Title: Elementary School Economics: A Guide for Teachers (Revised).
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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.

(EBM)
ELEMENTARY SCHOOL ECONOMICS

A GUIDE FOR TEACHERS
(Revised)

AUGUST 1961

STATE DEPARTMENT OF EDUCATION
ELEMENTARY EDUCATION SERVICE
RICHMOND, VIRGINIA 23216
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.

COMMITTEE ON ECONOMIC EDUCATION

Mrs. Phyllis M. Angus, Teacher
Fairmount Elementary School
Richmond City Schools

Frankye Armentrout
Elementary Supervisor
Wythe County Schools

Mrs. Marie Chambers, Teacher
Blackstone School
Nottoway County Schools

Mrs. Marguerite Christian
Elementary Supervisor
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Dr. Garney Darlin, Principal
Anthony-Seeger Campus School
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York County Schools

Mrs. Anna Whitlow, Principal
Woodberry Hills Elementary School
Danville City Schools

Mrs. Marie Griffin
Elementary Supervisor
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Mrs. Laura Holle, Teacher
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Ralph Johnson, Teacher
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Prince William County Schools

Mrs. Martha G. Kavanagh, Teacher
Fairview Elementary School
Roanoke City Schools

R. K. McClellan, Principal
Altavista Elementary School
Campbell County Schools

Jean P. Polies, Teacher
Tarralson Elementary School
Norfolk City Schools

G. W. Smith, Superintendent
Hopewell City Schools

STATE DEPARTMENT OF EDUCATION

Elementary Education Staff

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Robert M. Sandridge
Assistant Supervisor

Bernard R. Taylor
Supervisor

John G. Foley
Assistant Supervisor

Mrs. Callie P. Singleton
Assistant Supervisor

Mrs. Virginia S. Cashen
Assistant Supervisor

Helen S. Lukens
Assistant Supervisor

Harry L. Smith, Director
Public Information

Elizabeth Ellmore
Assistant Supervisor

Mrs. Hattie H. Ragland
Assistant Supervisor

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.

ADVISORY COUNCIL ON ECONOMIC EDUCATION

Senator Lloyd C. Bird, Chairman
Public Institutions and Education
c/o Phipps and Bird, Incorporated
Sixth & 3rd Streets
Richmond

Edmund M. Boggs, Commissioner
State Department of Labor & Industry
State Office Building
Richmond

D. Tennant Bryan, President
Richmond Newspapers, Incorporated
110 North Fourth Street
Richmond

Edmund M. Boggs, Commissioner
State Department of Labor & Industry
State Office Building
Richmond

Martin P. Burks, III
General Counsel
Norfolk & Western Railroad
Roanoke

Phyllis M. Angus, Teacher
Fairmount Elementary School
Richmond City Schools

Mrs. Thelma R. Dunham, Teacher
Battlefield Park Elementary School
Hanover County Schools

Mrs. Edith Gregory, Teacher
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Mrs. Anna Whitlow, Principal
Woodberry Hills Elementary School
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Public Information

Mrs. Hattie H. Ragland
Assistant Supervisor

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.

J. Phillips Coleman, President
First & Merchants National Bank
825-27 East Main Street
Richmond

Henry C. Hofheimer, II, President
and Chairman of the Board
Southern Materials Company, Inc.
P. O. Box 420
Norfolk
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.

WOODROW W. WILKERSON
Superintendent of Public Instruction
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SUGGESTED LIST OF PROFESSIONAL BOOKS: 164
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 area.

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.
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.

**Suggested Learning Experiences**

- Constructing houses and modeling items of food and furniture
- Making flannel board displays of food 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

**Suggested Resources**

- Art materials
- Flannel board
- 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, 1959
- Greene: "I Want To Be A Fisherman," Children's Press, 1957
- Community workers
- School supplies: pencils, paper, towels, art materials
- Children's experiences

**NATURAL RESOURCES SHOULD BE CONSERVED.**

- Natural resources can influence the population of an area.
- Natural resources can become exhausted.

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

**Children's experiences**
### NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

#### Kindergarten

**Economic Understandings**

- 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.

**Suggested Learning Experiences**

- Touring the neighborhood to see damage which has been caused by fire or storms
- Collecting pictures of fire scenes to use in telling stories about damage
- Sharing news stories about damage done by the forces of nature
- Caring for a terrarium or an aquarium
- Discussing the care of grass on the school ground
- Talking about rules for burning brush or trash

**Suggested Resources**

- Neighborhood
- Pictures
- Newspapers
- Fish, turtle, plants, snails, tadpole
- School ground
- Grass
- Soil
- Local fire warden

#### 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.

**Suggested Learning Experiences**

- Discussing pictures and films of foods produced in various climates and in different seasons
- Dressing dolls for various seasons
- Drawing picture calendars to show kinds of clothing worn for different weather
- Collecting pictures and building stories about different kinds of homes
- Making a picture book of kinds of work that people do
- Discussing filmstrips on work that people do
- Touring the neighborhood and telling stories about beauty and orderliness observed on the tour

**Suggested Resources**

- Pictures
- Film: *Spring Is an Adventure*, Coronet, 1954
- Doll clothes
- Art materials
- Pictures
- Magazines
- Experience charts
- Pictures and drawings
- Filmstrip: *People At Work*, Capitol Film and Radio Co., Inc., 1954
- Neighborhood
- Experience charts
- Pictures
**Economic Understanding:**

**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.

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**Suggested Learning Experiences**

- Discussing films which show how children can learn to accept responsibility
- Reading picture books about kinds of work which different people can do
- Taking walks to see growing trees and lumber being used in building a home
- Discussing good food for snack time
- Demonstrating proper care of teeth
- Singing songs about work and rest time
- Selecting materials for independent activities
- Singing and dramatizing songs about work
- Planning the day's activities
- Developing an experience chart of work and wise use of time
- Inviting safety patrol to discuss regulations which protect children
- Planning ways to divide work involved in daily classroom chores

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**Suggested Resources**

**FILMS:**
- *Beginning Responsibility: Taking Care of Things*, Coronet, 1951

**Picture books**

**Samples of food**

**Picture books**

**Nurse**

**Art supplies**

**Dentist**

**Toys**

**Toothbrush**

**Materials**

**Model of teeth**

**Song books**

**Children's experiences**

**Experience charts**

**Safety patrol**

**Classroom**
Economic Understandings

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.

HUMAN RESOURCES

Suggested Learning Experiences

Putting away toys and equipment after work and play

Learning poems, jingles and songs about community life

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

Keeping personal property in lockers and individual spaces

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

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

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

Kindergarten

Suggested Resources

Materials

Poems and songs

FILMS:

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

Beginning Responsibility: Rules at School, Coronet, 1965

Lockers

Individual spaces

Charts

Arts materials

Pictures

Objects, models and specimens

Experience charts

BOOK:

Provis: How Families Live Together, Benefic, c.1963

Milkman

BOOK:

Darby: Skippy The Skunk, Benefic, c.1963

A wheel

Pictures of wheels in use
PRODUCTION OF GOODS AND SERVICES

Economic Understandings

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.

Suggested Learning Experiences

Listening to stories about production of goods

Buying and selling products in a play store

Visiting the bakery to see bread made

Listening to the story, The Shoemaker and the Elves

Using interpretive rhythms and telling stories which show respect for work well done

Displaying children’s work

Making chains and decorating a Christmas tree

Discussing pictures showing old and new ways of housekeeping

Listening to stories of ways food was obtained in the past

Suggested Resources

BOOK:

Meshower: You Visit A Dairy, Clothing Factory, Benefic, c1965

Play store

Bakery

BOOK:

Adams: The Shoemaker and the Elves, Scribner, c1960

RECORDINGS:

Rudolph The Red Nose Reindeer

The Glow Worm

Children’s work

Art materials

Tree ornaments

Magazine pictures

BOOK:

Hurley: Dan Frontier Goes Hunting, Benefic, c1959
### PRODUCTION OF GOODS AND SERVICES

#### Economic Understandings

**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.

#### Kindergarten

<table>
<thead>
<tr>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
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</thead>
<tbody>
<tr>
<td>Engaging in role playing to show that a farmer uses money to buy land and equipment for farming</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Collecting pictures of things a farmer must buy</td>
<td>Farmer</td>
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<tr>
<td>Discussing pictures of helpers the farmer must pay</td>
<td>Pictures</td>
</tr>
<tr>
<td>Dramatizing to show how the farmer uses money from his crops to buy a new tractor or other equipment</td>
<td>Picture books</td>
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<tr>
<td>Talking with the principal to learn what must be done to manage a school</td>
<td>Principal</td>
</tr>
<tr>
<td>Participating in role playing to show relationship between store manager and workers</td>
<td>Store manager</td>
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<tr>
<td>Discussing TV commercials that emphasize new or improved products</td>
<td>TV programs</td>
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<tr>
<td>Preparing puppets to use in make believe TV commercials</td>
<td>Art materials</td>
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<tr>
<td>Visiting a chicken farm to see how care of chickens produces more eggs</td>
<td>Puppets</td>
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<tr>
<td>Dividing work of cultivating a flower bed</td>
<td>Chicken farm</td>
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<tr>
<td>Riding on a self-service elevator or escalator to see that an operator is not needed</td>
<td>Flower bed</td>
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<tr>
<td>Dramatizing to show how mother and father have more leisure time because of automation</td>
<td>Self-service elevator</td>
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<td>Escalator</td>
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<td>Parents</td>
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<tr>
<td>Economic Understandings</td>
<td>Suggested Learning Experiences</td>
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<tr>
<td>DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.</td>
<td>Making bulletin board displays of advertisements of toys</td>
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<tr>
<td>Advertising creates demand for wide distribution of goods and services.</td>
<td>Playing with model trucks, trains, buses, terminals, shipyards, and airports</td>
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<tr>
<td>Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.</td>
<td>Talking and reading about how oranges and bananas which are raised in warm climates can be eaten by people all over the world</td>
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<tr>
<td>Modern transportation makes possible wide distribution of goods and services.</td>
<td>Discussing filmstrip about a trip to an airport</td>
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<tr>
<td>Many means of communication facilitate distribution.</td>
<td>Using the telephone to order groceries</td>
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<td>Using the classroom post office when ordering goods from play store</td>
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<tr>
<td>DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.</td>
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<tr>
<td>Many people act as middlemen by performing services necessary to move goods from producer to consumer.</td>
<td>Reading picture books about truck drivers, engineers and ship captains</td>
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<td></td>
<td>Dressing up as truck drivers, engineers and ship captains</td>
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<td>Visiting a coin operated snack bar to see how sandwiches, cakes and drinks may be obtained from a machine which must be serviced</td>
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<td>Visiting a coin operated laundromat</td>
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CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Economic Understandings

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.

Suggested Learning Experiences

Making cookies at school and talking about the number needed for the class party
Discussing the filmstrip about the Gingerbread Boy
Taking a trip to purchase an object with money earned
Making experience charts about earning and buying
Drawing pictures or bringing favorite toys to show the variety available
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
Discussing why stores do not sell sleds in the summer time or wading pools in the winter

Suggested Resources

Cafeteria manager
FILMSTRIP: Making Gingerbread Boys, EMC, 1957
Shopping center
Experience charts
Art material
Toys
Picture hooks
Recordings
Newspaper
Advertisements
Economic Understandings

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.

MONEY

Suggested Learning Experiences

Dramatizing such stories as Jack and the Beanstalk to show trading or bartering
Using classroom happenings to point out that children trade to play with a favorite toy
Playing store and using play money to purchase supplies needed in a house
Singing songs and learning poems about gifts of nature that money cannot buy

Suggested Resources

Story:
Jack and the Beanstalk

Toys in classroom

Articles for play store

Song books

Money

Newspapers

Real and play money

Money

Picture books

Children's work

Children's experiences
Economic Understandings

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.

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 ROLE IN ECONOMIC LIFE.

Banks are safe places to keep money.

Banks pay interest for use of money.

Banks provide varied services.

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

Dramatizing stories which show value of products

Comparing cost and size of boxes of crayons

Drawing pictures of different kinds of banks

Discussing such services as savings accounts and payments of bills

Children's experiences

Written chart

Money

Puppets and stage

Brenner: *The Five Pennies*, Random, c1964

Boxes of crayons

Art materials

Parents
### Economic Understandings

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

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<tr>
<th>Suggested Learning Experiences</th>
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<th>Suggested Resources</th>
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<tbody>
<tr>
<td>Singing songs about service people such as the postman, the fireman, the policeman</td>
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<tr>
<td>Talking about money all people must pay to have such services as: schools, parks, highways and bridges</td>
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</tr>
<tr>
<td>Discussing pictures of schools, parks, highways</td>
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<tr>
<td>Talking about things people use which are paid for by taxes: streets, roads, sidewalks, parks and city health services</td>
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<tr>
<td>Taking walks in parks, on school ground and in the community</td>
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<td>Developing experience charts to show how to care for public property</td>
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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.

**Song books**

- **BOOK:** Moshover: *You Visit a Fire Station-Police Station*, Benefit, c1965

- **Pictures**

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

- **RECORDING:** Album I: *Visit to the Park*, Burns Record Co., 1961

- **Parents**

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

- **Pictures**

- **BOOK:** Bate: *Who Built the Bridge?*, Scribner, c1951

- **Experience charts**
Economic Understandings

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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.

FREE ENTERPRISE ECONOMY

Suggested Learning Experiences

Labeling children's property

Discussing respect for property of others

Selecting activities, books and art materials for use in projects

Taking turns when playing games or using equipment

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

Talking about use and care of credit cards

Suggested Resources

Children's property

Children's experiences

Art materials

Games

Magazine pictures

Credit cards

Kindergarten

Children's property

Children's experiences

Art materials

Games

Magazine pictures

Credit cards
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.

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

Natural resources can influence the population of an area.

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 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.

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Suggested Resources

FILMS:
We Explore the Woodland, Coronet, 1957
Parents

FILMSTRIPS:
Clothes and Why We Wear Them, EBF, 1957

FILMS:
Clothing, EBF, 1957
The Clothes We Wear, Churchill, 1956

BUILDING MATERIALS:
Sand table displays

BOOKS:
A House For Everyone, Knopf, c1958
Classroom objects

FILMSTRIPS:
Haying, EBF, 1953
Where Food Comes From, EBF, 1956

BOOKS:
Ipect: 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
Economic Understandings

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

Suggested Learning Experiences

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

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

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

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

Touring neighborhood to observe storm or fire damage

Conservation of natural resources is a responsibility of man.

Caring for animals and plants in the classroom

Caring for animals and plants in the classroom

Suggested Resources

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

Firesmen

State foresters

Smokey The Bear Exhibits

Trees on school ground

FILM:

Little Smokey,
Virginia Forest Service

Older citizens

BOOK:

Bartlett: The Clean Brook,
Crowell, c1960

School ground

Neighborhood

BOOKS:

Udry: A Tree Is Nice,
Harper, c1956

Hedger: The Big Snow,
Macmillan, c1962

Zion: A Plant Sitter,
Harper, c1959

Podendorf: True Book 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
Economic Understandings

Some natural resources are protected by laws.

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.

Suggested Learning Experiences

Reading and telling stories about pets and their care

Discussing what is meant by hunting and fishing seasons and why it is necessary to have laws for protection

Discussing home and school water supplies and how protected for human use

Tasting, handling and discussing foods from different places

Collecting and drawing pictures to show foods people eat

Collecting pictures of clothing and making bulletin boards or booklets to show kinds of clothes for winter, summer, rain and snow

Collecting kinds of materials used to build houses

Suggested Resources

FILM:
Care of Pets,
EBF, 1944

Game warden

Health and sanitation officers

FILM:
Water We Drink,
Coronet, 1953

Breakfast foods

BOOK:
Rothschild: Fruit is Ripe in Timothy,
William R. Scott, c1963

FILMSTRIP:
Indian Food,
EMC, 1951

BOOK:
Darbis: Hasen-Boy of the Desert,
Pelleitt, c1961

FILMSTRIP:
Clothing,
EMC, 1951

BOOK:
Shapp: Let's Find Out About Houses,
Watts, c1962

Grade 1
ECONOMIC UNDERSTANDINGS

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

SUGGESTED LEARNING EXPERIENCES

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.

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.

SUGGESTED RESOURCES

Anderson: Families and Their Needs, Silver Burdett, c1966
Greene: I Want To Be an Orange Grocer, Children’s Press, c1956
Greene: I Want To Be a Cowboy, Children’s Press, c1960
Greene: I Want To Be a Fisherman, Children’s Press, c1957

School grounds

Crayons, pencils, workbooks, textbooks
Economic Understandings

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.

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

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

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

Planning and developing indoor or outdoor gardens at school.

Planning and caring for grass on a muddy spot of the playground.

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

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

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.

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

People adapt and develop natural resources to improve living.

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.

HUMAN RESOURCES SHOULD BE CONSERVED.

