>True Pioneers</i>, Children's Press, c1957</p> <p>FILMS: <i>Tom Savage: Boy of Early Virginia</i>, EBF, 1958 <i>Booker T. Washington</i>, EBF, 1951</p> <p>BOOKS: Stevenson: <i>Booker T. Washington</i>, Bobbs, c1960 Higgins: <i>Walter Reed</i>, Bobbs, c1961 Bare: <i>John Deere—Blacksmith Boy</i>, Bobbs, c1964 Dobler: <i>Cyrus McCormick</i>, Bobbs, c1961 Paradis: <i>Gail Borden—Resourceful Boy</i>, Bobbs, c1964</p> |
| <p>Reporting on contributions to human welfare made by Virginians and others, such as: John Smith, Tom Savage, Walter Reed, Cyrus McCormick, Booker T. Washington, John Deere and Gail Borden</p> | <p>Mapping water resources of the area to show how man has harnessed it to meet needs</p> <p>Making mural of local community to show how man has made changes in the surface of the land to meet his changing needs</p> | <p>FILM: <i>Water From Farm and City</i>, USDA, 1960</p> <p>Art materials</p> |

HUMAN RESOURCES

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Every individual has responsibility for contributing to the well-being of others.

Discussing ways land is utilized by man: farming, housing and recreation

Making a list of the services in a community which children and adults perform without pay

Surveying the community to determine the helpers who make a contribution to daily living: transportation, communication and sanitation

Farmer
Building contractor
Recreation director

Children's experiences
Community people

FILMSTRIPS:

Land Transportation,
EMC, 1964

Water Transportation,
EMC, 1964

Air Transportation,
EMC, 1960

Early Communication,
EMC, 1964

Electricity in Communication,
EMC, 1964

BOOKS:

Gardner: *Sky Pioneers*,
Harcourt, c1963

Henry: *Elizabeth Blackwell*,
Bobbs, c1961

Widdemer: *Aleck Bell*,
Bobbs, c1962

PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.

Individuals, communities, regions and nations are economically interdependent.

Making an exhibit of goods produced in Virginia to show how one section depends on another

Visiting stores to note products produced in other parts of the State, nation and world

History and geography textbook

Grocery store

FILMS:

Foreign Marketing Newsletter,
USDA, 1963

The Story of the Wholesale Market,
Churchill, 1965

FILMS:

Thomas Edison,
McGraw, 1963

Inventions in America's Growth, 1750-1850, 1850-1910
Coronet, 1956

Benjamin Franklin,
EBF, 1951

Achievements of the past improve ways of living in the present and in the future.

Discussing inventions that have brought about improved ways of living

HUMAN RESOURCES

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Reading and reporting on such persons as: Thomas Jefferson, Patrick Henry, Benjamin Franklin and Thomas Edison to show contributions to improved ways of living

Preparing a scrapbook to show how experiments with such products as soybeans, peanuts, coal and pine trees have improved ways of living

FILMS:

*Inventions of Alexander
Graham Bell,*
SND, 1960

Thomas Jefferson,
EBF, 1949

Patrick Henry of Virginia,
State Dept. of Ed., 1948

Magazines and newspapers

BOOK:

Carona: *Magic Mixtures, Alloys
and Plastics,*
Prentice Hall, c1963

PRODUCTION OF GOODS AND SERVICES

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.

Wealth is often measured in terms of goods produced.

Making illustrated charts showing products that represented wealth in the colonies

Virginia history textbook

Nature of goods produced and services rendered is determined by needs and wants of people.

Preparing a memorandum of goods to be purchased in England for a Williamsburg family

Virginia history textbook

Greater productivity results in a higher standard of living.

Writing stories contrasting the highest standard of transportation in early Virginia with the best modern transportation

Virginia history textbook

Encyclopedias

LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.

All honest labor is dignified and respectable.

Making booklets to show contributions of all people whose work is involved in health, safety, education or agriculture

Magazines

Brochures on Colonial Williamsburg

Division of labor or specialization increases production.

Reporting on the work of craftsmen in Colonial Williamsburg

BOOKS:

Fisher: *The Glass Makers*, Watts, c1964

Fisher: *The Wig Makers*, Watts, c1965

Liffring: *Mike and Dick On A Washington Apple Farm*, Follett, c1962

The nature of work changes over periods of time and with advances in technology.

Collecting pictures of implements or machines used in reaping grain in Virginia from 1607 to the present

FILMSTRIPS:

Plantation Life in Colonial Virginia, Modern Learning Aids

Earning a Living in the Colonies, Yoder, 1946

BOOK:

Zaffo: *The Big Book of Real Building and Wrecking Machines*, Grosset, c1951

PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.

Producers constantly search for more effective ways to use natural resources.

Examining samples of plywood to see how manufacturers utilize chips once wasted

Samples of plywood

PRODUCTION OF GOODS AND SERVICES

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Areas of production frequently develop near locations of natural resources.

Locating areas of production within the states and discussing reasons for location of industries

Geography textbook
Maps

CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.

Capital for production is provided by individuals through savings invested in companies and institutions.

Visiting a bank to learn how banks lend money to companies which want to expand

Local banks
FILM:
Money in The Bank and Out,
Churchill, 1965

Capital purchases facilities for production.

Discussing the many items a paper company needs in order to produce finished products for the public

BOOK:
Cooke: How Paper is Made,
Dodd, c1959

Profit from production pays salaries of workers.

Collecting newspapers and magazine articles to show how increased production in orchards or truck farms requires additional workers

Newspapers
Magazines

Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.

Discussing different modes of public transportation in the State and how each company invests some of its profits to maintain, improve, or expand service

BOOK:
Cooke: Behind the Scenes At The Airport,
Dodd, c1958

MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.

Management has the responsibility for making decisions which affect production.

Listing decisions which managers of dairies must make to provide service to the public

BOOK:
Goodspeed: Let's Go to a Dairy,
Putnam, c1957

Labor and management have responsibility to each other and to the public for maintaining production.

Discussing the effects of a strike on people

BOOK:
Buehr: Harbors and Cargoes,
Putnam, c1955

SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.

New and improved products are developed by government and industry through science and research.

Listing products available today which early settlers in Williamsburg and Jamestown did not have

BOOKS:
Farquhar: Colonial Life,
Holt, c1962
Barreson: Let's Go to Colonial Williamsburg,
Putnam, c1961

PRODUCTION OF GOODS AND SERVICES

Grade 4

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|--|--|
| Mass production makes it possible for people to enjoy more goods at lower costs. | Viewing film to discuss methods used in early Virginia to produce goods and to contrast these with methods in use today. | FILMS: <i>Frozen Foods</i> , Bailey <i>Eighteenth Century Life In Williamsburg, Virginia</i> , Colonial Williamsburg |
| Automated techniques release man power for other production or leisure activities. | Drawing pictures to contrast variety of leisure activities of today with those of early Virginia. | BOOK: <i>Farquhar: Colonial Life In America</i> , Holt, c1962 |
| Increased leisure time creates the demand for new goods and services. | Locating recreation areas of the State and discussing goods and services used in recreation. | Pictorial maps of Virginia BOOK: Hamill, <i>Let's Go To The National Park</i> , Putnam, c1962 |

DISTRIBUTION OF GOODS AND SERVICES

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.

Collecting and reporting on symbols and slogans used in promoting Virginia products and services

Children's experiences
Newspapers
Magazines
Brochures

Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.

Preparing murals to show travel on Duke of Gloucester Street in Williamsburg in 1765 and 1965

Art Materials

Modern transportation makes possible wide distribution of goods and services.

Making reports contrasting shipment of tobacco in early days with the use of trucks on today's highways

BOOKS:
Schwartz: *The Night Workers*,
Dutton, c1965
Stevens: *The Trucks that Haul by Night*,
Crowell, c1965

Discussing economic values of land and water transportation

FILMS:
Transportation By Land,
McGraw, 1958
Transportation By Water,
McGraw, 1958

Many means of communication facilitate distribution.

Arranging a bulletin board contrasting means of communication needed in the distribution of goods and services in colonial days and in the present

BOOKS:
McCabe: *How Printing Helps Us*,
Benetic, c1964
Hine: *A Letter To Anywhere*,
Harcourt, c1965

Writing a story pretending to be a boy or girl in early Jamestown to show how goods were distributed in colonial days

History and geography textbook
FILMSTRIP:
Early Communication,
EMC, 1964

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer.

Reading books to show the services rendered by middlemen in transporting goods from the producer to the consumer

FILM:
The Story Of the Wholesale Market
Churchill, 1965

DISTRIBUTION OF GOODS AND SERVICES

Grade 4

Economic Understandings

Modern methods of distribution create new jobs and the need for additional services.

Suggested Learning Experiences

Collecting pictures and making bulletin board displays to show occupations which have developed as a result of new methods of distribution of goods

Writing stories about: "The Refrigerated Truck's Cargo", "The Trip Made By A Head Of Lettuce", "The Fish Caught In Norfolk And Eaten In Chicago"

Suggested Resources

Magazines

Art materials

FILMSTRIPS:

Big City—U.S.A.,
Eye Gate, 1958

Some Neighborhood Helpers.
Eye Gate, 1958

BOOK:

Harrison: *Find A Career In Auto Mechanics*,
Putnam, c1964

Children's experiences

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 4

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|---|--|---|
| ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES. | | |
| Consumption is the motive for production. | Reading and discussing goods and services consumed today which were not available in Colonial days | History and geography textbook Encyclopedias |
| The amount of money earned or credit available determines the individual's potential consumption of goods and services. | Writing stories about the need for earning money in order to become consumers of goods and services | Language textbook |
| Consumers have freedom to choose goods and services in a free economy. | Writing a story about an article of clothing and telling why the choice was a wise one | Children's experiences |
| COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY. | | |
| Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays. | Observing prices of items during such holidays as Christmas or Thanksgiving, comparing these with after holiday prices and discussing why prices change at a particular time of year | Stores Newspapers |
| | Discussing how changes in the weather affect food supplies in a region | FILM: <i>The Weather Station</i> , McGraw, 1956 |
| An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices. | Observing the effects of drought conditions on the supply and cost of farm produce | Trip to local areas Picture files |

MONEY

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.

Trading or bartering is a way of exchanging goods and services without the use of money.

Exhibiting articles used in the place of money

Pictures of shells, beads and wampum

History textbook

Dramatizing and pantomining to musical accompaniment the barter system using tobacco, corn and salt

BOOK:

Langstaff: *The Swapping Boy*, Harcourt, c1960

Music books

Money pays for goods and services that people need and want.

Filling in a catalogue order blank showing goods a person might need or want and discussing the amount of money involved

Children's experiences

Money cannot buy everything that people need and want.

Writing stories about services which money cannot buy

STORY:

Story of King Midas

Reading stories which show that money is not everything

BOOK:

Anderson: *The Nightingale*, Harper, c1965

MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.

Money has value in terms of goods purchased and services performed.

Visiting the grocery store to locate best prices for food for a picnic

Grocery stores

FLM:

Let's Visit a Shopping Center, FAC, 1965

Setting up standards to use by selecting books, play equipment and gifts for others

Resource people

Writing stories about "Money I Wish I Had Not Spent," "When I Thought I Was Getting a Bargain"

Children's experiences

Observing store windows to note how prices of articles differ and how prices change from time to time

A shopping center

Advertisements of special sales

Money is made of paper or metal for convenience.

Discussing experiences when either paper or metal was more convenient

Children's experiences

MONEY

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Money is legal tender when it is guaranteed by the government.

Reading and reporting on why Confederate money is no longer used as legal tender

Confederate money

Each metal coin and paper bill has a definite name and value.

Exhibiting a collection of United States money

Exhibit of coins and paper bills

A check or money order may be used in place of money in purchasing goods and services.

Discussing how and why people use checks and money orders in purchasing goods

Samples of checks and money orders

Money values change over periods of time and in different countries.

Making a chart to show the change in cost of shoes or any other commodity over a period of time

Resource people

Exhibiting coin collection to show different types of coins and their values

Coin collection

Reading and discussing books about types of money

BOOK:

Hine: *Money Round the World*,
Harcourt, c1963

MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.

The amount of money received varies according to skill and quality of work performed.

Making a survey of jobs for which children receive money

Children's experiences

All work requires education or training for skill development.

Inviting parents or others to talk about training needed for particular jobs

Resource people

Work requiring more education or greater skill development usually provides higher income.

Collecting newspaper and magazine articles that emphasize the need for education

Newspapers

Magazines

A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.

Budgeting apportions family income to meet needs, wants and emergencies.

Making weekly charts showing how an allowance is spent and saved

Children's experiences

Budgeting money can help families and governments to live within incomes.

Playing the role of an imaginary person in preparing a personal budget

Parents

Children

Music books

FILM:

Home Management- Why Budget?
McGraw, 1951

MONEY

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Savings should be a part of every family budget.

Discussing various ways in which a family saves money

Parents

Money earned and saved helps to provide financial security.

Reading books about children who help to earn and save money

book:

Carroll: Tough Enough and Sassy,
Cadmus, c1958

Discussing the buying of U. S. Savings Bonds and Stamps and how they can provide financial security

Resource people

Discussing ways to decrease expenses of the family by being careful and conservative

Children's experiences

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.

Discussing television or radio advertising to enable children to recognize techniques used

Radio

Television

Advertisements

Quantity and quality are factors which determine cost of a product or service.

Making arithmetic problems showing quantity and quality in determining the cost of a product or service

Children's experiences

BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.