Children’s experiences

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

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

BOOK:
Heffelfinger: About Family Helpers, Melmont, c1954

Magazines
Books

Suggested Learning Experiences

Suggested Resources

Grade 1

FILMS:
Care of Hair and Nails, EBF, 1951
Let’s be Clean and Neat, Coronet, 1958

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

Behrens: Soo Ling Finds A Way, Golden Gate, c1965
Macleayre: The Aidable, Amiable Bulldozer Man, Random, c1963

Children’s experiences

Magazines
Picture books
Garden space
Plants and seeds
Grass seeds
Playground

Children’s experiences

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

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

BOOK:
Heffelfinger: About Family Helpers, Melmont, c1954

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

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<tr>
<th>Economic Understandings</th>
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<tbody>
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<td>Suggested Learning Experiences</td>
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<tr>
<td>Playing the part of people who provided milk for lunch</td>
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<tr>
<td>Displaying items of earlier days such as: coffee grinder or candle mold and discussing how these are being replaced with modern devices</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Suggested Resources</th>
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<tbody>
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<tr>
<td><strong>HUMAN RESOURCES</strong></td>
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<td><strong>Suggested Learning Experiences</strong></td>
</tr>
<tr>
<td>Books:</td>
</tr>
<tr>
<td>Chapin: <em>Dairyman Don</em>, Albert Whitman, c1964</td>
</tr>
<tr>
<td>Banks: <em>How We Get Our Dairy Foods</em>, Benefic, c1963</td>
</tr>
<tr>
<td>Utensils of past</td>
</tr>
</tbody>
</table>
# PRODUCTION OF GOODS AND SERVICES

## Economic Understandings

**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.

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<thead>
<tr>
<th>Suggested Learning Experience</th>
<th>Suggested Resources</th>
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<tbody>
<tr>
<td>Drawing and discussing pictures of things that represent family wealth</td>
<td>Parents</td>
</tr>
<tr>
<td>Collecting pictures and making a chart of things bought to meet needs in the home and school</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Discussing things used at home and school to make work faster and provide more time and money for better living</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Discussing the three possessions children prize most highly</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Discussing work that must be done by everyone to make the home and classroom a good place to live</td>
<td>Book: Shapp: Let's Find Out About School, Watts, c1961</td>
</tr>
<tr>
<td>Choosing housekeeping responsibilities in the classroom in terms of what individual children can do best</td>
<td>Classroom</td>
</tr>
<tr>
<td>Discussing work performed at home and school made easier because of modern equipment and devices</td>
<td>Electric saw, Hand saw</td>
</tr>
<tr>
<td>Constructing a bulletin board showing how natural resources are used to beautify the school</td>
<td>School and grounds</td>
</tr>
<tr>
<td>Visiting the school library or the kitchen to see how supplies are stored where they are convenient for workers</td>
<td>Librarian, Cafeteria manager</td>
</tr>
</tbody>
</table>
PRODUCTION OF GOODS AND SERVICES

Economic Understandings

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.

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.

Suggested Learning Experiences

Playing the role of businessmen and community workers

Discussing the ways in which people earn money and how money is used to run business

Playing the role of parents using checks to buy the groceries and pay the rent

Discussing how salaries of workers are paid from profits used in operating a store in the classroom

Discussing how store owners spend profits to buy supplies, keep the store in good repair, add improvements, or enlarge the building

Interviewing the principal to learn the kinds of questions he must answer in operating a school

Discussing why schools have principals

Collecting labels from kinds of soap, cereal or tooth paste available today and discussing why so many different kinds are made

Listing jobs that are easier when many people help

Discussing machines in the home which make it possible to do work more easily and quickly

Dramatizing what families do when they have time for fun together

Suggested Resources

Children's experiences

Parents

Checks

Play money

Supplies for store

Store owners

Labels of articles

Advertisements

Children's experiences

Parents

Books:

Ray: We Live in the City, Children's Press, c1963

Provsus: How Families Live Together, Benefic, c1963
DISTRIBUTION OF GOODS AND SERVICES

Economic Understandings

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

Advertising creates demand for wider distribution of goods and services.

Many modes of transportation make possible wider distribution of goods and services.

Modern transportation makes possible wider 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.

Suggested Learning Experiences

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

Suggested Resources

Newspapers
Magazines
Television
Radio

BOOK:
Green: About Apples From Orchard to Market, Meinholt, c. 1965

FILM:
The Community Bakery, H. H., 1965

BOOK:
Minter: True Book of Communication, Children's Press, c. 1960

Newspaper

BOOK:
Meshever: You Visit a Newspaper, TV Rating, Barnes, c. 1965

Children's experiences

Parents

Postman
### DISTRIBUTION OF GOODS AND SERVICES

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<td>FILM:</td>
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<td><em>Our Post Office,</em></td>
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<td>EBI, 1966</td>
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<td>BOOKS:</td>
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<td></td>
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<td>Miner: <em>True Book of the Post Office and Its Helpers,</em> Children's Press, c1955</td>
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<td>Bell: <em>Linda's Air Mail Letter,</em> Follett, c1964</td>
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<td>FILMSTRIP:</td>
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<td><em>Wholesale Produce Market,</em> Bailey, 1966</td>
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<td><em>Our Neighborhood Workers,</em> Eye Gate, 1957</td>
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</table>
## CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

### Economic Understandings

**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.

### Suggested Learning Experiences

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<tr>
<td><strong>CONSUMPTION OF GOODS AND SERVICES.</strong></td>
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<tr>
<td>Consumption is the motive for production.</td>
<td>Discussing why sandals are sold in the summer and boots in the winter</td>
<td>Children's experiences</td>
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<tr>
<td></td>
<td>Making drawings to show how much a quarter will purchase in contrast to a nickel</td>
<td>Art materials</td>
</tr>
<tr>
<td></td>
<td>Playing a game—&quot;If I had $1.00 to spend in a toy store I would choose ________&quot;</td>
<td>Arithmetic materials</td>
</tr>
<tr>
<td><strong>COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.</strong></td>
<td></td>
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<tr>
<td>Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.</td>
<td>Discussing why more umbrellas and raincoats are sold on a rainy day</td>
<td>Book: Marks: <em>What Can I Buy?</em> Dial Press, c1962</td>
</tr>
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<td></td>
<td>Discussing why fresh vegetables cost more in the winter than in the summer and how weather conditions may affect cost of goods</td>
<td>Film: <em>Let's Visit A Shopping Center</em>, FA, 1965</td>
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<td>Store</td>
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<td>Children's experiences</td>
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<td>Grocery stores</td>
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<td>Merchants</td>
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<td>Parents</td>
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<td>Current events</td>
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### Money

**Economic Understandings**

<table>
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<th><strong>MONEY</strong></th>
<th><strong>Suggested Learning Experiences</strong></th>
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<tbody>
<tr>
<td>Trading or bartering is a way of exchanging goods and services without the use of money.</td>
<td>Setting up a trading post to show how bartering is a way of exchanging goods and services without the use of money</td>
<td>Trading post</td>
</tr>
<tr>
<td>Money pays for goods and services that people need and want.</td>
<td>Paying for school lunches and supplies</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Money cannot buy everything that people need and want.</td>
<td>Discussing and building lists of things that money cannot buy</td>
<td></td>
</tr>
<tr>
<td>Money has different names, forms and values.</td>
<td>Discussing services of doctors and telephone repairman</td>
<td>Doctor, Repairman</td>
</tr>
<tr>
<td>Money is made of paper or metal for convenience.</td>
<td>Showing and discussing $10 in one bill, in ten $1.00 bills and in change to help children understand the convenience of one bill</td>
<td>Paper money and coins</td>
</tr>
<tr>
<td>Money is legal tender when it is guaranted by the government.</td>
<td>Talking about how we use money to buy goods and services</td>
<td>Play store</td>
</tr>
</tbody>
</table>

**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
- Buckley: *Grandfather and I*, Lothrop, c1959
- Buckley: *Grandmother and I*, Lothrop, c1959
- Low: *Grandmas and Grandpas*, Random, c1962
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 Can I Buy?* Dial Press, c1962

*Parents*

Foreign money

Coins and paper money

Magazines

*Books:*

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

*Children's experiences*
## 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.

### Suggested Learning Experiences

- Reading stories to show the value of products when buying articles in the store
- Comparing size and cost of packages of paper or candy bars
- Visiting cafeteria or school office to see how money is prepared for deposit in the bank
- Discussing reasons for keeping money in safe places
- Citing examples from children's bank accounts which show that interest has been earned
- Discussing with parents situations when interest is paid to banks for the use of money
- Constructing piggy banks
- Inviting someone to discuss the services of a bank

### Suggested Resources

- **Books:**
  - Brenner: *The Five Pennies* Random, c1964
- **Children's experiences**
- **Resource people**
  - Elkin: *True Book of Money* Children's Press, c1960
  - Construction materials
  - Resource people
### Economic Understandings

**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.

### Suggested Learning Experiences

- 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

### Suggested Resources

- 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

### 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.

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

### Grade 1

**TAXES**

- 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

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

**Art materials**

**Fire truck**
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<th>Suggested Resources</th>
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<tr>
<td>Protection and care of public property help to save tax money to provide more and better services and facilities.</td>
<td>Making posters to show the importance of keeping school clean and neat</td>
<td>Hastings: Big New School, Follett, c1959</td>
</tr>
<tr>
<td></td>
<td>Making a list of rules children should observe in keeping schools and public places neat and clean</td>
<td>Monheit: Picnic in the Park, Harvey, c1960</td>
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<td>Resource people</td>
<td>Resource people</td>
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<td>Principals</td>
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<td></td>
<td>&quot;Film: Everyone Helps In A Community, Churchill, 1966</td>
<td>&quot;Film: Everyone Helps In A Community, Churchill, 1966</td>
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</tbody>
</table>
Economic Understandings

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.

FREE ENTERPRISE ECONOMY

Suggested Learning Experiences

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

Discussing ways one shows respect for the property of others

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

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

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

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

Discussing goods and services used in the home and school

Selecting partners for games and other activities

Buying pencils, crayons and other school supplies

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

Displaying pictures of types of work children do at home

Suggested Resources

Art materials

Children's experiences

Play store

Samples of prizes and cut outs

Parents

Pupils

Stores

Games

Pictures

Pictures
**Economic Understandings**

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.

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**FREE ENTERPRISE ECONOMY**

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<tbody>
<tr>
<td>Education and the development of skills contribute to a higher standard of living.</td>
<td>Making a scrapbook showing how a family spends money: food, shelter, clothing</td>
<td>Magazines</td>
</tr>
<tr>
<td>Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.</td>
<td>Posting pictures of workers who go to school to learn certain jobs</td>
<td>Pictures</td>
</tr>
<tr>
<td>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.</td>
<td>Discussing products which make for improved health and safety conditions: medicine and disinfectant sprays</td>
<td>Pictures</td>
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<td></td>
<td>Discussing what it means to buy on credit</td>
<td>Parents</td>
</tr>
</tbody>
</table>
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:
- Ipesc: 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, 1957
- Shortall: Sam's First Fish, Morrow, c1962

Films:
- The Community Bakery, E II, 1965

Books:
- Schlein: The Fisherman's Day, Whitman, c1959
- Shortall: Danny on the Lookout, Morrow, c1964
- Greene: I Want To Be Series, Children's Press
- Potlendorf: True Book of Series, Children's Press

Local agencies
Maps
Principal
NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

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.

Suggested Learning Experiences

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

Discussing simple fire precautions and checking homes for fire hazards.

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

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

Discussing how Smokey the Bear reminds us to protect our forests.

Singing the song Smokey the Bear.

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

Making charts showing natural resources which are hard to replace.

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

Discussing news items about storms and damage to natural resources.

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

Suggested Resources

Art materials
People of community
Picture books
Homes
BOOK: Fire Snorkel Number 7, Albert Whitman, c1965
School materials

BOOK:
Anderson: Blaze and the Forest Fire, Macmillan, c1962
Posters
Music books
Newspapers and magazines
BOOKS:
Hayes: About the Biggest Pine Tree, Melmont, c1957
Hutchins: Lives of an Oak Tree, Rand, c1962
Encyclopedia

News articles

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

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

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, e1951

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:
Hurricanes near large bodies of water
Tornadoes near deserts and flat areas
Floods in low-lying areas close to water

Maps and globes

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 Rancho,
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

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

Materials from local, State and federal agencies

Some natural resources are protected by laws.
**NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE**

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking a field trip to see how animals are grown for re-stocking</td>
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<td>Fish hatcheries</td>
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<td></td>
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<td>Bird sanctuaries</td>
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<td>State and national forests and other agencies</td>
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<td></td>
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<td>BOOK:</td>
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<tr>
<td></td>
<td>Interviewing people who can tell about laws that protect wild plants and animals</td>
<td>Shortall: Sam's First Fish. Morrow, c1962</td>
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<td></td>
<td></td>
<td>Resource people</td>
</tr>
<tr>
<td>Natural resources, climate and other geographical factors influence kinds of foods produced.</td>
<td>Preparing charts to show which natural resources are used in building homes and in providing food and clothing</td>
<td>BOOKS:</td>
</tr>
<tr>
<td></td>
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<td>Floethe: Sea of Grass, Scribner, c1963</td>
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<tr>
<td></td>
<td></td>
<td>Meshover: You Visit A Sugar Refinery-Fruit Cannery, Benefic, c1966</td>
</tr>
<tr>
<td>Climate and other geographical factors influence kinds of clothes worn.</td>
<td>Making reports to show how people use plants, animals, minerals and water to make themselves more comfortable in all kinds of weather</td>
<td>BOOKS:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Riwkin-Brick: Elle Kari, Macmillan, c1952</td>
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<td>Riwkin-Brick: Mokihana Lives in Hawaii, Macmillan, c1962</td>
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<td>Riwkin-Brick: Sia Lives on Kilimanjaro, Macmillan, c1962</td>
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<td>FILM:</td>
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<tr>
<td></td>
<td></td>
<td>Winter Comes to The Forest, Coronet, 1966</td>
</tr>
<tr>
<td>Natural resources, climate and other geographical factors influence kinds of shelter provided.</td>
<td>Preparing bulletin boards to show types of clothes worn in different seasons</td>
<td>Magazines</td>
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<tr>
<td></td>
<td></td>
<td>Collecting pictures of devices used to make homes more comfortable</td>
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<tr>
<td></td>
<td></td>
<td>Reporting on activities in the home to prepare for seasonal changes</td>
</tr>
<tr>
<td>Natural resources, climate and other geographical factors influence work that people do.</td>
<td>Collecting information for a classroom chart listing natural resources and types of work dependent on each resource</td>
<td>Newspapers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Magazines</td>
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<tr>
<td></td>
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<td>Homes</td>
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<td>Parents</td>
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<td>Resource people</td>
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<td></td>
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<td>Art materials</td>
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</tbody>
</table>
NATURAL RESOURCES  SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The beauty and orderliness of nature contribute to the economy of an area.</td>
<td>Reporting on the activities of workers involved in keeping the community clean and orderly</td>
<td>Resource people</td>
</tr>
</tbody>
</table>

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

FILM:
*A City and Its People*, FA, 1966
**Economic Understandings**

**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.

**HUMAN RESOURCES**

<table>
<thead>
<tr>
<th><strong>Suggested Learning Experiences</strong></th>
<th><strong>Suggested Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping samples and making booklets of pupils' work to show self improvement</td>
<td>Children's work</td>
</tr>
<tr>
<td>Writing stories about jobs to be done at home and in the classroom, emphasizing the importance of improving surroundings</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Discussing stories about people who have developed their talents and abilities</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Writing stories about such topics as: &quot;My Trip to a Dam Site&quot;, &quot;A Trip on the Skyline Drive&quot;</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Visiting a highway construction site</td>
<td>Highway project</td>
</tr>
<tr>
<td>Using pictures, charades and classroom experiences to teach good health habits</td>
<td>FILMS:</td>
</tr>
</tbody>
</table>

**Grade 2**

**Suggested Reading Experiences**

- Barr: *Miss Terry at the Library*, Albert Whitman, c1962
- 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
- Children's experiences
- FILMS: *Eat For Health*, Coronet, 1957
- *Eat Well, Grow Well*, Coronet, 1964
- *Good Eating Habits*, Coronet, 1931
Economic Understandings

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.

Suggested Learning Experiences

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

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"

Suggested Resources

Books:

- Pyne: The Hospital, Houghton, c1962
- Udrey: Betsy-Back-In-Bed, Albert Whitman, c1963
- Meeker: How Doctors Help Us, Benefic, c1964
- Garn: A Visit To The Dentist, Grosset, c1965
- Aesop's Fables

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

Books:

- McIntire: Exploring With Friends, Follett, c1964

Children's experiences
**Economic Understandings**

**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.

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**HUMAN RESOURCES**

**Suggested Learning Experiences**

- 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
- 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

**Suggested Resources**

- Art materials
- Children's experiences
- Wide variety of small and large articles
- Encyclopedia
- Resource persons

**Books:**

- The How - Series, Benefic

- Magazines
- Local clothing store manager
- Science textbook
PRODUCTION OF GOODS AND SERVICES

**Economic Understandings**

**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.

**Suggested Learning Experiences**

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

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

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

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

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

Drawing pictures to illustrate specialized jobs needed to operate a school.

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

**Suggested Resources**

Magazines

Grocery and hardware stores

**BOOK:**

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

**FILM:**

*What Do Fathers Do?* Churchill, 1966

Parents

**BOOKS:**

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


Coin-operated laundry

Automatic car wash
PRODUCTION OF GOODS AND SERVICES

Economic Understandings

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.

Suggested Learning Experiences

- Experimenting to show the effect of fertilizer on the growth of plants.
- Visiting a sawmill, shipyard, or coal mine; discussing reasons for location.
- Interviewing the principal to learn how money for building schools is obtained.
- Drawing pictures of equipment needed to operate a grocery store, a bus line, a lunch room.
- Listing kinds of workers who must be paid from profit from operating a bus line, clothing factory or printing a newspaper.
- Observing the various means of transportation in the community; discussing what owners do with profits from their services.
- Interviewing a supermarket manager to learn how he decides when to put on a special sale.
- Writing stories about what might happen if all stores closed for a week.

Suggested Resources

- Science textbook
- Lumber yard
- Sawmill
- Coal mine
- Principal
- Art materials
- Meshover: You Visit a Dairy, Clothing Factory, Benefic, c1965
- Meshover: You Visit a Newspaper: Television Station, Benefic, c1965
- Greene: I Want to be a Bus Driver, Children's Press, c1957
- Greene: I Want to be a Train Engineer, Children's Press, c1956
- Greene: I Want to be a Storekeeper, Children's Press, c1958
- Storekeeper
## Production of Goods and Services

### Economic Understandings

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.

### Suggested Learning Experiences

- 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.

### Suggested Resources

- Pictures
- Magazines
- Art materials
- Book: Greene: *I Want to be a Dairy Farmer*, Childrens Press, c1957
- Grandparents
- Newspapers
- Magazines
### DISTRIBUTION OF GOODS AND SERVICES

**Economic Understandings**

**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.

**Suggested Learning Experiences**

- Collecting and reporting on types of advertisements used to promote the sale of books, automobiles or televisions.
- Collecting pictures to show the kinds of animals and machines used to haul goods in different parts of the world.
- Listing kinds of transportation used in supplying fuel for home or school.
- Discussing kinds of messages sent by custodian in getting supplies used in keeping the school clean and warm.
- Experimenting by sending a letter and expecting a speedy reply.

**Suggested Resources**

<table>
<thead>
<tr>
<th>Grade 2</th>
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</thead>
<tbody>
<tr>
<td>Newspapers</td>
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<tr>
<td>Magazines</td>
</tr>
<tr>
<td>Pictures</td>
</tr>
<tr>
<td>BOOK: Shuttlesworth: <em>ABC of Buses</em>, Doubleday, c1965</td>
</tr>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>FILMSTRIP: <em>Transportation, Planes, Trains</em>, EMC, 1957</td>
</tr>
<tr>
<td>Custodian</td>
</tr>
<tr>
<td>Principal</td>
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<tr>
<td>BOORS: Barr: <em>Mr. Zip and the U.S. Mail</em>, Albert Whitman, c1964</td>
</tr>
<tr>
<td>McCall: <em>How We Get Our Mail</em>, Benefic, c1962</td>
</tr>
<tr>
<td>FILM: <em>Our Post Office</em>, EH, 1966</td>
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<tr>
<td>FILMSTRIP: <em>The Story of Clothing</em>, EMC, 1960</td>
</tr>
<tr>
<td>BOOK: Banks: <em>How We Get Our Dairy Foods</em>, Benefic, c1963</td>
</tr>
</tbody>
</table>

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**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.
# DISTRIBUTION OF GOODS AND SERVICES

**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**

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.</strong></td>
<td><strong>Consumption is the motive for production.</strong></td>
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<tr>
<td></td>
<td><strong>The amount of money earned or credit available determines the individual's potential consumption of goods and services.</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Consumers have freedom to choose goods and services in a free economy.</strong></td>
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</tbody>
</table>
| **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.** | **Making lists of goods produced by parents and discussing ways used**
| | **An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.** | **Discussing how changes in weather cause people to need different kinds of clothes**
| | **Discussing how allowances or income determine the amount of money one can spend** | **Feels and examining different kinds of cloth**
| | **Choosing recreational supplies or equipment to show that one is free to make his own selections** | **Interviewing merchants to learn why an apple costs less in the fall than it does in the spring**
| | **Parents** | **Local merchants**
| | **Sale ads** | **Clothes and shoes**
| | **Catalogues** | **Merchants**

**Children's experiences**

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

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

*Recreational materials*

*Newspapers*

*Magazines*
# Economic Understandings

## MONEY

<table>
<thead>
<tr>
<th></th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.</strong></td>
<td>Discussing and writing stories about goods and services people exchange</td>
<td><strong>BOOK:</strong> Watts: <em>Something for You, Something for Mr.</em>, Abelard, c.1960</td>
</tr>
<tr>
<td>Traditionally, bartering is a way of exchanging goods and services without the use of money.</td>
<td>Demonstrating buying and selling through a play store with children participating as both buyers and sellers</td>
<td><strong>BOOK:</strong> McIntire: <em>Exploring With Friends</em>, Follett, c.1964</td>
</tr>
<tr>
<td>Money pays for goods and services that people need and want.</td>
<td>Listing goods and services that people need</td>
<td><strong>BOOK:</strong> Corcos: <em>Joel Spends His Money</em>, Abelard, c.1954</td>
</tr>
<tr>
<td>Money cannot buy everything that people need and want.</td>
<td>Discussing whether boys and girls always need certain things wanted</td>
<td><strong>FORM:</strong> Field: “General Store” from <em>Wings from the Wind</em>, Lippincott, c.1964</td>
</tr>
<tr>
<td><strong>MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.</strong></td>
<td>Planning recreational activities enjoyed without the use of money</td>
<td><strong>BOOKS:</strong> Elkin: <em>True Book of Money</em>, Children’s Press, c.1960</td>
</tr>
<tr>
<td>Money has value in terms of goods purchased and services performed.</td>
<td>Dramatizing roles of people receiving money for goods and services: doctor collecting fees, grocer selling food</td>
<td>Watson: <em>Annie’s Spending Spree</em>, Hale, c.1957</td>
</tr>
<tr>
<td>Money is made of paper or metal for convenience.</td>
<td>Reading books to show the convenience of money in the form of paper or metal</td>
<td><strong>BOOKS:</strong> Elkin: <em>True Book of Money</em>, Children’s Press, c.1960</td>
</tr>
<tr>
<td>Money is legal tender when it is guaranteed by the government.</td>
<td>Discussing convenience of using paper bills instead of many coins</td>
<td><strong>BOOKS:</strong> Manolakes: <em>Tommy Goes Shopping and Nancy Cooks Breakfast</em>, American Book, c.1963</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td><strong>BOOK:</strong> Hine: <em>Money Round the World</em>, Harcourt, c.1963</td>
<td></td>
</tr>
<tr>
<td><strong>Children’s experiences</strong></td>
<td><strong>COINS AND PAPER MONEY</strong></td>
<td><strong>Children’s experiences</strong></td>
</tr>
</tbody>
</table>

*BOOKS:
- Watts: *Something for You, Something for Mr.*, Abelard, c.1960
- McIntire: *Exploring With Friends*, Follett, c.1964
- Corcos: *Joel Spends His Money*, Abelard, c.1954
- Field: “General Store” from *Wings from the Wind*, Lippincott, c.1964
- Watson: *Annie’s Spending Spree*, Hale, c.1957
- Children’s experiences*
MONEY

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

Comparing values of quarters and half dollar with their equivalents in smaller coins
Using money in actual situations in cafeteria, at the grocery and in other stores
Talking about shopping with mother when she has used means other than money in paying for purchases
Collecting and exhibiting coins from different countries

Discussing why some salaries and wages are greater than others
Studying certain occupations to show training and skills needed for each
Explaining why work requiring more education provides higher income

Keeping a record of money spent by a child for one week
Making a display to show expenditures which families plan for in a budget
Participating in the purchase of U. S. Savings Stamps
Discussing social security and retirement funds as forms of savings

Suggested Resources

Books:
Elkin: True Book of Money, Children's Press, c1960
Vaughan: New Money, Doubleday, c1961

Resource people

Resource people
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.

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

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 buy homes

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

Economic Understandings

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.

Suggested Learning Experiences

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

TAXES

Suggested Resources

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:

Meecey: *How Doctors Help Us*, Benefic, 1963

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

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, c1961
THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

People have the right to experience 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.

Suggested Learning Experiences

Drawing pictures of property owned by families

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

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

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

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

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

Dramatizing stories of how students are good citizens

Discussing how government food commodities influence food prices

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

Buying gifts for relatives and friends

Discussing how boys and girls influence the sale of cereals

Suggested Resources

Art materials

Children's experiences

Children's experiences

Community stores

BOOKS:

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

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

Newspapers

Magazines

Children's experiences

School cafeteria

Stores

Special days and weeks

Sample of cereals

Grade 2
Economic Understandings

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.

Suggested Learning Experiences

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

Listing ways families use income

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

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

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

Discuss advantages of buying a washing machine on credit

Suggested Resources

Resource people

Parents

Community workers

Samples of products

Children's experiences

Parents

Children's experiences

Play store
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.

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

**Suggested Learning Experiences**

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

Discussing films dealing with production of food, clothing and houses to show how each of these products is related to natural resources.

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

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.

Discussing such questions as:
- Why did people first settle here?
- Why did they stay?
- What has made the population increase or decrease?

Visiting a filtration plant to learn how public water supplies are protected.

**Suggested Resources**

BOOKS:
- Carter: *True Book of Houses*, Children's Press, c1957
- Laffing: *Ray and Steve on a Corn Belt Farm*, Follett, c1956
- Webb: *Magic of Steel and Oil*, Grosset, c1965
- Tiptop Nursery

MUSIC BOOKS:

LOCAL LIBRARIES

LOCAL HISTORICAL SOCIETIES

MUSEUMS

FILMS:
### Natural Resources: Soil, Water, Air, Minerals, Plant and Animal Life

#### Economic Understandings

1. **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.
   - 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.

2. **Natural Resources May Be Damaged or Destroyed by Man or the Forces of Nature.**
   - Collecting newspaper clippings which show destructive forces: hurricanes, floods, tornadoes, snowstorms and high winds, fires, cutting timber.
   - Listing help that is available to localities when forces of nature have caused destruction.

3. **Conservation of Natural Resources is a Responsibility of Man.**
   - Reading poems and stories which show that pets, animals and plants depend upon man for protection.
   - 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.

4. **Some Natural Resources Are Protected by Laws.**
   - Discussing laws and regulations for the protection of plant and animal life: licenses, fishing and hunting regulations.

#### Suggested Learning Experiences

#### Suggested Resources

<table>
<thead>
<tr>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book:</strong></td>
</tr>
<tr>
<td>Peterson: <em>Water</em>, Garrard, c1963</td>
</tr>
<tr>
<td>Forest Ranger</td>
</tr>
<tr>
<td>Children's experiences</td>
</tr>
<tr>
<td><strong>Films:</strong></td>
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<tr>
<td><em>Seeds Grow Into Plants</em>, Coronet, 1955</td>
</tr>
<tr>
<td><strong>Book:</strong></td>
</tr>
<tr>
<td>Jordan: <em>Seeds by Wind and Water</em>, Crowell, c1962</td>
</tr>
<tr>
<td>Art materials</td>
</tr>
<tr>
<td><strong>Film:</strong></td>
</tr>
<tr>
<td><em>Story of a Storm</em>, Coronet, 1951</td>
</tr>
<tr>
<td>American Red Cross</td>
</tr>
<tr>
<td>Civil Defense</td>
</tr>
<tr>
<td><strong>Books:</strong></td>
</tr>
<tr>
<td>Barley: <em>The Whitley Bird</em>, Randle, c1961</td>
</tr>
<tr>
<td>Sterling: <em>Ellen's Blue Jays</em>, Doubleday, c1961</td>
</tr>
<tr>
<td>Lindgren: <em>Randy Lives In Nature</em>, Macmillan, c1966</td>
</tr>
<tr>
<td>Art materials</td>
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<tr>
<td><strong>Books:</strong></td>
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<tr>
<td>Schlein: <em>Deer in the Snow</em>, Abelard, c1956</td>
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<tr>
<td>Gunderson: <em>Whales</em>, Follett, c1965</td>
</tr>
</tbody>
</table>

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**57**
NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, FLANT AND ANIMAL LIFE

Economic Understandings

Natural resources, climate and other geographical factors influence man's way of living.

Suggested Learning Experiences

- Discussing foods produced in community as result of natural resources available

Suggested Resources

- Goudley: Here Come The Deer, Scribner, c1955
- Game Warrens
- Newspapers
- Magazines

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.

- 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
- Discussing natural resources involved in work parents do
- Visiting parks and other places of beauty in the area to note employment resulting from tourism
- Writing stories and singing songs about ways pupils cooperate in keeping the community clean and attractive

Suggested Learning Experiences

- Collecting samples of clothing fabrics and preparing exhibit to show sources of raw material and types for different seasons
- Discussing sources of raw materials used in building homes to determine those obtained locally
- 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
- Discussing natural resources involved in work parents do

Suggested Resources

- What Do Farmers Do? Coronet, 1966
- Palazzo: Golden Girl, Garrard, c1963
- Palazzo: Fox and the Reindeer, Garrard, c1963
- Maybery: Eskimo of Little Bismede, Follett, c1961
- Ipear: Ten Big Farms, Random, c1959
- Samples of clothing fabrics
- Patents
- Homes Around The World, Coronet 1963
- Magazines
- Construction materials
- Patents
- Park service
- Parks visited
- Language textbook
- Music books
Economic Understandings

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.

Suggested Learning Experiences

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"

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

Suggested Resources

Children's experiences

Reading textbook

BOOKS:

Aliki: The Story of William Penn, Prentice-Hall, c1964
Behrens: See Ling Finds A Way, Golden, c1965
Peterson: Jane Addams, Garrard, c1965
Potter: The Tailor of Gloucester, Hale, c1963

MAGAZINE:

Virginia Wildlife, Commission of Game and Inland Fisheries

Catalogues

Health textbook

FILM:

How to Catch a Cold, TCP, 1951

BOOKS:

Pyne: The Hospital, Houghton c1962

Children's experiences

Records

Children's experiences

BOOK:

Nic Leodhas: Always Room For One More, Holt, c1969

Citizens

Children's experiences
### 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

<table>
<thead>
<tr>
<th>Human Resources</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing regulations made to protect people in the community</td>
<td>Making a mural that shows the number of people and kinds of work needed to build a house or a school</td>
<td>Sanitation officer</td>
</tr>
<tr>
<td>Keeping a list of ways that members of the class help community living</td>
<td>Taking a field trip to observe care of property</td>
<td>Policeman</td>
</tr>
<tr>
<td>Listing store owners in community who have established businesses and discuss why each chose his particular kind of work</td>
<td></td>
<td>Art materials</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td>Home or school under construction</td>
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<tr>
<td>Dramatizing and developing rules for cleanliness and sanitation for school and community</td>
<td></td>
<td>Community</td>
</tr>
<tr>
<td>Visiting a dairy or a bakery and listing items which came from other places</td>
<td></td>
<td>Film: Beginning Responsibility: Other People's Things, Coronet, 1953</td>
</tr>
<tr>
<td>Drawing pictures to show how travel is different today from that of pioneer days</td>
<td>Writing tall tales predicting how people will travel in the future</td>
<td>Art materials</td>
</tr>
</tbody>
</table>
## PRODUCTION OF GOODS AND SERVICES

### Economic Understandings

**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.

### Suggested Learning Experiences

- Discussing ways goods and services produced by an individual are beneficial to the community, state and nation.
- Exhibiting and discussing goods produced in the community that can be sold or traded with other communities.
- Visiting factories and discussing the operation of machinery and assembly-line production as a means of improving living.
- Discussing the importance of the role every participant plays in the production of a program, play, puppet-show and party.
- Reporting on kinds of specialized work needed in a construction job such as building a road or a home.
- Inviting community workers to discuss changes in the work they do because of automatic devices.

### Suggested Resources

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Principal</th>
<th>Cafeteria Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community people</td>
<td>Advertisements</td>
</tr>
<tr>
<td><strong>Books:</strong></td>
<td></td>
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<tr>
<td>Exers: <em>The Brave Little Shovel</em>, Grosset, c1951</td>
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<tr>
<td>McIntire: <em>Working Together</em>, Follett, c1965</td>
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<tr>
<td><strong>Books:</strong></td>
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<tr>
<td>Elting: <em>Chimes at Work</em>, Harcourt, 1962</td>
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<tr>
<td>Carlisle: <em>The True Book of Automobiles</em>, Children's Press, c1965</td>
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<tr>
<td><strong>Books:</strong></td>
<td></td>
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<tr>
<td>Bate: <em>Who Built the Highways?</em>, Scribner, c1953</td>
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</tr>
<tr>
<td>Bate: <em>Who Built the Bridge?</em>, Scribner, c1954</td>
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<tr>
<td><strong>Filmstrip:</strong></td>
<td></td>
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<tr>
<td><em>Building a House</em>, EMC, 1960</td>
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<tr>
<td><strong>Community workers</strong></td>
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</tbody>
</table>
**PRODUCTION OF GOODS AND SERVICES**

**Economic Understandings**

**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.

**Suggested Learning Experiences**

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.

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.

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.

**Suggested Resources**

Samples of natural resources

Books:
- **Sootin**: *Let's Go to a Farm*, Putnam, c1958
- **Staack**: *How People Live in the Big City*, Benefic, c1964
- **Goodspeed**: *Let's Go to a Supermarket*, Putnam, c1958
- **Butler**: *Let's Go to an Automobile Factory*, Putnam, c1962
- **Cochrane**: *Let's Go to a Sanitation Department*, Putnam, c1958
- **Posell True Book of Transportation**, Childrens Press, c1957
- **Miner**: *True Book of Communication*, Childrens Press, c1960
## PRODUCTION OF GOODS AND SERVICES

### Economic Understandings

**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.

### Suggested Learning Experiences

- Comparing how people printed books in early days with methods used today.
- 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.

### Suggested Resources

- **BOOK:** McCabe: *How Printing Helps Us*, Benefic, 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

#### Economic Understandings

**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.

#### Suggested Learning Experiences

- Making posters to show how people in the community advertise products or services.
- 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.
- Writing stories about kinds of transportation needed in the lives of school children.
- Reading to develop understanding of the types of communication needed to distribute goods.
- Listing uses of telephone in distributing goods and obtaining services.