Banks are safe places to keep money

Using resource material to find out how people in colonial days safeguarded money

Encyclopedias

FILM:

Using the Bank,
EBF

Preparing bulletin board display of checks, deposit slips and withdrawal slips to develop understanding of the way deposits are safeguarded

FILM:

Money in the Bank and Out,
Churchill, 1965

Deposit slips, passbook, checkbook

Listing situations when it is safer and more convenient to use checks than to use currency

book:

Rosenfield: Let's Go to the U. S. Mint,
Putnam, c1960

MONEY

Grade 4

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|---|---|--|
| Banks pay interest for use of money. | Dramatizing the opening of a savings account, showing how the saver is benefited | Children's experiences Local banker |
| Interest is paid to banks for use of money. | Discussing films to develop understanding of the way banks provide money for private business | FILM: <i>Money in the Bank and Out</i> , Churchill, 1965 |
| Banks provide varied services. | Visiting a bank to see various services offered | BOOK: Sootin: <i>Let's Go to a Bank</i> , Putnam, c1957 |
| | Dramatizing and pantomiming to musical accompaniment various banking activities | BOOK: Rees: <i>At the Bank</i> , Melnont, c1957 Music books |

TAXES

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.

Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.

Listing and discussing the various types of direct taxes paid by a family for goods, services and licenses during a year

Parents

Taxes are necessary to support county, city, state and federal governments.

Discussing facilities and services provided by taxation in Virginia today that were not available to early settlers

BOOKS:

Farquhar: *Colonial Life in America*, Holt, c1962

Rich: *First Book of Early Settlers*, Watts, c1959

Payment of taxes to support government is a responsibility of all people.

Reading about and discussing reasons for dissatisfaction which existed among the early settlers as a result of the tea tax and the Stamp Act imposed by King George III

Virginia history textbook

Encyclopedias

People benefit from taxes paid.

Inviting the principal to talk about how tax supported public education benefits the community

Principal

Listing services provided by taxes to gain an understanding of how people benefit

Resource people

TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.

Such facilities as schools, highways and parks belong to all citizens.

Reporting on publicly owned facilities available to citizens in the area

Parents

County clerk

Protection and care of public property help to save tax money to provide more and better services and facilities.

Discussing ways pupils can save tax money by wise use of school property

Children

Making posters or cartoons to encourage protection of public property

Art supplies

Magazines

Newspapers

Writing newspaper articles on "Why I am Responsible for Wise Use and Preservation of Public Services"

Children's experiences

FREE ENTERPRISE ECONOMY

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

Comparing restrictions imposed on property owners today that were not necessary in early days in Virginia

History textbook

Commissioner of Revenue

Comparing types of property owned by early pioneers as compared with people today

Encyclopedias

Discussing responsibilities assumed by owners of various types of property

Resource people

People have the right to exercise freedom of choice.

Reading and reporting on occupations of Colonial days to compare with types of work available to Virginians today

History textbook

BOOKS:

Farquhar: *Colonial Life in America*, Holt, c1962

Borreson: *Let's Go To Colonial Williamsburg*, Putnam, c1961

Rich: *First Days of Early Settlers*, Watts, c1959

Making a bulletin board showing kinds of occupations in Virginia and discussing the part each plays in the free enterprise system

Art materials

Pictures

MAGAZINE:

Virginia Commonwealth

People compete in providing goods and services.

Making an exhibit of devices used by manufacturers of tooth paste or soap to compete for the market

Advertisements

Television

Radio

People have the right to make a profit.

Comparing items of expense of a frontier store keeper with those of a supermarket operator

History textbook

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.

Discussing education of the children of early settlers of Virginia and why it became necessary to provide schools for children

History textbook

FREE ENTERPRISE ECONOMY

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.

Various groups influence the economy as common interests are expressed.

Dramatizing incidents involving ways people react when informed and not informed

Reading to find out how John Rolfe's promotion of the growth of tobacco influenced the economy of Virginia

Reading and discussing ways colonists planned and worked together to promote the growth of corn, tobacco and other crops

Making a list of organized groups in Virginia that are working for the economic good of the State

BOOK:

Saunders: *Building Brooklyn Bridge*,
Little, Brown, c1965

History textbook

Encyclopedias

History textbook

Newspapers

Materials from the Virginia State Chamber of Commerce

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.

Education and the development of skills contribute to a higher standard of living.

Better products make for improved health and safety conditions, efficient work, released time for leisure, and lower maintenance costs.

Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.

Constructing a bulletin board showing how people of Virginia earn a living and the types of things purchased with their earnings

Reading stories about how training was obtained by apprentices in Colonial days

Collecting news articles which describe how products can improve health and safety and how more efficient methods and machines make released time for leisure and lower production costs

Discussing ways new products can improve living conditions and make work more efficient

Writing skits to develop understanding of credit buying

Discussing the advantages and disadvantages in advertisements offering goods which may be purchased on the installment plan

Art materials

BOOK:

Nesbitt: *Captain John Smith's Page*,
Lippincott, c1957

Newspapers

Magazines

Children's experiences

Arithmetic textbook

Newspapers

Magazines

Television

Radio

Catalogues and brochures

GRADE 5

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

Man depends upon natural resources for his basic needs: food, clothing and shelter.

The kind of work people do is determined by the availability of materials supplied by nature.

Suggested Learning Experiences

Discussing films to learn how early Americans used natural resources to satisfy needs

Arranging bulletin boards to show comparisons of early and present uses of natural resources

Making pictorial maps to show natural resources which contribute to the economy of various regions of the Western Hemisphere

Suggested Resources

BOOKS:

White: *The American Indian*, Random, c1963

Hofstede: *Indian Fishing and Camping*, Morrow, c1963

Webb: *Magic of Steel and Oil*, Merrill, c1965

Coe: *Trees*, Merrill, c1964

Parish: *The Story of Grains, Wheat, Corn and Rice*, Grosset, c1965

Buehr: *Cloth From Fiber to Fabric*, Morrow, c1965

BOOKS:

Speare: *Life in Colonial America*, Random, c1963

Tunis: *Frontier Living*, Random, c1961

BOOKS:

Schloat: *Conchita and Juan. A Girl and Boy of Mexico*, Random, c1964

Evans: *Why We Live Where We Live*, Little, Brown, c1953

Hackler: *How Maps and Globes Help Us*, Benefic, c1966

Wood: *Enchantment of America - Canada*, Children's Press, c1964

Wood: *Enchantment of America - Mexico*, Children's Press, c1964

Dreany: *Our World*, Follett, c1958

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

FILM:

Oregon and its Natural Resources,
USBM, 1951

BOOKS:

Dreany: *Life In the Arctic,*
Follett, c1960

Tanner: *Our Indian Heritage,*
Follett, c1961

Carpenter: *Enchantment of
America Series,*
Children's Press

Discussing films on occupations
in certain regions of the world
to establish an understanding of
how resources of an area influ-
ence the work of people

FILMS:

Virginia Fishing Industry,
State Dept. of Ed. 1955

Let's Look At Maps,
State Dept. of Ed., 1949

BOOKS:

Lenski: *Peanuts for Billy Ben and
other Regional Books by same
author.*
Lippincott, c1952

Filmstrips (with records):

Alaska After Statehood,
Bailey, 1965

Hawaii: Crossroads of the Pacific,
Bailey, 1966

Constructing maps to show loca-
tion of industries throughout the
nation to indicate how natural
resources are used in different
regions

Maps

Resource people

Natural resources can influence the
population of an area.

Making maps of regions in the
United States and relating den-
sity areas to natural resources

Atlas

BOOK:

Parker: *The 50 States,*
Golden Press, c1965

FILMS:

Gold Rush Days,
Coronet, 1957

Population Patterns In the U. S.,
Coronet, 1962

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Wise use of natural resources is an individual and group responsibility.

Discussing conservation laws and practices which protect natural resources

Reading about and discussing farming practices that conserve soil

Parents

Resource people

BOOKS:

Gates: *True Book of Farming*, Children's Press, c1959

Gartler: *Understanding Argentina*, Doubleday, c1964

Gartler: *Understanding Mexico*, Doubleday, c1964

Gartler: *Understanding Brazil*, Doubleday, c1964

Jeanes: *Water and the Thirsty Land*, Follett, c1961

Science textbooks

NATURAL RESOURCES SHOULD BE CONSERVED.

Natural resources can become exhausted.

Listing natural resources that are in danger of becoming exhausted or damaged

BOOKS:

Church: *The Desert*, Follett, c1962

Bridges: *Animal Adaptations*, *Lands of Ice and Snow*, Golden Press, c1963

Natural resources may be damaged or destroyed by man or the forces of nature.

Collecting pictures to show damage to natural resources caused by man as well as forces of nature

Magazines

Newspapers

BOOKS:

Bridges: *Animal Adaptations*, *Lands of Ice and Snow*, Golden Press, c1963

Myrus: *A Man's Work*, Macmillan, c1965

Clifford: *The Wind in the Fingers*, Follett, c1962

Conservation of natural resources is a responsibility of man.

Collecting pictures to show the proper and improper observation of laws of conservation in the United States

Magazines

Newspapers

FILM:

Good Forest Management, Virginia Forest Service

Discussing films on the conservation of forests and other natural resources to develop an awareness of the need to conserve natural resources of the nation

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

BOOKS:

- Winfred: *Plants, Food and People*,
Coward McCann, c1964
- Gringhuis: *Rock Oil to Rockets*,
Macmillan, c1960
- Thomson: *Wonders of Our National
Parks*,
Dodd, c1961
- Harrington: *How People Live in
Canada*,
Benefic, c1965

BOOK:

- Bauer: *Water: Riches Or Ruin*,
Doubleday, c1958

PAMPHLETS:

- State Water Control Board,
Richmond, Virginia
- State Air Pollution Board,
Richmond, Virginia
- Bureau of Industrial Hygiene,
Richmond, Virginia

FILM:

- House of Man, Our Changing
Environment*,
EBF, 1966

City engineer

Discussing the necessity of conserving the purity of water and air in the nation

Inviting resource persons, game wardens, farm agents, fire prevention chiefs and forest rangers to give conservation information

Farm agents, forest rangers, game wardens and fire prevention chiefs

Some natural resources are protected by laws.

Listing regulations and laws governing the protection of plants and animals

Game warden

Discussing films to indicate how individuals and groups protect natural resources

FILM:

- The Forest*,
USDA, 1962

Reading and reporting on books about conservation of natural resources to learn how the nation has provided for protection

BOOKS:

- Sanderson: *The Continent We
Live On*,
Random, c1962
- Martin: *Your National Parks:
Yellowstone*,
Putnam, c1965

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

**NATURAL RESOURCES,
CLIMATE AND OTHER
GEOGRAPHICAL FACTORS
INFLUENCE MAN'S WAY OF
LIVING.**

Natural resources, climate and other geographical factors influence kinds of foods produced.

Preparing maps to show major reclamation projects in the United States

Maps

Exchanging letters with pupils in other parts of the country to learn about conservation projects near homes

Language textbook

BOOK:

Clifford: *Ground Afire. The Story of Death Valley.*
Follett, c1962

Climate and other geographical factors influence kinds of clothes worn.

Dressing dolls to show clothes worn during the winter months in all parts of the United States

Geography textbook

Encyclopedias

Natural resources, climate and other geographical factors influence kinds of shelter provided.

Building models of homes showing uses made of natural resources and measures taken for protection against weather

Art materials

Encyclopedias

Natural resources, climate and other geographical factors influence work that people do.

Making reports on dams and water sheds in the country to show influence upon the work people do

BOOK:

Harner: *About Dams,*
Melmont, c1963

Listing occupations of people in regions of the nation to develop an awareness of differences in work

FILMSTRIP:

Conserving Resources,
EMC, 1960

BOOK:

Lent: *Men at Work Series,*
Putnam, c1961

Reading to learn why certain locations are better suited for some occupations than others

BOOKS:

Gringhuis: *Of Ships and Fish and Fishermen,*
Albert Whitman c1963

Carr: *Natural History Adventures,*
Golden Press, c1964

von Malitz: *The Rhone River of Contrasts,*
Garrard, c1965

Nowlan: *The Shannon River of Lengths and Legends,*
Garrard, c1965

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

The beauty and orderliness of nature contribute to the economy of an area.

Preparing posters reminding tourists to preserve the beauty and orderliness of nature

Hurd: *Sailors, Whalers, and Steamers*,
Lippincott, c1964

Havinghurst: *The First Book of the California Gold Rush*,
Watts, c1962

BOOKS:

Johnson: *Outdoors: Adventures in Conservation*,
Houghton, c1957

Jeanes: *Grand Canyon Hike*,
Follett, c1962

Wood: *Grand Canyon, Zion, Bryce Canyon*,
Follett, c1963

Wood: *Great Smoky Mountains, Everglades, Mammoth Cave*,
Follett, c1964

Wood: *Mount Rainier, Mount McKinley, Olympic*,
Follett, c1964

Wood: *Rocky Mountain*,
Follett, c1963

Wood: *Yellowstone Glacier, Grand Teton*,
Follett, c1963

Wood: *Yosemite Sequoia, Kings Canyon Hawaii*,
Follett, c1963

HUMAN RESOURCES

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

People have innate ability to improve themselves and their environment.

Reading to find out the roles played by members of the family in the Westward Movement

History textbook

BOOK:

Saunders: *Building Brooklyn Bridge*, Little, Brown, c1965

The varying abilities which people possess are needed to improve living.

Writing stories showing the kinds of jobs available to people in the Westward Movement

History textbook

Comparing the number of jobs available today with those of earlier periods in history

Reference books

Resource people

Viewing films about heroes who earned respect through deeds and efforts

FILMS:

Thomas Edison, McGraw, 1963

Captain John Smith, Founder of Virginia, EBF, 1955

BOOKS:

Millender: *Crispus Attacks, Boy of Valor*, Bobbs, c1965

Weil: *Eleanor Roosevelt, Courageous Girl*, Bobbs, c1965

Savitt: *A Day at the LBJ Ranch*, Random, c1965

Disney: *Walt Disney's America*, Golden Press, c1965

People adapt and develop natural resources to improve living.

Listing uses made of certain natural resources

BOOKS:

Burt: *Luther Burbank, Boy Wizard*, Bobbs, c1962

Sherman: *You and the Ocean*, Children's Press, c1965

Stevenson: *George Carver, Boy Scientist*, Bobbs, c1950

Aulaire: *Benjamin Franklin*, Doubleday, c1950

Locating and describing uses made of national parks

Melbo: *Our Country's National Parks*, Vol. I and II, Bobbs, c1964

HUMAN RESOURCES

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

HUMAN RESOURCES SHOULD BE CONSERVED.