#### Suggested Resources

<table>
<thead>
<tr>
<th>Field trip</th>
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</thead>
<tbody>
<tr>
<td>Book:</td>
</tr>
<tr>
<td>Burleigh: <em>How Engines Talk</em>, Follett, c1961</td>
</tr>
<tr>
<td>Filmstrip:</td>
</tr>
<tr>
<td>Transportation, Planes, Trains, EMC, 1957</td>
</tr>
<tr>
<td>Maps and Globes</td>
</tr>
<tr>
<td>Books:</td>
</tr>
<tr>
<td>Burleigh: <em>Piggyback</em>, Follett, c1962</td>
</tr>
<tr>
<td>Carlisle: <em>About Roads</em>, Children's Press, c1965</td>
</tr>
<tr>
<td>Floethe: <em>The Story of Lumber</em>, Scribners, c1962</td>
</tr>
<tr>
<td>Film:</td>
</tr>
<tr>
<td>Buses That Serve the Community, FA, 1966</td>
</tr>
<tr>
<td>Books:</td>
</tr>
<tr>
<td>Rosenfield: <em>Let's Go To A Freight Yard</em>, Putnam, c1953</td>
</tr>
<tr>
<td>Carlisle: <em>The True Book of Bridges</em>, Children's Press, c1965</td>
</tr>
<tr>
<td>Films:</td>
</tr>
<tr>
<td>Helper's Who Come To Our House, Coronet, 1956</td>
</tr>
<tr>
<td>The Toy Telephone Truck, Coronet, 1953</td>
</tr>
<tr>
<td>Books:</td>
</tr>
<tr>
<td>McCabe: <em>How Communication Helps Us</em>, Benefic, c1964</td>
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</table>
**DISTRIBUTION OF GOODS AND SERVICES**

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.</td>
<td>Many people act as middlemen by performing services necessary to move goods from producer to consumer.</td>
<td>Interviewing lunchroom personnel to see where foods originate and people involved in getting these foods to school</td>
</tr>
<tr>
<td></td>
<td>Modern methods of distribution create new jobs and the need for additional services.</td>
<td>Drawing pictures of means of transporting goods today as contrasted with means used by Indians</td>
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<td></td>
<td></td>
<td>Discussing jobs parents hold in the community to find out if these are new jobs: catering service and employment agencies</td>
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</tbody>
</table>
### Economic Understandings

**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.

### Suggested Learning Experiences

- Listing and discussing goods and services children use daily
- Writing number problems using 5¢, 10¢, 25¢, 50¢ and $1.00 to show relationship of money or credit to actual purchase
- Listing of choices in selection of goods and services made during a day

### Suggested Resources

- Children's experiences
- Arithmetic textbook
- 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.
- An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.

- Noting difference in price of sleds or snow removal equipment in different seasons
- Keeping record of the price of locally grown produce at different times of the year

- Local merchants
- Newspaper advertisements
- Grocery store
- Food advertisements
MONEY

Economic Understandings

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

Collecting things that have been and are being used for money

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

Preparing orders for articles from mail order companies

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

Solving problems dealing with spending money

Drawing pictures of volunteer workers to understand their services

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

Exhibiting coins and paper bills

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

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
Wilecox: What is Money? Steck, c1959

Money is made of paper or metal for convenience.

Exhibiting coins and paper money

Children's experiences

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

Exhibiting coins and paper money

Children's experiences

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

Exhibiting coins and paper money

Children's experiences

BOOKS:
Elkin: The True Book of Money, Children's Press, c1960
Corcos: Joel Spends His Money, Abelard, c1954
Wilecox: What is Money? Steck, c1959

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

Solving problems dealing with spending money

Resource people

BOOK:
Langstaff: The Swapping Boy, Harcourt, c1960

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

BOOK:
Kim: Two Pesos for Catalina, Rand, c1962

BOOK:
Children's experiences

Music books

Children's experiences

Resource people

BOOKS:
Elkin: The True Book of Money, Children's Press, c1960
Corcos: Joel Spends His Money, Abelard, c1954
Wilecox: What is Money? Steck, c1959

Money cannot buy everything that people need and want.

BOOK:
Langstaff: The Swapping Boy, Harcourt, c1960

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

BOOK:
Kim: Two Pesos for Catalina, Rand, c1962

BOOKS:
Elkin: The True Book of Money, Children's Press, c1960
Corcos: Joel Spends His Money, Abelard, c1954
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Children's experiences

Music books

Children's experiences

Resource people
### Economic Understandings

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.

### Suggested Learning Experiences

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
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<tbody>
<tr>
<td>A check or money order may be used in place of money in purchasing goods and services.</td>
<td>Discussing use of checks, credit cards and money orders</td>
<td>Books:</td>
</tr>
<tr>
<td>Money values change over periods of time and in different countries</td>
<td>Filling out a money order form</td>
<td>Hutchinson: Coins and Currency, Follett, c1957</td>
</tr>
<tr>
<td>Money is received for work in producing goods and rendering services.</td>
<td>Preparing a bulletin board showing money from other lands and equivalents to money of the United States</td>
<td>Rosenfield: Let's go to the U.S. Mint, Putnam, c1960</td>
</tr>
<tr>
<td>The amount of money received varies according to skill and quality of work performed.</td>
<td>Listing jobs children do for family and neighbors to show that the amount of money received varies according to the work done.</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>All work requires education or training for skill development.</td>
<td>Listing some of the skills needed in doing certain jobs well.</td>
<td>Books:</td>
</tr>
<tr>
<td>Work requiring more education or greater skill development usually provides higher income.</td>
<td>Discussing reasons why specialists in medicine and other professions receive more money for services rendered</td>
<td>Principal, Librarian</td>
</tr>
</tbody>
</table>

### 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 budget.

Money earned and saved helps to provide financial security.

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<th>Economic Understandings</th>
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<tr>
<td>Budgeting apportions family income to meet needs, wants and emergencies.</td>
<td>Making a plan for spending a weekly allowance.</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Budgeting money can help families and governments to live within incomes.</td>
<td>Discussing use of allowance and importance of saving.</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Savings should be a part of every budget.</td>
<td>Discussing and showing how a budget or plan for spending the family income can help families meet their needs and wants.</td>
<td>Parents</td>
</tr>
<tr>
<td>Money earned and saved helps to provide financial security.</td>
<td>Purchasing savings stamps or making deposits to savings accounts.</td>
<td>Teachers and principal</td>
</tr>
<tr>
<td></td>
<td>Discussing times when a family needs savings.</td>
<td>Parents</td>
</tr>
</tbody>
</table>
### MONEY

**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.

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

- Interviewing resource people to learn how both quantity and quality are important in determining the 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.

- Organizing a classroom savings club in cooperation with a local bank

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

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

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

#### Resource people

- Resource people

#### BOOK:

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

#### Principal

- Parent
### Economic Understandings

#### 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.

### Suggested Learning Experiences

1. Collecting evidence that taxes are paid
2. Listing services provided through taxes
3. Writing stories to show that each person is responsible for paying taxes to provide needed services
4. Making a mural showing services that the government provides, such as education, health and police protection
5. Arranging bulletin board showing the way tax money is spent: public buildings, highways, parks, and services of community helpers
6. Discussing ways tax money is spent in city, state and country
7. Visiting places within the community to see how tax money is used
8. Collecting pictures and newspaper articles to show how taxes are used for improvements in the community
9. Discussing ways children can help in preventing destruction of property

### Suggested Resources

- 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
  - Bein: *Country School,* Morrow, c1955
  - Parents and other resource people
- Pictures
- Book:
  - Burleigh: *Shoofly,* Follett, c1963
- Buildings in community
- Newspapers
- Children's experiences
Economic Understandings

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.

Suggested Learning Experiences

Writing stories about the pleasure and privilege of ownership

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

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

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

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

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

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

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

Suggested Resources

Children's experiences

Samples of library books

Cafeteria

BOOKS:

Radlauer: About Fathers at Work, Melmont, c1958

Colton: At the Bakery, Melmont, c1954

Colby: Night People, Putnam, c1961

Parents

Community workers

Trading stamps

Catalogues

Magazines

Arithmetic materials

Children's experiences

Scout leaders

Art materials
Economic Understandings

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.

FREE ENTERPRISE ECONOMY

Suggested Learning Experiences

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

INTERVIEWING GRANDPARENTS TO LEARN ABOUT TYPES OF WORK, HOMES, TRANSPORTATION, AND COMMUNICATION WHEN THEY WERE YOUNG AS COMPARED WITH TODAY

DISCUSSING PEOPLE WHO MUST GO TO SCHOOL TO PREPARE FOR WORK: DOCTORS, LAWYERS, DRUGGISTS AND TYPISTS

DISCUSSING FILMS SHOWING HOW MORE EFFICIENT PRODUCTION METHODS LOWER THE COST OF PRODUCTS

COLLECTING PICTURES OF PRODUCTS WHICH IMPROVE HEALTH AND SAFETY CONDITIONS: TOOTHPASTE, SEAT BELTS AND DOORLOCKS

COLLECTING PICTURES OF PRODUCTS WHICH MAKE WORK MORE EFFICIENT AND CREATE MORE LEISURE TIME: ELECTRIC MIXERS AND DISHWASHERS

DISCUSSING HOW CREDIT BUYING MAKES IT POSSIBLE FOR A FAMILY TO PURCHASE SUCH THINGS AS HOUSES AND AUTOMOBILES

Suggested Resources

School handbooks

Grandparents

Resource people

Film:

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

Magazines

Advertisements

Newspapers

Catalogues

Parents
### 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

- **Books:**
  - Farquhar: Colonial Life in America, Holt, c1962
  - Thompson: Wonders of Our National Forest, Dodd, c1961
  - Collins: The Community of Living Things in Forest and Woodland, Creative Educational Society, c1960
  - Geography textbook
- **Filmsstrips:**
  - Conserving Resources, AEM, 1960
  - Conserving Our Natural Resources, EBF, 1961
  - Biographies of Washington and Jefferson
- **Textbooks:**
  - Haines: John Muir, Protector of The Wilds, Abingdon, c1957
  - Dillon: Salmon, Follett, c1962
  - Virginia history and geography textbook
- **Soil conservation personnel**
### Economic Understandings

**Natural Resources Should Be Conserved.**

Natural resources can become exhausted.

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

### Suggested Learning Experiences

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

Planning projects to overcome soil erosion on the school grounds

Planning grass in bare or eroded spots on the school ground

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

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

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

Inviting community workers to talk on conservation practices

Some natural resources are protected by laws.

Listing and discussing regulations to protect plants and animals in Virginia

Preparing charts picturing plants and animals protected by regulations

### Suggested Resources

- **Books:**
  - Teifer: *About Salt*, Children's Press, c1965
  - Resource people
  - County agent
  - Seeds, hoes, rakes, fertilizer
  - Gringhuis: *From Tall Timber*, Albert Whitman, c1964
  - Burt: *Luther Burbank*, Bobbs, c1962
  - Stevenson: *George Carver, Boy Scientist*, Bobbs, c1959
  - Chamber of Commerce
  - City engineer
  - State Planning Commission
  - Encyclopedias
  - Parks: *Teddy Roosevelt*, Bobbs, c1961
  - Local game warden
  - Forest ranger
  - Fire marshal
  - Hyde: *What Does a Forest Ranger Do?*, Dodd, c1964
  - Garden clubs
  - Commission of Game and Inland Fisheries
# Natural Resources: Soil, Water, Air, Minerals, Plant and Animal Life

## Economic Understandings

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

<table>
<thead>
<tr>
<th>Suggested Learning Experiences</th>
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<tr>
<td>Making maps to show foods produced in Virginia</td>
<td>Resource people</td>
</tr>
<tr>
<td>Writing stories comparing use made of food resources in colonial times and today</td>
<td>State maps</td>
</tr>
<tr>
<td>Resource people</td>
<td>State maps</td>
</tr>
<tr>
<td>History and geography text books</td>
<td>State maps</td>
</tr>
</tbody>
</table>

## Suggested Resources

- **Books:**
  - Darbois: *Tacho, Boy of Mexico*, Follett, c1961
  - Darbois: *Hassan, Boy of the Desert*, Follett, c1961
  - Darbois: *Agossi, Boy of Africa*, Follett, c1962

- **Language textbook**

- **Encyclopedia**

- **Science books**

- **Art materials**

- **Books:**
  - Darbois: *Tacho, Boy of Mexico*, Follett, c1961
  - Darbois: *Hassan, Boy of the Desert*, Follett, c1961
  - Darbois: *Agossi, Boy of Africa*, Follett, c1962

- **Follett: Little Creek, Big River**, Follett, c1961
Economic Understandings

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

Suggested Learning Experiences

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.

Suggested Resources

FILM:
- Weather Scientists, UWF, 1961
- Natural Wonders of Virginia, State Dept. of Ed., 1961

Radio and television

Magazines and newspapers

Virginia Division of Forestry
Economic Understandings

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

BOOKS:
- Frisbee: John F. Kennedy, Young Statesman, Bobbs, c1964
- Hanff: Early Settlers In America, Grosset, c1965

FILM:
- Eighteenth Century Life in Williamsburg, Virginia, Colonial Williamsburg

BOOKS:
- Bebenroth: Meriwether Lewis: Boy Explorer, Bobbs, c1962
- Blassinghame: Sacagawea, Indian Guide, Garrard, c1965
- Lathan: George W. Goethals, Garrard, c1965

BOOKS:
- Hanff: Early Settlers In America, Grosset, c1965

FILM:
- Health in Our Community, EBF, 1960

Children's experiences

Children's experiences

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

Children's experiences

Children's experiences

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

Dramatizing to show ways one can make wise use of work and leisure time

Children's experiences
### 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.

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### 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

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### Suggested Resources

Community people

History textbook

Policemen

**Films:**


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### Grade 4

#### Human 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.

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

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**Each person has responsibility for care of personal and 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?”

---

**Books:**

- *Busby: What Does a Librarian Do?* Dodd, c1963
- *Johnston: What Does a Policeman Do?* Dodd, c1959

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**Films:**

- *Safety in the Home*, EBF, 1965
- *Safety on the Street*, EBF, 1965

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**Catalogues**

**Newspaper advertisements**

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**The Strength of a Nation Depends on the Resourcefulness of Its People.**

Human resources are developed through freedom to use individual initiative.
**Economic Understandings**

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

### Suggested Learning Experiences

1. Discussing importance of education and job training to work
2. Making a chart to show job opportunities in the community from which people can select a vocation
3. Making models of pioneer homes, flatboats and covered wagons to show how man uses natural resources, comparing past and present
4. 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
5. Mapping water resources of the area to show how man has harnessed it to meet needs
6. Making mural of local community to show how man has made changes in the surface of the land to meet his changing needs

### Suggested Resources

- Encyclopedias
- U.S. Army Studies
- Chamber of Commerce
- U.S. Office of Education
- Guidance Department
- Chamber of Commerce

**Films:**
- *Honor Around the World*, Coronet, 1963

**Books:**
- *Harmer: True Pioneers*, Children's Press, c1957
- *Tom Savage: Boy of Early Virginia*, EBF, 1958
- *Booker T. Washington*, EBF, 1951
- *Stevenson: Booker T. Washington*, Bobbs, c1960
- *Higgins: Walter Reed*, Bobbs, c1961
- *Bare: John Deere—Blacksmith Boy*, Bobbs, c1964
- *Dobler: Cyrus McCormick*, Bobbs, c1961
- *Paradis: Gail Borden—Resourceful Boy*, Bobbs, c1964

**Film:**
- *Water From Farm and City*, USDA, 1960

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

Individuals, communities, regions and nations are economically interdependent.

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

HUMAN RESOURCES

Suggested Learning Experiences

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

History and geography textbook

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

FILMS:

Foreign Marketing Newsreel, 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

Suggested Resources

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: Alec Bell, Bobbs, c1962
## HUMAN RESOURCES

### Economic Understandings

### Suggested Learning Experiences

- 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.

### Suggested Resources

#### 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:
PRODUCTION OF GOODS AND SERVICES

**Economic Understandings**

**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.

**Suggested Learning Experiences**

- Making illustrated charts showing products that represented wealth in the colonies
- Preparing a memorandum of goods to be purchased in England for a Williamsburg family
- Writing stories contrasting the highest standard of transportation in early Virginia with the best modern transportation
- Making booklets to show contributions of all people whose work is involved in health, safety, education or agriculture
- Reporting on the work of craftsmen in Colonial Williamsburg
- Collecting pictures of implements or machines used in reaping grain in Virginia from 1607 to the present
- Examining samples of plywood to see how manufacturers utilize chips once wasted

**Suggested Resources**

- Virginia history textbook
- Virginia history textbook
- Virginia history textbook
- Encyclopedias
- Magazines
- Brochures on Colonial Williamsburg
- Fisher: *The Glass Makers*, Watts, c1964
- Fisher: *The Wig Makers*, Watts, c1965
- Plantation Life in Colonial Virginia, Modern Learning Aids
- *Earning a Living in the Colonies*, Yoder, 1946
- *Zaffo: The Big Book of Real Building and Wrecking Machines*, Grosset, c1951

**Grade 4**
PRODUCTION OF GOODS AND SERVICES

**Economic Understandings**

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.