Protection and preservation of health care are necessary for conservation of human resources.

The wise use of work time and leisure time is important to the well-being of individuals.

Intelligent choice of work enables each individual to make the best use of time, effort and ability.

Regulations and laws help protect people.

People conserve effort by pooling human resources and dividing labor.

Making charts to show that protection and preservation of health are essential in conserving human resources

Planning a list of leisure time activities to show ways one may spend time when not working

Engaging in role-playing to show wise use of leisure time

Viewing films to learn about selection of occupations

Making reports to show that one must give an honest day's work for a day's pay

Presenting plays about regulations and laws which protect people

Choosing work in the drawing of a mural to exemplify the division of labor

Health textbook

Art materials

Textbooks

Children's experiences

BOOK:

Boehn: *Knitting Without Needles*, Sterling, c1963

Children's experiences

FILM:

Finding the Right Job, Coronet

Children's experiences

Children's experiences

Classroom experiences

EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.

Each person has responsibility for developing and using his abilities to contribute to community life.

Each person has responsibility for care of personal and community property.

Listing various community workers who contribute to community life and showing how each person is involved in this endeavor

Evaluating and summarizing a panel discussion concerning the necessity for the care and protection of public and private property

BOOKS:

Disney: *Walt Disney's America*, Golden Press, c1965

Fisher: *The Papermakers*, Watts, c1965

Fisher: *The Hatters*, Watts, c1965

Fisher: *The Printers*, Watts, c1965

Principal

Superintendent of Maintenance

Playground director

HUMAN RESOURCES

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

Human resources are developed through freedom to use individual initiative.

Reading and reporting on how people have utilized human resources to lend inspiration to others

Textbooks

Discussing the advantages of developing individual responsibility for self improvement

FILMSTRIP:

Benjamin Franklin,
EBF, 1959

Holding a panel discussion on the topic, "Freedom to Learn in the United States"

Encyclopedias

Man's welfare is determined by application of knowledge and skill in using natural resources.

Visiting museums to see tools which were used by early man in order to gain an understanding of work

Museums

Reading about the work of Indians and early settlers to show how man used natural resources to meet needs

BOOK:

Floerty: *Men Against Distance*,
Lippincott, c1954

Reporting on changes in man's use of natural resources to indicate progress in this area

BOOKS:

Grant: *American Indians Yesterday and Today*,
Dutton, c1960

Floerty: *Television Story*,
Lippincott, c1957

FILMSTRIP:

Human Resources,
EMC, 1960

Every individual has responsibility for contributing to the well-being of others.

Reading about and viewing films on philanthropists in order to learn what these people have done for this country

FILMSTRIP:

Henry Ford, The Man Who Put America on Wheels,
Eye Gate, 1954

PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.

Individuals, communities, regions and nations are economically interdependent.

Discussing filmstrips about industries of regions of the United States to find out how one section of the country depends upon others

FILMSTRIP:

Interdependent Nation - U.S.A.,
EMC, 1951-60

HUMAN RESOURCES

Grade 5

Economic Understandings

Achievements of the past improve ways of living in the present and in the future.

Suggested Learning Experiences

Viewing and discussing films about the industrial regions of North and South America to learn about the interdependence of people

Discussing filmstrips on lives of people who have made contributions to improved ways of living in the Americas

Giving oral reports on the achievements of past generations

Listening to recordings and making scrapbooks to show how our civilization has developed as a result of achievements of individuals

Suggested Resources

FILM:

It Takes Everybody To Build This Land,
EBF, 1952

FILMSTRIPS:

Robert Fulton and the Steamboat,
ETM

Andrew Carnegie, Master of Steel,
Eye Gate, 1954

Goethals, Gorgas--Panama Canal,
Eye Gate, 1954

Amelia Earhart, First Lady of the Air,
Eye Gate, 1954

RECORDS AND FILMSTRIPS:

Andrew Carnegie: Age of Steel,
ETM

Clara Barton: Founder of the American Red Cross,
ETM, 1965

Textbooks

Encyclopedias

RECORDINGS:

California Gold Rush,
ETM

Mr. Bell Invents The Telephone,
ETM

The Building of the Trans-Continental Railroad
ETM

The Pony Express,
ETM

PRODUCTION OF GOODS AND SERVICES

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.

Wealth is often measured in terms of goods produced.

Listing products which are the major source of wealth for each state in the United States to show the diversity of national wealth

Geography textbook
Magazines
Newspapers

Nature of goods produced and services rendered is determined by needs and wants of people.

Reading to find out how the discovery of electricity has led to research and inventions that have helped to meet the needs and wants of people

Science textbook
book:
**Hofstede: *Indian Warriors and Their Weapons*,
Morrow, c1965**

Greater productivity results in a higher standard of living.

Making a chart of industries that affect home building by improving living conditions

Magazines

LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.

All honest labor is dignified and respectable.

Inviting people who do different or unusual kinds of work to talk about the importance of the job and the necessity of doing it well

Local citizens
books:
**Geis: *Let's Travel In Mexico*,
Children's Press, c1961**
**Geis: *Let's Travel In Hawaii*,
Children's Press, c1960**

Singing songs that show pride in one's work

SONGS:
Working on the Railroad
Erie Canal
Volga Boatman

Division of labor or specialization increases production.

Reading and discussing stories about the nature of work in various regions of the United States

book:
**Lenski: *Regional Stories*,
Lippincott**
**Dreany: *Our World*,
Follett, c1958**
**Follett: *Little Creek, Big River*,
Follett, c1961**

The nature of work changes over periods of time and with advances in technology.

Reading and discussing ways inventions, research and discoveries have changed the nature of work on a farm in the United States

Corn farmers
Wheat farmers

PRODUCTION OF GOODS AND SERVICES

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

FILM:

*Our Changing Way of Life—
The Dairy Farmer,*
EBF, 1966

PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.

Producers constantly search for more effective ways to use natural resources.

Areas of production frequently develop near locations of natural resources.

Collecting news articles concerning research in the development of new products

Locating leading cities of the country and discussing resources responsible for growth.

Newspapers

Magazines

Maps of the United States

Geography textbook

CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.

Capital for production is provided by individuals through savings invested in companies and institutions.

Capital purchases facilities for production.

Profit from production pays salaries of workers.

Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.

Reporting on the development of such companies as Wells Fargo: source of capital invested and importance of the company to the country

Interviewing parents or businessmen to determine source of capital used in establishing a local business

Reporting on how authors receive royalties on the basis of profit from the sale of books

Approximating the increased number of telephones today as compared with ten years ago and discussing how communication companies invest money in research for new products such as communication satellites

History textbooks

Encyclopedias

Resource people

Encyclopedias

Resource people

FILMS:

Communications and the Community,
Churchill, 1966

Telstar,
C & P, 1962

Telegram for America,
Western Union, 1953

MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.

Management has the responsibility for making decisions which affect production.

Discussing factors which the manager of a company must consider in the production of an automobile

BOOK:

Butler: *Let's Go to an Automobile Factory,*
Putnam, c1962

PRODUCTION OF GOODS AND SERVICES

Grade 5

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|---|---|---|
| <p>Labor and management have responsibility to each other and to the public for maintaining production.</p> | <p>Locating transportation centers in the country and discussing what happens when the flow of raw materials and products is disrupted because of strikes</p> | <p>Maps</p> <p>Current news</p> <p>BOOK:</p> <p>Huntington: <i>Cargoes</i>, Doubleday, c1964</p> |
| <p>SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.</p> | | |
| <p>New and improved products are developed by government and industry through science and research.</p> | <p>Constructing or drawing models of new types of rockets, aircraft and monorails</p> | <p>BOOKS:</p> <p>Gottlieb: <i>Space Flight and How It Works</i>, Doubleday, c1964</p> <p>Harvey: <i>Monorails</i>, Putnam, c1965</p> <p>FILM:</p> <p><i>Rockets and Satellites</i>, UWF, 1961</p> |
| <p>Mass production makes it possible for people to enjoy more goods at lower costs.</p> | <p>Reading about such men as Eli Whitney and Henry Ford who pioneered and made use of mass production</p> | <p>BOOKS:</p> <p>Aulaire: <i>Benjamin Franklin</i>, Doubleday, c1950</p> <p>Fanning: <i>Fathers of Industries</i>, Lippincott, c1962</p> <p>Milgrom: <i>Explorations in Science</i>, Dutton, c1961</p> <p>FILMS:</p> <p><i>Eli Whitney</i>, EBF, 1951</p> <p><i>Henry Ford</i>, McGraw, 1963</p> <p><i>What is Automation?</i> FA, 1966</p> |
| <p>Automated techniques release man power for other production or leisure activities.</p> | <p>Comparing early mining techniques and types of machines with those used today</p> | <p>Encyclopedias</p> |
| <p>Increased leisure time creates the demand for new goods and services.</p> | <p>Locating local, state and national parks and discussing goods which people purchase in order to enjoy the parks</p> | <p>Maps</p> <p>BOOK:</p> <p>Melbo: <i>Our Country's National Parks</i>, Vol. I and II, Bobbs, c1964</p> |

DISTRIBUTION OF GOODS AND SERVICES

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.

Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.

Modern transportation makes possible wide distribution of goods and services.

Many means of communication facilitate distribution.

Writing stories or giving reports on how advertising promotes distribution of goods or services from one section of the country to another

Discussing and illustrating various means of transportation used in moving specific raw materials from producer to consumer

Keeping records of railroad or highway freight lines observed from a given point over a period of time to note points of origin and kinds of goods transported

Reporting on types of communication used in moving a freight train from Florida to New York

Television

Newspapers

Magazines

BOOKS:

Cain: *Transportation*,
Fideler, c1964

Cameron: *Big Book of Real Trucks*,
Grosset, c1950

Lewellen: *You and Transportation*,
Children's Press, c1965

FILMS:

Airport in the Jet Age,
EBF, 1966

Shining Rails,
GE

Truck Driver,
EBF, 1959

FILM STRIPS:

Land Transportation,
EMC, 1964

Water Transportation,
EMC, 1964

Air Transportation,
EMC, 1964

Transportation in the U. S.,
EMC, 1964

BOOKS:

Snow: *From Horse to Diesel*,
Albert Whitman, c1961

Carse: *The Young Mariners*,
Norton, c1966

BOOK:

McCabe: *How Communication Helps Us*,
Benefic, c1964

DISTRIBUTION OF GOODS AND SERVICES

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer.

Modern methods of distribution create new jobs and the need for additional services.

Listing and discussing the various services provided by middlemen in transporting goods from the producer to the consumer

Preparing bulletin boards to show how goods are distributed and new jobs created as new methods of distribution are developed

FILMSTRIP:

Transportation and Communication,
EMC, 1964

Children's experiences

Encyclopedias

Advertisements

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.

Consumption is the motive for production.

The amount of money earned or credit available determines the individual's potential consumption of goods and services.

Consumers have freedom to choose goods and services in a free economy.

Making a mural of goods consumed by children and produced in the Western Hemisphere

Discussing what determines an individual's purchasing power: amount of money earned, amount saved and property owned

Setting up guides to use in selection of goods or services

Geography textbook

Magazines

FILM:

The Wise Use of Credit,
SEP, 1961

BOOKS:

Hine: *Money Round the World*,
Harcourt, c1963

Kane: *How Money and Credit Help Us*,
Benefic, c1966

O'Toole: *The New World of Banking*,
Dodd, c1965

Sobel: *Stocks and Bonds*,
Watts, c1963

Advertisements

Parents

Cafeteria managers

Salesmen

FILM:

How Is Clothing Made: The Story of Mats Production,
FA, 1961

COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.

Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.

An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.

Collecting or writing stories to show how supply and demand change when a sleet storm, flood or other disaster separates a community from the rest of the area

Discussing the effect upon prices when the peach or apple crop is large and easy to obtain

Reporting on prices of oranges when the citrus crop is affected by frost and compare with ordinary prices

Language arts textbook

Newspapers

Weather maps

United States map

Merchants

Truck driver

Fruit grower

Newspapers

Parents

Produce display

MONEY

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.

Trading or bartering is a way of exchanging goods and services without the use of money.

Studying the practice of bartering to show that money as a medium of exchange has not always been in use

History textbook

BOOKS:

Russell: *From Barter to Gold*,
Rand, c1961

Hutchinson: *Coins and Currency*,
Follett, c1957

FILMS:

The Story of a Check,
FA, 1966

Understanding the Dollar,
Coronet, 1953

Money pays for goods and services that people need and want.

Keeping a record of money spent for certain goods and services over a period of time

Children's experiences

BOOK:

Hutchinson: *Coins and Currency*,
Follett, c1957

Money cannot buy everything that people need and want.

Making charts or posters to illustrate services rendered by such organizations as Volunteer Firemen and Rescue Squads

Newspapers

Magazines

Engaging in role-playing to develop appreciation for services of volunteer workers

Children's experiences

MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.

Money has value in terms of goods purchased and services performed.

Listing articles that can be bought today for five cents

Catalogue

Interviewing adults to list articles that could be purchased for five cents in the 20's, 30's and 40's

Parents

Interviewing doctors, lawyers, dentists, teachers and others to prepare a report on changing fees and salaries

Doctors

Dentists

Lawyers

Teachers

Comparing price lists to note differences in prices of the same name brand articles and discussing reasons prices vary

Price lists

Advertisements

Local grocery stores

MONEY

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Money is made of paper or metal for convenience.

Money is legal tender when it is guaranteed by the government.

Each metal coin and paper bill has a definite name and value.

A check or money order may be used in place of money in purchasing goods and services.

Money values change over periods of time and in different countries.

MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.

The amount of money received varies according to skill and quality of work performed.