Locating areas of production within the states and discussing reasons for location of industries

Visiting a bank to learn how banks lend money to companies which want to expand

Discussing the many items a paper company needs in order to produce finished products for the public

Collecting newspapers and magazine articles to show how increased production in orchards or truck farms requires additional workers

Discussing different modes of public transportation in the State and how each company invests some of its profits to maintain, improve, or expand service

Listing decisions which managers of dairies must make to provide service to the public

Discussing the effects of a strike on people

Listing products available today which early settlers in Williamsburg and Jamestown did not have

**Suggested Learning Experiences**

**Suggested Resources**

- Geography textbook
- Maps
- Local banks
- Book: Cooke: *How Paper is Made*, Dodd, c1959
- Newspapers
- Magazines
- Book: Cooke: *Behind the Scenes At The Airport*, Dodd, c1958
- Book: Goodspeed: *Let's Go to a Dairy*, Putnam, c1957
- Book: Buehr: *Harbors and Cargoes*, Putnam, c1955
- Barreson: *Let's Go to Colonial Williamsburg*, Putnam, c1961
### PRODUCTION OF GOODS AND SERVICES

#### Economic Understandings

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<thead>
<tr>
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<tbody>
<tr>
<td>Mass production makes it possible for people to enjoy more goods at lower costs.</td>
</tr>
<tr>
<td>Automated techniques release man power for other production or leisure activities.</td>
</tr>
<tr>
<td>Increased leisure time creates the demand for new goods and services.</td>
</tr>
</tbody>
</table>

#### Suggested Learning Experiences

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<tr>
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<tbody>
<tr>
<td>Viewing film to discuss methods used in early Virginia to produce goods and to contrast these with methods in use today</td>
</tr>
<tr>
<td>Drawing pictures to contrast variety of leisure activities of today with those of early Virginia</td>
</tr>
<tr>
<td>Locating recreation areas of the State and discussing goods and services used in recreation</td>
</tr>
</tbody>
</table>

#### Suggested Resources

- **Films:**  
  - *Frozen Foods*, Bailey  
  - *Eighteenth Century Life In Williamsburg, Virginia*, Colonial Williamsburg  
- **Book:**  
  - *Farquhar: Colonial Life In America*, Holt, c1962  
- **Book:**  
  - *Hamill. Let's Go To The National Park*, Putnam, c1962
## DISTRIBUTION OF GOODS AND SERVICES

### Economic Understandings

**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.

### Suggested Learning Experiences

<table>
<thead>
<tr>
<th>Learning Experience</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting and reporting on symbols and slogans used to promote Virginia products and services</td>
<td>Children’s experiences, Newspapers, Magazines, Brochures</td>
</tr>
<tr>
<td>Preparing maps to show travel on Duke of Gloucester Street in Williamsburg in 1765 and 1965</td>
<td>Art Materials</td>
</tr>
<tr>
<td>Making reports contrasting shipment of tobacco in early days with the use of trucks on today’s highways</td>
<td>BOOKS: <em>Schwartz: The Night Workers</em>, Dutton, c1965; <em>Stevens: The Trucks that Haul by Night</em>, Crowell, c1965</td>
</tr>
<tr>
<td>Arranging a bulletin board contrasting means of communication necessary in the distribution of goods and services in colonial days and in the present</td>
<td>BOOKS: <em>McCabe: How Printing Helps Us</em>, Benefic, c1964; <em>Hine: A Letter To Anywhere</em>, Harcourt, c1965</td>
</tr>
<tr>
<td>Writing a story pretending to be a boy or girl in early Jamestown to tell how goods were distributed in colonial days</td>
<td>History and geography textbook</td>
</tr>
</tbody>
</table>

### Suggested Resources

- **BROCHURES:** *The Story Of the Wholesale Market*, Churchill, 1965
## 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**:
- Children's experiences
### Economic Understandings

**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.

### Suggested Learning Experiences

- Reading and discussing goods and services consumed today which were not available in Colonial days
- Writing stories about the need for earning money in order to become consumers of goods and services
- Writing a story about an article of clothing and telling why the choice was a wise one

### Suggested Resources

- History and geography textbook
- Encyclopedias
- Language textbook
- 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
- Discussing how changes in the weather affect food supplies in a region
- Observing the effects of drought conditions on the supply and cost of farm produce

<table>
<thead>
<tr>
<th>Stores</th>
<th>Newspapers</th>
<th><strong>FILM:</strong> The Weather Station, McGraw, 1956</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trip to local areas</td>
<td>Picture files</td>
<td></td>
</tr>
</tbody>
</table>
### Economic Understandings

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

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

<table>
<thead>
<tr>
<th>Money pays for goods and services that people need and want.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money cannot buy everything that people need and want.</td>
</tr>
</tbody>
</table>

### Suggested Learning Experiences

<table>
<thead>
<tr>
<th>Money has value in terms of goods purchased and services performed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money is made of paper or metal for convenience.</td>
</tr>
</tbody>
</table>

### Suggested Resources

| Pictures of shells, beads and wampum |
| History textbook |
| Children's experiences |
| Story: *Story of King Midas* |
| Grocery stores |
| Film: *Let's Visit a Shopping Center*, FAC, 1963 |
| Resource people |
| Children's experiences |
| A shopping center |
| Advertisements of special sales |
| Children's experiences |
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.

Reading and reporting on why Confederate money is no longer used as legal tender

Exhibiting a collection of United States money

Discussing how and why people use checks and money orders in purchasing goods

Making a chart to show the change in cost of shoes or any other commodity over a period of time

Exhibiting coin collection to show different types of coins and their values

Reading and discussing books about types of money

Confederate money

Exhibit of coins and paper bills

Samples of checks and money orders

Resource people

Coin collection

Book:
Hine: Money Round the World, Harcourt, 1963

Children's experiences

Resource people

Newspapers

Magazines

Children's experiences

Parents

Children

Music books

Film:
Home Management: Why Budget?, McGraw, 1951
Economic Understandings

Savings should be a part of every family budget.

Money earned and saved helps to provide financial security.

MONEY

Grade 4

Suggested Learning Experiences

Discussing various ways in which a family saves money

Reading books about children who help to earn and save money

Discussing the buying of U. S. Savings Bonds and Stamps and how they can provide financial security

Discussing ways to decrease expenses of the family by being careful and conservative

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

Using resource material to find out how people in colonial days safeguarded money

Preparing bulletin board display of checks, deposit slips and withdrawal slips to develop understanding of the way deposits are safeguarded

Listing situations when it is safer and more convenient to use checks than to use currency

Parents

BOOK:
Carroll: Tough Enough and Sassy, Cadmus, c1958

Resource people

Children's experiences

Radio

Television

Advertisements

Children's experiences

Encyclopedias

FILM:
Using the Bank, E.B.F

FILM:
Money in the Bank and Out, Churchill, 1965

Deposit slips, passbook, checkbook

BOOK:
Rosenfield: Let's Go to the U. S. Mint, Putnam, c1960
## MONEY

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banks pay interest for use of money.</td>
<td>Dramatizing the opening of a savings account, showing how the saver is benefited</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Interest is paid to banks for use of money.</td>
<td>Discussing films to develop understanding of the way banks provide money for private business</td>
<td>Local banker</td>
</tr>
<tr>
<td>Banks provide varied services.</td>
<td>Visiting a bank to see various services offered</td>
<td>FILM:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Money in the Bank and Out, Churchill, 1965</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BOOK:</td>
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<tr>
<td></td>
<td></td>
<td>Sootin: Let's Go to a Bank, Putnam, c1957</td>
</tr>
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<td>BOOK:</td>
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<td></td>
<td></td>
<td>Rees: At the Bank, Melmont, c1957</td>
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<tr>
<td></td>
<td></td>
<td>Music books</td>
</tr>
</tbody>
</table>
**Economic Understandings**

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.

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**TAXES**

**Suggested Learning Experiences**

<table>
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<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
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<tbody>
<tr>
<td>A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.</td>
<td>Listing and discussing the various types of direct taxes paid by a family for goods, services and licenses during a year</td>
<td>Parents</td>
</tr>
<tr>
<td>Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.</td>
<td>Discussing facilities and services provided by taxation in Virginia today that were not available to early settlers</td>
<td>Farquhar: <em>Colonial Life in America</em>, Holt, c1962</td>
</tr>
<tr>
<td>Taxes are necessary to support county, city, state and federal governments.</td>
<td>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</td>
<td>Rich: <em>First Book of Early Settlers</em>, Watts, c1959</td>
</tr>
<tr>
<td>Payment of taxes to support government is a responsibility of all people.</td>
<td>Inviting the principal to talk about how tax supported public education benefits the community</td>
<td>Virginia history textbook</td>
</tr>
<tr>
<td>People benefit from taxes paid.</td>
<td>Listing services provided by taxes to gain an understanding of how people benefit</td>
<td>Encyclopedias</td>
</tr>
</tbody>
</table>

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**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.

---

<table>
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<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.</td>
<td>Reporting on publicly owned facilities available to citizens in the area</td>
<td>Parents</td>
</tr>
<tr>
<td>Such facilities as schools, highways and parks belong to all citizens.</td>
<td>Discussing ways pupils can save tax money by wise use of school property</td>
<td>County clerk</td>
</tr>
<tr>
<td>Protection and care of public property help to save tax money to provide more and better services and facilities.</td>
<td>Making posters or cartoons to encourage protection of public property</td>
<td>Children</td>
</tr>
<tr>
<td>Reporting on publicly owned facilities available to citizens in the area</td>
<td>Writing newspaper articles on &quot;Why I am Responsible for Wise Use and Preservation of Public Services&quot;</td>
<td>Art supplies</td>
</tr>
<tr>
<td>Discussing ways pupils can save tax money by wise use of school property</td>
<td></td>
<td>Magazines</td>
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<tr>
<td>Making posters or cartoons to encourage protection of public property</td>
<td></td>
<td>Newspapers</td>
</tr>
<tr>
<td>Writing newspaper articles on &quot;Why I am Responsible for Wise Use and Preservation of Public Services&quot;</td>
<td></td>
<td>Children's experiences</td>
</tr>
</tbody>
</table>
ECONOMIC UNDERSTANDINGS

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.

SUGGESTED LEARNING EXPERIENCES

Comparing restrictions imposed on property owners today that were not necessary in early days in Virginia

Comparing types of property owned by early pioneers as compared with people today

Discussing responsibilities assumed by owners of various types of property

Reading and reporting on occupations of Colonial days to compare with types of work available to Virginians today

Making a bulletin board showing kinds of occupations in Virginia and discussing the part each plays in the free enterprise system

Making an exhibit of devices used by manufacturers of tooth paste or soap to compete for the market

Comparing items of expense of a frontier store keeper with those of a supermarket operator

Discussing education of the children of early settlers of Virginia and why it became necessary to provide schools for children

SUGGESTED RESOURCES

History textbook

Commissioner of Revenue

Encyclopedias

Resource people

History textbook

Books:

Farquhar: Colonial Life in America, Holt, c1962

Borreson: Let's Go To Colonial Williamsburg, Putnam, c1961

Rich: First Book of Early Settlers, Watts, c1959

Art materials

Pictures

Magazine:

Virginia Commonwealth

Advertisements

Television

Radio

History textbook

93
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.

FREE ENTERPRISE ECONOMY

Suggested Learning Experiences

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.

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.

Suggested Resources

BOOK:
Saunders: Building Brooklyn Bridge,
Little, Brown, c1965

History textbook
Encyclopedias

Grade 4

Suggested Learning Experiences

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.

Children's experiences

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
### Economic Understanding

**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.

**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
  - Hofsinde: *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
  - Speare: *Life in Colonial America*, Random, c1963
  - Tunis: *Frontier Living*, Random, c1961
  - 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, c1961
  - Wood: *Enchantment of America - Mexico*, Children's Press, c1964
  - Stearn: *Our World*, Follett, c1958
# Natural Resources: Soil, Water, Air, Minerals, Plant and Animal Life

**Economic Understandings**

- Natural resources can influence the population of an area.

**Suggested Learning Experiences**

- Discussing films on occupations in certain regions of the world to establish an understanding of how resources of an area influence the work of people.
- Constructing maps to show location of industries throughout the nation to indicate how natural resources are used in different regions.

**Suggested Resources**

**Films:**

- *Oregon and its Natural Resources*, USBM, 1951

**Books:**

- *Dreamy: Life In the Arctic*, Follett, c1960
- *Tanner: Our Indian Heritage*, Follett, c1961
- *Carpenter: Enchantment of America Series*, Children's Press

- *Let's Look At Maps*, State Dept. of Ed., 1949

**Masks**

- *Lenki: Peanuts for Billy Ben and other Regional Books by same author*, Lippincott, c1952

**Films (with records):**

- *Alaska After Statehood*, Bailey, 1965
- *Hawaii: Crossroads of the Pacific*, Bailey, 1966

**Maps**

- Resource people

**Atlas**

- *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

Economic Understandings

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

Suggested Learning Experiences

Discussing conservation laws and practices which protect natural resources

Reading about and discussing farming practices that conserve soil

Natural resources can become exhausted.

Listing natural resources that are in danger of becoming exhausted or damaged

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

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

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

Suggested Resources

Parents

Resource people

BOOKS:

Church: The Desert; Follett, c1962

Bridges: Animal Ad; Lands of Ice and S; Golden Press, c1968

Myrus: A Man's Work; Macmillan, c1965

Clifford: The Wind in the Fingers; Follett, c1962

Magazines

Newspapers

BOOKS:

Bridges: Animal Ad; Lands of Ice and S; Golden Press, c1968

Myrus: A Man's Work; Macmillan, c1965

Clifford: The Wind in the Fingers; Follett, c1962

Magazines

Newspapers

FILM:

Good Forest Management; Virginia Forest S
NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

Some natural resources are protected by laws.

Suggested Learning Experiences

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

Listing regulations and laws governing the protection of plants and animals

Discussing films to indicate how individuals and groups protect natural resources

Reading and reporting on books about conservation of natural resources to learn how the nation has provided for protection

Suggested Resources

BOOKS:

Winfred: "Plants, Food and People," Coward McCann, c1964

Gringham: "Rock Oil to Rockets," Macmillan, c1960

Thomson: "Wonders of Our National Parks," Dodd, c1961

Harrington: "How People Live in Canada," Benefic, c1965

BOOKS:

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

Farmer agents, forest rangers, game wardens and fire prevention chiefs

Game warden

FILM:

"The Forest," USDA, 1962

BOOKS:

Sanderson: "The Continent We Live On," Random, c1962

Martin: "Your National Parks: Yellowstone," Putnam, c1965
### Economic Understandings

<table>
<thead>
<tr>
<th>Natural resources, climate and other geographical factors influence kinds of foods produced.</th>
<th>Preparing maps to show major reclamation projects in the United States.</th>
<th>Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchanging letters with pupils in other parts of the country to learn about conservation projects near homes.</td>
<td>Language textbook</td>
<td></td>
</tr>
<tr>
<td>Clifford: <em>Ground Afire: The Story of Death Valley,</em> Follett, c1962</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Climate and other geographical factors influence kinds of clothes worn.</th>
<th>Dressing dolls to show clothes worn during the winter months in all parts of the United States.</th>
<th>Geography textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedias</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural resources, climate and other geographical factors influence kinds of shelter provided.</th>
<th>Building models of homes showing uses made of natural resources and measures taken for protection against weather.</th>
<th>Art materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedias</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural resources, climate and other geographical factors influence work that people do.</th>
<th>Making reports on dams and water sheds in the country to show influence upon the work people do.</th>
<th>BOOK:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listing occupations of people in regions of the nation to develop an awareness of differences in work.</td>
<td>Harmer: <em>About Dams,</em> Melmont, c1963</td>
<td></td>
</tr>
<tr>
<td>FILMSTRIP:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conserve Resources, EMC, 1960</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOOK:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lent: <em>Men at Work Series,</em> Putnam, c1961</td>
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<tr>
<td>BOOKS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gringhuis: <em>Of Ships and Fish and Fishermen,</em> Albert Whitman c1963</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carr: <em>Natural History Adventures,</em> Golden Press, c1964</td>
<td></td>
<td></td>
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<tr>
<td>Van Malise: <em>The Rhone River of Contrast,</em> Garrard, c1965</td>
<td></td>
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<tr>
<td>Nowlan: <em>The Shannon River of Leagues and Legends,</em> Garrard, c1965</td>
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</table>
NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

<table>
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<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The beauty and orderliness of nature contribute to the economy of an area.</td>
<td>Preparing posters reminding tourists to preserve the beauty and orderliness of nature</td>
<td>Hurd: <em>Sailors, Whales, and Steamers</em>, Lippincott, c1964</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Books:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Johnson: <em>Outdoors: Adventures in Conservation</em>, Houghton, c1957</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jeanes: <em>Grand Canyon Hike</em>, Follett, c1962</td>
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<td></td>
<td></td>
<td>Wood: <em>Grand Canyon Zion, Bryce Canyon</em>, Follett, c1963</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wood: <em>Great Smoky Mountains, Everglades, Mammoth Cave</em>, Follett, c1961</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wood: <em>Mount Rainier, Mount McKinley, Olympic</em>, Follett, c1964</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wood: <em>Rocky Mountain</em>, Follett, c1963</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wood: <em>Yellowstone Glacier, Grand Teton</em>, Follett, c1963</td>
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<td>Wood: <em>Yosemite Sequoia, Kings Canyon Hawai‘i</em>, Follett, c1963</td>
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</tbody>
</table>
**Economic Understandings**

**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**

**Suggested Learning Experiences**

Reading to find out the roles played by members of the family in the Westward Movement.

Writing stories showing the kinds of jobs available to people in the Westward Movement.

Comparing the number of jobs available today with those of earlier periods in history.

Viewing films about heroes who earned respect through deeds and efforts.

Listing uses made of certain natural resources.

Locating and describing uses made of national parks.

**Suggested Resources**

- History textbook
  - **BOOK:** Saunders: *Building Brooklyn Bridge.* Little, Brown, c1965
- History textbook
  - **BOOK:** E. A. Saunders, *Building Brooklyn Bridge.* Little, Brown, c1965
- Reference books
  - **FILMS:** *Thomas Edison,* McGraw, 1963
  - *Captain John Smith, Founder of Virginia,* EBF, 1955
- Reference books
  - **BOOKS:** *Millender: Crispus Attucks, Boy of Valor,* Bobbs, c1965
  - *Well: Eleanor Roosevelt, Courageous Girl,* Bobbs, c1965
  - *Savitt: A Day at the LBJ Ranch,* Random, c1965
  - *Diwney: Walt Disney's America,* Golden Press, c1965
- Reference books
  - **BOOKS:** *Burt: Luther Burbank, Boy Wizard,* Bobbs, c1962
  - *Sherman: You and the Oceans,* Children's Press, c1965
  - *Stevenson: George Carver, Boy Scientist,* Bobbs, c1930
  - *Aulaire: Benjamin Franklin,* Doubleday, c1950
- Reference books
  - **BOOKS:** *Melbo: Our Country's National Parks,* Vol. 1 and II Bobbs, c1964
Economic Understandings

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.