Comparing hourly wages in comparable jobs in past years with present days

Examining books, toys and school supplies to determine values in terms of workmanship, materials and use

Reading and sharing information on making coins and bills

Reporting on research concerning the history of money in the United States

Visiting other classrooms to give illustrated talks on coin collecting

Discussing the advantages of using checks in paying bills instead of currency

Collecting and comparing coins and bills of various countries to show different values

Discussing jobs that children have and amount of money received

FILM:

Let's Visit A Shopping Center.
FAC, 1965

Resource people

Books, toys and supplies

BOOKS:

Cooke: *How Money is Made.*
Dodd, c1962

Gelinas: *How and Why Wonder Book of Coins and Currency.*
Grosset, c1965

BOOK:

Hutchinson: *Coins and Currency.*
Follett, c1957

Children

Children's posters

Coin collections

FILM:

The Story of a Check.
FA, 1966

BOOK:

Gelinas: *How and Why Wonder Book of Coins and Currency.*
Grosset, c1965

BOOKS:

Masters: *Coin Collection.*
Sterling, c1964

Brown: *Coins Have a Tale to Tell.*
Lippincott, c1966

Tunis: *Frontier Living*
World, c1957

Children's experiences

MONEY

Grade 5

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|--|--|
| All work requires education or training for skill development. | Interviewing local or state workers to understand training or education needed for various kinds of jobs | Resource personnel |
| Work requiring more education or greater skill development usually provides higher income. | Listing occupations requiring specialized training and discussing why training is necessary | FILM: <i>Economics- It's Elementary</i> , Cahill, 1966 Parents BOOKS: Cooke: <i>Behind the Scenes At An Oil Field</i> , Dodd, c1965 Cooke: <i>How Automobiles Are Made</i> , Dodd, c1965 Benedict: <i>Aluminum: The Story of an Industry</i> , Lippincott, c1966 |
| A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME. | | |
| Budgeting apportions family income to meet needs, wants and emergencies. | Planning budgets for families of four using different incomes | Arithmetic textbook Parents Merchants |
| Budgeting money can help families and governments to live within incomes. | Making sample budgets | Sample budgets |
| | Inviting cafeteria supervisors to discuss the financial management of the cafeteria | Cafeteria supervisor |
| | Keeping a record of personal allowances and expenses | Children's experiences |
| Savings should be a part of every family budget. | Making a list of items that must be considered in a family budget | Parents FILM: <i>Home Management- Why Budget?</i> McGraw, 1951 |
| Money earned and saved helps to provide financial security | Reading and discussing the lives of people who have gained financial security | BOOKS: Aird: <i>Henry Ford: Boy With Ideas</i> , Bobbs, c1960 Anderson: <i>John Jacob Astor: Boy Trader</i> , Bobbs, c1961 |

MONEY

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.

Quantity and quality are factors which determine cost of a product or service.

BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.

Banks are safe places to keep money.

Banks pay interest for use of money.

Interest is paid to banks for use of money.

Keeping a record over a period of time of an imaginary allowance to help children understand the use of money in providing financial security

Making a study of well-known merchandise and discussing prices and quality as compared with brands not so well-known

Discussing information a consumer should have about a product before purchasing it

Participating in a classroom savings club in cooperation with the local bank

Reading books to understand how banks pay interest to customers

Inviting a banker to explain banking procedures

Dunham: *George Westinghouse*, Bobbs, c1963

Myers: *F. W. Woolworth: Five and Ten Boy*, Bobbs, c1962

BOOKS:

Braude: *Shelby Goes To Wall Street*, Dennison, c1965

Phipson: *The Family Conspiracy*, Harcourt, c1964

Griffith: *A Ride for Jenny*, Lippincott, c1964

Lenski: *Berries In The Scoop*, Lippincott, c1956

Resource people

Parents

Consumer's guides

Children's experiences

BOOK:

Gelinas: *How and Why Wonder Book of Coins and Currency*, Grosset, c1965

Bank brochures

Banker

BOOK:

Gelinas: *How and Why Wonder Book of Coins and Currency*, Grosset, c1965

MONEY

Grade 5

Economic Understandings

Banks provide varied services.

Suggested Learning Experiences

Inviting a bank representative to discuss services a bank renders to individuals and groups

Using checks, check stubs and deposit slips to understand bank services

Making bulletin board displays of checks, check stubs, and deposit slips to acquaint pupils with forms

Viewing films on banks to develop an understanding of the services they provide

Planning and taking a trip to a bank to observe the various departments of the bank

Suggested Resources

Banker

BOOK:

Rees: *At The Bank*,
Melment, c1957

Checks, deposit slips

FILM:

Using the Bank,
EBF

FILM:

Money in the Bank and Out,
Churchill, 1965

TAXES

Grade 5

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Resources</i> |
|--|--|--|
| <p>A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.</p> <p>Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.</p> <p>Taxes are necessary to support county, city, state and federal governments.</p> <p>Payment of taxes to support government is a responsibility of all people.</p> <p>People benefit from taxes paid.</p> | <p>Reporting on current news articles related to sources of revenue</p> <p>Reading to compare sources of tax revenue in different states</p> <p>Comparing amounts of tax money spent on roads or schools over a period of years</p> <p>Discussing how people are taxed to develop the understanding that different taxes apply to different people</p> <p>Making a bulletin board to show how tax money is used by the local, state, and national government</p> | <p>Newspapers</p> <p>Television</p> <p>Radio</p> <p>Encyclopedias</p> <p>City or county engineer</p> <p>City or county treasurer</p> <p>Highway official</p> <p>Local school auditor</p> <p>Resource people</p> <p>Magazines</p> <p>BOOK :</p> <p>McCabe: <i>How Schools Aid Democracy</i>, Benefic, c1964</p> |
| <p>TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.</p> <p>Such facilities as schools, highways and parks belong to all citizens.</p> <p>Protection and care of public property help to save tax money to provide more and better services and facilities.</p> | <p>Collecting pictures from local newspapers to show how taxes are being used in the locality and the state</p> <p>Collecting data to show cost of repair and maintenance of school property</p> | <p>Newspapers</p> <p>Principal</p> <p>Maintenance staff</p> <p>Teachers</p> |

FREE ENTERPRISE ECONOMY

Grade 5

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

Reading and reporting on the stories of the struggle to own property as various groups explored, settled and developed the new world

BOOKS:

Wilder: *Little House in the Big Woods*, Harper, c1953

McCall: *Log Fort Adventure* Children's Press, c1958

RECORDING:

The Story of the Klondike, Folkways Records

FILM:

Gold Rush Days, Coronet, 1957

People have the right to exercise freedom of choice.

Listing types of a specific commodity to show range of choice available in the community: clothes, food, automobiles, homes

Local markets

Sales personnel

Writing reports on occupations to determine factors involved in making choices

FILM:

Economics—It's Elementary, Cahill, 1966

People compete in providing goods and services.

Recording and reporting effects on services offered by a local business when a competitor moves in

FILM:

It's Everybody's Business, Chamber of Commerce, 1954

Observing the prices of seasonal fruits and vegetables as more commodities become available

Local markets

People have the right to make a profit.

Discussing films to develop the understanding that goods and services produced at a profit create new jobs and new services through expansion and growth

FILMS:

Money in the Bank and Out, Churchill, 1965

Competition in Business, Coronet, 1962

It's Everybody's Business, Chamber of Commerce, 1954

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.

Discussing ways people plan and work together to bring new industry into an area

Local businessmen

FREE ENTERPRISE ECONOMY

Grade 5

Economic Understandings

Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.

Various groups influence the economy as common interests are expressed.

Suggested Learning Experiences

Collecting advertisements and discussing how advertising affects the economy of the country

Listing ways organized groups seek to improve economic conditions in the country

Suggested Resources

Newspapers

Magazines

Newspapers

Magazines

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.

Discussing improvement in standards of living in areas where dams provide new power and water resources

State Chamber of Commerce

Discussing how standards of living change when new industry comes to a community

Geography textbook

BOOK:

Carter: *First Book of South America*,
Watts, c1961

FILMSTRIPS:

Canada: People at Work,
EBF, 1958

South America--Eastern and Southern Lands,
EBF, 1957

Education and the development of skills contribute to a higher standard of living.

Conducting a panel discussion to show how education and training make workers more efficient and contribute to a higher standard of living

BOOK:

Lent: *Men at Work* Series,
Putnam

Better products make for improved health and safety conditions, efficient work, released time for leisure, and lower maintenance costs.

Making charts to show contributions of products from various states to improved health and safety, more efficient work and lower production costs

Newspapers

History textbook

FILM:

Health in Our Community,
EBF, 1960

FILM:

Industrial Revolution In England,
EBF, 1961

Discussing film to note types of machines which free men from long laborious work and help to lower production costs

FREE ENTERPRISE ECONOMY

Grade 5

Economic Understandings

Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.

Suggested Learning Experiences

Reading and reporting news items which reflect credit practices to develop understandings of and respect for best practices

Writing stories to convey the understanding of good credit practices

Interviewing credit personnel of a local business to determine ways to keep credit ratings good

Suggested Resources

Newspapers

Language textbook

Credit personnel

FILM:

The Wise Use of Credit,
SEF, 1961

GRADE 6

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

Man depends upon natural resources for his basic needs: food, clothing and shelter.

The kind of work people do is determined by the availability of materials supplied by nature.

Suggested Learning Experiences

Preparing maps of the United States and the world, locating natural resources and discussing the relation of the supply of resources to the economy

Listing occupations of various regions of the world and relating these to natural resources

Discussing ways various countries of the world utilize resources

Suggested Resources

United States and World Maps

FILMSTRIP:

Looking At the Earth We Live On Series,
McGraw, 1952

BOOKS:

Gidal: *My Village in Italy*,
Random, c1962

Gidal: *My Village in Denmark*,
Pantheon, c1963

Schleat: *Prapan, A Boy of Thailand*,
Knopf, c1963

Buell: *Main Streets of Southeast Asia*,
Dodd, c1962

FILM:

Thailand, Land of Rice,
EBF, 1957

BOOKS:

Wall: *Gifts From the Grove*,
Scribner, c1955

Wall: *Gifts From the Forest*,
Scribner, c1958

Warren: *The First Book of the Arab World*
Watts, c1963

Fraenkel: *Today's World Focus, Israel*,
Ginn, c1963

Gartler: *Understanding* Series,
Doubleday

Brooks: *The Picture Book of Oil*,
Putnam, c1965

FILM:

Japan: Harnessing The Land and Sea,
EBF, 1963

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Natural resources can influence the population of an area.

Wise use of natural resources is an individual and group responsibility.

NATURAL RESOURCES SHOULD BE CONSERVED.

Natural resources can become exhausted.

Engaging in panel discussion to show how wise use of natural resources affects the economy of a country

Reporting on population trends in various parts of the world to show relation to natural resources

Writing a report on "My Responsibility in Conserving Natural Resources"

Reading about and comparing conservation practices in such countries as Holland, Israel, Egypt and France

Using research techniques to find out how the natural resources of Indonesia and other countries are managed

Writing letters to civic groups to learn of conservation projects underway

Inviting forest ranger, agricultural agent, fire warden and others to discuss relation of work to conservation of natural resources

Reading to learn about scarce, renewable and non-renewable resources in order to use them wisely

Encyclopedias

Maps

FILMSTRIP:

New Zealand--Natural Resources, Eye Gate, 1961

Resource people

Encyclopedias

BOOKS:

Gates: *True Book of Conservation*, Children's Press, c1959

Gartler: *Understanding* --Series, Doubleday

Encyclopedias

FILM:

Japan: Harvesting the Land and Sea, EBF, 1963

Newspapers

Telephone directory

Forest ranger, fire warden, and county agent

Geography textbook

BOOK:

Williams: *Man and the Good Earth*, Putnam, c1959

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Natural resources may be damaged or destroyed by man or the forces of nature.

Discussing current reports of damage to property and wild life by forces of nature

FILMSTRIPS:

The Problems of Soil,
EMC, 1958

The Problems of Water,
EMC, 1958

Newspapers

Television

Radio

Models

Conservation of natural resources is a responsibility of man.

Constructing models to demonstrate the effects of soil erosion

BOOKS:

Lewis: *Olle and the Wild Geese*,
Washburn, c1964

Round: *Swamp Life*,
Prentice-Hall, c1957

Round: *Wild Life at Your
Doorstep*,
Prentice-Hall, c1958

Yates: *How People Live In the
Middle East*,
Benefic, c1962

Discussing stories that show attitudes of people toward the protection of plant and animal life

BOOK:

Haines: *John Muir, Protector
of the Wilds*,
Abingdon, c1957

Some natural resources are protected by laws.

Reading biographies of great naturalists to learn of contributions to protection of wild life

Reading and discussing laws established in other countries which protect natural resources

Encyclopedias

Social studies textbooks

BOOK:

Haines, *John Muir, Protector of
the Wilds*,
Abingdon, c1957

NATURAL RESOURCES,
CLIMATE AND OTHER
GEOGRAPHICAL FACTORS
INFLUENCE MAN'S WAY
OF LIVING.

Natural resources, climate and other geographical factors influence kinds of foods produced.

Mapping major food producing areas of the world and reporting on natural resources determining production

Maps

Encyclopedias

BOOK:

Kenworthy: *Three Billion
Neighbors*,
Ginn, c1965

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 6

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|--|--|
| Climate and other geographical factors influence kinds of clothes worn. | Preparing graphs to compare yearly yields of various crops Exhibiting dolls from other countries and discussing reasons for various styles and types of dress | Almanac Encyclopedias Magazines BOOK: Kenworthy: <i>Three Billion Neighbors</i> , Ginn, c1965 |
| Natural resources, climate and other geographical factors influence kinds of shelter provided. | Collecting pictures of homes in different countries of the world and reporting on efforts made to provide protection against weather | Encyclopedias BOOKS: Benenson: <i>How A House Is Built</i> , Criterion, c1964 Kenworthy: <i>Three Billion Neighbors</i> , Ginn, c1965 |
| Natural resources, climate and other geographical factors influence work that people do. | Preparing booklets showing how the major occupations of a country are determined by natural resources | Encyclopedias |
| The beauty and orderliness of nature contribute to the economy of an area. | Discussing how the revenue from parks, museums, and historical places affect the economy of a country Collecting pictures of scenic beauty in other countries | Brochures Geographic magazines Pictures |

HUMAN RESOURCES

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

People have innate ability to improve themselves and their environment.