Suggested Learning Experiences

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.

Suggested Resources

Health textbook

Art materials

Textbooks

Children's experiences

BOOK:

Boehm: Knitting Without Needles, Sterling, c1963

CHILDREN'S EXPERIENCES

FILM:

Finding the Right Job, Coronet

BOOKS:

Disney: Walt Disney's America, Golden Press, c1965

Fisher: The Papermakers, Watts, c1965

Fisher: The Hatmen, Watts, c1965

Fisher: The Printers, Watts, c1965

Principal

Superintendent of Maintenance

Playground director
Economic Understandings

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 lead inspiration to others.

Discussing the advantages of developing individual responsibility for self-improvement.

Holding a panel discussion on the topic, "Freedom to Learn in the United States".

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.

Reading about the work of Indians and early settlers to show how man used natural resources to meet needs.

Reporting on changes in man's use of natural resources to indicate progress in this area.

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.

People in all parts of the world are interdependent.

Discussing filmstrips about industries of regions of the United States to find out how one section of the country depends upon others.

Suggested Learning Experience

Suggested Resource

Textbooks

FILMSTRIP:
Benjamin Franklin.
EBF, 1959

Encyclopedias

Museums

BOOK:
Floherty: Men Against Distance.
Lippincott, c1954

BOOKS:
Grant: American Indians: Yesterday and Today,
Dutton, c1960
Floherty: Television Story,
Lippincott, c1957

FILMSTRIP:
Human Resources,
EMC, 1960

FILMSTRIP:
Henry Ford, The Man Who Put America on Wheels,
Eye Gate, 1954

FILMSTRIP:
Interdependent Nation - U.S.A.,
EMC, 1951-50
HUMAN RESOURCES

Economic Understandings

Suggested Learning Experiences

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

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

Gaetanos, Gorgos--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**

**Economic Understandings**

**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.

**Suggested Learning Experiences**

- Listing products which are the major source of wealth for each state in the United States to show the diversity of national wealth.
- 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.
- Making a chart of industries that affect home building by improving living conditions.
- 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.
- Reading and discussing stories about the nature of work in various regions of the United States.
- Reading and discussing ways inventions, research and discoveries have changed the nature of work on a farm in the United States.

**Suggested Resources**

- Geography textbook
- Magazines
- Newspapers
- Science textbook
- Book:
  - Hofsind: *Indian Warriors and Their Weapons*, Morrow, c1965
- Magazines
- Local citizens
- Books:
  - Geis: *Let's Travel In Mexico*, Children's Press, c1961
  - Geis: *Let's Travel In Hawaii*, Children's Press, c1960
- Songs:
  - *Vierken on the Railroad*
  - *Erie Canal*
  - *Volga Bootman*
- Books:
  - Lenski: *Regional Stories*, Lippincott
  - Dreany: *Our World*, Follett, c1958
  - Follett: *Little Creek, Big River*, Follett, c1961
- Corn farmers
- Wheat farmers
PRODUCTION OF GOODS AND SERVICES

Economic Understandings

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.

Suggested Learning Experiences

Collecting news articles concerning research in the development of new products.

Locating leading cities of the country and discussing resources responsible for growth.

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.

Suggested Resources

Newspapers

Magazines

Maps of the United States

Geography textbook

History textbooks

Encyclopedias

Resource people

Encyclopedias

Resource people

Films:

Our Changing Way of Life — The Dairy Farmer,

EBF, 1966

Communication and the Community,

Churchill, 1966

Telstar,

C & P, 1962

Telegram for America,

Western Union, 1953

Book:

Butler: Let's Go to an Automobile Factory,

Putnam, c1962
PRODUCTION OF GOODS AND SERVICES

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
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<td>Labor and management have responsibility to each other and to the public for maintaining production.</td>
<td>Locating transportation centers in the country and discussing what happens when the flow of raw materials and products is disrupted because of strikes</td>
<td>Maps</td>
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<td>In Economic Understanding</td>
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<td>Current news</td>
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<td>SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.</td>
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<td>Huntington: Cargoes, Doubleday, c1964</td>
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<td>New and improved products are developed by government and industry through science and research.</td>
<td>Constructing or drawing models of new types of rockets, aircraft and monorails</td>
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<td>Harvey: Monorails, Putnam, c1965</td>
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<td>Mass production makes it possible for people to enjoy more goods at lower costs.</td>
<td>Reading about such men as Eli Whitney and Henry Ford who pioneered and made use of mass production</td>
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<td>Automated techniques release man power for other production or leisure activities.</td>
<td>Comparing early mining techniques and types of machines with those used today</td>
<td>books:</td>
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### DISTRIBUTION OF GOODS AND SERVICES

**Economic Understandings**

**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.

**Suggested Learning Experiences**

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.

**Suggested Resources**

- **Television**
- **Newspapers**
- **Magazines**
- **BOOKS:**
  - Cain: *Transportation*, Fidel, c1964
  - Cameron: *Big Book of Real Trucks*, Grosset, c1950
  - Lowell: *You and Transportation*, Children's Press, c1965
- **VIDEOS:**
  - *Airport in the Jet Age*, EBF, 1966
  - *Shining Rails*, GE
  - *Truck Drivers*, EBF, 1960
- **FILMSTRIPS:**
  - *Land Transportation*, EMC, 1964
  - *Water Transportation*, EMC, 1964
  - *Air Transportation*, EMC, 1964
  - *Transportation in the U.S.*, EMC, 1961
- **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

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.

Suggested Learning Experiences

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.

Suggested Resources

FILMSTRIP: Transportation and Communication, EMC, 1964

Children's experiences

Encyclopedias

Advertisements
CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Economic Understandings

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.

Suggested Learning Experiences

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.

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.

Suggested Resources

Geography textbook
Magazines

The Wise Use of Credit, SEP, 1961

Books:
Hine: Money Round the World, Harcourt, c1963
Kane: How Money and Credit Help Us, Benet, c1966
O'Toole: The New World of Banking, Dodd, c1965
Sobol: Stocks and Bonds, Watts, c1963

Advertisements
Parents
Cafeteria managers
Salesmen

Film:
How Is Clothing Made: The Story of Mass Production, FA, 1961

Language arts textbook
Newspapers
Weather maps
United States map

Merchants
Truck driver
Fruit grower

Newspapers
Parents
Produce display
Economic Understandings

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.

Suggested Learning Experiences

- Studying the practice of bartering to show that money as a medium of exchange has not always been in use.
- Discussing money as a medium of exchange to develop an understanding of its terminology.
- Keeping a record of money spent for certain goods and services over a period of time.
- Making charts or posters to illustrate services rendered by such organizations as Volunteer Firemen and Rescue Squads.
- Engaging in role-playing to develop appreciation for services of volunteer workers.
- Listing articles that can be bought today for five cents.
- Interviewing adults to list articles that could be purchased for five cents in the 20's, 30's and 40's.
- Interviewing doctors, lawyers, dentists, teachers and others to prepare a report on changing fees and salaries.
- Comparing price lists to note differences in prices of the same name brand articles and discussing reasons prices vary.

Suggested Resources

- 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
- Children's experiences
- Book:
  - Hutchinson: Coins and Currency, Follett, c1957
- Newspapers
- Magazines
- Children's experiences
- Catalogue
- Price lists
- Parents
- Doctors
- Dentists
- Lawyers
- Teachers
- Advertisements
- Local grocery stores
Economic Understandings

Economic Understandings

Money is made of paper or metal for convenience.

Suggested Learning Experiences

- 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.

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

- Reporting on research concerning the history of money in the United States.
- Visiting other classrooms to give illustrated talks on coin collecting.

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

- 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.

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.

- Discussing jobs that children have and amount of money received.

Suggested Resources

- 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, 1957
- 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, c1961
  - Brown: Coin is Have a Tale to Tell, Lippincott, c1966
  - Tunis: Frontiers Living World, c1957
- Children's experiences
ECONOMIC UNDERSTANDINGS

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

Interviewing local or state workers to understand training or education needed for various kinds of jobs.

Listing occupations requiring specialized training and discussing why training is necessary.

Planning budgets for families of four using different incomes.

Making sample budgets.

Inviting cafeteria supervisors to discuss the financial management of the cafeteria.

Keeping a record of personal allowances and expenses.

Making a list of items that must be considered in a family budget.

Reading and discussing the lives of people who have gained financial security.

SUGGESTED RESOURCES

Resource personnel

FILM:

Economics: It's Elementary, Cahill, 1966

PARENTS

BOOKS:

Cooke: Behind the Scenes At An Oil Field, Dodd, c1965

Cooke: How Automobiles Are Made, Dodd, c1965

Benedict: Aluminum: The Story of an Industry, Lippincott, c1966

Arithmetic textbook

Parents

Sample budgets

Cafeteria supervisor

Children's experiences

PARENTS

FILM:


BOOKS:

Aird: Henry Ford: Boy With Ideas, Bobbs, c1960

Anderson: John Jacob Astor: Boy Trader, Bobbs, c1961
## Economic Understandings

### Suggested Learning Experiences

- Keeping a record over a period of time of an imaginary allowance to help children understand the use of money in providing financial security.

### Suggested Resources

- Dunham: *George Westinghouse*, Bobbs, c1963
- 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, c1966

### Grade 5

### WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

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

- 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.

### BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.

- Banks are safe places to keep money.
  - Participating in a classroom savings club in cooperation with the local bank.

- Banks pay interest for use of money.
  - Reading books to understand how banks pay interest to customers.

- Interest is paid to banks for use of money.
  - Inviting a banker to explain banking procedures.

- Resource people
- Parents
- Consumer's guides

### BOOKS:

- Bank brochures
- Banker

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 Resource:

Banker

BOOK:
Rees: *At The Bank*, Melmont, c1957

Checks, deposit slips

FILM:
*Using the Bank*, EBF

### TAXES

**Economic Understandings**

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.

**Suggested Learning Experiences**

- Reporting on current news articles related to sources of revenue
- Reading to compare sources of tax revenue in different states
- Comparing amounts of tax money spent on roads or schools over a period of years
- Discussing how people are taxed to develop the understanding that different taxes apply to different people
- Making a bulletin board to show how tax money is used by the local, state, and national government
- Collecting pictures from local newspapers to show how taxes are being used in the locality and the state
- Collecting data to show cost of repair and maintenance of school property

**Resources**

- Newspapers
- Television
- Radio
- Encyclopedias
- City or county engineer
- City or county treasurer
- Highway official
- Local school auditor
- Resource people
- Magazines
- Book: McCabe: How Schools Aid Democracy, Benefic, c1964

- Newspapers
- Principal
- Maintenance staff
- Teachers
Economic Understandings

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

People have the right to choose 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.

FREE ENTERPRISE ECONOMY

Suggested Learning Experiences

Reading and reporting on the stories of the struggle to own property as various groups explored, settled and developed the new world

Listing types of a specific commodity to show range of choice available in the community: clothes, food, automobiles, homes

Writing reports on occupations to determine factors involved in making choices

Recording and reporting effects on services offered by a local business when a competitor moves in

Observing the prices of seasonal fruits and vegetables as more commodities become available

Discussing films to develop the understanding that goods and services produced at a profit create new jobs and new services through expansion and growth

Suggested Resources

Grade 5

BOOKS:


McCall: *Log Fort Adventure*, Children's Press, c1958

RECORDING:

The Story of the Klondike, Folkways Records

FILM:

Gold Rush Days, Coronet, 1957

Local markets

Sales personnel

FILM:

Economics—It's Elementary, Cahill, 1966

FILM:

It's Everybody's Business, Chamber of Commerce, 1954

Local markets

FILMS:

Money in the Bank and Out, Churchill, 1965

Competition in Business, Coronet, 1962

It's Everybody's Business, Chamber of Commerce, 1954

Local businessmen
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.

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.

FREE ENTERPRISE ECONOMY

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

Discussing improvement in standards of living in areas where dams provide new power and water resources

Discussing how standards of living change when new industry comes to a community

Conducting a panel discussion to show how education and training make workers more efficient and contribute to a higher standard of living

Making charts to show contributions of products from various states to improved health and safety, more efficient work and lower production costs

Discussing film to note types of machines which free men from long laborious work and help to lower production costs

Suggested Resources

Newspapers

Magazines

Newspapers

Magazines

State Chamber of Commerce

Geography textbook

Carter: First Book of South America,

Watts, c1961

BOOK:

Canada: People at Work,

EBF, 1958

South America—Eastern and Southern Lands,

EBF, 1957

BOOK:

Lent: Men at Work—Series,

Putnam

Newspapers

History textbook

FILM:

Health in Our Community,

EBF, 1960

FILM:

Industrial Revolution In England,

EBF, 1961
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
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.

Preparing maps of the United States and the world, locating natural resources and discussing the relation of the supply of resources to the economy.

Suggested Learning Experiences

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
Schloss: 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
Gatter: Understanding Series, Doubleday
Brooks: The Picture Book of Oil, Putnam, c1964

FILM:

Japan: Harvesting The Land and Sea, EBF, 1964
**Economic Understandings** | **Suggested Learning Experiences** | **Suggested Resources**
---|---|---
NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE | Engaging in panel discussion to show how wise use of natural resources affects the economy of a country | Encyclopedias
| Reporting on population trends in various parts of the world to show relation to natural resources | Maps
| Writing a report on “My Responsibility in Conserving Natural Resources” | Suggested Learning Experiences
| Reading about and comparing conservation practices in such countries as Holland, Israel, Egypt and France | Natural resources can influence the population of an area. |
| Using research techniques to find out how the natural resources of Indonesia and other countries are managed | Wise use of natural resources is an individual and group responsibility. |
| Writing letters to civic groups to learn of conservation projects underway | Natural resources can become exhausted. |

**NATURAL RESOURCES SHOULD BE CONSERVED.**

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

| Inviting forest ranger, fire warden, and county agent | Forest ranger, fire warden, and county agent |
| Using research techniques to find out how the natural resources of Indonesia and other countries are managed | Geography textbook |
| Writing letters to civic groups to learn of conservation projects underway | Williams: *Man and the Good Earth*, Putnam, c1959 |
Economic Understandings

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

Conservation of natural resources is a responsibility of man. Constructing models to demonstrate the effects of soil erosion

Some natural resources are protected by laws. Reading biographies of great naturalists to learn of contributions to protection of wild life

Suggested Learning Experiences

Conservation of natural resources is a responsibility of man. Discussing stories that show attitudes of people toward the protection of plant and animal life

Some natural resources are protected by laws. Reading and discussing laws established in other countries which protect natural 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. Mapping major food producing areas of the world and reporting on natural resources determining production

Suggested Resources

FILMSTRIPS:
The Problems of Soil, EMC, 1938
The Problems of Water, EMC, 1938

Newspapers
Television
Radio
Models

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

Haines: John Muir, Protector of the Wilds, Abingdon, c1957

Encyclopedias
Social studies textbooks

BOOK:
Haines: John Muir, Protector of the Wilds, Abingdon, c1957

Maps
Encyclopedias

BOOK:
Keinworthy: Three Billion Neighbors, Ginn, c1965
NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 6

Economic Understandings

Prepared graphs to compare yearly yields of various crops.

Suggested Learning Experiences

Climate and other geographical factors influence kinds of clothes worn.

Exhibiting dolls from other countries and discussing reasons for various styles and types of dress.

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.

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.

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

Discussing how the revenue from parks, monuments, and historical places affect the economy of a country.

Collecting pictures of scenic beauty in other countries.

Suggested Resources

Almanac

Encyclopedias

Magazines

BOOK:

Kenworthy: Three Billion Neighbors,
Ginn, c1965

Encyclopedias

BOOKS:

Benenson: How A House Is Built,
Criterion, c1964

Kenworthy: Three Billion Neighbors,
Ginn, c1965

Encyclopedias

Brochures

Geographic magazines

Pictures
Economic Understandings

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

Dramatizing incidents from the lives of international benefactors

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

Making a list of people of old world background influencing life in America

People adapt and develop natural resources to improve living.

Making a list of new inventions to show how new jobs and occupations are created

Writing imaginary autobiographies showing how children take part in developing natural resources in countries of the Eastern Hemisphere

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

HUMAN RESOURCES

Suggested Learning Experiences

Suggested Resources

Grade 6

History textbook
Encyclopedias
Newspapers
Encyclopedias
Encyclopedias
books:
Childs: *Wacheera, Child of Africa*, Criterion, c1965
Farrell: *Winston Churchill*, Putnam, c1964
Corbett: *What Makes TV Work*, Little, Brown, c1965
Magazines
T.V. commercials
Newspapers
Reference books
BOOKS:
*First Book of--Series*, Watts
Gidal: *Follow the Reindeer*, Random, c1959
Gidal: *Sons of the Desert*, Random, c1960
Gidal: *My Village in--Series*, Random
Schloat: *A Boy of--Series*, Crowell, c1955
Lauber: *Big Dreams and Small Rockets*, Crowell, c1955

State Police Department
Life insurance companies

BULLETIN:
*Virginia Health Bulletin*
<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wise use of work time and leisure time is important to the well-being of individuals.</td>
<td>Reporting on how air and water pollution affect human health</td>
<td>FILM: <em>The House of Man—Our Changing Environment</em>, EBF, 1966</td>
</tr>
<tr>
<td>Intelligent choice of work enables each individual to make the best use of time, effort and ability.</td>
<td>Making time budgets to plan for best use of school and out-of-school time</td>
<td>Children's experiences</td>
</tr>
<tr>
<td>Regulations and laws help protect people.</td>
<td>Preparing an exhibit of leisure time activities</td>
<td>BOOKS: <em>Frankel: Games for Boys and Girls</em>, Sterling, c1961</td>
</tr>
<tr>
<td></td>
<td>Engaging in research to determine whether certain professions or jobs require specific skills, attitudes, interest, preparation and abilities</td>
<td><em>Leavitt: Carpentry for Children</em>, Sterling, c1959</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td><em>Mergendahl: What Does A Photographer Do?</em>, Dodd, c1965</td>
</tr>
<tr>
<td></td>
<td>Writing to congressmen concerning certain laws</td>
<td><em>Encyclopedias</em></td>
</tr>
<tr>
<td></td>
<td>Comparing the number of products available to Americans as a result of mass production with handmade and custom built products of European countries</td>
<td><em>Occupation guides</em></td>
</tr>
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<td></td>
<td>Comparing cost of production of cars in the United States with those produced in other countries</td>
<td><em>Community people</em></td>
</tr>
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<td><em>BOOK: Colby: Coast Guard Academy</em>, Putnam, c1965</td>
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<tr>
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<td><em>Newspapers</em></td>
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<tr>
<td></td>
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<td><em>Magazines</em></td>
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<td><em>Congressmen</em></td>
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<td><em>State representatives</em></td>
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<td><em>Resource people</em></td>
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<td><em>Encyclopedias</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Chamber of Commerce</em></td>
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<td><em>AAA</em></td>
</tr>
</tbody>
</table>
Economic Understandings

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.