Reading to find out about contributions which people have made: Ghandi, Churchill, George Washington Carver, Mme. Curie and Pasteur

History textbook

Encyclopedias

Dramatizing incidents from the lives of international benefactors

Newspapers

Encyclopedias

The varying abilities which people possess are needed to improve living.

Making a list of people of old world background influencing life in America

Encyclopedias

BOOKS:

Childs: *Wachcera, Child of Africa*, Criterion, c1965

Farrell: *Winston Churchill*, Putnam, c1964

Corbett: *What Makes TV Work*, Little, Brown, c1965

People adapt and develop natural resources to improve living.

Making a list of new inventions to show how new jobs and occupations are created

Magazines

T.V. commercials

Newspapers

Reference books

Writing imaginary autobiographies showing how children take part in developing natural resources in countries of the Eastern Hemisphere

BOOKS:

First Book of- Series, Watts

Gidal: *Follow the Reindeer*, Random, c1959

Gidal: *Sons of the Desert*, Random, c.1960

Gidal: *My Village In-* Series, Random

Schloat: *A Boy of-* Series, Random

Laubert: *Big Dreams and Small Rockets*, Crowell, c1965

HUMAN RESOURCES SHOULD BE CONSERVED.

Protection and preservation of health are necessary for conservation of human resources.

Reporting on statistics which show the cost in life and loss of time resulting from highway accidents, home accidents, absenteeism from work and illness

State Police Department
Life insurance companies

BULLETIN:

Virginia Health Bulletin

HUMAN RESOURCES

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

The wise use of work time and leisure time is important to the well-being of individuals.

Reporting on how air and water pollution affect human health

FILM:

The House of Man—Our Changing Environment, EBF, 1966

Making time budgets to plan for best use of school and out-of-school time

Children's experiences

Preparing an exhibit of leisure time activities

BOOKS:

Frankel: *Games for Boys and Girls*, Sterling, c1961

Hobson: *Getting Started in Stamp Collecting*, Sterling, n.d.

Leavitt: *Carpentry for Children*, Sterling, c1959

Mergendahl: *What Does A Photographer Do?* Dodd, c1965

Intelligent choice of work enables each individual to make the best use of time, effort and ability.

Preparing an illustrated booklet on the hobbies of famous people: painting by Winston Churchill and Eisenhower, and tatting by the Duke of Windsor

Encyclopedias

Engaging in research to determine whether certain professions or jobs require specific skills, aptitudes, interest, preparation and abilities

Occupation guides

Community people

BOOK:

Colby: *Coast Guard Academy*, Putnam, c1965

Regulations and laws help protect people.

Displaying newspaper and magazine clippings to illustrate laws which are for the protection of citizens such as: speed limits, eight-hour work day, mining laws and pure food laws

Newspapers

Magazines

Writing to congressmen concerning certain laws

Congressmen

State representatives

People conserve effort by pooling human resources and dividing labor.

Comparing the number of products available to Americans as a result of mass production with handmade and custom built products of European countries

Resource people

Encyclopedias

Chamber of Commerce

Comparing cost of production of cars in the United States with those produced in other countries

AAA

HUMAN RESOURCES

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.

Each person has responsibility for developing and using his abilities to contribute to community life.

Making charts to show persons and resources needed to build a community

Community resource people

Each person has responsibility for care of personal and community property.

Listing people whose influence has made life better in the community

Citizens

Making dioramas to show responsibility for care of property as found in various parts of the world

Art materials

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

Human resources are developed through freedom to use individual initiative.

Reporting on lives of internationally known leaders to show how individual initiative and ability are used

History and geography textbook

Man's welfare is determined by application of knowledge and skill in using natural resources.

Discussing films that show how use of natural resources affects the way people live

BOOK:

Johnston: *The Story of Hannibal*, Doubleday, c1960

FILMS:

Man Makes a Desert, FA, 1965

People of Spain, EBF, 1957

People of the Netherlands, EBF, 1958

Every individual has responsibility for contributing to the well-being of others.

Citing incidents and occasions when individuals assume responsibility for contributing to the well-being of others: obeying traffic laws, garbage disposal ordinances and playground rules

Children's experiences

Dramatizing incidents from lives of such international benefactors as Clara Barton, Louis Pasteur, The Curies, Albert Schweitzer, Mahatma Gandhi and Jonas Salk

Encyclopedias

History textbook

Reporting on the activities of organizations for international peace and well-being: Red Cross, United Nations and Unesco

BOOK:

Griffin: *Getting to Know Unesco*, Putnam, c1962

United Nations Information Center

Local Red Cross

HUMAN RESOURCES

Grade 6

Economic Understanding

Suggested Learning Experiences

Suggested Resources

PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.

Individuals, communities, regions and nations are economically interdependent.

Making a scrapbook showing merchandise imported from the Eastern Hemisphere

Encyclopedias

Preparing a map of the world picturing goods the United States imports and exports to show extent of interdependence

Geography textbook
Encyclopedias

Displaying gift articles and tracing materials used in production from point of origin to finished article

Classroom exhibits

Discussing custom regulations to determine how trade is protected

BOOK:
Bergaust: *Coast Guard in Action*.
Putnam, c1962

Achievements of the past improve ways of living in the present and in the future.

Making tools that might have been used by early man to contrast with modern tools

BOOKS:
Sobel: *First Book of Medieval World*,
Watts, c1959

Liberty: *First Book of Tools*,
Watts, c1960

Reading and discussing books to show how houses have become more comfortable and convenient

BOOK:
Hansen: *I Built a Stone Age House*.
Putnam, c1964

Writing imaginative stories about the first oven, the first wheel and the first fur coat

Children's imagination
Encyclopedias

Collecting pictures that show how ways of living and working have become more comfortable or convenient

Magazines
Newspapers

Listening to music of great composers and discussing its influence on people today

Music of great composers

Discussing how books and other achievements in communication have changed ways of living

Telephone
Telegraph
Radio
Television

PRODUCTION OF GOODS AND SERVICES

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.

Wealth is often measured in terms of goods produced.

Preparing tables showing countries whose major source of wealth is agriculture, industry, mining or fishing

Encyclopedias

FILM:

Arctic Fisherman in World Trade,
Bailey, 1956

Silk Makers of Japan,
Bailey, 1961

Nature of goods produced, and services rendered is determined by needs and wants of people.

Viewing films to compare needs of family life in the Sahara, Lapland, Switzerland, and Hawaii

FILMS:

Life in the Alps,
Coronet, 1959

Life in an Oasis, North Africa,
Coronet, 1962

Life in Cold Lands, Eskimo Village,
Coronet, 1957

Hawaiian Native Life,
EBF, 1958

Greater productivity results in a higher standard of living.

Listing goods produced outside the United States which are imported to make work easier and life more pleasant

Geography textbook

Magazines

Newspapers

LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.

All honest labor is dignified and respectable.

Reading and discussing stories to develop understanding of what people in other times or other places believed about the dignity of work or workers

BOOKS:

Judson: *Sod-House Winter*,
Follett, c1959

Carroll: *Tough Enough and Sassy*,
Hale, c1958

Dickens: *Christmas Carol*

Geis: *Let's Travel--Series*,
Children's Press, c1962

Division of labor or specialization increases production.

Making charts or reports to show how specialized work in regions of the world provides goods for American markets

Textbooks

Magazines

FILM:

The Story of The Wholesale Market,
Churchill, 1965

PRODUCTION OF GOODS AND SERVICES

Grade 6

Economic Understandings

The nature of work changes over periods of time and with advances in technology.

Suggested Learning Experiences

Preparing murals to show methods of plowing, weaving, or baking bread in use at the present time in countries of the world

Suggested Resources

Textbooks
Encyclopedias

BOOKS:

Gidal: *My Village*—Series,
Random
Land and People of—Series,
Lippincott
First Book of—Series,
Watts
Getting to Know—Series,
Putnam

PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.

Producers constantly search for more effective ways to use natural resources.

Areas of production frequently develop near locations of natural resources.

Reporting on the uses being made of atomic energy: generating electricity, powering ships and medicine

Locating major cities of the world and discussing natural resources responsible for development

Newspapers
Encyclopedias
Science textbooks

Maps
Geography textbooks

BOOK:

Disney: *Walk Disney's Stories From Other Lands*,
Golden Press, c1965

CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.

Capital for production is provided by individuals through savings invested in companies and institutions.

Capital purchases facilities for production.

Profit from production pays salaries of workers.

Locating countries of the world which manufacture various makes of automobiles and discussing where capital comes from to finance production

Visiting a factory or construction project and discussing the types of special equipment which must be purchased in order to make production possible

Reporting on types of production which provide salaries of workers in different countries of the world

BOOKS:

Cooke: *How Automobiles Are Made*,
Dodd, c1965

Local factories

BOOK:

Cooke: *How Superhighways Are Made*,
Dodd, c1958

Geography textbook
Encyclopedias

PRODUCTION OF GOODS AND SERVICES

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.

Reporting on how farmers, merchants, or trucking companies reinvest profit to improve business

Resource people

MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.

Management has the responsibility for making decisions which affect production.

Discussing the necessity for capable management as well as skillful employees in production of goods and services

Encyclopedias

Labor and management have responsibility to each other and to the public for maintaining production.

Reporting about labor difficulties involving such groups as the Chilean copper miners and the train operators of Great Britain, and how the interruption of services affect the people

Newspapers

Magazines

SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.

New and improved products are developed by government and industry through science and research.

Reporting on combination of efforts that resulted in development of effective polio vaccine

Encyclopedias

Science textbook

BOOK:

Dietz: All About Great Medical Discoveries,
Random, c1960

BOOK:

Gidal: My Village in India,
Random, c1956

FILM:

How is Clothing Made: Story of Mass Production,
FA, 1966

Mass production makes it possible for people to enjoy more goods at lower costs.

Contrasting methods of making bread in India or Mexico with those used in the United States and discussing the relationship to variety of breads available

Geography textbook

FILMS:

What is Automation?
FA, 1966

Eggs to Market: The Story of Automated Egg Processing,
FA, 1965

Automated techniques release man power for other production or leisure activities.

Comparing farming methods in the United States with those employed in highly populated countries: where the people use simple tools

Encyclopedias

Increased leisure time creates the demand for new goods and services.

Preparing charts showing increased sales of such items as boats, trailers, and sports equipment

DISTRIBUTION OF GOODS AND SERVICES

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.

Collecting advertisements of goods produced outside of the United States

BOOKS:

Riverain, *Ships of the World*, Follett, c1964

Riverain, *Trains of the World*, Follett, c1964

Newspapers

Collecting advertisements aimed to attract American tourists

Travel posters

Magazine ads

Brochures

Making a comparison of international advertising

Magazines

Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.

Constructing models of major United States seaports to show transportation systems used for participation in world trade

FILMSTRIP:

Air Transportation, EMC, 1960

Geography textbook

Encyclopedias

BOOK:

Rees, *Transportation . . . In Today's World*, Creative Educational Society, c1965

Making maps showing the countries which export and import raw materials

Geography textbooks

Almanacs

Modern transportation makes possible wide distribution of goods and services.

Reporting on how refrigeration, radio and telephone and/or air travel have influenced United States' trade with other countries

Radio

Television

Language textbook

Many means of communication facilitate distribution.

Making posters to illustrate the part communication plays in transporting goods or services from foreign ports

Art materials

BOOK:

Osmand, *From Drumbeat to Ticker-tape*, Hale, c1965

DISTRIBUTION OF GOODS AND SERVICES

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer.

Tracing the movement of goods from the old world producer to the new world consumer

Geography textbook
Maps

FILM:

*Our Changing Way of Life—
The Dairy Farmer,*
EB, 1966

Modern methods of distribution create new jobs and the need for additional services.

Discussing changes in employment resulting from modern methods of distribution in the Eastern Hemisphere

Geography textbook

Reading to find out how air freight has made it possible for people to enjoy a greater variety of commodities

FILM:

Airplanes Work For Us,
CW, 1961

Making and discussing maps which show air routes

Geography books
Atlas

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.

Consumption is the motive for production.

Conducting research for reports on products consumed today that are imported from the old world

Encyclopedias
History and geography textbook
Product maps

Recording a family's consumption of a particular commodity or service over a period of time

Records
Grocery lists
Bills

The amount of money earned or credit available determines the individual's potential consumption of goods and services.

Discussing use of checks, credit cards and charge accounts in family purchases

Arithmetic textbook
FILM:
The Story of a Check,
FA, 1966

Consumers have freedom to choose goods and services in a free economy.

Discussing how consumers use freedom of choice when selecting goods and services

Consumer's Guide

Planning projects where pupils make a budget for a year in terms of clothing for the four seasons

Clothing stores
Newspapers
Resource people

COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.

Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.

Keeping a record of prices of perishable goods before and after drastic weather changes

Newspapers
Magazines
Radio
Television

Showing difference in the price of fuel purchased at different times of the year

Retail dealers of fuels
Parents' records

An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.

Comparing the prices of summer wearing apparel in spring, summer and fall

Sales personnel

MCNEY

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

**MONEY SERVES AS A
CONVENIENT MEDIUM OF
EXCHANGE.**

Trading or bartering is a way of exchanging goods and services without the use of money.

Setting up a trading post to show how bartering is exchanging goods and services without the use of money

BOOK:

Russell: *From Barter to Gold*,
Rand, c1961

Money pays for goods and services that people need and want.

Listing goods and services which must be paid for with money

Children's experiences

Money cannot buy everything that people need and want.

Identifying the good things in life which are available without the use of money

FILM:

Economics—It's Elementary,
Cahul, 1966

**MONEY HAS DIFFERENT
NAMES, FORMS AND VALUES.**

Money has value in terms of goods purchased and services performed

Interviewing people who have visited other countries to compare the purchasing power of a dollar with its value in the United States

People of the community

Investigating to compare salaries, fees and wages of peoples of other countries with those in our own country

Encyclopedias

Compiling a list of principles to be observed in selecting goods for purchase

Resource people

Discussing films to show how the government serves to insure the consumer full value for money paid

BOOK:

Cooke: *Your Treasury Department*,
Norton, c1964

FILM:

Understanding the Dollar,
Coronet, 1953

Studying the history of money to learn origin, purpose and use

BOOK:

Wilcox: *What Is Money?*
Steck, c1959

Money is made of paper or metal for convenience.

Exhibiting coins and paper money and discussing the convenience of using various sizes, shapes and composition

Coins and paper money

BOOK:

Brown: *Coins Have Tales
to Tell*,
Lippincott, c1966

MONEY

Grade 6

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|--|--|
| Money is legal tender when it is guaranteed by the government. | Displaying money from other countries and discussing comparable values in United States' money | Currency from other countries |
| Each metal coin and paper bill has a definite name and value. | Making charts of the monetary systems of different countries to compare denominations and values | Encyclopedias |
| A check or money order may be used in place of money in purchasing goods and services. | Making out checks and money orders | Checks and money orders |
| Money values change over periods of time and in different countries. | Collecting and displaying money of other countries to compare value, name, size and material | BOOK: Sterling: <i>Picture Book of Ancient Coins</i> , Sterling, c1963 Coin collection BOOK: Hobson: <i>U. S. Commemorative Coins and Stamps</i> , Sterling, c1954 |
| MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES. | | |
| The amount of money received varies according to skill and quality of work performed. | Discussing adequate pay for work performed | Resource people |
| All work requires education or training for skill development. | Discussing the amount of education or training necessary for various types of work | Resource people |
| Work requiring more education or greater skill development usually provides higher income. | Giving reasons why work requiring more education usually provides higher income | Statistics Magazines |
| A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME. | | |
| Budgeting apportions family income to meet needs, wants and emergencies. | Using graphs and drawings to explain budget making | FILM: <i>Home Management Why Budget?</i> McGraw, 1951 |
| | Making a list of factors an individual or a family has to take into account in planning a budget | Ledger |

MONEY

Grade 6

Economic Understandings

Budgeting money can help families and governments to live within incomes.

Savings should be a part of every family budget.

Money earned and saved helps to provide financial security.

Suggested Learning Experiences

Discussing films on personal financial planning

Reporting on the necessity of savings as a part of a family's budget

Discussing sources of income of retired people to determine how individuals provide for financial security

Inviting an informed person to explain provision of an educational insurance policy

Discussing reasons why it is important to judge the value of goods and services if money is to be spent wisely

Interviewing people to determine why quantity and quality are important in establishing the cost of a product or service

Discussing films to understand why the bank is a safe place to keep money

Solving problems showing interest paid by bank for use made of customer's money

Visiting banks to discuss loans and interest

Suggested Resources

FILM:

Personal Financial Planning, SEF, 1961

BOOK:

Whipson: *The Family Conspiracy*, Harcourt, c1964

BOOK:

Sobel: *Stocks and Bonds*, Watts, c1963

FILM:

Money In The Bank and Out, Churchill, 1965

FILMSTRIP:

Money and Banking, McGraw, 1963

Encyclopedias

Local representatives of insurance companies

Consumer's Guide

Parents

Store managers

FILM:

Using the Bank, EBF

Arithmetic textbook

Banks

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.

Quantity and quality are factors which determine cost of a product or service.

BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.

Banks are safe places to keep money.

Banks pay interest for use of money.

Interest is paid to banks for use of money.

MONEY

Grade 6

Economic Understandings

Banks provide varied services.

Suggested Learning Experiences

Visiting banks to understand the services provided

Using sample forms to understand the use of checks, check stubs and deposit slips

Preparing posters to trace a check from time it is written until it returns to the writer

Suggested Resources

Banks

BOOK:

Rees: *At The Bank*,
Melmont, c1957

Sample forms

Checkbooks

Deposit slips

FILM:

Money In The Bank and Out,
Churchill, 1965

TAXES

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.

Public revenue comes from personal and corporation income taxes, excise, sales employment (social security) and property taxes.

Inviting resource persons to discuss the sources of local and State taxes

Commissioner of Revenue
County Treasurer
Superintendent of Schools

Keeping a record of taxes charged on household goods for a period of time

Sales slips
Grocery bills

Reading and reporting on sources of tax funds of the early Greeks and Romans

Encyclopedias

Reading and discussing the financing of public services in other countries

Encyclopedias

Taxes are necessary to support county, city, state and federal governments.

Discussing reasons why taxes are necessary and how they support government

Resource people

Making graphs to show how much of the tax dollar is used for community services

Encyclopedias
World Almanac

Payment of taxes to support government is a responsibility of all people.

Interviewing parents to gain an understanding of how payment of taxes to support the government is a responsibility of all people

Parents
Commissioner of Revenue

Studying how tax funds are used to improve highways

State Highway Department

People benefit from taxes paid.

Discussing the extent to which public education in other countries is supported by a program of taxes

Magazines
Encyclopedias

TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.

Such facilities as schools, highways and parks belong to all citizens.

Writing the Department of Interior for information on upkeep of parks and discussing how these parks belong to all citizens

Park rangers

Protection and care of public property help to save tax money to provide more and better services and facilities.

Writing and displaying slogans to show the importance of individual responsibility in the wise use and preservation of public property

Children's experiences

FREE ENTERPRISE ECONOMY

Grade 6

Economic Understandings:

Suggested Learning Experiences

Suggested Resources

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

Tracing the development of the right to own property involving serfdom and feudalism, royal grants, entailed inheritance and Homestead Acts

History textbook

Encyclopedias

BOOKS:

Black: *Castle, Abbey and Town*,
Holiday House, c1963

Buehr: *Knights, Castles and Feudal Life*,
Putnam, c1957

BOOKS:

Gidal: *My Village In Israel*,
Random, c1959

Gidal: *Sons of the Desert*
Random, c1960

Joy: *Getting To Know Israel*,
Putnam, c1960

Stinetorf: *The Shepherd of Abu Kush*,
Putnam, c1963

Gunther: *Meet Soviet Russia*,
Harper, c1962

People have the right to exercise freedom of choice.

Making charts of models of cars available from one manufacturer to show variety of choice

Catalogues

Magazines

Textbooks

Consumer's guides

Resource people

Reporting on factors people take into consideration in selecting the family doctor, a vacuum cleaner or a job

Newspaper

Television

Radio

BOOKS:

Land And People Of--Series,
Lippincott

First Book Of--Series,
Watts

Comparing working conditions in our country with others in terms of job opportunities and chances for advancement

BOOK:

Peare: *Melior, King Arthur's Page*,
Putnam, c1963

Writing a story about the training a boy might have received during the Middle Ages, emphasizing the extent of choice permitted in the selection of the job

FREE ENTERPRISE ECONOMY

Grade 6

Economic Understandings

Suggested Learning Experiences

Suggested Resources

People compete in providing goods and services.

Visiting several plants or factories to see how assembly lines have made production more economical, work more specialized and workers more interdependent.

Plants
Factories

People have the right to make a profit.

Preparing bulletin board displays to show items that must be counted in cost of raising an ear of corn, of manufacturing a pair of shoes or in operating a grocery store before profit can be realized.

Resource people
Arithmetic textbook

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.

Reporting on speeches and writings of world leaders that express the significance of education as a factor in economic development.

Biographies of world leaders
BOOK:
Comay: *The UN In Action*,
Macmillan, c1965

Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.

Writing a play or story to show how current interest in transistor radios affects trade with Japan and business within this country.

Encyclopedias

Various groups influence the economy as common interests are expressed.

Discussing important money bills which voters may be asked to approve.

Newspapers

Reporting on agricultural cooperatives in Denmark and the United States to show the effect of such organizations on dairy and poultry business.

Textbooks
Encyclopedias
BOOKS:

Gidal: *My Village in Denmark*,
Random, c1963
Wohlrahe: *The Land and People of Denmark*,
Lippincott, c1961

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.

Reporting on Israel's objectives in developing irrigation projects.

Textbooks
Magazines
Travel agencies

FREE ENTERPRISE ECONOMY

Grade 4

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Education and the development of skills contribute to a higher standard of living.

Preparing reports on how education and training make possible the production of more and better goods

BOOK:

Mahmoud: *The Land and People of Israel*,
Lippincott, c1963

Magazines

History and geography textbooks

Encyclopedias

Language textbook

Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.

Preparing reports on how improvements in farming produce more and better foods

Discussing films to develop understanding of how the profit motive stimulates business

FILM:

It's Everybody's Business,
U. S. Chamber of Commerce,
1954

Parents

Advertisements

Consumer's guides

Collecting pictures to show stages in development of a particular machine and discussing resulting increase in efficiency of work

Discussing films to show contributions of man in the fight against disease

FILM:

Health Heroes: The Battle Against Disease,
Coronet, 1959

Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.

Listing ways credit buying is important to individual and community business

BOOK:

Kane: *How Money and Credit Help Us*,
Benefic, c1966

Discussing films to increase understanding of how credit is established and the amount of credit a family can afford

FILM:

Wise Use of Credit,
SEF, 1961

GRADE 7

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

Man depends upon natural resources for his basic needs: food, clothing and shelter.

The kind of work people do is determined by the availability of materials supplied by nature.

Natural resources can influence the population of an area.

Wise use of natural resources is an individual and group responsibility.

Suggested Learning Experiences

Reading to find the natural resources which attracted settlers to the locality

Identifying natural resources within locality to discover effect on the economy

Reading about and discussing why it has been necessary for man to adapt natural resources to meet his needs

Discussing forces influencing Virginia's change from an agricultural to an industrial State

Preparing a map showing natural resources throughout State and plotting graphs to show population patterns and the inter-relationship

Reading stories of great leaders in the conservation movement to appreciate the efforts of individuals

Suggested Resources

BOOK:

Perry: *Foresters and What They Do*,
Watts, c1963

Paper in local library

Older citizens

BOOKS:

Adler: *Irrigation*,
Putnam, c1954

Colby: *Soil Savers*,
Putnam, c1967

Colby: *Tall Timber*,
Putnam, c1955

Lauber: *Dust Bowl*,
Putnam, c1958

BULLETIN:

Water Resources of Virginia,
State Soil Conservation
Commission, 1959

Soil Conservation Service

Virginia Division of Forestry

Department of Labor and Industry

BOOKS:

Holbrook: *The Columbia River*,
Holt, c1965

Hapgood: *Today's World In
Focus—Africa*,
Ginn, c1965

U.S. Census Report

History textbook

BOOK:

Burt: *Luther Burbank: Boy Wizard*,
Bobbs, c1962

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Discussing the problems of air and water pollution to realize that these are responsibilities of individuals as well as corporations

BOOK:

Lewis: *This Thirsty World*, McGraw, c1964

Reporting on ways local, state and national governments are attempting to relieve critical shortages of natural resources

BOOKS:

Harrison: *Conservation: The Challenge of Reclaiming Our Plundered Land*, Messner, c1963

Smith: *The First Book of Conservation*, Watts, c1954

Newspapers

Experimenting with shallow dish coated with vasoline to note evidence of air pollution

Dish

Vaseline

Visiting filtration plants and areas where the water is polluted

Filtration plant

State Water Control Board

State Air Pollution Control Board

Bureau of Industrial Hygiene

NATURAL RESOURCES SHOULD BE CONSERVED.

Natural resources can become exhausted.

Reporting on current articles from newspapers and magazines to develop understanding of critical shortages of natural resources

BOOK:

Arnor: *Secrets of Inland Waters*, Little, Brown, c1965

Newspapers

Magazines

Television

Radio

Natural resources may be damaged or destroyed by man or the forces of nature.

Reading to learn how Indians and early settlers used land, plant and animal life to understand the scarcity of some items in Virginia today

Virginia history textbooks

Pamphlets from Commission of Game and Inland Fisheries

MAGAZINES:

Virginia Wildlife

Virginia Cavalcade

Virginia Forest Service

Soil conservation agents

Division of Industrial Development and Planning

County agents

Interviewing local official to learn effects highway construction and housing developments have upon natural resources

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Division of Water Resources
Highway engineers

BULLETIN:

A Look at Virginia's Natural Resources,
Virginia Resource Use Education Council and State Department of Education

Newspapers

Game wardens

BOOK:

Arnor: *Secrets of Inland Waters*,
Little, Brown, c1965

Personnel

Resource person

Fields

Newspapers

Society for Prevention of Cruelty
to Animals

FILMS:

Commercial Fishing in the Chesapeake,
State Dept. of Ed. 1955

Making a mural to show water problems such as erosion, floods, droughts and irrigation and illustrating ways to conserve, develop and protect water resources

Writing a skit to call attention to importance of water conservation

Collecting information about regulations governing hunting and fishing in Virginia

Interviewing personnel of local industries and reporting on materials or minerals used, source, abundance and how replaced

Contacting paper mills in State to learn if there is a program of reforestation of land from which timber has been cut

Visiting an area that has been cleared of its timber for commercial use and inspecting the area for signs of erosion and fire damage

Reporting on Virginia mining areas to show changes that have taken place in the economic life

Reading and discussing State laws which help in the protection of plants and animals

Discussing films on Virginia's fishing industry to develop understanding of the influence of salt water resources on the economy of the State

Conservation of natural resources is a responsibility of man.

Some natural resources are protected by laws.

**NATURAL RESOURCES,
CLIMATE AND OTHER
GEOGRAPHICAL FACTORS
INFLUENCE MAN'S WAY OF
LIVING.**

Natural resources, climate and other geographical factors influence kinds of foods produced.

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Climate and other geographical factors influence kinds of clothes worn.