Suggested Learning Experiences

Making charts to show persons and resources needed to build a community

Listing people whose influence has made life better in the community

Making dioramas to show responsibility for care of property as found in various parts of the world

Reporting on lives of internationally known leaders to show how individual initiative and ability are used

Discussing films that show how use of natural resources affects the way people live

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

Encyclopedias

History textbook

BOOK:

Griffin: Getting to Know Unesco. Putnam, c1962

United Nations Information Center

Local Red Cross

Suggested Resources

Community resource people

Citizens

Art materials

History and geography textbook

BOOK:


FILMS:

Man Makes a Desert. FA, 1965

People of Spain. EBF, 1957

People of the Netherlands. EBF, 1958

Children’s experiences

Encyclopedias

History textbook

BOOK:

Griffin: Getting to Know Unesco. Putnam, c1962

United Nations Information Center

Local Red Cross
**Economic Understanding**

**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**

| Making a scrapbook showing merchandise imported from the Eastern Hemisphere |
| Preparing a map of the world picturing goods the United States imports and exports to show extent of interdependence |
| Displaying gift articles and tracing materials used in production from point of origin to finished article |
| Discussing customs regulations to determine how trade is protected |
| Making tools that might have been used by early man to contrast with modern tools |
| Reading and discussing books to show how houses have become more comfortable and convenient |
| Writing imaginative stories about the first oven, the first wheel and the first fur coat |
| Collecting pictures that show how ways of living and working have become more comfortable or convenient |
| Listening to music of great composers and discussing its influence on people today |
| Discussing how books and other achievements in communication have changed ways of living |

**Suggested Resources**

- Encyclopedias
- Geography textbook
- Encyclopedias
- Classroom exhibits
- **BOOK**: Bergaust: *Coast Guard in Action*, Putnam, c1962
- **BOOKS**: Sobol: *First Book of Medieval World*, Watts, c1959
- **BOOK**: Liberty: *First Book of Tools*, Watts, c1960
- **BOOK**: Hansen: *I Built a Stone Age House*, Putnam, c1964
- Children's imagination
- Encyclopedias
- Magazines
- Newspapers
- Music of great composers
- Telephone
- Telegraph
- Radio
- Television
# PRODUCTION OF GOODS AND SERVICES

## Economic Understandings

**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.

## Suggested Learning Experiences

<table>
<thead>
<tr>
<th>Production is a source of wealth and the means of satisfying needs and wants.</th>
<th>Wealth is often measured in terms of goods produced.</th>
<th>Preparing tables showing countries whose major source of wealth is agriculture, industry, mining or fishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of goods produced and services rendered is determined by needs and wants of people.</td>
<td>Viewing films to compare needs of family life in the Sahara, Lapland, Switzerland, and Hawaii</td>
<td></td>
</tr>
<tr>
<td>Greater productivity results in a higher standard of living.</td>
<td>Listing goods produced outside the United States which are imported to make work easier and life more pleasant</td>
<td></td>
</tr>
</tbody>
</table>

## Suggested Resources

**Grade 6**

### Encyclopedias

### Films:
- *Arctic Fisherman in World Trade*, Bailey, 1956
- *Silk Makers of Japan*, Bailey, 1961

### Films:
- *Life in the Alps*, Coronet, 1959
- *Hawaiian Native Life*, EBF, 1958

### Geography textbook

### Magazines

### Newspapers

### 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

### Textbooks

### Films:
PRODUCTION OF GOODS AND SERVICES

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.

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 major cities of the world and discussing natural resources responsible for development.

Capitalizing on types of production which provide salaries of workers in different countries of the world.

Books:
Cooke: How Automobiles Are Made, Dodd, c1965
Cooke: How Superhighways Are Made, Dodd, c1958

Local factories

Books:
Disney: Walt Disney’s Stories From Other Lands, Golden Press, c1965

Grade 6

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

Newsletters
Encyclopedias

Science textbooks

Maps
Geography textbooks

Book:
Disney: Walt Disney’s Stories From Other Lands, Golden Press, c1965
### PRODUCTION OF GOODS AND SERVICES

#### Economic Understandings
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.

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#### Suggested Learning Experiences

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.</td>
<td>Reporting on how farmers, merchants, or trucking companies reinvest profit to improve business</td>
<td>Resource people</td>
</tr>
<tr>
<td>Management has the responsibility for making decisions which affect production.</td>
<td>Discussing the necessity for capable management as well as skillful employees in production of goods and services</td>
<td>Encyclopedias</td>
</tr>
<tr>
<td>Labor and management have responsibility to each other and to the public for maintaining production.</td>
<td>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</td>
<td>Newspapers</td>
</tr>
<tr>
<td>New and improved products are developed by government and industry through science and research.</td>
<td>Reporting on combination of efforts that resulted in development of effective polio vaccine</td>
<td>Encyclopedias</td>
</tr>
<tr>
<td>Mass production makes it possible for people to enjoy more goods at lower costs.</td>
<td>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</td>
<td>Science textbook</td>
</tr>
<tr>
<td>Automated techniques release man power for other production or leisure activities.</td>
<td>Comparing farming methods in the United States with those employed in highly populated countries, where the people use simple tools</td>
<td>Dietz: All About Great Medical Discoveries, Random, c1960</td>
</tr>
<tr>
<td>Increased leisure time creates the demand for new goods and services.</td>
<td>Preparing charts showing increased sales of such items as boats, trailers, and sports equipment</td>
<td>Geography textbook</td>
</tr>
</tbody>
</table>

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#### Suggested Resources

- Encyclopedias
- Newspapers
- Magazines

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**Grade 6**

**Resource people**

**Encyclopedias**

**Newspapers**

**Magazines**

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**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

**FILM:**

- **What is Automation?**
  FA, 1966

- **Eggs to Market:** The Story of Automated Egg Processing, FA, 1966
DISTRIBUTION OF GOODS AND SERVICES

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
</table>
| DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER. | Collecting advertisements of goods produced outside of the United States | **BOOKS:**  
Riverain, *Ships of the World*, Follett, c1964  
Newspapers |
| Advertising creates demand for wide distribution of goods and services. | Collecting advertisements aimed to attract American tourists | Travel posters  
Magazine ads  
Brochures |
| Making a comparison of international advertising | 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 |
| Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers. | 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's*  
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 Tickertape*, Hale, c1965 |
DISTRIBUTION OF GOODS AND SERVICES

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.

Suggested Learning Experiences

Tracing the movement of goods from the old world producer to the new world consumer

Discussing changes in employment resulting from modern methods of distribution in the Eastern Hemisphere

Reading to find out how air freight has made it possible for people to enjoy a greater variety of commodities

Making and discussing maps which show air routes

Suggested Resources

Geography textbook
Maps

FILM:
Our Changing Way of Life—The Dairy Farmer, EB, 1966

Geography textbook

FILM:
Airplanes Work For Us, GW, 1961

Geography books
Atlas
CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Economic Understandings

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.

Suggested Learning Experiences

Conducting research for reports on products consumed today that are imported from the old world

Recording a family's consumption of a particular commodity or service over a period of time

Discussing use of checks, credit cards and charge accounts in family purchases

Discussing how consumers use freedom of choice when selecting goods and services

Planning projects where pupils make a budget for a year in terms of clothing for the four seasons

Keeping a record of prices of perishable goods before and after drastic weather changes

Showing difference in the price of fuel purchased at different times of the year

Comparing the prices of summer wearing apparel in spring, summer and fall

Suggested Resources

Encyclopedias

History and geography textbook

Product maps

Records

Grocery lists

Bills

Arithmetic textbook

FILM:

The Story of a Check, FA, 1966

Consumer's Guide

Clothing stores

Newspapers

Resource people

Grade 6

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.

Keeping a record of prices of perishable goods before and after drastic weather changes

Showing difference in the price of fuel purchased at different times of the year

Comparing the prices of summer wearing apparel in spring, summer and fall

Newspapers

Magazines

Radio

Television

Retail dealers of fuels

Parents' records

Sales personnel
**Economic Understandings**

**MONEY**

**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 experience*

Money cannot buy everything that people need and want.

- Identifying the good things in life which are available without the use of money

**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

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
Economic Understandings

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.

Suggested Learning Experiences

Displaying money from other countries and discussing comparable values in United States' money

Making charts of the monetary systems of different countries to compare denominations and values

Making out checks and money orders

Collecting and displaying money of other countries to compare value, name, size and material

Suggested Resources

Currency from other countries

Encyclopedias

Checks and money orders

BOOK:
Sterling: Picture Book of Ancient Coins, Sterling, c1963
Coin collection

BOOK:
Hobson: U.S. Commemorative Coins and Stamps, Sterling, c195?

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.

Using graphs and drawings to explain budget making

Making a list of factors an individual or a family has to take into account in planning a budget

FILM:

Ledger

Grade 6

MONEY

Currency from other countries

Encyclopedias

Checks and money orders

BOOK:
Sterling: Picture Book of Ancient Coins, Sterling, c1963
Coin collection

BOOK:
Hobson: U.S. Commemorative Coins and Stamps, Sterling, c195?

Resource people

Resource people

Statistics

Magazines
### 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.

### 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.

### Suggested Learning Experiences

**Economic Understandings**

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.

### Suggested Resources

- **FILM:**
  - Personal Financial Planning, SEF, 1961
  - Shipson: The Family Conspiracy, Harcourt, c1964
  - Sobel: Stocks and Bonds, Watts, c1963
  - 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**

- **Arithmetic textbook**

- **Banks**

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## MONEY

### Grade 6

#### Economic Understandings

Banks provide varied services.

#### Suggested Learning Experiences

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resource Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting banks to understand the services provided</td>
<td>Books:</td>
</tr>
<tr>
<td></td>
<td><em>Rees: At The Bank,</em> Melmont, c1957</td>
</tr>
<tr>
<td>Using sample forms to understand the use of checks, check stubs and deposit slips</td>
<td>Sample forms</td>
</tr>
<tr>
<td>Preparing posters to trace a check from time it is written until it returns to the writer</td>
<td>Sample forms, Checkbooks, Deposit slips</td>
</tr>
</tbody>
</table>

### Suggested Resources

- Banks
- Sample forms
- Checkbooks
- Deposit slips
- Film: *Money In The Bank and Out,* Churchill, 1965
Economic Understandings

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.

Suggested Learning Experiences

- Inviting resource persons to discuss the sources of local and State taxes
- Keeping a record of taxes charged on household goods for a period of time
- Reading and reporting on sources of tax funds of the early Greeks and Romans
- Reading and discussing the financing of public services in other countries
- Discussing reasons why taxes are necessary and how they support government
- Making graphs to show how much of the tax dollar is used for community services
- Interviewing parents to gain an understanding of how payment of taxes to support the government is a responsibility of all people
- Studying how tax funds are used to improve highways
- Discussing the extent to which public education in other countries is supported by a program of taxes

Suggested Resources

- Commissioner of Revenue
- County Treasurer
- Superintendent of Schools
- Sales slips
- Grocery bills
- Encyclopedias
- Resource people
- Encyclopedias
- Encyclopedias
- World Almanac
- Parents
- Commissioner of Revenue
- State Highway Department
- Magazines
- Encyclopedias
- Park rangers
- Children's experiences
Economic Understanding:

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.

FREE ENTERPRISE ECONOMY

Suggested Learning Experiences

- Tracing the development of the right to own property involving serfdom and feudalism, royal grants, entailed inheritance and Homestead Acts

- Reporting life on communal farms in Israel, Russia or among Nomadic tribes

People have the right to exercise freedom of choice.

- Making charts of models of cars available from one manufacturer to show variety of choice

- Reporting on factors people take into consideration in selecting the family doctor, a vacuum cleaner or a job

- Comparing working conditions in our country with others in terms of job opportunities and chances for advancement

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

Suggested Resources

Grade 6

History textbook
Encyclopedias

- Black: Castle, Abbey and Town, Holiday House, c1963
- Buehr: Knights, Castles and Feudal Life, Putnam, c1957
- 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

Catalogues
Magazines
Textbooks
Consumer's guides
Resource people

Newspaper
Television
Radio

- Land And People Of--Series, Lippincott
- First Book Of--Series, Watts

BOOK:
- Pease: Melor, King Arthur's Page, Putnam, c1963
Economic Understandings

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.

Suggested Learning Experiences

Visiting several plants or factories to see how assembly lines have made production more economical, work more specialized and workers more interdependent.

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.

Reporting on speeches and writings of world leaders that express the significance of education as a factor in economic development.

Writing a play or story to show how current interest in transistor radios affects trade with Japan and business within this country.

Discussing important money bills which voters may be asked to approve.

Reporting on agricultural cooperatives in Denmark and the United States to show the effect of such organizations on dairy and poultry business.

Reporting on Israel's objectives in developing irrigation projects.

Suggested Resources

Plants

Factories

Resource people

Arithmetic textbook

Biographies of world leaders

Book:

Comay: The UN In Action, Macmillan, c1965

Encyclopedias

Newspapers

Textbooks

Encyclopedias

Books:

Gidal: My Village in Denmark, Random, c1963

Wohlrabe: The Land and People of Denmark, Lippincot, c1961

Textbooks

Magazines

Travel agencies
### Economic Understandings

**FREE ENTERPRISE ECONOMY**

<table>
<thead>
<tr>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
</table>
| Education and the development of skills contribute to a higher standard of living.              | **BOOK:**  
| Preparing reports on how education and training make possible the production of more and better goods | Mahmoud: *The Land and People of Israel*, Lippincott, c1963                                                                                 |
| Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs. | **MAGAZINES:**  
| Preparing reports on how improvements in farming produce more and better foods                  | History and geography textbooks                                                                                                          |
| Discussing films to develop understanding of how the profit motive stimulates business         | **ENCYCLOPEDIAS:**  
| Collecting pictures to show stages in development of a particular machine and discussing resulting increase in efficiency of work | Language textbook                                                                                                                        |
| Discussing films to show contributions of man in the fight against disease                     | **FILM:**  
| Listing ways credit buying is important to individual and community business                   | *It’s Everybody’s Business*, U. S. Chamber of Commerce, 1954                                                                                |
| 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. | **PARENTS:**  
| Listing ways credit buying is important to individual and community business                   | Advertisements                                                                                                                          |
| Discussing films to increase understanding of how credit is established and the amount of credit a family can afford | **CONSUMER’S GUIDES:**  
|                                                                                                 | Film: *Health Heroes: The Battle Against Disease*, Coronet, 1959                                                                          |
|                                                                                                 | **BOOK:**  
|                                                                                                 | Kane: *How Money and Credit Help Us*, Benefic, c1966                                                                                     |
|                                                                                                 | **FILM:**  
|                                                                                                 | *Wise Use of Credit*, SEF, 1961                                                                                                          |
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

Suggested Resources

BOOK:
- Perry: Forests and What They Do, Watts, c1963
- Papers in local library
- Older citizens

BOOKS:
- Adler: Irrigation, Putnam, c1951
- Colby: Soil Sciences, 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
- 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, c1952
NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

Suggested Learning Experiences

Suggested Resources

Natural resources should be conserved.

Discussing the problems of air and water pollution to realize that these are responsibilities of individuals as well as corporations

Reporting on ways local, state, and national governments are attempting to relieve critical shortages of natural resources

Experimenting with shallow dish coated with vasoline to note evidence of air pollution

Visiting filtration plants and areas where the water is polluted

Books:

Lewis: This Thirsty World, McGraw, c1964

Books:

Harrison: Conservation: The Challenge of Reclaiming Our Plundered Land, Messner, c1963

Smith: The First Book of Conservation, Watts, c1954

Newspapers

Dish

Vaseline

Filtration plant

State Water Control Board

State Air Pollution Control Board

Bureau of Industrial Hygiene

Newspapers

Magazines

Television

Radio

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

Grade 7

Economic Understandings

Conservation of natural resources is a responsibility of man. Natural resources are protected by laws.

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

Suggested Learning Experiences

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, sources, 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

Revisiting 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

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:
Armor: 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
Economic Understandings

1. Climate and other geographical factors influence kinds of clothes worn.

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

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

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

Suggested Learning Experiences

1. Reporting on clothes worn by astronauts and discussing reasons for the complexity of construction.

2. Reporting on changes in use of natural resources in the preparation of newer types of building materials.

3. Discussing how resources like Skyline Drive, Virginia Beach or Buggs Island Lake influence the work of people.

4. Viewing filmstrips to gain appreciation of forests and how they contribute to the economy of the State.

5. Reporting on wildlife refuges within Virginia as tourist attractions.

6. Inviting officials to discuss the role of the federal government in conservation practices.

7. Reading books that show how the beauty of national parks and forests contribute to the economy of Virginia.

8. Collecting information on the annual number of visitors to Virginia’s tourist attractions and plotting graphs to show gross receipts from tourist trade.