Reporting on clothes worn by astronauts and discussing reasons for the complexity of construction

Virginia's Fishing Industry,
State Dept. of Ed., 1955

The Oyster and Virginia,
State Dept. of Ed., 1947

Magazines

Newspapers

Natural resources, climate and other geographical factors influence kinds of shelter provided.

Reporting on changes in use of natural resources in the preparation of newer types of building materials

Newspapers

Natural resources, climate and other geographical factors influence work that people do.

Discussing how resources like Skyline Drive, Virginia Beach or Buggs Island Lake influence the work of people

State Chamber of Commerce

The beauty and orderliness of nature contribute to the economy of an area.

Viewing filmstrips to gain appreciation of forests and how they contribute to the economy of the State

FILMSTRIPS:

Virginia's Forests—Importance to Our Economy,
State Dept. of Ed., 1965

National Parks in the East and South,
Eye Gate House, 1960

Reporting on wildlife refuges within Virginia as tourist attractions

State Chamber of Commerce

Inviting officials to discuss the role of the federal government in conservation practices

Local civic groups

Reading books that show how the beauty of national parks and forests contribute to the economy of Virginia

BOOK:

Sutton: *Guarding the Treasured Lands*,
Lippincott, c1965

Newspapers

Collecting information on the annual number of visitors to Virginia's tourist attractions and plotting graphs to show gross receipts from tourist trade

State Chamber of Commerce

HUMAN RESOURCES

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

People have innate ability to improve themselves and their environment.

Studying the lives of great people in Virginia's history to determine why each succeeded and improved conditions in the State

BOOKS:

Childhood of Famous American--Series,
Bobbs

Bassett: *Profiles and Portraits of American Presidents,*
Golden Press, c1964

Newcomb: *Miracle Plastics,*
Putnam, c1965

The varying abilities which people possess are needed to improve living.

Studying the authors of the United States Constitution and the Virginia Constitution to show why each person was chosen

FILMS:

Booker T. Washington,
EBF, 1951

Patrick Henry of Virginia,
State Dept. of Ed., 1948

The Constitution of the United States of America

Constitution of Virginia

People adapt and develop natural resources to improve living.

Writing and producing a play to show how Virginians have adapted and developed resources to improve living

BOOKS:

Fishwick: *Jamestown: First English Colony,*
Harper, c1965

Miers: *Abraham Lincoln In Peace and War,*
Harper, c1964

History textbook

BOOKS:

Dukert: *This Is Antarctica,*
Putnam, c1965

Rich: *The First Book of Fur Trade,*
Watts, c1965

Robinson: *Atomic Energy,*
Follett, c1959

Public health nurse

FILM:

Dental Assistant: A Career of Service,
U.S. Public Health Service, 1960

Doctors, nurses

Sanitation officers

Local officials

HUMAN RESOURCES SHOULD BE CONSERVED.

Protection and preservation of health are necessary for conservation of human resources.

Inviting public health nurse to speak on the importance of periodic health examinations to the preservation of human resources

Listing city and county laws enacted to protect health of the community

HUMAN RESOURCES

Grade 7

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|--|---|
| <p>The wise use of work time and leisure time is important to the well-being of individuals.</p> <p>Intelligent choice of work enables each individual to make the best use of time, effort and ability.</p> | <p>Discussing the importance of observing good health habits</p> <p>Preparing budgets of ways students spend time over a period of several days</p> <p>Making a survey of occupations, vocations, and professions in the area and discussing requirements, advantages and disadvantages of each</p> | <p>Children's experiences</p> <p>Children's experiences</p> <p>Virginia Employment Commission</p> <p>BOOKS:</p> <p>Cousins: <i>Thomas Alva Edison</i>, Random, c1965</p> <p>Fleming: <i>Great Women Teachers</i>, Lippincott, c1965</p> |
| <p>Regulations and laws help protect people.</p> | <p>Using immigration lists and quotas to discover major ethnic groups that have entered our country since 1900 to determine the special skills and talents that have contributed to the economic growth of the United States</p> <p>Discussing how abilities and training make it possible to give best efforts to work</p> | <p>U.S. Department of Commerce</p> <p>U.S. Department of Justice</p> <p>U.S. Chamber of Commerce</p> <p>State Chamber of Commerce</p> <p>Virginia Employment Commission</p> <p>Children's experiences</p> |
| <p>Each person conserves effort by pooling human resources and dividing labor.</p> | <p>Writing to United States Office of Health, Education and Welfare for publications concerning laws and regulations which protect the health and well-being of people in the community</p> <p>Writing to automobile manufacturing plants for information on the assembly line process in the manufacture of automobiles</p> | <p>U. S. Office of Health, Education and Welfare</p> <p>Automobile manufacturing plants</p> |
| <p>EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.</p> <p>Each person has responsibility for developing and using his abilities to contribute to community life.</p> | <p>Discussing responsibilities of doctors, lawyers, and all citizens for contributing to better community life</p> | <p>Doctors</p> <p>Lawyers</p> <p>Other citizens</p> <p>BOOK:</p> <p>Black: <i>Engineering</i>, Putnam, c1965</p> |
| | <p>Viewing film to appreciate place of music in daily work of Colonial Virginians</p> | <p>FILM:</p> <p><i>Music of Williamsburg</i>, Colonial Williamsburg, 1962</p> |

HUMAN RESOURCES

Grade 7

Economic Understandings

Each person has responsibility for care of personal and community property.

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

Human resources are developed through freedom to use individual initiative.

Man's welfare is determined by the application of knowledge and skill in using natural resources.

Suggested Learning Experiences

Listing and discussing jobs which are important in caring for community property

Drawing cartoons to show benefits received from care of personal and community property

Viewing films to show how people have made contributions to society as a result of initiative and effort

Discussing ways the distribution of family work has been changed owing to new inventions, labor-saving devices, frozen foods, and miracle fabrics

Listing job opportunities for workers of the future, discussing requirements, necessary training and education for each

Reading and reporting on ways man's lack of knowledge in the early days affected one's welfare, showing how improved conditions at later times resulted from inventions and discoveries

Suggested Resources

Community workers

BOOK:

Munzer: *Planning Our Town*, Knopf, c1964

Posters

Children's experiences

FILMS:

Economics—It's Elementary, Cahill, 1966

Eli Whitney, EBF, 1951

Mr. Bell, Chesapeake and Potomac Telephone Company

Thomas Edison, McGraw, 1963

BOOKS:

Robinson: *Atomic Energy*, Follett, c1959

Bassett: *Profiles and Portraits of American Presidents*, Golden Press, c1964

Children's experiences

Children's imaginations

History textbook

BOOKS:

Judson: *Yankee Clipper, The Story of Donald McKay*, Follett, c1965

Robinson: *Atomic Energy*, Follett, c1959

HUMAN RESOURCES

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Speare: *Life In Colonial America*,
Random, c1963

Virginia history textbook

BOOK:

Barksdale: *That Country Called
Virginia*,
Random, c1963

MAGAZINE:

Virginia Cavalcade

Virginia history textbook

Every individual has responsibility
for contributing to the well-being
of others.

Discussing communal living in
early Virginia

Making a survey of fund raising
campaigns that aid in the fighting
of diseases

United Community Funds and
Councils of America

Community organization officers

Listing of individuals and discuss-
ing outstanding contributions to
the economic growth of the State
and nation

BOOKS:

Fairing: *Fathers of Industries*,
Lippincott, c1962

Daugherty: *Ten Brave Men*,
Lippincott, c1961

**PEOPLE IN ALL PARTS OF
THE WORLD ARE
INTERDEPENDENT.**

Individuals, communities, regions,
and nations are economically inter-
dependent.

Reporting on leading imports and
exports in Colonial Virginia and
those of today

Virginia history textbook

Comparing the influence of both
France and England on early
America's economy

Textbooks

Viewing filmstrips to discover
special problems that are related
to one crop economy as experi-
enced in the South

FILMSTRIP:

King Cotton
Eye Gate, 1955

Achievements of the past improve
ways of living in the present and in
the future.

Viewing films on achievements of
the past which influence living to-
day and in the future

FILMS:

Discovery of Radium,
McGraw, 1956

Discovery of Anesthesia,
McGraw, 1956

PRODUCTION OF GOODS AND SERVICES

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.

Wealth is often measured in terms of goods produced.

Reading to develop understanding of how statistics dealing with Gross National Products are derived

Encyclopedias
Textbooks
World Almanac

Nature of goods produced and services rendered is determined by needs and wants of people.

Reporting on how popular demand influences the production of phonograph records or items of clothing

Radio, television and newspaper advertisements

Greater productivity results in a higher standard of living.

Working arithmetic problems to obtain a measure of standard of living when population and national or state income are known

Encyclopedias
Arithmetic textbook

FILM:

Our Changing Way of Life—Dairy Farmer, The
EBF, 1966

LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.

All honest labor is dignified and respectable.

Reporting on activities of organizations or governments that aim to dignify work and workers

Magazines
Newspapers

FILM:

People of the Western Shore,
Churchill, 1966

Division of labor or specialization increases production.

Making reports on specialized labor needed to provide goods and services for modern living

BOOKS:

Cooke: *How Automobiles Are Made,*
Dodd, c1965

Cooke: *How Helicopters Are Made,*
Dodd, c1961

Cooke: *The Enterprise, Greatest of the Flat-Tops,*
Dodd, c1963

Simon: *The Story of Printing,*
Havre, House, c1965

Williams: *Medicine from Microbes,*
Messner, c1965

The nature of work changes over periods of time and with advances in technology.

Collecting pictures or making reports to show how technology has changed food preparation since early days at Jamestown

Encyclopedias

BOOKS:

Tunis: *Colonial Living,*
World, c1957

PRODUCTION OF GOODS AND SERVICES

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.

Producers constantly search for more effective ways to use natural resources.

Areas of production frequently develop near locations of natural resources.

CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.

Capital for production is provided by individuals through savings invested in companies and institutions.

Capital purchases facilities for production.

Profit from production pays salaries of workers.

Some profit from production is re-invested to maintain, improve, or expand production and to develop new products.

MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.

Management has the responsibility for making decisions which affect production.

Labor and management have responsibility to each other and to the public for maintaining production.

Viewing the film to learn how the energy of uranium will be used

Constructing a world map showing the leading mineral deposits and the near-by urban areas which have developed

Reading selected articles from the financial section of the newspaper to develop understanding of stock quotations

Viewing film to become aware of the capital investment needed in order to catch and process fish

Reporting on how profit is divided among members of the fishing fleet

Tracing major trade routes of the world and discussing the need for transportation companies to reinvest profits in new ships if services are maintained

Discussing film to show decisions which must be made in reforestation projects

Discussing the difficulties that arise when importing and exporting of commodities is interrupted because of labor troubles

Speare: *Life in Colonial America*, Random, c1963

Tunis: *Colonial Craftsmen*, World, c1965

Simon: *The Story of Printing*, Harvey House, c1965

FILM:

The Petrified River: The Story of Uranium, USBM, 1956

BOOK:

Hill: *The New World of Wood*, Dodd, c1965

Maps

Geography textbook

Newspapers

Arithmetic textbook

FILM:

Filleting and Packing of Fish, U. S. Fish and Wildlife Service, 1956

Arithmetic textbook

Maps

FILM:

Pines From Seedlings, State Dept. of Ed., 1950

FILM:

Seaports of the Pacific Coast, Coronet, 1958

PRODUCTION OF GOODS AND SERVICES

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.

New and improved products are developed by government and industry through science and research.

Reporting on the effects of current strikes on local economy

Local merchants
Officials of trucking firms
Newspapers

Mass production makes it possible for people to enjoy more goods at lower costs.

Viewing film to learn how England became the workshop of the world during the 19th century

Science textbook
Magazines
Newspapers
Encyclopedias

BOOKS:

Hendrickson: *Winging Into Space*,
Bobbs, c1965

Hyde: *The Men Behind the Astronauts*,
Dodd, c1965

FILM:

The Industrial Revolution in England,
EBF, 1961

BOOK:

Seldin: *Automation: The Challenge of Men and Machines*,
Putnam, c1965

FILMS:

What is Automation?
FA, 1966

Pushbuttons and Problems,
SND, 1963

BOOKS:

Lewis: *The New World of Computers*,
Dodd, c1965

Spencer: *Keeping Ahead of Machines*,
Putnam, c1965

Seldin: *Automation: The Challenge of Men and Machines*,
Putnam, c1965

Magazines

FILM:

What Is Automation?
FA, 1966

Automated techniques release man power for other production or leisure activities.

Viewing films and discussing the advantages of machines and the effects of automation on production

Increased leisure time creates the demand for new goods and services.

Writing stories about resources and products man uses in order to enjoy leisure time

DISTRIBUTION OF GOODS AND SERVICES

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.

Collecting materials used to advertise points of interest in Virginia

Pictures
Magazines
Pamphlets
Brochures

Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.

Reporting transportation and subsidiary services needed in moving raw materials to Virginia industries and finished products to national and world markets

History and geography textbook
Encyclopedias

Modern transportation makes possible wide distribution of goods and services.

Reporting on part played by transportation as Virginia shifts from an agriculture to an industrial State

Resource people
BOOKS:
Harvey: *Monorails*,
Futnam, c1965
Ress: *Signals and Satellites*,
Creative, c1965

Learning how the United States distributes food surpluses to needy people and nations in times of crises, such as: drought, famine, flood, and earthquake

Red Cross
Newspapers
News magazines

BOOK:
Lee: *The Wonderful World of Transportation*,
Doubleday, c1960

Many means of communication facilitate distribution.

Preparing tables to show the effect of inventions during the past 300 years on the length of time needed for Virginians to send orders and receive goods from Europe

Encyclopedias
FILM:
Communication Primer,
Univ. of Calif., 1954

BOOK:
Schneider: *Your Telephone and How It Works*,
McGraw, c1965

Discussing with children the methods used by door-to-door salesmen

Retail Merchants Association
Local Chamber of Commerce

DISTRIBUTION OF GOODS AND SERVICES

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer.

Conducting a panel discussion to show why it is necessary to have middlemen involved in distribution of goods and services

Language textbook

BOOKS:

Brown: *Port of Call*,
Abelard, c1965

Lavine: *Famous Merchants*,
Dodd, c1965

FILM:

Story of the Wholesale Market,
Churchill, 1965

Modern methods of distribution create new jobs and the need for additional services.

Interviewing managers of trucking firms or railroad officials to learn about jobs that people are employed in today that were not known ten years ago

Managers of plants and factories
Community people

BOOKS:

Howard: *The Wagonmen*,
Putnam, c1964

Wattenberg: *Busy Waterways*,
Putnam, n.d.

Holbrook: *The Golden Age
of Railroads*,
Random, c1960

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade

Economic Understandings

Suggested Learning Experiences

Suggested Resources

ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.

Consumption is the motive for production.

Making a survey to determine goods and services not available in the community ten years ago

Mail order catalogues

Civic associations

Public utility offices

Town or county officials

The amount of money earned or credit available determines the individual's potential consumption of goods and services.

Debating the practice of buying on credit and the individual's responsibility of meeting financial obligations when credit terms have been arranged

Children's experiences

Retail Merchants Association

Consumers have freedom to choose goods and services in a free economy.

Interviewing contractors to learn of conditions that determine choice in selection of building material for a housing development

Building contractor

Listening to representatives from competitive businesses to learn to make wise choices of goods

Local business people

Visiting a local supermarket and tracing one item, such as: a package of frozen peas from producer to consumer

Local grocery store

COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.

Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.

Comparing prices of cars before and after appearance of new models

Auto dealers

Observing changes in costs of living over a period of time to learn the causes for the changes

Newspapers

Newscasts

Parents

An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.

Interviewing merchants to determine why a limited supply of commodities increases price

Merchants

Reading about and discussing effect of governmental controls on consumption of goods and services

Newspapers

MONEY

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.

Trading or bartering is a way of exchanging goods and services without the use of money

Setting up a trading post to show ways of exchanging goods without the use of money

Trading posts

BOOK:

Lee: *Money-Making Ideas for Free Time*, Grosset, c1963

Money pays for goods and services that people need and want

Discussing reasons why money is paid for goods and services people need and want

Resource people

Money cannot buy everything that people need and want.

Writing imaginative stories showing times when money was not a solution to the problem

Children's experiences

MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.

Money has value in terms of goods purchased and services performed.

Planning a field trip to determine amount of money needed for necessary expenses: food, transportation, guide services and personal spending

Information from places to be visited

Transportation personnel

Solving problems about cost, selling price, profit and loss to learn why businesses grow or fail

Arithmetic textbook

Businessmen

Discussing why special services demand special fees: special delivery air mail and special handling postal fees, medical specialists' fees, physicians' night calls and mechanics' road service fees

Postman

Doctors

Mechanics

Current magazines

Money is made of paper or metal for convenience.

Interviewing resource people to determine why money is made of paper or metal

Resource people

Reference books

Money is legal tender when it is guaranteed by the government.

Discussing the development of the monetary system in the United States and Virginians who took part in its planning

History textbook

Encyclopedias

Each metal coin and paper bill has a definite name and value.

Exhibiting coins and paper bills to show that each one has a definite name and value

Coins and paper bills

A check or money order may be used in place of money in purchasing goods and services.

Discussing the uses of checks and money orders

Checks and money orders

Discussing films and filmstrips to understand ways a check is used in place of money

FILM:

The Story of a Check, FA, 1966

MONEY

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

FILMSTRIPS:

Money Goes to Work,
EBF, 1951

New Ways to Use Money,
EBF, 1951

Arithmetic textbook

BOOK:

Hine: *Money Round the World*.
Harcourt, c1963

Grocers

Dealers in fuel

Beauticians

History textbook

Children's experiences

Catalogs

Magazines

Newspapers

Radio

Television

Parents

Parents

BOOK:

Wilson: *The Green Mountain
Toymakers*,
McKay, c1965

Resource people

Parents

Money values change over periods of time and in different countries.

Solving problems in percent of increase and decrease to discover the extent to which prices vary over a period of time

Inviting businessmen to explain conditions which bring about change in prices

Discussing historical events and developments which have affected value of money

Planning and conducting a class-room auction to gain insight into ways money value changes

Comparing price lists of staples over a period of time using catalogs, newspapers, radio and television announcements to show rise and fall in prices

MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.

The amount of money received varies according to skill and quality of work performed.

Reporting on reasons why the amount of money received varies for different kinds of work performed

All work requires education or training for skill development.

Listing and discussing work done in the area and state showing education or skill development required for each type of work

Work requiring more education or greater skill development usually provides higher income.

Giving reasons why work requiring more education or greater skill development usually provides higher income

MONEY

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.

Budgeting apportions family income to meet needs, wants and emergencies.

Discussing films to show how a family financial plan is a part of money management

FILMS:

Personal Financial Planning, SEF, 1961

Wise Buying, Coronet, 1951

BOOK:

Bonham: *Challenge of the Prairie*, Bobbs, c1965

Budgeting money can help families and governments to live within incomes.

Preparing circle graphs to illustrate receipt and expenditure of funds of State and/or local budgets

Arithmetic textbook

Annual report of comptroller

Savings should be a part of every family budget.

Conducting a panel discussion showing why savings should be a part of everyone's budget

Children's experiences

Arithmetic textbook

Money earned and saved helps to provide financial security.

Reading about financially successful people to develop understanding that self denial, sacrifice and struggle are often needed to build financial security

BOOKS:

Baker: *Nickels and Dimes: The Story of F. W. Woolworth*, Harcourt, c1954

Judson: *Andrew Carnegie*, Follett, c1964

FILMS:

Andrew Carnegie, EBF, 1951

Henry Ford, McGraw, 1963

Preparing reports on provisions made by the government for financial security of citizens

Newspapers

Magazines

BOOK:

Lowenstein: *Money*, Watts, c1965

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.

Writing stories which show how wise spending depends upon the ability to judge values of products and services

Resource people

MONEY

Grade 7

| <i>Economic Understandings</i> | <i>Suggested Learning Experiences</i> | <i>Suggested Resources</i> |
|--|--|--|
| Quantity and quality are factors which determine cost of a product or service. | Discussing how both quantity and quality are important in setting the cost of a product or service | Parents |
| BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE. | | |
| Banks are safe places to keep money. | Making a survey to determine how a local bank was first organized: directors, officers, operating capital and interest rate paid on saving | BOOK: O'Toole: <i>The New World of Banking</i> , Dodd, c1965 |
| | Preparing report on changes in bank organization and service since time of organization | Bankers Bankers |
| Banks pay interest for use of money. | Discussing ways a bank invests depositor's money in order to be able to pay interest | Virginia Bankers Association |
| Interest is paid to banks for use of money. | Discussing films to gain understanding of interest paid to banks for use of money | FILM: Mon: <i>In The Bank and Out</i> Churchill, 1965 |
| Banks provide varied services. | Interviewing banker to learn changes made by technology in banking procedures | Bankers BOOK: Moody: <i>Wells Fargo</i> , Houghton, c1961 |

TAXES

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.

Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.

Taxes are necessary to support county, city, state and federal governments.

Payment of taxes to support government is a responsibility of all people.

People benefit from taxes paid.

TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.

Such facilities as schools, highways and parks belong to all citizens.

Protection and care of public property help to save tax money to provide more and better services and facilities.

Checking Amendment 16 of the United States Constitution to determine the authority for the federal income tax levy

Interviewing county treasurer to learn amounts of local revenue from various sources

Comparing amount a family pays in sales tax over a period of time with the tax rate allowed by the government for tax deduction to understand one source of public revenue

Identifying tax-free institutions and discussing reasons for exemptions

Solving problems to determine local tax rate, given assessed valuation and budgetary needs

Identifying goods and services provided by the school that require tax payers' money

Conducting a panel discussion to show values received through local, State and federal taxes

Using per capita cost of instruction to compute cost of public education for a family and to estimate the total cost of public school education for each child

Discussing books and films to show services provided to the individual by tax funds

Engaging in a panel discussion on facilities belonging to all citizens which are paid for through taxes

Collecting information on the annual cost of keeping streets and highways free from litter

Constitution of United States

County treasurer

Sales slips

Income tax tables

History textbook

Section 183 of State Constitution

Arithmetic textbook

Local newspaper

Tax office records

Resource persons

History textbook

Town, county, State and federal officials

BOOK:

Cooke: *Your Treasury Department*, Norton, c1964

FILM:

Your State Budget, State Dept. of Ed., 1954

Principal

State highway officials

State park officials

Offices of regional and State highway officials

Newspapers

FREE ENTERPRISE ECONOMY

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

Discussing types of property people have a right to own

Amendment IV—Constitution of the United States

FILM:

Sharing Economic Risks,
ILI

BOOKS:

Sobol: *Stocks and Bonds*,
Watts, c1963

Arnold: *Money: Make It, Spend It, Save It*,
Holiday House, c1962

Resource people

Reporting on the different types of ownership: single proprietorships, partnerships, corporations and cooperatives

Visiting local officials in effort to understand provisions made by government and controls exercised by government to protect rights of property owner

Local officials

BOOK:

Munzer: *Planning Our Town*,
Random, c1964

People have the right to exercise freedom of choice.

Operating a job placement agency to help parents and others in the selection of needed services: baby sitters and grass cutters

Parents

Discussing the importance of everyone being gainfully employed for the well-being of society

Parents

Interviewing resource people to become acquainted with the necessary training and skills before choosing an occupation

Resource people

BOOK:

Munzer: *Unusual Careers*,
Random, c1964

People compete in providing goods and services.

Listing and discussing ways a merchant meets competition: volume buying and selling, eliminating the functions of middlemen and decreasing the amount paid for wages by introducing automated techniques

Retail Merchants Association

BOOK:

Merrell: *The Pushcart War*,
William R. Scott, c1964

Dramatizing situations which might arise between managers of competitive businesses: highlighting honesty, integrity and sincerity among people

Children's experiences

Local businessmen

FREE ENTERPRISE ECONOMY

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

People have the right to make a profit.

Working problems to show how a merchant determines the selling price of articles when the cost and percentage of overhead and profit are known

Arithmetic textbook

Working problems to determine percentage of profit and overhead when cost and selling price are known

Arithmetic textbook

Interviewing merchants to determine how each arrives at the percentage of margin allowed on the selling price of an article

Merchants

BOOKS FOR TEACHER:

Trenton: *Basic Economics*,
Appleton, c1964

Smith: *Economics for Our Times*,
McGraw, c1963

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.

Collecting magazine and newspaper articles that emphasize the need for education as a basis for economic development

Magazines
Newspapers

BOOKS:

O'Donovan: *The United States*,
Silver, c1965

McCabe: *How Schools Aid Democracy*,
Benefic, c1964

Hirschfeld: *Four Cents An Acre*,
Messner, c1965

Reporting on the objectives and activities of the United Nations

BOOK:

Galt: *How The United Nations Works*,
Crowell, c1964

Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.

Presenting a play to show the relation of Thomas Jefferson's taste for French ice cream to the present economy of Virginia

Encyclopedia

Textbooks and biographies of
Thomas Jefferson

Various groups influence the economy as common interests are expressed.

Discussing the relation of organized effort to the economy of the Virginia Colony in such cases as "The Parson's Cause" and "The Two-Penny Act"

History textbook

FREE ENTERPRISE ECONOMY

Grade 7

Economic Understandings

Suggested Learning Experiences

Suggested Resources

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.

Education and the development of skills contribute to a higher standard of living.

Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.

Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.

Reporting on how a problem involving the use of the Potomac River led to the writing of the Constitution of the United States

Reporting on activities of civic organizations to show effect on business in Virginia

Surveying types of occupations in Virginia, work requirements and pay scales to determine the standard of living possible for each

Viewing films to learn about careers in health and the education and training necessary for each

Engaging in library research to report improvements in health and safety which have been brought about as a result of new products and inventions

Discussing how lower production costs and increased leisure time are possible as a result of the invention of labor-saving machines

Discussing merits of credit buying and charge accounts from the standpoint of both the individual and business

History textbook

History, geography and government textbook

Brochures from various service clubs

Guidance and vocational departments

FILM:

Health Careers,
NHC, 1956

Health textbook

Encyclopedias

Resource people

FILM:

The Wise Use of Credit,
SEF, 1961

Arithmetic textbook

SUGGESTED LIST OF PROFESSIONAL BOOKS

American Council of Learned Societies and the National Council for the Social Studies. *The Social Studies and the Social Sciences*. Harcourt, Brace and World, Inc., New York, 1962.

Heilbroner, Robert L. *The Worldly Philosophers*. Simon, 1961.

James, Preston E. (Editor). *New Viewpoints in Geography*. 29th Yearbook, National Council for the Social Studies, A Department of the NEA, 1201 Sixteenth Street, N.W., Washington 6, D. C., 1959.

Jarolimek, John. *Social Studies in Elementary Education*. (Second Edition). The Macmillan Company, New York, 1963.

Jarolimek and Walsh. *Readings for Social Studies in Elementary Education*. The Macmillan Company, New York, 1965.

Loucks, William N. *Comparative Economic Systems*. Harper Brothers, New York, 1961.

National Council for the Social Studies. *Social Studies in Elementary Schools*. Thirty-Second Yearbook, The Council. Washington, D. C., 1963.

Norris, Willa. *Occupational Information in the Elementary School*. Science Research Associates, 1963.

Preston, Ralph C. *Teaching Social Studies in the Elementary School*. (Revised). Rinehart & Company, Inc., New York, N. Y., 1959.

Ragan and McAulay. *Social Studies for Today's Children*. Appleton-Century Crofts, New York, 1964.

Smith, Augustus. *Economics for Our Times*. McGraw-Hill (Webster Division), New York, 1963.

Trenton, Rudolph. *Basic Economics*. Appleton-Century Crofts, Inc., New York, 1964.