Suggested Resources


3. Magazines

4. Newspapers

5. State Chamber of Commerce

6. FILMSTRIPS:
   *Virginia’s Forests—Importance to Our Economy*, State Dept. of Ed., 1965
   *National Parks in the East and South*, Eye Gate House, 1960

7. State Chamber of Commerce

8. Local civic groups

9. BOOK:
   *Sutton: Guarding the Treasured Lands*, Lippincott, c1965

10. Newspapers

11. State Chamber of Commerce
### Economic Understandings

#### 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.

### Human Resources

<p>| Grade 7 |</p>
<table>
<thead>
<tr>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
</table>

#### Books:
- Childhood of Famous American--- Series, Bobbs
- Bassett: Profiles and Portraits of American Presidents, Golden Press, c1964
- Newcomb: Miracle Plastics, Putnam, c1965

#### Films:
- Booker T. Washington, EBF, 1951
- Patrick Henry of Virginia, State Dept. of Ed., 1918
- The Constitution of the United States of America
- Constitution of Virginia

#### 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 Fall Trade, Watts, c1965
- Robinson: Atomic Energy, Follett, c1959

#### Film:
- Dental Assistant: A Career of Service, U.S. Public Health Service, 1960

#### Public Health Nurse

#### Doctors, Nurses

#### Sanitation Officers

#### Local Officials

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*Source: ERIC Document Number: ED136371*
### Economic Understandings

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.

### Suggested Learning Experiences

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing the importance of observing good health habits</td>
<td>Preparing budgets of ways students spend time over a period of several days</td>
<td>Children’s experiences</td>
</tr>
<tr>
<td>Making a survey of occupations, vocations, and professions in the area and discussing requirements, advantages and disadvantages of each</td>
<td>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</td>
<td>Virginia Employment Commission</td>
</tr>
<tr>
<td>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</td>
<td>Discussing how abilities and training make it possible to give best efforts to work</td>
<td>Children’s experiences</td>
</tr>
<tr>
<td>People conserve effort by pooling human resources and dividing labor.</td>
<td>Writing to automobile manufacturing plants for information on the assembly line process in the manufacture of automobiles</td>
<td>Automobile manufacturing plants</td>
</tr>
<tr>
<td>Discussing responsibilities of doctors, lawyers, and all citizens for contributing to better community life</td>
<td>Viewing film to appreciate place of music in daily work of Colonial Virginians</td>
<td>Doctors Lawyers Other citizens</td>
</tr>
</tbody>
</table>

### Suggested Resources

- **BOOKS:**
  - Cousins: *Thomas Alva Edison*, Random, c1965
  - Fleming: *Great Women Teachers*, Lippincott, c1965
  - U.S. Department of Commerce
  - U.S. Department of Justice
  - U.S. Chamber of Commerce
  - State Chamber of Commerce
  - Virginia Employment Commission
  - U.S. Office of Health, Education and Welfare
  - Automobile manufacturing plants
  - Doctors
  - Lawyers
  - Other citizens

- **FILM:**
Economic Understandings

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

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.

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

Human resources are developed through freedom to use individual initiative.

Suggested Resources

Grade 7

Community workers

BOOK:
Munzer: Planning Our Town, Knopf, c1964

Posters

Children's experiences

HUMAN RESOURCES

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.

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
### Economic Understandings

**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

<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing an appreciation and understanding of the contributions of the Indians and early settlers to the survival of the first settlement in Virginia</td>
<td>Discussing communal living in early Virginia</td>
<td>Speare: <em>Life In Colonial America</em>, Random, c1963</td>
</tr>
<tr>
<td>Making a survey of fund raising campaigns that aid in the fighting of diseases</td>
<td>Listing of individuals and discussing outstanding contributions to the economic growth of the State and nation</td>
<td>Virginia history textbook, United Community Funds and Councils of America</td>
</tr>
<tr>
<td>Reporting on leading imports and exports in Colonial Virginia and those of today</td>
<td>Comparing the influence of both France and England on early America's economy</td>
<td>Virginia history textbook, Textbooks</td>
</tr>
<tr>
<td>Viewing filmstrips to discover special problems that are related to one crop economy as experienced in the South</td>
<td>Viewing films on achievements of the past which influence living today and in the future</td>
<td>FILMSTRIP: <em>King Cotton</em>, Eye Gate, 1955</td>
</tr>
</tbody>
</table>

### Suggested Resources

- **BOOKS:**
  - Speare: *Life In Colonial America*, Random, c1963
  - Virginia Cavalcade: Virginia history textbook
  - Virginia history textbook
  - Virginia Cavalcade
  - Virginia history textbook
  - Speare: *Life In Colonial America*, Random, c1963
- **MAGAZINES:**
  - Virginia Cavalcade
- **PERIODICALS:**
  - Virginia Cavalcade
  - Virginia Cavalcade
- **SPECIAL COLLECTIONS:**
  - Virginia Cavalcade
  - Virginia Cavalcade
  - Virginia Cavalcade
  - Virginia Cavalcade
- **LIBRARIES:**
  - Virginia Cavalcade
  - Virginia Cavalcade
  - Virginia Cavalcade
  - Virginia Cavalcade
- **OTHERS:**
  - Virginia Cavalcade
  - Virginia Cavalcade
  - Virginia Cavalcade
  - Virginia Cavalcade

### Other Resources

- **FILMS:**
  - Discovery of Radium, McGraw, 1956
  - Discovery of Anesthesia, McGraw, 1956

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**Grades 7**
PRODUCTION OF GOODS AND SERVICES

**Economic Understandings**

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.

**Suggested Learning Experiences**

Reading to develop understanding of how statistics dealing with Gross National Products are derived.

Reporting on how popular demand influences the production of phonograph records or items of clothing.

Working arithmetic problems to obtain a measure of standard of living when population and national or state income are known.

**Suggested Resources**

Encyclopedias

Textbooks

World Almanac

Radio, television and newspaper advertisements

Encyclopedias

Arithmetic textbook

**FILM:**

*Our Changing Way of Life—Dairy Farmer, The*  
EBF, 1966

**BOOKS:**

Cooke: *How Automobiles Are Made*,  
Dodd, c1965

Cooke: *How Helicopters Are Made*,  
Dodd, c1961

Cooke: *The Enterprise, Greatest of the Flat-Tops*,  
Dodd, c1968

Simons: *The Story of Printing*,  
Harvey, House, c1965

Williams: *Medicine from Microbe*,  
Messner, c1965

**ENCYCLOPEDIAS**

**BOOKS:**

Tunis: *Colonial Living*,  
World, c1957

**Grade 7**

**Suggested Learning Experiences**

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.

Collecting pictures or making reports to show how technology has changed food preparation since early days at Jamestown.
Economic Understandings

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.

Suggested Learning Experiences

- Viewing the film to learn how the energy of uranium will be used
- Constructing a world map showing the leading mineral deposits and the nearby 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

Suggested Resources

- Speare: *Life in Colonial America*, Random, c1963
- Tunis: *Colonial Craftsmen*, World, c1965
- Simon: *The Story of Printing*, Harvey House, c1965
- 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

Economic Understandings

Suggested Learning Experiences

Reporting on the effects of current strikes on local economy

Suggested Resources

Local merchants

Officials of trucking firms

Newspapers

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 safety devices now available on automobiles, improvements in photographic equipment and innovations in food processing and packaging

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 18th century

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

Grade 7

Suggested Resources

Local merchants

Officials of trucking firms

Newspapers

Science textbook

Magazines

Newspapers

Encyclopedias

BOOKS:

Hendrickson: Winging Into Space, Bobbs, c1965

Hyde: The Men Behind the Astronauts, Dodd, c1965

FILMS:

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, c1963

Spencer: Keeping Ahead of Machines, Putnam, c1965

Seldin: Automation: The Challenge of Men and Machines, Putnam, c1965

Magazines

FILM:

What Is Automation?, FA, 1966

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## DISTRIBUTION OF GOODS AND SERVICES

### Economic Understandings

**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.

### Suggested Learning Experiences

Collecting materials used to advertise points of interest in Virginia

Reporting transportation and subsidiary services needed in moving raw materials to Virginia industries and finished products to national and world markets

Reporting on part played by transportation as Virginia shifts from an agriculture to an industrial State

Learning how the United States distributes food surpluses to needy people and nations in times of crises, such as: drought, famine, flood, and earthquake

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

Discussing with children the methods used by door-to-door salesmen

### Suggested Resources

- Pictures
- Magazines
- Pamphlets
- Brochures

- History and geography textbook
- Encyclopedias

- Resource people

- **BOOKS:**
  - Harvey: Monorails, Futnam, c1965
  - Rees: Signals and Satellites, Creative, c1965
  - Red Cross
  - Newspapers
  - News magazines

- **BOOK:**
  - Lee: The Wonderful World of Transportation, Doubleday, c1960

- **FILM:**
  - Communication Primer. Univ. of Calif., 1954

- **BOOK:**
  - Schneider: Your Telephone and How It Works, McGraw, c1965

- Retail Merchants Association
- Local Chamber of Commerce
DISTRIBUTION OF GOODS AND SERVICES

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.

Suggested Learning Experiences

Conducting a panel discussion to show why it is necessary to have middlemen involved in distribution of goods and 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.

Suggested Resources

Language textbook

BOOKS:
Brown: Fort of Call, Abelard, c1965
Living: Famous Merchants, Dodd, c1965

FILM:
Story of the Wholesale Market, Churchill, 1965

Managers of plants and factories

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**

*Economic Understandings*

**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.

**Suggested Learning Experiences**

- Making a survey to determine goods and services not available in the community ten years ago.
- Visiting public utility offices to learn services that are provided and training needed by personnel.
- Debating the practice of buying on credit and the individual's responsibility of meeting financial obligations when credit terms have been arranged.
- Interviewing contractors to learn of conditions that determine choice in selection of building material for a housing development.
- Listening to representatives from competitive businesses to learn to make wise choices of goods.
- Visiting a local supermarket and tracing one item, such as a package of frozen peas from producer to consumer.

**Suggested Resources**

- Mail order catalogues
- Civic associations
- Public utility offices
- Town or county officials
- Children's experiences
- Retail Merchants Association
- Building contractor
- Local business people
- Local grocery store

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*Suggested Learning Experiences*

- Comparing prices of cars before and after appearance of new models.
- Observing changes in costs of living over a period of time to learn the causes for the changes.
- Interviewing merchants to determine why a limited supply of commodities increases price.
- Reading about and discussing effect of governmental controls on consumption of goods and services.
MONEY

Economic Understandings

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

Suggested Learning Experiences

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

Arithmetic textbook

Money is made of paper or metal for convenience.

Interviewing resource people to determine why money is made of paper or metal.

Businessmen

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

Suggested Resources
<table>
<thead>
<tr>
<th>Economic Understandings</th>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
</table>
| 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 | FILMSTRIPS:  
Money Goes to Work, EBF, 1951  
New Ways to Use Money, EBF, 1951 |
| Inviting businessmen to explain conditions which bring about change in prices | Arithmetic textbook | |
| Discussing historical events and developments which have affected the value of money | BOOK:  
Hine: Money Round the World, Harcourt, c1963 | |
| Planning and conducting a classroom auction to gain insight into ways money value changes | Grocers  
Dealers in fuel  
Beauticians | |
| Comparing price lists of staples over a period of time using catalogs, newspapers, radio and television announcements to show rise and fall in prices | History textbook | |

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

<table>
<thead>
<tr>
<th>The amount of money received varies according to skill and quality of work performed.</th>
<th>Reporting on reasons why the amount of money received varies for different kinds of work performed</th>
<th>Parents</th>
</tr>
</thead>
</table>
| 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 | BOOK:  
Wilson: The Green Mountain Toymakers, McKay, c1965 |
| 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 | Resource people  
Parents |
MONEY

Economic Understandings

A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.

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

Suggested Learning Experience:

Discussing films to show how a family financial plan is a part of money management

Suggested Resources:

FILMS:

Personal Financial Planning, SEF, 1961

Wise Buying, Coronet, 1951

BOOK:

Bonham: Challenge of the Prairie, Bobbs, 1965

Preparing circle graphs to illustrate receipt and expenditure of funds of State and/or local budgets

Children's experiences

Arithmetic textbook

Annual report of comptroller

Conducting a panel discussion showing why savings should be a part of everyone's budget

Arithmetic textbook

BOOKS:


Judson: Andrew Carnegie, Follett, 1964

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:

Lawenstein: Money, Watts, 1963

Writing stories which show how wise spending depends upon the ability to judge values of products and services

Resource people

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

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

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

*Suggested Learning Experiences*  
Discussing how both quantity and quality are important in setting the cost of a product or service

*Suggested Resources*  
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: *The New World of Banking,* Dodd, c1965 |
| **Banks pay interest for use of money.** | Discussing ways a bank invests depositor's money in order to be able to pay interest | *BOOK:* 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:* *In The Bank and Our Churchill,* 1965 |
| **Banks provide varied services.** | Interviewing banker to learn changes made by technology in banking procedures | *BOOK:* Moody: *Wells Fargo,* Houghton, c1961 |
Economic Understanding

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.

TAXES

Suggested Learning Experiences

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 payer’s 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 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

Suggested Resources

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, 1961

YMM:

Your State Budget,

State Dept. of Ed., 1954

Principal

State highway officials

State park officials

Offices of regional and State highway officials

Newspapers
## Economic Understanding

### The American Economy is Based on Free Enterprise.

People have the right to own property.

<table>
<thead>
<tr>
<th>Suggested Learning Experiences</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing types of property people have a right to own</td>
<td>Amendment IV—Constitution of the United States</td>
</tr>
<tr>
<td>Reporting on the different types of ownership: single proprietorships, partnerships, corporations and cooperatives</td>
<td>FILM: Sharing Economic Risks, III</td>
</tr>
<tr>
<td>Visiting local officials in effort to understand provisions made by government and controls exercised by government to protect rights of property owner</td>
<td>BOOKS: Sobel: Stocks and Bonds, Watts, c1963</td>
</tr>
<tr>
<td>People have the right to exercise freedom of choice.</td>
<td>Arnold: Money: Make it, Spend it, Save it, Holiday House, c1962</td>
</tr>
<tr>
<td>Operating a job placement agency to help parents and others in the selection of needed services: babysitters and grass cutters</td>
<td>Resource people</td>
</tr>
<tr>
<td>Discussing the importance of everyone being gainfully employed for the well-being of society</td>
<td>Local officials</td>
</tr>
<tr>
<td>Interviewing resource people to become acquainted with the necessary training and skills before choosing an occupation</td>
<td>BOOK: Munzer: Planning Our Town, Random, c1964</td>
</tr>
<tr>
<td>People compete in providing goods and services.</td>
<td>Parents</td>
</tr>
<tr>
<td>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</td>
<td>Resource people</td>
</tr>
<tr>
<td>Dramatizing situations which might arise between managers of competitive businesses; highlighting honesty, integrity and sincerity among people</td>
<td>BOOK: Munzer: Unusual Careers, Random, c1964</td>
</tr>
<tr>
<td></td>
<td>Retail Merchants Association</td>
</tr>
<tr>
<td></td>
<td>BOOK: Mer: The Pushcart War, William R. Scott, c1964</td>
</tr>
<tr>
<td></td>
<td>Children's experiences</td>
</tr>
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<td></td>
<td>Local businessmen</td>
</tr>
</tbody>
</table>
Economic Understandings

People have the right to make a profit.

Suggested Learning Experiences:

1. Working problems to show how a merchant determines the selling price of articles when the cost and percentage of overhead and profit are known.
2. Working problems to determine percentage of profit and overhead when cost and selling price are known.
3. Interviewing merchants to determine how each arrives at the percentage of margin allowed on the selling price of an article.

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.

Suggested Learning Experiences:

1. Collecting magazine and newspaper articles that emphasize the need for education as a basis for economic development.
3. Presenting a play to show the relation of Thomas Jefferson's taste for French ice cream to the present economy of Virginia.
4. Discussing the relation of organized effort to the economy of the Virginia Colony in such cases as "The Panton's Cause" and "The Two-Penny Act".

Suggested Resources:

- Arithmetic textbook
- Merchants
- Trenton: Basic Economics, Appleton, c1964
- Smith: Economics for Our Times, McGraw, c1963
- Magazines:
- Newspapers
- O'Donovan: The United States, Silver, c1965
- McCabe: How Schools Aid Democracy, Benefic, c1964
- Hirschfeld: Four Cents An Acre, Messner, c1965
- Encyclopedia
- Textbooks and biographies of Thomas Jefferson
- History textbook
**Economic Understandings**

**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.

**FREE ENTERPRISE ECONOMY Suggested Learning Experiences Grade 7**

**FREE ENTERPRISE ECONOMY Suggested Resources**

*Reporting on how a problem involving the use of the Potomac River led to the writing of the Constitution of the United States*

History textbook

*Reporting on activities of civic organizations to show effect on business in Virginia*

History, geography and government textbook

*Surveying types of occupations in Virginia, work requirements and pay scales to determine the standard of living possible for each*

Guidance and vocational departments

*Viewing films to learn about careers in health and the education and training necessary for each*

**FILM:** *Health Careers, NHC, 1956*

Health textbook

*Engaging in library research to report improvements in health and safety which have been brought about as a result of new products and inventions*

Encyclopedias

*Discussing how lower production costs and increased leisure time are possible as a result of the invention of labor-saving machines*

Resource people

*Discussing merits of credit buying and charge accounts from the standpoint of both the individual and business*

**FILM:** *The Wise Use of Credit, SEP, 1961*

Arithmetic textbook
SUGGESTED LIST OF PROFESSIONAL BOOKS


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